

The background of the cover is a high-contrast, black and white stained glass design. It features a large, central circular motif containing a stylized floral or plant design with several leaves and a central stem. The design is composed of thick black lines forming the leaded glass panes, with white space representing the glass itself. The overall effect is graphic and architectural.

University College

UNIVERSITY OF MINNESOTA

BULLETIN

1994 - 1995

University College Bulletin

On the cover:

Detail from a stained glass window in Burton Hall. Burton Hall was built in 1894 as the University of Minnesota's first library. The original interior and the stained glass window were designed by architect Charles S. Sedgwick.

University College

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General Information

From the Dean

Welcome to University College. As you review this bulletin, you will note that University College offers several unique options for pursuing your B.A. or B.S. degree at the University of Minnesota.

Working in concert with University faculty and academic advisers, students in University College develop degree programs that meet individualized goals while adhering to the high standards set for undergraduate education at the University.

As dean of University College, I encourage students to explore the




University's rich array of educational options and seek the degree program that best meets their needs. University College, through the Inter-College Program and the Program for Individualized

Learning, provides the guidance, structure, and support that allow students to work across traditional college and disciplinary boundaries and take significant responsibility for their own education.

I invite you to read this bulletin carefully and explore your options further by calling one or both of these degree programs for more information. We look forward to serving you.

Sincerely,



Anne H. Hopkins
UC Dean and Vice President for Arts,
Sciences, and Engineering

This bulletin describes the programs, procedures, and requirements of University College. Other college bulletins may be obtained by contacting the Office of Admissions, University of Minnesota, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-2008).

Policies

Bulletin Use—The contents of this bulletin and other University bulletins, publications, or announcements are subject to change without notice. University offices can provide current information about possible changes.

This publication is available in alternative formats upon request. Please contact the Office of Admissions, University of Minnesota, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-2008).

This bulletin also is available in electronic format on Internet and may be accessed via Gopher.

Equal Opportunity—The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. In adhering to this policy, the University abides by the Minnesota Human Rights Act, Minnesota Statute Ch. 363; by the Federal Civil Rights Act, 42 S.C. 2000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by the Americans With Disabilities Act of 1990; by Executive Order 11246, as amended; by 38 U.S.C. 2012, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended; and by other applicable statutes and regulations relating to equality of opportunity.

Inquiries regarding compliance may be directed to Patricia A. Mullen, Director, Office of Equal Opportunity and Affirmative

Action, University of Minnesota, 419 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455 (612/624-9547).

Access to Student Educational Records—In accordance with regents' policy on access to student records, information about a student generally may not be released to a third party without the student's permission. (Exceptions under the law include state and federal educational and financial aid institutions.) The policy also permits students to review their educational records and to challenge the contents of those records.

Some student information—name, address, electronic (E-mail) address, telephone number, dates of enrollment and enrollment status (full time, part time, not enrolled, withdrawn and date of withdrawal), college and class, major, adviser, academic awards and honors received, and degrees earned—is considered public or directory information. Students may prevent the release of public information only during their terms of enrollment. To do so, they must notify the records office on their campus.

Students have the right to review their educational records. The regents' policy, including a directory of student records, is available for review at 150 Williamson Hall, Minneapolis, and at records offices on other campuses of the University. Questions may be directed to the Office of the Registrar, 150 Williamson Hall (612/625-5333).

Immunization—Students born after 1956 who take more than one University class are required under Minnesota law to submit an Immunization Record form.

The form, which is sent along with the official University admission letter, must be filled out and returned to Boynton Health Service within 45 days of the first term of enrollment in order for students to continue registering for classes at the University. Complete instructions accompany the form.

Extracurricular Events—No extracurricular events requiring student participation may be scheduled from the beginning of study day to the end of finals week. Exceptions to this policy may be granted by the Senate Committee on

Educational Policy. The Senate advises all faculty that any exemption granted pursuant to this policy shall be honored and that students who are unable to complete course requirements during finals week shall be provided an alternative and timely opportunity to do so.

Smoke-Free Campus Policy—Smoking is prohibited in all facilities of the University of Minnesota, Twin Cities campus except for designated private residence hall rooms.


Postal Statement

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University of Minnesota
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Introduction and Program Descriptions



Introduction and Program Descriptions

For more than 60 years, University College (UC) has opened up educational opportunities for highly motivated students who need flexibility to use the University's resources to achieve their bachelor of arts or bachelor of science degrees. UC's students develop degree programs tailored to their own interests and talents. Through University College the rich resources of the University's faculty and staff are made available to serve the individual undergraduate student. UC students join with faculty and staff in taking responsibility for the integrity of each degree program and the maintenance of high academic standards. As a result, UC graduates gain a strong sense of ownership of their education and confidence in how that education is related to their lives.

University College serves students by providing them with educational alternatives; it serves faculty by letting them develop and test innovative approaches to undergraduate education. The two groups working together help to diversify the learning experiences the University can provide.

Students

About 500 students actively pursue bachelor's degree programs through UC at any given time. These women and men are taking courses and working with individual faculty members from all colleges at the University. They all have developed interdisciplinary, thematic, or concentrated areas of study through close collaboration with faculty and professional advisers. The degree programs include a strong foundation in the liberal arts from which they explore complex ideas, relationships, social issues, and problems in many fields. From application to graduation, they have responsibility for understanding and communicating their educational and personal goals and the ways they will achieve those goals.

Many UC students are older than the traditional 18- to 22-year-old undergraduate; many have job, family, and community

responsibilities. They are able to integrate prior college courses and college-level learning gained from work experiences and independent study into their degree programs; some are able to study abroad or elsewhere in North America either through courses or independent study. University College students design and complete faculty-approved, individualized degree programs that meet their academic, career, or personal interests while maintaining the University's high academic standards. A UC Student Council provides an opportunity for students to work together to create activities that support and celebrate personal and academic success.

Faculty

University College does not have its own resident faculty. Instead, it draws on faculty members from across the University to develop educational policy, advise students and approve their individualized degree programs, and evaluate students' work and progress toward degree completion. More than 300 faculty members are involved in UC programs annually. They have opportunities to participate in new ways in student education and provide a wealth of intellectual resources and leadership.

Degree Programs

From its founding in 1930 until 1970, UC administered a single degree program, the Inter-College Program. In 1970, the mission of the college was broadened to provide a home for experimental programs in undergraduate education. Several programs begun as experiments in UC are now permanently housed in other units of the University. The Program for Individualized Learning began as one of these experiments and is now the second permanent program of University College.

The Inter-College Program (ICP) offers students a credit-based, individualized baccalaureate degree program that draws on the curricular offerings and other educational

Introduction and Program Descriptions

resources of the entire University community. This program provides an alternative to an already established major by providing students with the flexibility to incorporate both day school and Extension coursework from more than one college to achieve their educational goals.

The Program for Individualized Learning (PIL) serves independent learners who wish to design and complete an individualized program of study that incorporates a variety of learning resources and strategies such as independent learning projects. PIL offers students the opportunity to work collaboratively with academic advisers and faculty from throughout the University. The program serves primarily those students who live in the Twin Cities area, but will also consider qualified students who can commute to campus for some learning activities. The program also will attempt to serve former University of Minnesota students who live outside the region.

Special University College Programs

Independent Study (UC 3075)—University College allows undergraduates, regardless of college affiliation, to pursue projects beyond the scope of a single department or college. Projects are interdisciplinary or are completed in departments that do not offer an appropriate independent study course. Students may take 3 to 15 credits of UC 3075—Independent Study. For more information, contact the Inter-College Program.

University College Scholarships (for UC students only)—University College has scholarship funds supported by donations from alumni and friends. Scholarships are selective and competitive; they are given to students who have strong academic records, who are making regular progress toward degree completion, and who have financial need as defined by the Office of Student Financial Aid. Scholarship amounts range up to a maximum of \$1,500.

High School Preparation Requirements

Students beginning their studies as freshmen at the University of Minnesota fall quarter 1991 or later are expected to have completed certain preparation requirements in grades 9-12. Transfer students (39 or more quarter credits) are expected to meet the requirements beginning fall 1993 or later. *Students who graduated from high school before 1987 do not have to meet the requirements.* The requirements are

- four years of English with emphasis on writing;
- three years of math, including one year of elementary algebra, geometry, and intermediate algebra;
- three years of science, including one year each of biological and physical science;
- two years of a single second language; and
- two years of social studies, including United States history.

Scholastic Conduct Policy

Scholastic honesty and trust form the cornerstone of all degree programs. UC students are expected to observe the same codes of scholastic honesty required of all students on campus; however, because UC students are involved in more than one college, they need to be aware of the specific definition and policies concerning scholastic conduct in those colleges as well as in UC.

Scholastic dishonesty is a serious offense and students should be fully aware of its nature and consequences. Unacceptable behavior includes, but is not limited to, plagiarizing (submitting another's work as your own; deliberately misrepresenting another's words as your own, i.e., failing to quote properly or to attribute quoted material accurately; or appropriating another's ideas as your own without proper attribution); submitting the same or very similar paper for more than one course or project without prior permission from all

instructors; falsifying data; cheating on examinations or other academic tasks; submitting false academic records; or interfering with the academic work of another student.

If scholastic dishonesty occurs in a class, the instructor will attempt to resolve the problem by assigning an appropriate penalty. If the problem is not resolved at this level, the case will be referred to the University conduct code coordinator because the case automatically involves two colleges. This policy is consistent with the policies of other colleges.

If scholastic dishonesty occurs in any activity related to UC-awarded credits or a specific UC program task, the student's UC program will review the case and attempt to resolve the problem. If the program chooses, or if the case is not resolved at the program level, the case will be referred to the University College Scholastic Committee. Also, if a pattern of scholastic dishonesty becomes apparent in several University-related activities (e.g., courses or independent projects), the specific UC program will refer the case to the University

College Scholastic Committee. Reviews of cases of suspected scholastic dishonesty, at any stage, may result in the elimination of a specific course or project from a student's program, disciplinary probation, suspension, or expulsion from the college.

Students may appeal the decision of a UC academic adviser to the director of their program; they may appeal the decision of a program to the University College Scholastic Committee. The decision of the Scholastic Committee may be appealed through the conduct code coordinator.

Planning to Transfer?

Note: Both ICP and PIL have some special admissions requirements. If you are interested in one of these programs, please contact the appropriate program office before taking any other action.

Minnesota's public colleges and universities are working to make transfer easier. You can help if you PLAN AHEAD, ASK QUESTIONS, and USE PATHWAYS created by transfer agreements.



Preparing for Transfer

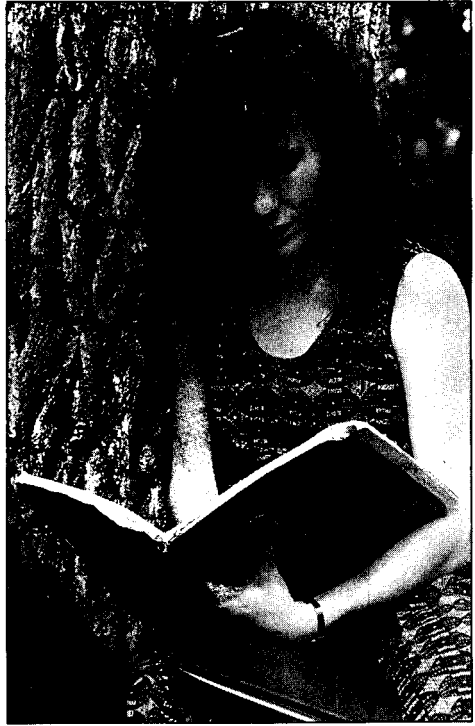
If you are currently enrolled in a college or university:

- Discuss your plans with a campus transfer specialist.
- Call or visit your intended transfer college. You should obtain the following materials and information:
 - college catalog
 - transfer brochure
 - information on admissions criteria and on materials required for admission (e.g., portfolio, transcripts, test scores). Note that some majors have limited enrollments or their own special requirements such as a higher grade point average.
 - information on financial aid (how to apply and by what date)
- After you have reviewed these materials, make an appointment to talk with an adviser/counselor in the college or program you want to enter. Be sure to ask about course transfer and admission criteria.

If you are not currently enrolled in a college or university, you might begin by meeting with a transfer specialist or an admission officer at your intended transfer college to plan the steps you need to take.

Understanding How Transfer of Credit Works

- The receiving college or university decides what credits transfer and whether those credits meet its degree requirements. The accreditation of both your sending and your receiving institution can affect the transfer of the credits you earn.
- Institutions accept credits from courses and programs like those they offer. They look for similarity in course goals, content, and level. "Like" transfers to "like."
- Not everything that transfers will help you graduate. Baccalaureate degree



programs usually count credits in three categories: general education, major/minor courses and prerequisites, and electives. The key question is, "Will your credits fulfill requirements of the degree or program you choose?"

- If you change your career goal or major, you might not be able to complete all degree requirements within the usual number of graduation credits.

Applying for Transfer Admission

- Application for admission is always the first step in transferring. Fill out the application as early as you can before the deadline. Enclose the application fee.
- Request that official transcripts be sent from every institution you have attended. You might be required to provide a high school transcript or GED test scores as well.
- Recheck to be certain you supplied the college or university with all the

necessary paperwork. Most colleges make no decisions until all required documents are in your file.

- If you have heard nothing from your intended college of transfer after one month, call to check on the status of your application.
- After the college notifies you that you have been accepted for admission, your transcribed credits will be evaluated for transfer. A written evaluation should tell you which courses transfer and which do not. How your courses specifically meet degree requirements may not be decided until you arrive for orientation or have chosen a major.
- If you have questions about your evaluation, call the Office of Admissions and ask to speak with a credit evaluator. Ask why judgments were made about specific courses. Many concerns can be cleared up if you understand why decisions were made. If not satisfied, you can appeal. See "Your Rights as a Transfer Student" below.

Your Rights as a Transfer Student

- A clear, understandable statement of an institution's transfer policy.
- A fair credit review and an explanation of why credits were or were not accepted.
- A copy of the formal appeals process.

Usual appeals steps are: 1) Student fills out an appeals form. Supplemental information you provide to reviewers—a syllabus, course description, or reading list—can help. 2) Department or committee will review. 3) Student receives, in writing, the outcome of the appeal. 4) Students can appeal decision by contacting their UC program office.

- At your request, a review of your eligibility for financial aid or scholarships.

For help with your transfer questions or problems, see your campus transfer specialist.

Directory

Inter-College Program

107 Armory
15 Church Street S.E.
Minneapolis, MN 55455
(612) 624-2004

Program for Individualized Learning

107 Armory
15 Church Street S.E.
Minneapolis, MN 55455
(612) 624-4020

University College Office

12 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455
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University College Office

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Carol Toby Greenwald, Executive
Secretary

Inter-College Program

Philip Wagner, Director
Susan Stonefield, Academic Adviser
Josh Borowicz, Academic Adviser
Catherine Carter, Executive Assistant
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Alexandra Crittenden, Administrative
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Pamela Smith, Student Office Assistant

Program for Individualized Learning

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Archibald Leyasmeyer, Faculty Director
Mary Sue Simmons, Academic Adviser
Suzanne Bates Smith, Academic Adviser
Linda Ellinger, Academic Adviser
Patricia Bathke, Principal Secretary
Blaine Cross, Administrative Fellow
Nathan Moracco, Student Office
Assistant

Program for Individualized Learning



Program for Individualized Learning

The Program for Individualized Learning welcomes you to an environment of personal support and academic guidance that is characteristic of small colleges. At the same time, you hold the key to one of the largest universities in the country, rich in educational resources and nationally recognized for the excellence of its faculty.

We offer you the opportunity to use your creativity and academic skills in shaping your undergraduate college education. You will engage in one of the most stimulating and challenging experiences of your educational career—designing and implementing your own degree program.

The program represents a blend of tradition and innovation, allowing you to combine the best of conventional practices and resources with new concepts and strategies for defining curriculum, learning independently, and evaluating learning. We recognize the reservoir of knowledge and experience that distinguishes you as an adult student and respect your desire to exercise control over the content, structure, and pace of your learning.

History

The Program for Individualized Learning (PIL) began in 1971 as one of the original University Without Walls programs founded through cooperative efforts at institutions throughout the country. The program was based on the beliefs that people learn in many different ways, that they learn at different times and places in their lives, and that they should be actively involved in their own learning.

PIL is headquartered on the University's Minneapolis campus but students may work with faculty on any of the University campuses. While preserving flexibility, the program has earned a reputation as a rigorous, exciting undergraduate option attracting bright, energetic learners.

Criterion-Based Education

In considering a University of Minnesota education through this program, you are challenged to think about learning in new ways. A set of standards, called graduation criteria, is used to describe the basic academic structure of the bachelor's degree. These criteria, rather than number of credits or courses, provide the framework for structuring your degree program and assessing its success.

You will use the graduation criteria to build your own degree program. We invite you to be creative and to use a variety of learning activities (courses and projects) to satisfy each criterion. Courses you have already completed may be used to address the graduation criteria; you will also have the opportunity to demonstrate learning you have already achieved through work, experience, and independent study. New learning activities may explore untapped interests or build on prior learning. The activities you select may represent diverse learning methods, e.g., independent projects, internships, work-based projects, and classroom and correspondence coursework.

Graduation Criteria for the B.A. and B.S. Degrees

A degree through PIL requires achievement and excellence equal to other baccalaureate programs at the University of Minnesota. The graduation criteria require in-depth knowledge in an area of concentration (depth criteria) and broad learning in the liberal arts (breadth criteria). Regardless of the area of concentration, the B.S. emphasizes your field of study while the B.A. emphasizes broader learning in the breadth criteria.

Depth Criteria: Area of Concentration

The program serves students who want to develop an area of concentration with some or all of the following attributes:

- focused on interdisciplinary or multidisciplinary studies, or a specialized study within a broader academic context;

Program for Individualized Learning

Depth Criteria: Area of Concentration

The area of concentration, traditionally called a "major," should reflect balance, depth, and quality in a field of study. There are three depth criteria: A) primary area studies, B) major project, and C) extended studies in the area of concentration.

Criterion A: Primary Area Studies (B.A. and B.S.)—Through learning activities in your primary area studies, you will acquire familiarity with the basic literature and vocabulary of your field, knowledge of its main theories and methods of investigation, ability to use the skills of the field, and an awareness of its relationship to contemporary and future society.

Criterion B: Major Project (B.A. and B.S.)—As a culmination of study in your area of concentration, you will complete a major project that reflects substantive understanding of your field of study.

Criterion C: Extended Studies in the Area of Concentration (B.S. only)—You will complete learning activities that bring a broader perspective to your area of concentration. These studies will add knowledge that complements and expands on the primary area studies.

Breadth Criteria: Liberal Arts

As a PIL student, whether seeking a B.A. or B.S., your program will include study in the broad areas that typify a liberal education. All students will complete learning for criteria one through six; a minimum of two criteria should incorporate upper division learning. If you are seeking a B.A., you will undertake advanced studies in one of the core areas of a liberal education described in the first six criteria by completing learning for criterion 7.

Criterion 1: Physical and Biological Sciences—Your studies will involve comprehension of physical and biological principles; understanding of and an ability to use the methods of scientific inquiry—the ways in which scientists investigate physical and biological phenomena; and appreciation of the importance of science and the value of a scientific perspective. You will also include a laboratory or field experience in the physical sciences or a laboratory or field experience in the biological sciences. (Students admitted as freshmen after fall quarter 1994 must include laboratory or field experience in both physical and biological sciences.)

Criterion 2: History and Social Sciences—Your studies will involve knowledge of how historians and social scientists describe and analyze human experiences and behavior; study of the interrelationships among individuals, institutions, structures, events, and ideas; and understanding of the roles individuals play in their historical, cultural, social, economic, and political worlds. You will also include historical perspective in your studies.

Criterion 3: Arts and Humanities—Your studies will involve understanding of approaches to the human condition through works of art, literature, and philosophy; knowledge of how artists create and humanistic scholars think; and ability to make aesthetic judgments. You will include knowledge in two of the following areas: literature, philosophical perspectives, and visual or performing arts.

Criterion 4: Mathematical Thinking—Your studies will involve acquiring mathematical modes of thinking; ability to evaluate arguments, detect fallacious reasoning, and evaluate complex reasoning chains; and appreciation of the breadth of applications of mathematics and its foundations.

Criterion 5: Communication—Your studies will involve examining communication theory and skills (excluding written communication in English). Learning may focus on developing second language skills or developing and refining knowledge and abilities in areas such as small group communication, public speaking and presentation, organizational communication, visual communication, and mass communication.

Criterion 6: Understanding of Place—Your studies will involve an understanding of your place in the world through examining relationships among nations, peoples, and cultures. This criterion specifically calls for you to make connections between a variety of perspectives, including historical, geographical, social, economic, artistic, cultural, and religious factors.

For B.A. programs

Criterion 7: Extended Studies in the Liberal Arts—Your studies will involve acquiring in-depth and advanced understanding of a focused liberal arts area; an interdisciplinary approach may also be proposed. Learning should include critical and theoretical understanding and upper division knowledge.

- built on the academic strengths of the University;
- designed as a foundation for graduate or professional education;
- not readily available as a structured undergraduate degree program.

The areas of concentration of some recent students include

Environmental Communication
Community Development and Education
Integrative Studies in Film and Video
Conservation Biology
International Business with emphasis on Russia
Organizational Training, Development, and Communication
Early and Celtic Christianity
Childrens Mental Health
International Development
Family Systems in the Health Sciences
Zoology and Zoo Management
Health Care Administration
Preservation of Historic Architecture

Breadth Criteria:

Liberal Education Requirements

Learning in the liberal arts will compose one-third to one-half of your individualized degree program. The goal of liberal education is to help you explore new ideas, concepts, and ways of viewing the world. The liberal arts will form a foundation for your entire undergraduate education and will include study in six major areas: physical and biological sciences, history and social

sciences, arts and humanities, mathematical thinking, communication, and understanding of place. In addition to acquiring fundamental knowledge in these areas, you will develop skills needed for a more in-depth study of the liberal arts. Many students admitted to the program have already completed much of their liberal education requirements; however, whether completed before or after admission, you will need to integrate aspects of this learning into your program at different stages.

A liberal education introduces you to the modes of inquiry and subject matter of the major branches of knowledge, including the factual information and theoretical or artistic constructs that form their foundations; the “ways of knowing”—the kinds of questions asked and how insight, knowledge, and data are acquired and used; the changes over time of their central ideas or expressive forms; and the interrelationships among them and with human society in general. To these ends, study by all undergraduates on the Twin Cities campus is guided by a common framework set forth by the Council on Liberal Education (CLE). The goal of the new requirements is to “promote students’ educational breadth across academic disciplines and interdisciplinary fields as well as foster in students a range of capacities characteristic of liberal learning.”

The new University liberal education requirements are integrated into PIL through its breadth criteria, learning matrix, and reading and writing criteria. Because PIL is



George Sand—B.A., *Visual Theatre: A Semiotic Approach*

“I always wanted to return to school but thought it would be too much of a conflict with my real life. The beauty of the PIL program is being able to fuse my life and academic pursuits. Without PIL, I would never have been able to accomplish something of which I’m surprisingly proud. In the past, I had always minimized the meaning of a degree. I now have a whole new appreciation of what an education means.”

Program for Individualized Learning

not credit-based, the precise amount of learning needed to address the breadth criteria, learning matrix, and reading and writing criteria are developed on an individual basis. If you are transferring into PIL from another college at the University, you will be able to use any previously accepted liberal education learning as part of your PIL requirement.

Learning Matrix

To increase your perspective on the broad dimensions of liberal learning, your degree program will also include the examination of a set of liberal education themes. Each of the themes focuses on an issue of compelling importance to the nation and the world, the understanding of which is informed by many disciplines and interdisciplinary fields of knowledge. As you plan your learning activities for the breadth criteria, and in some cases the depth criteria, you will need to ensure that your degree program incorporates the following themes from the learning matrix:

I. Cultural Diversity: Understanding the roles gender, ethnicity, and race play in structuring the human experience in and developing the social and cultural fabric of the United States.

II. International Perspectives: Understanding the ways in which you are part of a rapidly changing global environment dominated by the internationalization of most human endeavors.

III. Environment: Knowledge of the interaction and interdependence of the biophysical systems of the natural environment and human social and cultural systems.

IV. Citizenship and Public Ethics: Reflection on and determination of a clearer sense of your present and future civic relationships and your obligations to the community.

V. Creation of Meaning: Understanding the ways people and cultures make meaning out of their existence through myths, religions, rituals, folklore, and other cosmologies.

Reading and Writing Criteria

The ability to communicate effectively is a hallmark of a liberally educated individual and key to a successful and satisfying life. Your program will include knowledge and skill in writing and reading across the curriculum; you will be expected to develop your abilities in written communication from admission to graduation. Finally, your completed degree program will include at least four writing-intensive learning experiences.

Reading is a critical component of your area of concentration as you must expose yourself to the broad range of texts and journals of your field. As you carry out learning for the breadth criteria and learning matrix, you will clearly become involved with reading across many disciplines. As part of your PIL program, you will also be expected to include the study of literature (poetry, short stories, novels, and dramatic literature) as part of your learning for criterion 3 or the depth criteria. Through the study of literature you will have the opportunity to build skill and knowledge in writing as well as reading.

Liberal Education Requirements

You may fulfill the liberal education requirements with a number of courses and projects different from those of other students because some courses and projects serve multiple goals in the curriculum, e.g., some courses and projects can be used to address a breadth criterion and part of the learning matrix at the same time, while other courses or projects will satisfy only one criterion or theme. You may transfer in courses to address these requirements, select new courses, demonstrate prior learning, or undertake new projects. The quarterly *Class Schedule* contains the general University requirements and lists all courses that fulfill them. In addition, the *Class Schedule* lists which of these courses are offered that quarter and which are tentatively scheduled for subsequent quarters during the academic year.

A Community of Learners

You create your own learning environment by tapping the expertise of many people. You will have the opportunity to work closely with University faculty who will provide guidance for your learning, instruction in many areas of study, and assessment of your academic achievement. You will work extensively with the programs advisers as you design and implement your educational program. You will also receive valuable assistance from the programs support staff.

You will have access to day, evening, and independent study courses from the University, independent and individualized study with faculty, and a variety of libraries, research centers, computing facilities, testing and counseling services, studios, theaters, laboratories, and galleries. In addition, you are encouraged to make effective use of resources in your work place and community. Those resources might include faculty and courses from other institutions or experts in business, government, the arts, and sciences.

Area Specialists:

University of Minnesota Faculty

For you to be admitted to the program, a University of Minnesota faculty member with expertise in your area of concentration must agree to serve as your area specialist. During the degree planning stage, your area specialist will work with you as you develop your area of concentration and select appropriate learning activities. Later in your program he or she will work with you on the planning and execution of your major project. Finally, your area specialist will join with others in assessing your readiness to graduate.

Academic Advisers:

UC Academic Professionals

As a student in the program, you will be assigned an academic adviser who is a specialist in individualized education. Your adviser will guide you through your degree program, offering advice, instruction, and assistance in areas such as project design and

evaluation, research and writing, and preparing for graduation.

Administrative and Support Staff

The PIL program director and faculty director are committed to maintaining academic standards for the entire program and for each student. They will monitor and evaluate your progress toward a degree at several stages. They are also available as consultants to all students in the program. The members of the office support staff function as vital information brokers, directing students to appropriate University resources, answering questions, and solving problems.

University and Community Faculty

As a PIL student, you may work with the University's faculty in a variety of ways, such as taking courses or having faculty evaluate independent projects. Approved experts from the community, as well as faculty from other educational institutions, may also work with you as project advisers and evaluators.

Students

Although PIL students share characteristics of self-direction, persistence, intellectual curiosity, and educational maturity, they are a highly diverse group. Ranging in age from early 20s to mid-60s, their average age is 36. Most have previous college work and more than 80 percent are currently employed. Members of minority groups make up about 8 percent of the total, and 60 percent are women. While some students undertake their programs independently, most meet and work with fellow students through program seminars and other activities.

Many students find that PIL is excellent preparation for advanced education. Almost half of our graduates have gone on to graduate or professional schools; of these, more than 94 percent have been admitted to their first-choice school. Graduates also report that their programs have prepared them well for continued professional growth and development. Almost three quarters of our graduates are employed in areas directly related to the fields they studied.



"Because of the personal service and attention, I felt like I was the only student in PIL."

Julie Ramirez—*B.A., Environmental Geography with emphasis on South Asia*

A Four-Stage Program

Collaboration among students, advisers, staff, and faculty promotes an atmosphere of challenge and support that will assist you with the special demands of each stage of the program.

As in any college program, you must make a commitment of time, energy, and financial resources. The procedures for completing the various stages of the degree and for meeting PIL registration and tuition requirements are outlined below.

Specific registrations depend on the stage you are in and the learning activities you are pursuing. All registrations described below are required of PIL students. Note that University College credits are attached to all registrations in the program; see the Special Information section of this bulletin for a discussion of the use of credits in the program.

I. Admissions Stage

The admissions stage provides a chance for you and the program to learn about one another and to determine whether you and our approach to individualized learning are a good match. We are selective and encourage you to be selective, too. PIL meets the educational needs of some people, but is not the best option for everyone.

Once you have read this bulletin you can learn more through information meetings and, later, individual appointments. To arrange to attend one of our information

meetings (early evening sessions are available), please call the PIL office at (612) 624-4020. If you are unable to attend, contact the office to make other arrangements.

To be considered for admission you must submit an application (available at information meetings or from our office) that documents your ability to undertake a self-directed, individualized degree program. We are looking for students who

- know why they are seeking a bachelor's degree and why PIL is a sound choice for them;
- are able to describe their proposed academic area of study; and
- write well in English.

Successful applicants tend to have the following characteristics: a specialized or interdisciplinary study area, a desire to take responsibility for their education, previous college work (one to two years of study), and significant experience related to their field of study.

Advisers are available to assist you during the admissions stage. They will answer your questions and review a draft of your application before its formal submission. Though your formal application can be evaluated any time during the year, specific deadlines for each quarter are listed on the application. You will be notified in writing about the admissions decision.

If your application for admission is accepted, we will then work with you to identify a University of Minnesota faculty member with expertise in your area of

concentration to serve as your area specialist. This person must agree to work with you before you can be fully admitted.

Note: It may be difficult to obtain area specialists in some fields of study. Many factors influence our ability to find appropriate people, e.g., the quality of your application (especially the description of your area of concentration), the number of appropriate faculty at the University, and the demands on the time and energy of the potential area specialist.

II. Degree Planning Stage

Your first PIL registration is the Degree Planning Seminar, an evening class offered each quarter that teaches new students how to design a degree plan.

UC 3211. DEGREE PLANNING SEMINAR. During this class you will design your degree plan—a detailed outline of all completed and future learning activities (courses and projects) you intend to use to fulfill the graduation criteria.

To begin, you will develop a clear description of your area of concentration and select learning activities (courses and projects) relevant to your study area. You will learn or review the foundations of a liberal arts education and select appropriate activities. You will also learn to design independent projects based on prior or new learning. You will learn to investigate new areas of study, clarify projects, develop project proposals, do library research, organize your knowledge, determine strategies for demonstrating knowledge, frame questions for the evaluation of your learning, and work with your advisers. In the degree plan you will also identify how you intend to fulfill the learning matrix and the reading and writing criteria.

Once the degree plan is approved, it serves as an agreement between you and the program, and functions as a blueprint for the implementation of your bachelor's degree program. As you implement your plan you will undoubtedly make changes—a course you want is not available, a project you are doing becomes larger and more complex, new interests lead to different learning activities.

When you consider making changes in your degree plan, consult with your advisers to ensure you are making appropriate alterations.

You are expected to complete your degree plan in one quarter. If you do not, you will receive an incomplete and have one additional quarter in which to complete the degree plan. You must have an approved degree plan to continue in the program.

III. Program Implementation Stage

Upon approval of your degree plan, you are ready to carry out your learning activities. You may complete a series of new independent projects, take classes through the University or other institutions, or seek evaluations for your projects based on prior knowledge. You will probably be involved in a combination of these activities.

You must submit a planning guide each quarter after completing your degree plan. This helps you to manage your academic work and is used by your advisers to track your academic progress. While in this stage you will register in the program for the following types of activities.

UC 3251. INDIVIDUALIZED STUDY. Individualized study involves developing, implementing, and having independent projects evaluated, whether based on new or prior learning. You register for UC 3251 when doing independent work. When you register for it you will attend the Individualized Study Seminar which meets four times during the quarter. Your first task will be to make a contract in which you identify the activities you plan to complete during the quarter. Those activities might include developing project proposals, evaluating prior learning, implementing independent projects, pursuing research efforts, performing directed field learning, gaining sound evaluations, and improving writing skills. Your activities for the quarter must be approved by the seminar instructor and by your academic adviser.

At the end of the quarter, if you have successfully completed the activities you identified in the contract at the start, you will receive a satisfactory notation on your

Program for Individualized Learning

transcript. If you have not completed your work, you will receive an incomplete. If you do not complete your work within a year of your UC 3251 registration, the incomplete will become permanent.

UC 3281-3282. MAJOR PROJECT.

The major project, usually the final learning activity of the program implementation stage, demonstrates expertise gained in your area of concentration. You will register for the major project at the end of the program implementation stage. It may take longer than one quarter to complete so you may elect to spread your registration over two quarters.

The major project is completed on an independent basis in consultation with your advisers who will assist you in areas such as project design, research strategy, and writing. You will receive an incomplete for the registration until the major project has been approved by your area specialist. The major project should be completed within 12 months of your initial registration in UC 3281-3282.

In addition to these registrations, you may also include a number of new courses in your degree plan.

NEW COURSES

New courses you select for your degree program may be taken at the University of Minnesota through day school, Extension classes, or the Department of Independent Study. You may also choose to take courses from other accredited colleges and universities in the United States or abroad. Other credit-based learning activities may be used in your degree program if you can make arrangements with an appropriate faculty member. You may take a regular course on an independent basis, study in a special area through individualized study, do guided research, or assist in teaching a course.

Any University of Minnesota courses you include in your program will require separate registration and tuition. The tuition for day school courses is based on University College tuition rates, while tuition for Extension classes or Independent Study courses is based on the tuition of the relevant

college. The tuition and fees for other credit-based learning activities will vary. If you elect to complete some coursework at other institutions, you must pay the tuition rates of those institutions.

Your pattern of registration during program implementation will vary depending on the learning activities you select.

IV. Graduation Stage

Unlike most other programs, once you have finished the coursework detailed in your degree plan you have not yet gained your bachelor's degree. After completing the learning activities described in your degree plan you will complete an extensive record of your undergraduate education, known as the graduation dossier, and submit this document for review by a graduation review committee.

UC 3291-3292. GRADUATION PREPARATION.

During the time you register for graduation preparation you will finish your graduation dossier, demonstrating completion of the requirements for a bachelor's degree, as well as reflecting upon the learning which you acquired during your program. The dossier will include an introduction, an essay demonstrating your readiness to graduate, your major project, your University of Minnesota transcript, your PIL narrative transcript (written evaluations of independent learning), examples of your academic work, and your degree plan. To do this activity you register for UC 3291-3292. A preliminary review by your area specialist and the program staff will provide a comprehensive assessment of your dossier to ensure that the graduation criteria have been met.

Preparation and approval of the graduation dossier may take longer than one quarter. You will receive an incomplete for the registration until the dossier has passed preliminary review. Preliminary review should be passed within 12 months of your initial registration in UC 3291-3292.

UC 3299. GRADUATION REVIEW.

Your final PIL registration is for graduation review, which is required after passing



Larry Shillock—*B.A., Communication Studies*

“The program’s structure is similar in many ways to a graduate school model. I was always encouraged to push harder, to take risks, to challenge my ideas and my expression of them.”

preliminary review. For graduation review you submit the final version of your dossier for assessment by a graduation review committee. This committee will meet to evaluate your dossier and vote on the recommendation to award the baccalaureate degree. Once the recommendation has been approved by the faculty director, you will be awarded your University of Minnesota bachelor’s degree and may participate in spring commencement. This registration concludes with the meeting of that committee.

Note: Graduation with Honors

If your academic work is consistently at a superior level, you may qualify for graduation “with honors.” A high level of achievement must be seen in courses and projects for both the depth and breadth criteria. To qualify for a degree with honors you must demonstrate attributes such as excellent writing ability, comprehensive awareness of values, and distinction in the scope and quality of your work.

Note: Continuing Studies

During both the program implementation stage and the graduation stage you may need to use the following special registration. Please note that it is intended for particular circumstances, not for regular and continued use.

UC 3200. CONTINUING STUDIES.

You will register for UC 3200 any time you are working with your adviser on an incomplete PIL registration, or you have no

other registrations but are conducting independent research and need access to resources such as the library and e-mail. When you are not using PIL resources for a project or other specific PIL activity, you will not register within the program. UC 3200 maintains your student status and provides you with ongoing academic advising and assistance in such areas as coursework selection, registration, and financial aid.

Financial Planning and Sources of Funding

Once you have decided to continue your education you need to begin financial planning. The cost of completing a degree through PIL will vary with each student. Most students finance their education through one or more of the following sources.

Personal Income and Savings—We recognize that you have many demands on your financial resources. If you need to spread your tuition payments over the quarter, it may be possible to set up an installment plan.

Tuition Reimbursement Programs—Many PIL students receive financial assistance from their employers. Support is provided by large and small companies in Minnesota and other states through special employee tuition reimbursement programs. Contact your employers personnel director or human resource development office to find out

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about this possibility. We will work with you to help your company understand the nature of our program.

Financial Aid Programs—As a PIL student you are eligible for the same financial aid as other University of Minnesota students. You should note, however, that there are limitations and requirements applied to financial aid. For example, most financial aid cannot be used for correspondence courses. Also, specific credit requirements are established for full- and part-time students. You will need to understand these and other requirements as you plan your educational financing. Owing to increasing demands for limited financial aid resources, it is very important to investigate your eligibility as soon as possible.

Current Sources of Financial Aid—For information on sources of financial aid, contact the Office of Student Financial Aid, 210 Fraser Hall, 106 Pleasant Street S.E., Minneapolis, MN 55455 (612/624-1665).

You can also obtain initial information from the financial aid office of any local community college or four-year institution. However, due to specific University requirements, you will have to apply through the University's financial aid office.

All PIL registrations, with the exception of continuing studies, qualify for most forms of financial aid. There are limitations on the use of the University's Regents' Scholarship Program for University civil service employees.

Special Information

Use of PIL Credits

As noted earlier, the PIL program is not credit-based. However, we do use credits to ensure that your registrations are recognized within the University system and qualify for residency and financial aid requirements. The tuition credits attached to your registrations are not the same as conventional coursework credits, i.e., they are not used to measure your progress in the program or your readiness to graduate, nor are they necessarily transferable to other programs or colleges.

Use of Prior Learning

Most PIL students use knowledge or skills gained through prior learning as part of their degree programs. However, because we are not a credit-based program no credits are ever attached to that learning. During the degree planning stage you may design projects to demonstrate knowledge you have already acquired or develop new projects based on knowledge and skill gained in the past. While implementing your degree plan you may complete the projects and demonstrate your knowledge through a variety of methods, such as writing a research paper, giving an oral presentation, or preparing a video presentation. Evaluations of work completed through prior learning or independent projects are recorded on the narrative transcript and become a permanent part of your University of Minnesota academic record.

Transfer of Prior Credit

Many students entering the program have college credits from their previous education. The University admissions office will evaluate transfer credits from other accredited institutions. Credits earned from testing programs such as CLEP may be used if the scores meet the standards required by your particular program. Credits from vocational and technical institutions cannot be transferred into the University; however, in special cases when the learning is required for your program, the credits may be used to document the learning achieved.

Residency Requirements

PIL students fulfill the University's residency requirement through program registrations, not necessarily through physical presence on campus. All students, regardless of where they live, will be expected to make regular campus visits during their programs. Students will be expected to attend seminars and establish a pattern of regular visits with advisers on campus. Those few students admitted who live beyond commuting distance will make two or three visits to campus each year. If you are doing extensive independent learning projects,

you are apt to visit more often to meet with faculty advisers and evaluators. The timing and length of campus visits are negotiable.

Applications from Students Living Outside the Twin Cities Area

PIL will consider applications from students living within commuting distance of the Twin Cities metropolitan area. As with all students, to be considered for admission, you must have completed at least 45 college credits. The program will also attempt to serve former University of Minnesota students who live outside the region, but they must have completed about 90 credits.

Length and Cost of the Program

It is difficult to predict the length of time or the cost required to complete a PIL degree program. It usually requires about as much time as a traditional program. It does, however, provide you with greater flexibility and control of your time.

A number of factors affect how long it takes, including amount of previous coursework, amount and relevance of previous independent learning, amount of time you have available to devote to your studies, and your skills as a self-directed learner.

The cost of a PIL degree program will vary greatly. Factors that influence the cost include the amount of prior coursework, the new educational resources and strategies you plan to use, your individual educational goals, and your registration unit (day school or Extension classes).

Time Commitment

In thinking about your undergraduate education you need to plan for the significant amount of time any program requires. If you are like most of our students, you are busy and it will be important for you to determine how you will fit your education into your schedule. You will need to decide what you will give up in order to continue your education and how you will structure your life around a new set of demands.

Academic Progress

You will be expected to undertake and complete a minimum of one approved learning activity (course or project) per quarter for two quarters every year; you will also be expected to be inactive for no more than two quarters in a row. This policy encourages you to make consistent progress through the program.

PIL Tuition and Fees

Each of the following registrations (1994-95 tuition rates) are required of all PIL students.

	PIL Credits	Day School	Extension
UC 3211. Degree Planning	12	\$994.80	\$1,038.00
UC 3251. Individualized Study (a minimum of two required)*	6	\$497.40	\$519.00
UC 3281-3282. Major Project	12	\$994.80	\$1,038.00
UC 3291-3292. Graduation Preparation	12	\$994.80	\$1,038.00
UC 3299. Graduation Review	6	\$497.40	\$519.00
UC 3200. Continuing Studies	1	\$82.90	\$86.50
Student Services Fee	—	\$139.48	n/a

(per quarter for registrations of 6 or more credits)

All coursework tuition and examination fees are added to these basic costs. University College tuition for upper division day school courses is \$82.90 per credit hour for Minnesota residents. Nonresidents pay nonresident tuition rates.

Tuition will vary depending on whether you register through day school or Extension classes. There are advantages and disadvantages to each place of registration. Please discuss your choices with an academic adviser.

*Students undertaking significant amounts of independent, project-based learning will register for additional quarters of Individualized Study (UC 3251).

Inter-College Program



The Inter-College Program (ICP), founded in 1930, reflects the University's history of commitment to individualized undergraduate education. ICP offers you the opportunity to design your own bachelor of arts or bachelor of science degree program using the educational resources of two or more colleges at the University. You may draw upon the offerings of nearly the entire University in selecting courses for a degree program, and must include coursework from at least two different colleges within the University system.

If you want to pursue fields of study from different colleges, use special learning resources in your program, and seek increased responsibility for your undergraduate education, then ICP may be the program for you.

The ICP Degree Program Design

Your ICP degree program may be structured in one of the following ways:

- A cross-college program with two areas of concentration. You might develop a program that combines, for example, business and history or horticulture and French. For the B.A. degree you must complete 28 upper division credits in each of the two areas and the program's second language requirement. For the B.S. degree you must complete 32 upper division credits in each area and 12 supporting upper division credits.
- A cross-college program with three areas of concentration. You might develop a program that combines, for example, business, speech-communications, and psychology or one in housing, child psychology, and public health. For the B.A. degree you must complete 28 upper division credits in one area and 20 in each of the other two areas as well as the program's second language requirement. For the B.S. degree you must complete 32 upper division credits in one area, 20 in each of the other two, and 12 supporting upper division credits.

- A thematic program integrating learning around a clearly focused subject. For example, you could create a thematic program around "Aging Studies" and include courses from sociology, public health, family social science, education, and social work. A thematic program must include carefully integrated coursework from more than three departments, with no more than 20 credits in any one department. Thematic programs are appropriate only when students' objectives are clearly focused on one topic and pursuit of that topic cannot be accomplished in a two- or three-area program. For the B.A. degree you must complete 56 upper division credits as well as the second language requirement; for the B.S. degree you must complete 76 upper division credits.

Liberal Education

An important component of any baccalaureate degree is a foundation of studies in the liberal arts. These studies provide breadth to your education and integration among different disciplines and methods of inquiry. As an ICP student, you will need to complete coursework in communication, symbolic systems, physical and biological sciences, social sciences, literature and arts, and world culture. A second language is required if you are pursuing a B.A. degree. These liberal education requirements are listed on page 27.

Note: All students admitted as freshmen after fall 1994 must fulfill the new Twin Cities campus liberal education requirements.

Special Learning Resources

As an ICP student you may incorporate a variety of learning experiences other than formal courses into your degree program. For example, you might consider internships, foreign study, independent study, or directed research.

Inter-College Program

Admission Process

Being admitted to ICP is challenging and takes both time and thought. It is a two-stage process that includes working first with ICP academic advisers and then with faculty advisers in your areas of concentration. You will learn to describe your goals and identify ways of achieving them. In the process, you may discover several new alternatives for your education. Our experience with other students indicates that the ICP degree-planning process may take you up to one quarter to complete. It is important for you to plan ahead and set aside enough time to complete this task. To learn more about the Inter-College Program and begin the process of becoming an ICP student, you attend a First Step meeting.

First Step Meetings

Several times each week ICP holds a small-group informational session called a First Step meeting. At this meeting an academic adviser will help you understand ICP and provide guidance for completing the application process. We also explore other alternatives with you to determine which programs at the University might best meet your educational goals.

To schedule an appointment for a First Step meeting, please call (612) 624-2004 or visit the ICP office at 107 Armory, 15 Church Street S.E., Minneapolis, MN 55455.

Admission Requirements

To be considered for admission into the Inter-College Program, you must have:

- a 2.00 grade point average (GPA) in overall coursework, in upper division coursework, and in each of your major areas of concentration, computed separately;
- completed 80 credits of college-level learning;
- completed at least 15 credits from the University of Minnesota;
- completed at least 3 upper division courses, for a minimum of 9 credits total;
- developed a degree plan that includes:
 - 1) a description of your academic and career goals (remember that these goals need to be intercollegiate in nature), and
 - 2) an outline of the courses you propose for your degree program (remember that your degree plan may not parallel or duplicate existing degree programs at the University);
- completed designated prerequisites and/or met GPA requirements with areas of concentration in Carlson School of Management, Institute of Technology, School of Public Health, Mass Communications, English, Human Ecology, and other colleges or departments that require prerequisites for use of their coursework in an ICP program; and
- obtain approval of your proposed degree plan from at least two designated faculty/departmental advisers.

Application Deadlines

The Inter-College Program has application deadlines for fall, winter, and spring admission. To be considered for a specific quarter, all application materials, including your faculty-approved degree plan, must be submitted to the ICP office by the application deadline for that quarter. Deadlines are mid-April for fall quarter, mid-October for winter quarter, and mid-January for spring quarter. Be sure to start the admissions process at least eight weeks before the deadline you'd like to meet. Contact the ICP office for specific deadlines.



"ICP worked for me. I like controlling my own destiny with lots of support at the same time. I was listened to and guided, but given the freedom to make choices. I felt I had access to the best resources of the University that applied to my field."

Marion Nelson—*B.S., Youth and Minorities at Risk*

Developing Your Degree Proposal and Plan

Meetings with Academic Advisers

After attending a First Step meeting, you continue the admission process by working individually with an ICP academic adviser to develop a degree proposal. This proposal will include a comprehensive statement of your academic and career goals and a corresponding list of the courses and other activities you intend to use in your degree program. Through meetings with an academic adviser, you will refine your proposal and identify the best courses and special learning resources to achieve your educational goals.

Preparing Your Statement of Academic and Career Goals

Your first task in developing your degree plan is to prepare a statement of your personal educational goals and objectives. While your statement need not be lengthy, it must clearly describe what you want to learn and why. You will identify the specific skills, information, or knowledge that you hope to acquire and your reasons for wanting them. We also want to know about your long-range goals: Do you plan academic study beyond the baccalaureate or are you planning for a particular career?

Preparing Your Course List

The second part of the degree plan is the course list, which presents the learning experiences you are proposing for your degree program. You will develop a list of all the courses and other learning experiences you plan to complete in your ICP degree program, including appropriate courses you have already taken.

Meetings with Faculty Advisers

As part of the admission process you will need to meet with at least two ICP-designated, University faculty members knowledgeable in the areas of study you have selected for your degree program. Your ICP academic adviser will refer you to appropriate faculty advisers who will help you clarify your objectives and select the best learning activities to achieve your goals. They must approve your proposed degree plan before you are eligible to formally apply to ICP.

Completing Your ICP Degree

Once you have been admitted to ICP you may take day, evening, or correspondence courses.

Your faculty advisers will advise and assist you throughout your ICP program. If necessary, they will help revise your degree plan as you move through your program and may help you design and complete independent studies and research.

Inter-College Program

ICP's academic advisers are also available to assist you throughout your degree program. They will answer questions about revisions in your program, independent study, honors options, and completion of graduation requirements.

Career and Placement Services—It is important to plan early as you prepare for a specific career or for admission to graduate or professional schools. ICP academic advisers will refer you to appropriate career development and placement services on campus and assist you in planning for graduate or professional education.

Financial Aid—Many forms of financial assistance are available to all University students. You may qualify for grants, loans, scholarships, or work-study. For information on all sources of financial aid and to obtain the application packet, contact the Office of Student Financial Aid, 210 Fraser Hall, 106 Pleasant Street S.E., Minneapolis, MN 55455 (612/625-1665). If you are employed,

it is possible that your company has a tuition reimbursement program; contact your personnel or human resource development office for information on such programs.

ICP Honors Options

ICP offers two honors options. The ICP Honors Program provides you with the opportunity to use a number of special learning activities in completing your undergraduate education. The other option, Graduation With Distinction, is a form of recognition awarded when you graduate.

The ICP Honors Program—Graduating With Latin Honors

This program gives your degree program more depth, breadth, and recognition by providing avenues for individual expression and superior academic performance. In this program you participate in honors opportunities, complete an honors project, and achieve a minimum GPA.

Each honors level requires a minimum GPA. *Cum laude* requires a 3.30, *magna cum laude* requires a 3.50, and *summa cum laude* requires a 3.75. The honors GPA is based on your program's last 90 credits and must include all upper division coursework in your areas of concentration and supporting areas. Students in the Honors Program must complete four honors opportunities, including one honors seminar; an honors project must be completed for *magna* and *summa cum laude*.

Admission to the Honors Program requires that you have completed at least 90 college credits with an overall GPA of 3.20 and have a minimum of two quarters remaining before graduation. For specific information on the Honors Program designations, requirements, and opportunities, contact the ICP office.

Graduation With Distinction

You may qualify for this option if your scholastic performance is high but you do not complete the honors program. If you graduate with a 3.60 honors GPA you will

Graduation Requirements

To earn your ICP degree, you need to satisfy the following graduation requirements:

- complete the courses and other learning activities selected for your ICP degree program;
- complete liberal education requirements for the B.A. or B.S.;
- complete 180 credits, including transfer and extension courses;
- complete 75 upper division credits for the B.A., 76 for the B.S.;
- complete 45 University of Minnesota credits that apply to the degree;
- complete a residency requirement of at least two quarters (20 credits minimum); and
- maintain at least a 2.00 GPA overall, in upper division work, and in degree program work, computed separately.

graduate "with distinction." If you graduate with a 3.80 honors GPA you will graduate "with high distinction." These GPAs are computed from the last 90 credits completed toward your baccalaureate degree, including all upper division credits in your areas of concentration. The appropriate level of distinction will automatically be granted at graduation.

Liberal Education Requirements and Course List

To ensure balance and breadth of study, you must satisfy liberal education requirements in communication, general education, world and nondominant cultures, and, for the B.A. only, second language. The specific ICP requirements for both the B.A. and B.S. are outlined below; under each requirement is a list of University courses that can be used. This list is not comprehensive and is subject to change. If you have questions about University courses or if you want to use courses from other institutions, consult an ICP academic adviser. Except for some courses in the world and nondominant culture category, the courses you use to meet requirements in one group cannot be used to fulfill requirements in another group. However, in some instances specific upper division courses used to meet liberal education requirements may be applied to your ICP program areas.

1. Communication

Courses that focus on written and oral communication.

B.A. and B.S.

Written Communication: *two courses (minimum 8 credits) to include one lower and one upper division course.*

Ag:
Rhet 1101, 3562

CLA:
Comp 1011, 1012, 3011, 3012, 3013, 3014, 3015, 3027, 3031, 3032, 3033, 3051, 3085

GC:
GC 1421, 1422

B.A. and B.S.

Oral Communication: *one course (minimum 4 credits) in upper or lower division.*

Ag:
Rhet 1222, 3254, 3266

CLA:
Spch 1101, 1106, 3411, 3605, 3620
Th 3801, 3803

GC:
GC 1461, 1462

2. General Education

Group A: Language, Logic, Mathematics, and the Study of Argument—Courses on the study of formal languages and symbolic systems and their use in deduction, computation, information processing, and the study of natural language; analysis of argument as used in ordinary discourse and communication; theory, methods, and application of logic, mathematics, statistics, computer science, linguistics, and rhetoric.

B.A. and B.S.

Two courses (minimum 8 credits), at least one of which should deal specifically with a formal language or formal symbolic system, e.g., computer science, mathematics, statistics, or logic.

Courses that can be used to fulfill the "formal language or formal symbolic system" requirements are identified by an asterisk (*).

Ag:
Rhet 3700

CLA:
CSci *3113
Engl 3851, 3852
Fren 3701
Geog 1501, 3531
Ger 3704, 3705
Jpn 3451
Ling 3001
Math 1001, *1008, 1031, 1038, *1111, *1131, *1142, 1151, *1171-1181-1191, *1201, *1251-1252, *1261, *1551H-1552H, *1553H-3551H-3552H, *1711H-1721H-1731H
Phil *1001, 1005, *3201, 3231
Pol *3085
Psy *3801
Soc *3801, *3802
Span 3701, 3702
Spch 1313
Stat *1001, *3011-3012, *3091

Education:
EPsy *3220, *5260

GC:
GC *1452, *1454, *1456, 1571, 1575

Management:
IDSc *1010
OMS *1020

Pub Hlth:
PubH (Biostatistics) *5400, *5450



"ICP was the perfect place to organize courses from the Colleges of Natural Resources and Biological Sciences that reflect my interests in environmental consulting and natural history interpretation."

Stan Tekcila—*B.S., Natural Resources and Life Sciences*

Group B: The Physical and Biological Universe—Courses that focus on the observation, identification, description, experimental investigation, and theoretical explanation of natural phenomena; explorations and methods of sciences of Earth, space, matter, and life.

B.A.

At least four courses (minimum 16 credits), one course to include a laboratory. Two of the courses must be chosen from Group B foundation courses. One of the additional courses may be chosen from offerings that address social, economic, or humanistic issues raised by scientific research and/or technological development.

B.S.

At least four courses (minimum 16 credits), one course to include a lab. One course must be chosen from Group B foundation courses. One of the additional courses may be chosen from offerings that address social, economic, or humanistic issues raised by scientific research and/or technological development.

Courses that can be used to fulfill the lab requirement are identified by an asterisk (*) and courses that can be used to meet the foundation requirement are in boldface.

Ag:

Soil *1262

Bio Sci:

See CLA list.

CLA:

Anth 3001, 3002, 3005, 3006

Ast **1011**, *1015, **1021H**, *1025

Biol **1008**, ***1009**, 1101, ***1103**, ***1106**, 1301, 3112

Chem ***1001-1002**, ***1003**, ***1008**, ***1051-1052**,

***1051H-1052H**, *3100-3101, 3301

EBB 1019, 3001

GCB 3002 (if taken for four credits); **3022**

Geo **1001**, ***1002**, 1005, 1011, **1012**, **1019**, *1021,

***1111**, **1601**, ***3112**

Geog **1401**, *1425, 3431

Phsl ***1001**

Phys **1001**, *1005, ***1041-1042**, 1061, *1065, **1071**, *1075, **1104-1105-1106**, *1107-1108-1109, ***1251-1252-1253-1254**, **1271-1281-1291** (Extension only), *1275-1285-1295 (Extension only), ***1451H-1452H-1453H-1454H**, *1911-1912

Psy 3031, 3061

WoSt 3202

GC: Non-Lab Courses

GC 1111, 1112, **1132**, 1133, **1161**, **1162**, **1163**, **1166**, 1173

Lab Courses

***1161 (with 1167)**, ***1162 (with 1167)**, ***1131**, ***1171**, ***1132 (with 1137)**, ***1172**

Human Ecology:

FScN 1612.

Medical School:

CBN 1027, 3001

Natural Resources:

ForP 1301, 1303

FR 1100, 3100, 3101, 3103, 3104

FW 3052

Group B Option—Social and Cultural Impact of Science and/or Technology: There are some additional courses that critically explore the implications of research in science and technology. One course from this category can be applied to Group B. Because these courses tend to change, consult an academic adviser for a list of courses that apply.

Group C: The Individual and Society—

This requirement is divided into three categories.

B.A.

Four courses (minimum 16 credits), one in each of the three categories and a fourth in one of them.

B.S.

Four courses (minimum 16 credits), with no more than two courses in any one of the three categories.

C1 Individual and Institutional Behavior—
Courses that focus on the empirical study
of individual and institutional behavior;
empirical study of psychological,
economic, social, cultural, geographical,
and political phenomena.

Ag:

AgEc 1101, 1102, 3001, 3002, 3003, 3040, 3070

Architecture and Landscape Architecture:

LA 3001

CLA:

Afro 1011, 3013, 3025, 3061, 3072
 AmIn 1771
 AmSt 3112, 3113, 3114
 Anth 1102, 3201, 3224
 Arch 3001, 3002
 Chic 3712
 CLit 3979
 CPsy 1301, 3309
 CICv 3201
 Clas 1201/3201
 CDis 3101
 EAS 3481
 Econ 1101, 1102, 1104, 1105, 3501, 3701, 3801
 Geog 1301, 3101, 3331, 3371
 ID 3170, 3180
 Jour 1001
 Ling 1005
 Mus 1602
 Pol 1001, 1025, 1026, 1054, 3051, 3321
 Psy 1001, 1004-1005, 3011, 3014, 3101, 3201, 3604
 SALC 1506, 3506
 Serb 3511 (Extension only)
 Soc 1001, 1003, 1004, 1651, 3102, 3201, 3401,
 3481, 3755
 UrbS 3104
 WoSt 1001, 1002, 1003, 3305, 3406

Education:

EdPA 5090
 EPsy 5130

GC:

GC 1211, 1212, 1233, 1235, 1236, 1252, 1281,
 1282, 1283, 1285, 1291, 1293, 1294, 1295,
 1296, 1814, 1851

Human Ecology:

FSoS 1001, 1025, 5001, 5200, 5202
 SW 1001, 5024, 5349
 TexC 5212, 5216, 5266

Management:

BGS 3002

Natural Resources:

ForP 1100, 3303
 FR 1200, 1201, 1203, 3232

Public Health:

PubH 3001, 3004

C2 The Historical Perspective—Historical
study of societies and cultures.

Ag:

Rhet 1301, 1302, 1303, 1310, 1311, 1376, 3370,
 3375

Architecture and Landscape Architecture:

Arch or LA 1021, 1022, 1023

CLA:

Afro 1021, 3001, 3002, 3324, 3421, 3954
 AmIn 3111, 3112
 ANE 3501, 3502, 3505
 Anth 1101, 3003
 ArtH 1002, 3252, 3577
 CAS 3531, 3611
 Chic 3105, 3106, 3107, 3441, 3442
 Chn 1201, 1202
 Clas 1001, 1002, 1003, 1004, 1005, 1006, 1023,
 1024, 1025, 1043, 3023, 3024, 3025, 3175, 3252
 EAS 1063, 1461, 1462, 1463
 Geog 3373
 Hist 1001 (Extension only), 1002 (Extension only),
 1003 (Extension only), 1011, 1012, 1013, 1021,
 1022, 1023, 1051 (Extension only), 1052
 (Extension only), 1053 (Extension only), 1101
 (Extension only), 1151 (Extension only), 1152
 (Extension only), 1301, 1302, 1303, 1305, 3001
 (Extension only), 3002 (Extension only), 3003
 (Extension only), 3051, 3052, 3053, 3101, 3151,
 3152, 3244, 3245, 3401, 3402, 3424, 3431,
 3432, 3461, 3462, 3463, 3505, 3541, 3542,
 3543, 3547, 3614, 3615, 3627, 3631, 3636,
 3637, 3641, 3642, 3704, 3707, 3708, 3709,
 3714, 3871, 3872
 HMed 3001, 3002, 3003
 HSci 1711, 1712, 1713, 1811, 1812, 1813, 3711,
 3712, 3713, 3811, 3812, 3813
 Hum 1001, 1002, 1003, 1004, 1005, 1111, 1113,
 1115, 1117, 1119, 1302, 3254, 3458, 3472, 3635
 JwSt 3521
 LAS 3131, 3401, 3402,
 MELC 3508
 MidE 3505, 3507, 3508, 3511, 3512, 3541, 3542,
 3543
 RelS 3501, 3502, 3505, 3508
 SALC 3501, 3502
 Scan 1504
 SCAS 3531, 3611
 Soc 3477, 3954
 SoAS 3501, 3502, 3611
 WoSt 3103
Education:
 EdPA 5155

GC:

GC 1221, 1230, 1231, 1232, 1241, 1251

C3 Social and Philosophical Analysis—
Analytical study of social, political, moral,
philosophical, and religious thought.

Ag:

AgEd 1010, 5010, 5024

Architecture and Landscape Architecture:

LA 1024

CLA:

Afro 3011
 AmIn 3026, 3036, 3211
 AmSt 1001, 1002, 1003
 ArtH 3035
 CAS 3521, 3601

Inter-College Program

Clas 1042, 3035, 3071, 3072, 3073
EAS 1032
Hebr 3301
Hist 3281, 3282
Hum 1303, 3176, 3196
ID 3101, 3333 (Extension only)
JwSt 1034, 3034
MidE 1536, 3521, 3555, 3601
Phil 1002, 1003, 1004, 3001, 3002, 3003, 3004,
3302, 3304, 3305, 3307, 3308
Pol 1041, 1061
RelS 1001 (Extension only), 1031 (Extension only),
1032 (Extension only), 1034 (Extension only),
1035 (Extension only), 1036 (Extension only),
3031, 3034, 3035, 3036, 3037, 3071, 3072,
3073, 3196, 3412, 3413
SALC 1504 (Extension only), 3411, 3412, 3413
WoSt 3102

Education:

EdPA 5182

GC:

GC 1351, 1355, 1357, 1375

Group D: Literary and Artistic

Expression—Study of literature, music, visual arts, theatre, and film; analysis of significant works of literature and the other arts; principles and techniques of criticism.

B.A. and B.S.

Three courses (12 credits minimum).

Ag:

Rhet 3381

CLA:

Afro 3514, 3591, 3592, 3601, 3654
Amln 3116
AmSt 3111
ANE 1001, 1002, 1003, 3001, 3002, 3003, 3251
Arab 3213, 3301, 3302, 3303
Arch 1021, 1022, 1023, 1071 (Extension only),
1072 (Extension only), 1073 (Extension only)
Arth 1001, 1016, 1921, 3001, 3008, 3009, 3011,
3012, 3013, 3014, 3015, 3017, 3325, 3484 ArtS
1101, 1301, 1302, 1401, 1404, 1510, 1520,
1530, 1540 (1510, 1520, 1530, and 1540 may be
taken only once to meet Group D requirements),
1602 (Extension only), 1701, 1811, 1812, 3131,
3306, 3655 (Extension only)
Chic 3213, 3507, 3508
Chn 3161, 3162, 3163, 3165
ClCv 3510, 3711
Clas 3001, 3002, 3003, 3008, 3065, 3081, 3082,
3083
CLit 1921, 3332, 3931
Dnce 1101, 3401, 3402, 3666
EAS 3013, 3020
Engl 1005, 1013, 1016, 1017, 1018, 1019, 1069,
1241, 1591, 1595, 1621, 1671, 3008, 3009,
3115, 3116, 3117, 3118, 3119, 3121, 3218,
3241, 3242, 3251, 3252, 3355, 3356, 3357,
3411, 3412, 3413, 3591, 3592, 3621, 3631,
3651, 3671, 3711
EngW 1101
Fren 3101, 3103, 3207, 3229

Ger 3104, 3105
Hebr 3304, 3307
Hum 1301, 3172, 3174, 3256, 3701
Ital 3303, 3305
Jpn 3161, 3163, 3164, 3165
JwSt 3115, 3315
LAS 3104, 3213, 3507, 3508
Lat 3440
MELC 3213
Mus 1001, 1003, 1004, 1021, 1051, 1052, 1531,
1804, 3021, 3410, 3420, 3430 (max 4 cr allowed
for Group D in 3410, 3420, 3430), 3707
(Extension only)
Phil 3502
RelS 3115, 3201, 3202, 3203, 3213, 3251
Russ 3421, 3422
SALC 3456
Scan 3503, 3505, 3601, 3602, 3604, 3605, 3607,
3618
Span 3104, 3211, 3212, 3213, 3614
Th 1101, 1102, 1301, 1805, 3171, 3172, 3173
WoSt 3303, 3304, 3306, 3307, 3308

Education:

ArEd 3001

GC:

GC 1311, 1312, 1331, 1365, 1366, 1371,
1374, 1485, 1486, 1812, 1816, 1836

Human Ecology:

Dsgn 1300, 1325, 1328, 3117, 5107, 5109, 5112,
5114, 5115
TexC 3212, 3217

3. World and Nondominant Culture

B.A. and B.S.

Two courses (minimum 8 credits) that provide information and analysis of world or nondominant perspectives. One of the two courses must address cultures of Asia, Africa, Latin America, or the traditional Native American cultures. The second course may address either these cultures or non-white or non-male perspectives within European and North American traditions. Courses used to fulfill this requirement can also be used to fulfill liberal education requirements.

World Culture

Asian, African, Latin American, or traditional Native American

CLA:

See CLA Bulletin under *World Studies*

GC:

GC 1285, 1812, 1814

Nondominant Culture

CLA:

Afro 1011, 3025, 3072, 3108, 3324, 3543, 3591,
3592, 3864, 3865, 3954, 5072, 5701, 5702
Amln 1771, 3026, 3036, 3111, 3112, 3116, 3211,
3242, 5251, 5341, 5411, 5422
AmSt 1001, 1002, 1003, 3113, 3401, 3404
Anth 3211, 3212
Chic 3106, 3107, 3212, 3213, 3375, 3441, 3442,
3507, 3508, 3712
CLit 3979
Dnce 3486
EAS 3868



"I see my ICP degree as a means to a new beginning and not just an end. It is a privileged vehicle that will transport me out of a previously limited past to a more rewarding future."

Monica Delgado Larkin—B.A., Public Relations

Engl 1591, 3591, 3592
 Geog 3101, 3375
 Hist 1305, 3441, 3442, 3801, 3812, 3864, 3865,
 3867, 3868, 3871, 3872
 Ling 3812
 Pol 3739
 Soc 1004, 3951, 3954
 Th 1805
 UrBS 3301
 WoSt all except 3202

GC:

GC 1816, 1836, 1851

Human Ecology:

FSoS 5210
 TexC 3212

4. Second Language (for the B.A. only)

The second language requirement for the B.A. may be met by either of two routes.

Route I—Complete through the sixth-quarter level (at least 27 credits) study in a language other than your native tongue, or demonstrate equivalency at that level.

High school language study usually reduces college language study as follows:

High School Study	Additional College Study
5 years	at least one qtr in same language at higher level
4 years	at least 2 qtr in same language at higher level
3 years	at least 3 qtr in same language at higher level
2 years	at least 4 qtr in same language at higher level
1 year	at least 5 qtr in same language at higher level

College language study that repeats high school study is counted toward meeting the language requirement instead of the high school work. In these cases, the high school courses cannot be used to fulfill any portion of the language requirement.

Students with two or more years of high school Latin may fulfill the language requirement by continuing Latin studies or by completing 15 credits in another language.

Route II—Complete at least 27 credits in categories a. and b. as follows:

- a. At least 15 credits in a second language or validation at the third-quarter level. High school study relates to the requirement as follows:

High School Study	Additional College Study
3 years or more	none; validation not required
2 years	5 cr in same language at higher level
1 year	10 cr in same language at higher level

- b. 12 credits in courses concerned with a country or countries that use the language chosen. (The requirement is reduced to 7 credits for students who have completed four years of high school study in one language.) Courses used for this requirement may not be used to fulfill Group A, B, C, or D requirements. Study in a language beyond the 15-credit level required in category a. may be used as part of this 12-credit requirement.

Route II Course List—Consult an adviser for a list of courses that fulfill Route II requirements.

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