This is the General Information section of the 1997-1999 University of Minnesota University College Bulletin.

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Dean’s Welcome

Welcome to University College, the University of Minnesota’s major access point for educational opportunities for adult students. We assumed the name University College in July 1996 as a result of a merger between Continuing Education and Extension and the “historic” University College: the Inter-College Program (ICP) and the Program for Individualized Learning (PIL). Our mission is “to meet the career development and continuing education needs of women and men into the 21st century.”

University College students have two broad options for earning bachelor’s degrees: an individualized degree or a practitioner-based, applied degree.

Individualized Degrees

Working in concert with University faculty and academic advisers, University College students can develop degree programs that meet their individualized goals while adhering to the high standards set for undergraduate education at the University. ICP and PIL provide the guidance, structure, and support that allow students to work across traditional college and disciplinary boundaries and take responsibility for their own education.

Applied Degrees

Several practitioner-based “partnership” degrees have been designed for working adults and are offered in cooperation with area community colleges. University College offers four such degrees: bachelor of applied business, bachelor of information networking, bachelor of construction management, and bachelor of emergency health services.

I encourage you to consider the University’s rich array of educational opportunities and seek the degree program that best meets your needs. I invite you to read this bulletin carefully and explore your options further by contacting one or more of these degree programs.

We look forward to serving you and wish you success in your educational pursuits.

Sincerely,

Harold A. Miller, Dean

University of Minnesota Mission Statement

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

The University’s mission, carried out on multiple campuses and throughout the state, is threefold:

• Research and Discovery—Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

• Teaching and Learning—Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.

• Outreach and Public Service—Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by
helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers the individuals within its community.

**Introduction**

University College (UC), formerly Continuing Education and Extension, offers courses and programs designed for adult, part-time, and nontraditional students. These include UC degrees and certificates as well as degrees from other colleges within the University. The Inter-College Program (ICP) and the Program for Individualized Learning (PIL) offer individualized baccalaureate degrees aimed at students who are highly motivated, creative, and self-directed and who want independence and flexibility in structuring their degree programs. Students may also consider one of the four new applied baccalaureate degrees in UC, offered in cooperation with area community colleges and designed for working adults: applied business, information networking, emergency health services, and construction management. Additional degrees in planning include information network administration and human services.

**Individualized Degree Programs**

UC individualized degree programs open up educational opportunities for highly motivated students who need flexibility to use the University’s resources to earn their B.A. or B.S. degrees. Students develop degree programs tailored to their own interests and talents. Through UC the rich resources of the University’s faculty and staff are made available to serve the individual undergraduate. Our 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, our graduates gain a strong sense of ownership of their education and confidence in how that education is related to their lives.

UC’s individualized programs serve students by providing them with educational alternatives; they serve faculty by letting them develop and test innovative approaches to undergraduate education. The two groups working together help diversify the learning experiences the University provides.

**The Inter-College Program (ICP)**, founded in 1930, offers students a credit-based, individualized baccalaureate degree program that draws on the curricular offerings and other educational 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 evening coursework from more than one college to achieve their educational goals.

**The Program for Individualized Learning (PIL)**, founded in 1971, 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.
Applied Degree Programs

The bachelor of applied business (B.A.B.) is a new practitioner-oriented degree for adult and part-time students. Courses address real-world business issues and relate workplace skills to student experience. A unique “professional skills core” of courses emphasizes applied skills. B.A.B. program graduates will have a portfolio of skills and competencies that will be valuable in their current jobs and help them advance in their careers. The B.A.B. is offered by University College in cooperation with Inver Hills, North Hennepin, and Minneapolis Community Colleges. The University offers the upper division courses and awards the degree. B.A.B. courses are held on-site at the community college campuses, and community colleges offer courses that may fulfill all lower division admission requirements. Inver Hills and North Hennepin Community Colleges also offer two-year associate degrees that lead to admission to the B.A.B. program. Lower division courses may also be completed through University College, Independent and Distance Learning (correspondence), and other community college courses.

The bachelor of construction management (B.C.M.) is offered cooperatively with North Hennepin Community College. It combines building design and engineering with management and business skills to equip those working in construction with the skills necessary to deliver projects on time and within budget. The B.C.M. prepares or enhances the ability of prospective managers to acquire experience and education for a professional career in the construction industry.

The bachelor of emergency health services (B.E.H.S.) is offered cooperatively with Inver Hills Community College and the St. Paul-Ramsey Medical Center. The degree provides personnel working in prehospital medical care with the education and skills necessary to coordinate and direct the delivery of emergency health services in a variety of settings ranging from out-of-hospital, first-responder situations to occupational health and safety programs in large organizations.

The bachelor of information networking (B.I.N.) is offered in conjunction with North Hennepin Community College. The University offers the upper division courses and awards the degree. North Hennepin Community College offers lower division and prerequisite courses and is the site for most of the program’s courses. The B.I.N. is an interdisciplinary blend of computer science, management and information systems, liberal arts, science and engineering, and practical hands-on experience. Students in the program gain a thorough understanding of both the design and management of voice, video, and data transmissions over various networks and between different platforms. Career opportunities may be found in software development, network design and administration, interactive television, fiber optic information services, and other areas.

If you are interested in any of these partnership degree programs, call UC Counseling at 612/625-2500 to speak with an adviser.

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 Scholarships and Financial Aid. Scholarship amounts range up to a maximum of $1,500.

Students

About 500 students actively pursue bachelor’s degree programs through ICP and PIL 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 of our 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. Our 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 Board provides an opportunity for students to work together to create activities that support and celebrate personal and academic success.

Faculty

UC 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’s individualized programs annually. They have opportunities to participate in new ways in student education and provide a wealth of intellectual resources and leadership.

Change to Semesters

The University will change from a quarter-based calendar to a semester-based calendar in 1999-2000. The first fall semester will be fall 1999. Students will attend the University for two semesters each year rather than for three quarters. Courses will last 15 weeks rather than the current 10-week quarter. The change will not delay enrolled students’ progress toward their degrees. The change will also not affect the content of University degree programs.

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.

Residency and Reciprocity

Residence—Because the University is a state institution, Minnesota residents pay lower tuition than nonresidents and, in many programs, receive priority consideration for admission. To qualify for resident status, students must reside in Minnesota for at least one calendar year before the first day of class attendance. For more information, contact the Resident Classification and Reciprocity Office, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-6330), or the residency office on your campus.

Reciprocity—The University has reciprocity agreements with North Dakota, South Dakota, Wisconsin, and Manitoba. If you are a resident of any of these states or this province, you may qualify for reciprocity tuition rates, which are lower than nonresident tuition rates and, in some cases, comparable to resident rates. For more information, contact the Resident Classification and Reciprocity Office, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-6330), or the residency office on your campus.

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 transcripted 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.

University Counseling and Consulting Services

University Counseling and Consulting Services (UCCS), 109 Eddy Hall on the East Bank and 199 Coffey Hall on the St. Paul campus (612/624-3323 for both), offers counseling for academic, career, personal, or relationship concerns. Besides counseling, UCCS features a variety of services. The Career Development Center and the Learning and Academic Skills Center offer workshops, courses, and materials for career development or academic skills improvement. The Organizational Development Program offers consultation, assessment, team building, conflict mediation, training, and workshops. UCCS’s Office of Measurement Services (OMS) scores exams, surveys, and research instruments and provides consultation to University faculty and staff. OMS operates the Minnesota Statewide Testing Program for
Minnesota elementary and secondary schools. The Testing Center administers admissions, placement, and national tests. For more information, see http://www.ucs.umn.edu/uccs/www/uccs.html on the World Wide Web.

**Policies**

This bulletin describes the procedures and requirements of University College’s Inter-College Program and Program for Individualized Learning. 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).

**Bulletin Use**—The University of Minnesota will change to a semester-based academic calendar beginning academic year 1999-2000. This bulletin is the last quarter-based bulletin that will be produced for the Inter-College Program and Program for Individualized Learning. It covers academic years 1997-98 and 1998-99. Information about semester-based academic programs will be provided in the fall of 1998 in semester-transition publications.

The information in this bulletin and other University bulletins, publications, or announcements is 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; e-mail admissions@tc.umn.edu).

This bulletin also is available in electronic format on the Internet and may be accessed at http://www.umn.edu/commpub on the World Wide Web.

**Course Guide**—The Course Guide, a quarterly publication distributed at the University Bookstores, provides course information beyond that found in college bulletins and the Class Schedule.

**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 Stephanie Lieberman, 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. To do so, they must notify the records office on their campus.

Students have the right to review their educational records. The regents’ policy 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.

Directory

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

Program for Individualized Learning
107 Armory Building
15 Church Street S.E.
Minneapolis, MN 55455
(612) 624-4020
e-mail: pil@tc.umn.edu
World Wide Web: http://www.pil.umn.edu/

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Ann Pflaum, associate dean
David Grossman, associate dean
Gerald Klement, administrative director
William VanEssendelft, director, program management and development

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Susan Stonefield, director
Philip Wagner, academic adviser
Josh Borowicz, academic adviser
Lupita Galvan, academic adviser

Program for Individualized Learning
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Archibald Leyasmeyer, faculty director
Suzanne Bates Smith, academic adviser
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Linda Ellinger, academic adviser
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Thomas R. Reagan, Gilbert
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Mark B. Rotenberg, General Counsel