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The College of Continuing Education (CCE) provides high-quality continuing education and lifelong learning opportunities for professional development, personal enrichment, career transition, and academic growth. Established in 1913, CCE has one of the most comprehensive continuing education units in the country and serves as the University’s main access point for nontraditional students, particularly adult and part-time learners.

CCE offers a variety of degrees, certificates, and continuing professional education opportunities. With programs and services that cross the usual boundaries of time, place, mode of delivery, and academic discipline, CCE provides the knowledge and skills required in an information-based world and workplace. And, through CCE, non-admitted students can access University courses. Therefore, students interested in earning a degree can start taking courses to fulfill requirements before formally applying to their college of choice.

**Admission**

**Admission to CCE Degree and Certificate Programs**—All CCE degree programs have their own admission policies and procedures and admit at the upper division only. For general questions about admission to CCE degree or certificate programs, contact CCE Information Center at 612-624-4000. For more information, go to the CCE Web site at [www.cce.umn.edu](http://www.cce.umn.edu) and select the program of interest.

**Liberal Education Requirements**—Within CCE, the Inter-College Program (ICP) and the Program for Individualized Learning (PIL) follow the University’s standardized set of liberal education requirements. The bachelor of applied science degree (B.A.S.) has liberal education requirements unique to each major. Please see the B.A.S. Web site at [www.cce.umn.edu/bas](http://www.cce.umn.edu/bas) or contact an Information Center adviser for requirement information.

**Degrees**

Students have two broad options for earning baccalaureate degrees through CCE—an individualized degree or applied degree. For more information about these options, call 612-624-4000, or visit the CCE Web site at [www.cce.umn.edu](http://www.cce.umn.edu).

**Individualized Degree Programs**

Individualized degree programs open up educational opportunities for highly motivated students who need flexibility to earn their B.A. or B.S. degrees. Students develop degree programs tailored to their interests and talents.

CCE links the rich resources of the University’s faculty and staff with the individual undergraduate. Students, faculty, and staff work together to take 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.

CCE’s individualized programs serve students by offering educational alternatives; the programs serve faculty by allowing them to develop and test innovative approaches to undergraduate education. Working together, the two groups help diversify learning experiences at the University.

**Inter-College Program (ICP)**, founded in 1930, offers students a credit-based, individualized baccalaureate degree program drawing on the curricular offerings and other educational resources of the entire University community. This program provides an alternative to an already established major by giving students the flexibility to incorporate both day school and evening coursework from more than one college to achieve their educational goals. Call 612-624-4000 for more information or see [www.cce.umn.edu/icp](http://www.cce.umn.edu/icp) on the Web.

**Program for Individualized Learning (PIL)**, founded in 1971, serves independent learners who wish to design and complete individualized study that incorporates a variety of learning resources and strategies, such as independent learning projects. PIL students work collaboratively with academic advisers and faculty throughout the University.

The program primarily serves students who live in the Twin Cities area, but also considers qualified students who can commute to campus for some learning activities. For more information, call 612-624-4000, or see [www.cce.umn.edu/pil](http://www.cce.umn.edu/pil) on the Web.

**Bachelor of Applied Science (B.A.S.) Degrees**

Students may also consider one of eight majors within the B.A.S. degree offered in partnership with Minnesota State Colleges and Universities (MnSCU)—primarily area community colleges in the Twin Cities and Rochester. For more information about any of the B.A.S. degrees, please go to the B.A.S. Web site at [www.cce.umn.edu/bas](http://www.cce.umn.edu/bas).

The B.A.S. with a major in clinical laboratory science is a course of study that provides the education clinical laboratory technicians/medical laboratory technicans (CLT/MLT) need for career advancement. Students receive a strong foundation in the sciences together with rich experiences in the clinical laboratory and are prepared to work as clinical laboratory scientists, technical specialists, laboratory managers, lab coordinators, and quality control technologists. Graduates may take the national certification examinations to practice as a clinical laboratory scientist/medical technologist (CLS/MT). Offered in partnership with MnSCU, students can complete a two-year CLT/MLT associate’s degree before enrolling.

The B.A.S with a major in construction management is offered in close collaboration with the construction industry. Construction management combines building design and engineering with management and business studies to equip students with the skills needed to deliver projects on time and within budget. The major offers experience and education leading directly to a professional management career in high demand areas in the construction industry.

The B.A.S. with a major in emergency health services is offered cooperatively with Regions Hospital in St. Paul. The program is designed to provide personnel working in pre-hospital 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 B.A.S. with a major in information technology infrastructure is a course of study combining information technology infrastructure, math, science, and business curricula. Students may choose a network, system administration, or database concentration area. Graduates are able to design, construct, and manage technology operations. This major replaces the B.A.S. majors in information networking and network administration.

The B.A.S. with a major in manufacturing technology prepares students for career growth in the manufacturing industry. Students learn new skills in the areas of manufacturing systems and processes, computer technology, quality, operations, project management, business and finance, and interpersonal communication. Graduates are prepared to work as project managers, process engineers, materials managers, lead technicians, order process analysts, facilities engineers, and business analysts.

The B.A.S. with a major in radiation therapy provides leading-edge medical and technical courses and clinical experience in top-ranking radiation oncology departments. Radiation therapy graduates are prepared to meet the changing demands of new technologies and advancements in treatment techniques. Didactic and clinical experiences will sharpen critical thinking and problem-solving skills, and provide the knowledge base in management and education that is crucial to future advancement. Graduates are ready to meet national certification requirements.

The major is offered in two locations: Rochester and the Twin Cities. In Rochester, the University of Minnesota partners with the Mayo School of Health Sciences. Classes and clinical experiences are offered at the Mayo Clinic and other facilities within the Mayo Health System. In the Twin Cities, this program is offered in partnership with Fairview-University Medical Center (FUMC) School of Radiation Therapy.

The B.A.S. with a major in respiratory care prepares students to become respiratory care practitioners with advanced-level clinical and professional skills. This program, offered in partnership with Mayo School of Health Sciences in Rochester, combines professional, medical, and technical courses. Courses and clinical experiences, with options for specialized clinical study, are offered at Mayo Clinic and other facilities within the Mayo Health System. Graduates will be ready to meet national certification requirements. Advanced practitioner respiratory therapists are prepared to serve as consultants to physicians and other medical staff.

Other Degree Programs
Several other University of Minnesota degrees may be earned entirely or almost entirely through CCE registration in evening and Independent and Distance Learning courses.

Certificates
Certificates
In addition to baccalaureate degrees, certificate programs offered through CCE provide an educational option for working adults. Certificates are short-term, focused college credentials that can supplement a student’s experience and previously earned degree, or serve as a stepping stone to a degree. Certificates provide concentrated coursework related to occupational areas or general background to prepare students for further college work.

Coursework may be completed with evening classes, Independent and Distance Learning, day classes, summer session classes, or any combination of these. For more information, call the CCE Information Center at 612-624-4000 or e-mail info@cce.umn.edu.

College of Continuing Education Certificates
Accounting
Addiction studies
Applied business
Civil engineering
Computer science
Construction management
Direct marketing
Industrial relations
Information technology infrastructure
Certificate in interpreting
Ophthalmology technician
Organizational and professional communication
Radiation therapy

Honors
All CCE degree programs recognize outstanding academic achievement by offering an honors and/or distinction option for graduating students.

Graduation Requirements
A minimum of 120 credits acceptable to the college are required for all CCE bachelor degrees. A minimum of 30 University credits must apply to the degree and students must maintain a minimum GPA of 2.00. See ICP and PIL in the Degree Programs section for detailed graduation requirements.

See the CCE Web site at www.cce.umn.edu for detailed information about the B.A.S. degrees, including admission criteria, industry connections, FAQs, and much more.

Advising
CCE Information Center — The CCE Information Center offers academic advising and financial aid advising to all students interested in CCE degrees and certificates. Advisers can help students select programs of study, determine prerequisites, interpret degree requirements, discuss transcripts of previous college work, and choose courses.

Students seeking a college degree through registration in CCE classes should consult an adviser early in their planning. For more information, contact CCE Information Center at info@cce.umn.edu or 612-624-4000.
Special Learning Opportunities and Resources

Independent and Distance Learning (IDL) courses use mail and electronic technologies to meet the needs of students who cannot or choose not to take courses on campus. Most courses are self-paced and give students up to nine months to complete the coursework. Credits are recorded on students’ transcripts and can be used toward fulfilling distribution requirements in most undergraduate programs. IDL courses can also satisfy residency requirements, with approval from the student’s college. Check with an adviser about using these course credits toward a program.

Students may register by fax, mail, or in person. Courses are either extended term (to be completed in up to nine months) or term-based (to be completed within one semester term). For students receiving financial aid administered by the Office of Student Finance (OSF), term-based online courses are automatically counted. Extended-term courses (both online and correspondence) are not eligible for OSF-administered aid.

For information on courses, policies, and registration, please visit www.cce.umn.edu/idl or request an Independent and Distance Learning Catalog. Contact CCE at 612-624-4000 or 800-234-6564, or e-mail info@cce.umn.edu.

Independent Study (ICP 3075)—CCE 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 3–5 credits of ICP 3075—Independent Study. For more information, contact ICP at 612-624-4000.

Scholarships and Grants

The College of Continuing Education Information Center administers CCE scholarship and grant programs and provides information to CCE students about other financial aid options. CCE grant and scholarship programs are designed for students who reside in Minnesota, who have had to delay or interrupt their education, and have financial need but are unserved or underserved by other grant, scholarship, or tuition reimbursement programs. In addition to financial need, scholarships are awarded on the basis of academic ability and a statement of personal, educational, and career goals. They are supported by donations from CCE alumni and friends. For more information, go to www.cce.umn.edu and click on Financial Aid, contact the CCE Information Center at 612-624-4000, or e-mail info@cce.umn.edu.

Directory

(area code 612)

CCE Information Center
101 Westbrook Hall
Minneapolis, MN 55455
624-4000
Fax: 625-1511
E-mail: info@cce.umn.edu

Administrative Offices
Office of the Dean
201 Coffey Hall
St. Paul, MN 55108
624-5332
Mary Nichols, dean, 624-1751

Administrative Units
Academic Programs
624-8831

College in the Schools
625-1855

Compleat Scholar
625-7777

Continuing Professional Education
625-3100

Master of Liberal Studies
626-8724

Personal Enrichment Programs
625-5760

Departments and Programs
Bachelor of Applied Science (B.A.S.)
• Clinical Laboratory Science
• Construction Management
• Emergency Health Services
• Information Technology Infrastructure
• Manufacturing Technology
• Radiation Therapy
• Radiation Therapy-Mayo
• Respiratory Care
206 Westbrook Hall
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Inter-College Program (ICP)
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624-4000
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E-mail: icp@umn.edu
www.cce.umn.edu/icp

Program For Individualized Learning (PIL)
150 Westbrook Hall
Minneapolis, MN 55455
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www.cce.umn.edu/pil
Inter-College Program (ICP)

Founded in 1930, the Inter-College Program (ICP) embodies the University of Minnesota’s commitment to individualized undergraduate education by providing cross-college, course/credit-based degree options. Drawing upon the curricular offerings of most of the University’s colleges and departments, students design either a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree incorporating a significant amount of coursework from at least two different colleges within the University system.

ICP is most appropriate for self-directed students whose educational backgrounds, and career and intellectual interests require both a clear personal focus and a flexible interdisciplinary approach.

ICP Degree Program Design

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

• A **two area** cross-college program, such as business and history (through the Carlson School of Management and CLA), or educational psychology and French (through the College of Education and Human Development and CLA).

  Students seeking a B.A. degree must complete 20 upper division credits in each of the two areas. Students pursuing a B.S. degree must complete 21 upper division credits in each area and 8 supporting upper division credits.

• A **three area** cross-college program, such as applied business, speech communication, and psychology (through CCE and CLA); or housing, child psychology, and public health (through the College of Human Ecology, CLA, and School of Public Health).

  B.A. students must complete 20 upper division credits in one area and 12 in each of the other two areas. B.S. students must complete 20 upper division credits in one area and 15 in each of the other two.

• A **thematic** cross-college program, such as “aging studies,” integrates coursework from several departments—sociology (CLA), public health (School of Public Health), family education (College of Education and Human Development), and social work (College of Human Ecology). Thematic programs are appropriate only when students’ objectives are clearly focused on one topic that cannot be pursued in a two- or three-area program.

  B.A. students must complete 40 upper division credits on a theme. B.S. students must complete 50 upper division credits, with no more than 15 credits in any one department. B.A. students must complete ICP’s second-language requirement.

Special Learning Resources

ICP students may blend a variety of learning experiences—internships, foreign study, directed study or research—with their formal coursework; however, these are generally arranged as credit-bearing experiences.

Admission Process

Admission to ICP has both procedural and academic components. Once students have met the academic requirements, they can be admitted at various points in the degree-planning process. All students begin this process with a First Step meeting and should complete degree planning within a semester. Timely admission to the program requires close communication with an ICP adviser.

A. First Step Meetings

Several times each week, ICP holds small-group informational sessions called First Step meetings. Academic advisers provide a detailed introduction to the program and help students begin the planning process. Students are advised to attend a First Step meeting early in the process.

To schedule an appointment for a First Step meeting, call 612-624-4000 or visit the ICP office at 101 Wesbrook Hall, 77 Pleasant Street S.E., Minneapolis, MN 55455.

B. Admission Requirements

Admission into ICP requires:

• An overall GPA of 2.00; a 2.00 GPA in upper division coursework; and a 2.00 GPA in each proposed area of concentration.

• Completion of 50 credits of college-level learning.

• Completion of at least 9 credits from the University of Minnesota.

• Completion of at least two upper division courses, preferably in proposed areas of concentration.
• Completion of designated prerequisites and meeting GPA requirements for specific areas of concentration, such as those offered by the Carlson School of Management (complete lists are available at First Step meetings).

• Development of a degree plan that includes:
  1. A description of academic and career goals.
  2. An outline of courses proposed for the degree program (degree plans may not parallel or duplicate existing degree programs at the University).

• Approval of the proposed degree plan from at least two designated faculty or departmental advisers.

Developing a Degree Proposal and Plan

A. Meetings with Academic Advisers
After attending a First Step meeting, students work individually with an ICP academic adviser to develop a degree proposal. This proposal includes a comprehensive statement of academic and career goals and a corresponding list of courses and other activities that students expect to complete in the degree program. Through meetings with an academic adviser, students refine their proposals and identify the best courses and special learning resources to achieve educational goals.

B. Preparing a Statement of Academic and Career Goals
The first task in developing a degree plan is preparing a statement of personal educational goals and objectives. While the statement need not be lengthy, it must clearly describe what students want to learn and why. The document identifies the specific skills, information, or knowledge that students hope to acquire and their reasons for wanting them. It should also describe long-range goals, including plans for a specific career or academic study beyond the baccalaureate degree.

C. Preparing a Course List
The second part of the degree plan is the course list, which includes the learning experiences proposed for the degree program. Students must develop a list of all the courses and other learning experiences planned for the ICP degree program, including any appropriate courses that have already been completed.

D. Meetings with Faculty Advisers
At the end of the degree planning process, students meet with faculty and/or academic professional advisers in their proposed area of study for departmental review, input, and approval of the degree program. If necessary, students may be referred to faculty/advisers earlier in the process. All changes to areas of concentration must be approved by these departmental advisers.

Completing an ICP Degree
After admission to ICP, students may take day, evening, or correspondence courses.

Faculty/advisers offer guidance throughout the program. If necessary, they can help revise the degree plan as students move through the program and may help design and complete independent studies and research.

ICP’s academic advisers can also assist throughout the degree program by answering questions about program revisions, independent study, honors options, and completion of graduation requirements.

Financial Aid—Many forms of financial assistance are available to all University students, including 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 Finance, 200 Fraser Hall, 106 Pleasant Street S.E., Minneapolis, MN 55455 (612-624-1111). Students who are employed should investigate their companies’ tuition reimbursement programs; contact the personnel or human resource development office for more information.

Career and Placement Services—Early planning is important to prepare for a specific career or for admission to graduate or professional schools. ICP academic advisers refer students to career development and placement services on campus and help in planning for graduate or professional education.

Liberal Education
A foundation in liberal education is required to provide breadth to learning and to integrate different academic disciplines and methods of inquiry into the process. ICP students must complete Twin Cities liberal education requirements and the oral/written communication requirements in effect at the time of the student’s admission or readmission to the University.

Graduation Requirements
To earn the ICP degree, students must satisfy the following graduation requirements:

• Complete the courses and other learning activities selected for the ICP degree program.

• Complete liberal education requirements for the B.A. or B.S.

• Complete a minimum of 120 credits, including transfer and extension courses.

• Complete 50 upper division credits for the B.A. or B.S.

• Complete 30 University of Minnesota credits that apply to the degree.

• Complete a residency requirement of at least 24 semester credits in the program.

• Maintain at least a 2.00 GPA overall, in upper division work and in degree program work, computed separately.
Program for Individualized Learning (PIL)

PIL allows students to use their creativity and academic skills to shape their undergraduate college education. By designing and implementing their own degree programs, students embark on one of the most stimulating and challenging experiences of their educational careers.

The program blends tradition and innovation, allowing students to combine the best of traditional practices and resources with new concepts and strategies for defining curriculum, learning independently, and evaluating learning. The program strives to recognize the knowledge and experience that distinguishes adult students and allows them more control over the content, structure, and pace of learning.

The length of time or cost required to complete a PIL degree program is difficult to predict. It usually requires about as much time as a traditional program, but can offer greater flexibility and control of students’ time.

The program began in 1971 as one of the original University Without Walls programs founded through cooperative efforts at institutions around the country. The program was based on the belief that people learn in many different ways, 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.

Criterion-Based Education

This program challenges students to think about learning in new ways. A set of standards, called graduation criteria, describes the basic academic structure of the bachelor’s degree. These criteria, rather than number of credits, provide the framework for structuring the degree program and assessing its success.

Students use the graduation criteria to build their own degree programs. Students are encouraged to be creative and to use a variety of learning activities (courses and projects) to satisfy each criterion. Courses that have already been completed may be used to fulfill the graduation criteria; students can also demonstrate college-level learning achieved through work, experience, and independent study. New learning activities may explore untapped interests or build on prior learning. These activities may include independent projects, internships, work-based projects, and classroom and correspondence coursework.

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

A PIL degree 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 the student’s field of study, while the B.A. emphasizes broader learning in the breadth criteria.

I. 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 area of concentration, traditionally called a “major,” should reflect balance, depth, and quality in a field of study. The student’s area of concentration must fulfill the following three depth criteria:

Criterion A: Primary Area Studies (B.A. and B.S.)—Through learning activities in their primary area of study, students acquire familiarity with the basic literature and vocabulary of their 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 their area of concentration, students complete a major project that reflects substantive understanding of their field of study.

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

Areas of concentration of some recent students include: children’s mental health, community development and education, conservation biology, early and Celtic Christianity, environmental communication, family systems in the health sciences, international business, organizational training, architectural preservation, zoology and zoo management.

II. Breadth Criteria: Liberal Education Requirements

Learning in the liberal arts comprises a substantial portion of the individualized degree program. The goal of liberal education is to help students explore new ideas, concepts, and ways of viewing the world.

All PIL students include study in the broad areas that typify a liberal education. Whether seeking a B.A. or B.S., all students must complete learning for Criteria 1–6; at least three of these criteria should incorporate upper division learning. In addition, students seeking a B.A. must complete requirements for Criterion 7.

The College of Continuing Education is the University of Minnesota’s major point of access and educational opportunity for the nontraditional, part-time, summer, and distance learner.

Criterion 1: Physical and Biological Sciences—Studies 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.

Criterion 2: Social Sciences and Humanities—Studies involve knowledge of how social scientists, artists, and humanistic scholars think, describe, analyze, and portray human experiences and behavior; study of the interrelationships among individuals, institutions, structures, events, and ideas; understanding of the roles individuals play in their cultural, social, economic, aesthetic, and political worlds; and understanding of aesthetic judgments.

Criterion 3: Historical Perspective—Studies involve knowledge of how historians describe and analyze human experiences and behavior; and understanding of the roles individuals play in their historical worlds.
Criterion 4: Mathematical Thinking—Studies 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—Studies involve examining communication theory and skills. 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—Studies involve an understanding of the student’s place in the world by examining relationships among nations, peoples, and cultures. This criterion specifically calls for students 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—Studies 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.

The University’s 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 these three criteria are developed on an individual basis. If students are transferring into PIL from another college at the University, students will be able to use any previously accepted liberal education learning as part of their PIL requirement.

III. Learning Matrix
To broaden perspectives on liberal learning, degree programs must also examine a set of liberal education themes. Each theme 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. While planning learning activities for the breadth criteria, and in some cases the depth criteria, students must ensure that their 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 and developing the social and cultural fabric of the United States.

II. International Perspectives—Comprehending 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 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, symbols, and cosmologies.

IV. 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. The degree program includes knowledge and skill in writing across the curriculum; students must develop their abilities in written communication from admission to graduation. Finally, the completed degree program will include at least four writing-intensive learning experiences.

Reading is a critical component of the area of concentration as students must expose themselves to a broad range of texts and journals of the field. While carrying out learning for the breadth criteria and learning matrix, students read across many disciplines. As part of PIL, students are expected to include the study of literature (poetry, short stories, novels, and dramatic literature) as part of learning for Criterion 2. Study of literature allows students to build skill and knowledge in writing and reading.

A Four-Stage Program
Students, advisers, staff, and faculty work together to create an atmosphere of challenge and support to help students meet the special demands of each stage of the program. Procedures for completing various stages of the degree and meeting PIL registration and tuition requirements are outlined below.

Specific registrations depend on the stage students are in and the learning activities they are pursuing. All registrations described below are required of PIL students.

I. Admissions Stage
In the admissions stage, students meet with the program’s admissions committee to determine whether the student’s goals and PIL’s approach to individualized learning are a good match.

Students can learn more through information meetings and, later, individual appointments. To arrange to attend an information meeting (early evening sessions are available), call the PIL office at 612-624-4000.

To be considered for admission, students must submit an application (available at information meetings or from the PIL office) that documents their ability to undertake a self-directed, individualized degree program. Students should have completed at least 30 college credits to be considered for admission. The program seeks students who:

• Know why they are seeking a bachelor’s degree and why PIL is a sound choice for them.
• Can describe their proposed academic area of study.
• Write well in English.
If the application for admission is accepted, PIL will work with students to identify a University of Minnesota faculty member with expertise in the area of concentration to serve as an area specialist. During the degree planning stage, the area specialist helps students develop an area of concentration and select appropriate learning activities. The area specialist also helps the student plan and execute the major project and helps in assessing readiness to graduate.

II. Degree Planning Stage

The first PIL registration is the Degree Planning Seminar; an evening class offered each semester that guides new students through the process of designing a degree plan.

**PIL 3211. Degree Planning**—(8 credits)

During this seminar, students design a degree plan—a detailed outline of all completed and future learning activities (courses and projects) they plan to apply to the graduation criteria. The degree plan must include a clear description of the area of concentration and learning activities (courses and projects) relevant to the study area. Students learn or review the foundations of a liberal arts education, select appropriate activities, and learn how to design independent projects based on prior or new learning. The degree plan must also identify how students intend to fulfill the learning matrix and the reading and writing criteria.

Once the degree plan is approved, it serves as an agreement between the student and PIL, and functions as a blueprint for the implementation of the bachelor’s degree program. Students may decide to make changes in the plan by consulting with program advisers.

III. Program Implementation Stage

Upon approval of the degree plan, students are ready to carry out learning activities. These may include completing new independent projects, taking classes through the University or other institutions, or seeking evaluations for projects based on prior knowledge.

Students register in the program for the following types of activities:

**PIL 3251. Individualized Study**—(4 credits)

Individualized study involves developing, implementing, and having independent projects evaluated, based on either new or prior learning. Students register for PIL 3251 when doing independent work. Students must attend the Individualized Study Seminar, which meets several times during the semester. Students draw up a contract that identifies the activities they plan to complete during the semester.

**PIL 3281. Major Project**—(8 credits)

The major project, usually the final learning activity of the program implementation stage, demonstrates expertise gained in the area of concentration. Students register for the major project at the end of the program implementation stage. The major project is completed on an independent basis in consultation with advisers, who assist in areas such as project design, research strategy, and writing.

In addition to these registrations, students may also include a number of new courses in their degree plans.

**New Courses**—New courses selected for the degree program may be taken through the University of Minnesota, including Independent and Distance Learning courses. Students 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 the degree program.

Any University of Minnesota courses included in the program requires separate registration and tuition. Tuition and fees for other credit-based learning activities vary. Students who complete coursework at other institutions must pay the tuition rates of those institutions.

IV. Graduation Stage

After students complete the coursework detailed in the degree plan, attaining the PIL bachelor’s degree requires the additional step of completing an extensive record of their undergraduate education, known as the graduation dossier. The dossier is then submitted to a graduation review committee.

**PIL 3291. Graduation Preparation**—(8 credits)

During the time students register for graduation preparation, they finish their graduation dossiers, demonstrating completion of requirements for a bachelor’s degree. The dossier includes an introductory essay demonstrating readiness to graduate, the major project, University of Minnesota transcript, PIL narrative transcript (written evaluations of independent learning), examples of academic work, and degree plan. The area specialist and program staff provides a preliminary review of the dossier to ensure that graduation criteria have been met.

**PIL 4299. Graduation Review**—(4 credits)

The final PIL registration is for graduation review, which is required after passing preliminary review. Students submit the final version of the dossier to a graduation review committee, which votes on whether to recommend a baccalaureate degree.

**Special Information**

**Use of PIL Credits**

The PIL program is not credit-based, but it uses credits to ensure that registrations are recognized within the University system and that students qualify for residency and financial aid requirements. Tuition credits attached to registrations are not the same as conventional coursework credits, i.e., they are not used to measure progress in the program or readiness to graduate, nor are they necessarily transferable to other programs or colleges.

_The College of Continuing Education collaborates with other colleges at the University of Minnesota, community colleges, and other institutions, as well as business and industry, to offer diverse programs and services._

**Residency Requirements**

PIL students fulfill the University’s residency requirement through program registrations, not necessarily through physical presence on campus. Regardless of where they live, all students are expected to make regular campus visits during their programs. Students must attend seminars and establish a pattern of regular visits with advisers on campus. Those few students who are admitted and live beyond commuting distance will make two or three visits to campus each year. The timing and length of campus visits are negotiable.