This is the Program for Individualized Learning section of the 1997-1999 University of Minnesota University College Bulletin.
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;
- 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
Children’s 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 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.
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.
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 writing 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 program’s advisers as you design and implement your educational program. You will also receive valuable assistance from the program’s 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.

“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.”

George Sand—B.A., Visual Theatre: A Semiotic Approach
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 90 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.

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 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 3211-3212. 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 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 through the University of Minnesota, including Independent and Distance Learning courses. 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 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 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.

PIL Tuition and Fees

Each of the following registrations (1997-98 tuition rates) are required of all PIL students.

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<tr>
<th>PIL Credits</th>
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<tr>
<td>UC 3211-3212. Degree Planning Seminar I &amp; II</td>
<td>12</td>
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<tr>
<td>UC 3251. Individualized Study (a minimum of two required) *</td>
<td>6</td>
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<tr>
<td>UC 3281-3282. Major Project I &amp; II</td>
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<tr>
<td>UC 3291-3292. Graduation Preparation I &amp; II</td>
<td>12</td>
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<td>UC 3299. Graduation Review</td>
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<tr>
<td>UC 3200. Continuing Studies</td>
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All coursework tuition and examination fees are added to these basic costs. University College tuition for PIL registration is $100 per credit hour.

* Students undertaking significant amounts of independent, project-based learning will register for additional quarters of Individualized Study (UC 3251).
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 varies with each student. Many students finance their education through personal income and savings. Additional funding can come from the following.

Tuition Reimbursement Programs—Many PIL students receive financial assistance from their employers. Contact your employer’s personnel director or human resource development office to find out about this possibility.

Financial Aid Programs—As a PIL student you are eligible for the same financial aid as other University of Minnesota students. Specific credit requirements are established for full- and part-time students. You need to understand these and other requirements as you plan your educational financing. It is very important to investigate your eligibility as soon as possible.

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

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.

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.

Computer Resources
Currently enrolled University students are issued an e-mail account and password, giving them free access to many different computer resources. If you do not own a computer, special educational rates through the University of Minnesota Bookstores make purchase easy. If you cannot afford to buy a computer, labs on campus provide free access to computer resources and training. PIL students are expected to have or develop computer literacy and are strongly encouraged to take full advantage of University computer resources.

For more information about getting started with computers at the University of Minnesota, call the Computer Help Line at (612) 624-4276 or stop by 152 Shepherd Laboratories, 100 Union Street S.E., Minneapolis, MN 55455.