“I Wish I’d Found You Sooner”:
How CCE’s Individualized Degrees Help Students Make Sense and Use of Cross-College Studies
Inter-College Program (ICP)
Multidisciplinary Studies Program (MdS)

College of Continuing Education
Hallmarks

- Student authorship and responsibility
- Relationship-centered
- Flexible curriculum development
- University-wide, collaborative
...the opportunity of considering the needs of students, of arranging programs to correspond to those needs, of articulating them into an educational whole which will be liberalizing on the one hand and specializing on the other, if that seems desirable. It means that the University will forget administrative rules and red tape and adjust itself to the capabilities, the responsiveness, the ambitions, the hopes of students.

-President Lotus D. Coffman
President’s Report, 1928-1930
History

• Founded in 1930, unofficially named “University College”
• Became the Inter-College Program (ICP) in 1969 to distinguish it from newly developed individualized degree options at the time:
  • Experimental College (EC)
  • General College’s BGS and BAS
  • CLA’s Bachelor of Elective Studies (BES)
  • University Without Walls (UWW)
  • Program for Individualized Learning (PIL)
• ICP (CCE) and BIS/IDIM (CLA) are the longest-lived individualized degree programs currently at the University
Both ICP and MdS require that students write a proposal indicating interests, purpose and course requirements to complete their B.A. or B.S. degrees.

**Inter-College Program (ICP)**

- Composition
  - Career and Goals Statement
  - Background
  - Course Presentations

- Writing Process
  - 1:1 with the ICP advisor, in partial drafts during the first term of admission
  - ICP 3101W: Proposal Development Seminar

**Multidisciplinary Studies (MdS)**

- Composition
  - Career and Academic Interests Statement
  - Educational Autobiography
  - Course Presentations

- Writing Process
  - MdS 3001W: Intro to Multidisciplinary Studies
# Inter-College Program

<table>
<thead>
<tr>
<th>TWO AREA</th>
<th>For the B.S., supporting coursework must relate to Areas 1 or 2. The same restriction does not apply to B.A. electives.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.A.</strong></td>
<td><strong>B.S.</strong></td>
</tr>
<tr>
<td>Area/Dept 1</td>
<td>20 upper-division credits</td>
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<tr>
<td>Area/Dept 2</td>
<td>20 upper-division credits</td>
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<tr>
<td>Electives</td>
<td>10 upper-division credits</td>
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<td>Area/Dept 1</td>
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<td>Area/Dept 2</td>
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<td>Supporting</td>
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<table>
<thead>
<tr>
<th>THREE AREA</th>
<th>For both the B.A. and the B.S., Area 1 represents the student’s primary interest.</th>
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<tbody>
<tr>
<td><strong>B.A.</strong></td>
<td><strong>B.S.</strong></td>
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<tr>
<td>Area/Dept 1</td>
<td>20 upper-division credits</td>
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<tr>
<td>Area/Dept 2</td>
<td>12 upper-division credits</td>
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<tr>
<td>Area/Dept 3</td>
<td>12 upper-division credits</td>
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<tr>
<td>Electives</td>
<td>6 upper-division credits</td>
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<tr>
<td></td>
<td>Area/Dept 1</td>
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<td></td>
<td>Area/Dept 2</td>
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<tr>
<td></td>
<td>Area/Dept 3</td>
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<thead>
<tr>
<th>THEMATIC</th>
<th>A central idea unites coursework drawn from three or more areas and two colleges. This option is for students whose interests cannot be captured in a two or three area degree. An ICP Health &amp; Wellness Thematic B.S. is also available.</th>
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<tbody>
<tr>
<td><strong>B.A.</strong></td>
<td><strong>B.S.</strong></td>
</tr>
<tr>
<td>40 upper-division credits in ICP major (w/12-20 credits from one department)</td>
<td>50 upper-division credits in ICP major (w/12-20 credits from one department)</td>
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</tbody>
</table>
Inter-College Program

Student Profiles

• 50 or more college credits must be completed before acceptance into the program
• Both traditional and non-traditional
• Genuine Interdisciplinary interests or specific themes
• Looking for alternative to highly competitive programs such as nursing or CSOM and have interdisciplinary interests
• Health and Wellness B.S.
• Looking to build education around a business idea
• Transfers from MNSCU or other universities looking for a small home with hands-on advising and support
• Students struggling with personal issues such as health, learning concerns, family, financial
• First-generation college students
• Returning students who need to enroll part-time
Inter-College Program

Personal Development

• Through the process of critical self-reflection, students discover and develop the ability to articulate their values, purpose, goals, and strengths.

• They “right-size” their immediate post-graduate goals.

• They develop a more realistic sense of their academic and professional possibilities.

• They fashion a more detailed vision of the possibilities and development of a road map to get there.

• They often experience a significant boost in GPA after getting into the appropriate curriculum for themselves.

• Develop a greater sense of personal confidence

• Successful in job placement and graduate school acceptance
Inter-College Program
Students Success Stories

Aislyn Keyes ‘17
Sustainability Studies and Spanish

Anthony Osifuye ‘15
Health & Wellness

Photo credit: Glen Stubbe gstubbe@startribune.com

Eric Sannerud ‘13 - Mighty Axe Hops
HECUA, Sustainability Studies, Applied Business
## Multidisciplinary Studies Program

<table>
<thead>
<tr>
<th>Arts/Humanities</th>
<th>History/Social Science</th>
<th>Communication</th>
<th>Science/Health Science</th>
<th>Applied Technical / Professional</th>
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<tbody>
<tr>
<td>Visual arts:</td>
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<tr>
<td>- Art</td>
<td>- Art-focused history</td>
<td>- Creative writing</td>
<td>- Food science</td>
<td>Business</td>
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<td>- Film studies</td>
<td>- History:</td>
<td>- Interpersonal communication</td>
<td>- Food systems</td>
<td>Design</td>
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<tr>
<td>Performing Arts:</td>
<td>- History of sciences</td>
<td>- Mass/professional communication</td>
<td>- Forestry</td>
<td>Information Technology</td>
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<td></td>
<td>or technology</td>
<td>- Linguistics</td>
<td>- Life Sciences</td>
<td>Education/curricular design</td>
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<td>- Historical perspectives</td>
<td>- Spoken/rhetorical communication</td>
<td>- Physical Sciences</td>
<td>Human Services</td>
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<td>- Cultural and</td>
<td>- STEM</td>
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<td>intercultural communication</td>
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<td>Media Studies</td>
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<td>Second languages</td>
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<td>Biomedical Ethics</td>
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<td>Writing Intensive courses</td>
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<td>Literature</td>
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<td>Religious Studies</td>
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<td>Economics</td>
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<td>Geography</td>
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<td>Political Science</td>
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Multidisciplinary Studies

Student Profile

• 50 or more college credits already completed, special exception for some at 35 credits
• Minimum of a 2-year gap in education, but average over 10-year gap
• Median age of about 40 with range of ages from 27 to 62, and sometimes older
• Mastery of a professional field with room to be exploratory
• Need for perspective on past and present learning
• Part-time students, almost exclusively
• Online completion available to most students
• Value of learning and discussion at a more thoughtful pace
• Determination to finish
Multidisciplinary Studies

Personal Development

- Personal reflection allows students to gain a retrospective understanding of their past, often through a grief process.
- Exploration of University offerings broadens intellectual horizons, integrating past and present efforts.
- Coursework chosen can be both theoretical and applied, and often matches current and professional interests.
- Completion of degree often results in attaining a long sought-after goal.
Multidisciplinary Studies
Student Success Stories

Amy Donlin, Environmental Educator
Arts & Humanities; Applied, Technical, and Professional Studies, History & Social Sciences

Suzanne Kritzberg ’11 - Georgetown Law
Law Clerk at D.C. Superior Court
20 year tenure as principal dancer and teacher with the Minnesota Ballet
The earlier students find individualized degrees, the more options they have.

“I Wish I’d Found You Sooner”

Increased options = Increased responsibility
  Flexibility
  Comfort with Ambiguity
  Goal-oriented
  Relationship-based
  Campus-wide
  Collaborative

The earlier students find individualized degrees, the more options they have.
Thank you!

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