

# University College

## Welcome to University College!

[University College](#) was founded to aid students in the transition from high school to college. A model urban academic program, University College has a unique curriculum for all entering students and offers opportunities to participate in programs that will help ensure academic success and campus engagement.

All students entering IUPUI are granted admission to University College (either full or dual admission with a degree-granting school). Students remain in University College until they have declared a major and meet the necessary conditions for transfer to a degree-granting school.

Programs and services offered by University College focus on assisting students with the development of the knowledge and skills needed for success in the collegiate environment, including academic advising, academic support, career planning, first-year seminars, themed learning communities, peer mentoring, and new student orientation. University College also offers several college readiness programs, which focus on helping area students become college bound.

## Overview

### Mission

[University College](#) is the academic unit at IUPUI that provides a common gateway to the academic programs available to entering students. University College coordinates existing university resources and develops new initiatives to promote academic excellence and to enhance student persistence. It provides a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning. University College seeks out and emulates national best practices whenever possible for the benefit of students. In addition, the unit is committed to providing an environment that encourages respect for diversity in all initiatives.

## Contact Information

General Information: (317) 274-5033

[Academic Advising](#) Information: (317) 274-4856

[Academic Advising Appointments](#): (317) 274-5977

[Career Planning](#) Information: (317) 274-4856

[Bepko Learning Center](#): (317) 274-4818

[Orientation Services](#): (317) 274-4240

[Student Employment](#): (317) 274-0857

[University College Web Site](#)

## History

As part of the institutional efforts to provide one portal of entry to the multiple degree units and to support student success, the IUPUI Faculty Council approved the formation of [University College](#) in spring 1997. The founding faculty (representing all degree-granting

schools at IUPUI) and the dean were appointed soon thereafter, with the first students entering the college in summer 1998. The founding faculty approved the mission statement that is still used today.

## Resources

In addition to managing basic college responsibilities, students must find their way in a new environment that is very different from what they were accustomed to in high school. [University College](#) student mentors, faculty, and staff are committed to helping students make the transition from high school to college by providing resources and support, often in collaboration with other schools and units, to ensure that all entering students make a smooth transition to IUPUI.

## Academic and Career Development

### Academic Advising

The [advisors in University College](#) help students choose an appropriate major, develop a plan for completing the requirements to transfer to a school as quickly as possible, and identify university resources they can use to improve their academic standing. Most students meet with their advisors at least once a semester to review their academic plans and to check on changes in degree requirements. In addition, most schools join University College in offering information sessions that review degree requirements and procedures for admission to the majors. Students can call the school they are interested in for information about the dates and locations of these sessions. All students are required to meet with their advisors during the first semester at IUPUI to develop an academic plan for transferring to their degree-granting schools.

### Degree Planning Sheets

University College provides degree planning sheets outlining academic requirements for each major area. Students may also review [degree planning sheets](#) online.

### Personal Development Plan

The [Personal Development Plan](#) (PDP) allows students to more effectively map out and navigate their academic and co-curricular experiences, as well as their subsequent careers. As defined by IUPUI's University College, the PDP is the product of a personalized planning process that enables students to understand, implement, and chart progress toward their degree and college goals. Students develop a PDP in their first-year seminar course with the guidance of their instructional team, but the PDP is intended to be a living portfolio for each student—open to revision and re-evaluation at critical points in their college journey. Overall, the PDP gives students a compass to navigate complex educational settings, further intellectual development, and see the relevance and value of learning.

### Career Planning

Career professionals are available for all current and former IUPUI students (unless services are provided in their schools) and can provide assistance with career development needs and services such as:

- Major and career exploration
- Career assessments
- Career counseling
- Practice interviews for application to programs
- Professional Connection Central

- Externship Program and other job shadow opportunities
- Job search strategies, resume, and interview assistance (for degreed positions)
- Workshop/classroom/group presentations

The office is located on the third floor of Taylor Hall. For more information or to make an appointment, visit our [website](#) or call (317) 274-4856.

## Bepko Learning Center

The Bepko Learning Center is devoted to students helping students. The center, which includes the Office of Academic Mentoring, the Office of Tutorial Support, and the Office of Academic Enrichment, is located on the second floor of Taylor Hall (UC 2006). For more information, call (317) 274-4818 or visit our [website](#).

As part of University College, the Bepko Learning Center's programs are based on a belief that highly successful academic students can play an integral role in the academic development of their peers. Collaborative learning, role modeling, peer interaction, and peer support are all components of this process.

### Office of Academic Mentoring

The central focus of the [Office of Academic Mentoring](#) is to provide support services to academic peer mentoring programs in various courses. The office's mission is to recruit, train, and develop highly qualified student mentors to provide students with assistance in successfully navigating through these courses.

### Office of Tutorial Support

The [Office of Tutorial Support](#) strives to serve all IUPUI undergraduate students by connecting them with departmental-certified tutoring assistance with a major focus on gateway courses. In conjunction with all departments on campus, it is the goal of the Office of Tutorial Support to disseminate peer and departmental academic support services to students and to publicize specialized support programs provided to specific student populations. Some services offered by the office include:

- Tutor Matching Service
- Veterans Affairs and Vocational Rehabilitation Academic Support
- Free Departmental Tutoring
- Biology Resource Center

### Office of Academic Enrichment

The [Office of Academic Enrichment](#) serves all IUPUI students in developing and implementing academic support initiatives related to augmenting students' metacognitive skills. Students can seek out individualized meetings with trained learning specialists to help with learning inventories and study skills assistance. In addition, the office works collaboratively with academic units to develop new partnerships to help support student academic success. Some services offered by the office include:

- Study Skills Presentations
- Time Management Workshops
- Learning Style Assessments
- General Learning Inventories
- One-On-One Mentoring

## College Readiness Initiatives

College Readiness Initiatives seek to increase the capacity of parents, community groups, and schools to encourage and support middle and high school students' college preparedness. All college readiness programs strive to develop and implement strategies to increase students' academic success.

### Twenty-first Century Scholars

The [Twenty-first Century Scholars Regional Support Program](#) equips students and parents with the academic, social, and cultural skills needed to attain secondary and postsecondary success. The program engages the community in meaningful conversations and services that make postsecondary education desirable, accessible, and affordable. Upon graduating from high school, enrolled students can receive up to four years of undergraduate tuition to attend an eligible Indiana public or private college, university, or proprietary institution. (also see <http://scholars.in.gov>)

### Upward Bound

The [Upward Bound](#) program is designed to provide fundamental support to first-generation and income-eligible students in their preparation for college entrance. The goal of the program is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. The Upward Bound program at IUPUI provides a wide variety of services and activities to students attending our target schools, which are Arlington, Arsenal Tech, Broad Ripple, Emmerich Manual, Northwest, and Warren Central high schools. Some of the services provided include academic support, such as tutoring and mentoring, college entrance preparation, college visits, cultural activities, and enrichment programs designed to not only engage students but the parents of participants as well. In addition, Upward Bound participants also have the opportunity to participate in a summer residential component and a summer bridge program for graduating seniors. These summer programs are designed to provide the skills, knowledge, and abilities needed to successfully facilitate a successful transition from secondary to postsecondary education for participants.

## Mathematics Assistance Center

The [Mathematics Assistance Center](#) (MAC) is a service of the Department of Mathematical Sciences and University College. The MAC is located in Taylor Hall (UC B001) and offers tutoring and peer mentoring to any mathematics student. Assistance with online homework and software projects is available for certain courses. For more information, please call (317) 274-7898.

## New Student Orientation

The [New Student Orientation Program](#) prepares new and transfer students for a successful transition to the IUPUI campus. University College collaborates with the schools to provide an introduction to IUPUI's exciting programs, resources, and services. During the orientation sessions, students take a campus tour, meet with their academic advisors, register for classes, and hear presentations about academic excellence and graduation requirements. Faculty and student leaders are involved with orientation, giving new students an opportunity to ask questions and make connections to people on campus. Orientation is a

required program for all new and transfer students. For more information, call (317) 274-4240.

## Office for Student Success

The Office for Student Success seeks to positively impact the retention and graduation rates of underrepresented minority students at IUPUI with a particular focus on first- and second-year University College students. Intentional transition and retention programming is developed and offered to students participating in the Brother2Brother/SAAB and Sister2Sister/SAAS programs. The office takes a holistic student development approach to working with these students and provides services such as individual planning and accountability sessions, group personal development opportunities, proactive academic interventions, intrusive advising, mentoring, and referrals to various campus and community resources. The office is located in the [Multicultural Success Center](#) on the first floor of Taylor Hall. For more information, please call 317-278-6856.

## Scholar Support Programs

### Nina Scholars

The IUPUI Nina Scholars Program provides a unique opportunity for students from underserved backgrounds to obtain the resources and support needed to successfully complete their college education. This program serves students who meet one of the following criteria: a returning student who is 25 years of age or older with dependents in the family unit, a college-age youth or adult with physical disabilities, or an incoming freshman between the ages of 18 and 25 who has been raised in the child welfare system and has no form of financial support. Scholarship recipients receive financial support toward the cost of attendance for up to six years at IUPUI and a laptop computer. Program participation includes cohort-based course work; academic-focused mentoring; meetings and workshops focused on academic success, career development, and personal growth; community service; and engagement in the university through the Nina Scholars community. A cohort of eight scholarship recipients are selected each year. For more information, please visit the [Nina Mason Pulliam Legacy Scholars Program](#) website or contact program staff at [nina@iupui.edu](mailto:nina@iupui.edu).

### Twenty-first Century Scholars Success Program

The Twenty-first Century Scholars Success Program is available to all Twenty-first Century Scholars attending IUPUI. The program is one of many university support sites around the state for students who have successfully completed high school and affirmed their Twenty-first Century Scholars Pledge. The Twenty-first Century scholarship award covers tuition and regularly assessed fees, such as technology fees, student activity fees, and health services at any participating Indiana college or university. The mission of the Twenty-first Century Scholars Success Program is to provide support services and systematic programs that will assist students in developing strategies for academic and personal success through academic support, peer mentoring, individual coaching, referrals, campuswide initiatives, and networking opportunities. The program focuses on developing key skills in an environment of caring, support, and encouragement that increases student confidence, contributing to the students' success. For more

information, please visit the [Twenty-first Century Scholars Success Program](#) website or contact the program coordinator at (317) 274-5973 or [phwashin@iupui.edu](mailto:phwashin@iupui.edu).

## Student Employment

The mission of the Office of Student Employment is to provide resources and to empower students to find meaningful, academically relevant part-time work experiences that enhance both academic and personal success. The office is a valuable resource for students seeking part-time employment on or near campus while enrolled at IUPUI. The staff works directly with campus departments and off-campus employers to promote various employment opportunities to IUPUI students through annual job fairs and [JagJobs](#), the student job search website.

### Services

The Office of Student Employment provides the following services to IUPUI students:

- Part-time job search strategies
- Resume basics
- Cover letter development
- Networking
- Work-study position questions
- Employee support issues
- Workshops and special events

The office is located in the Business Building (BS 2010). For more information, please visit the [Office of Student Employment](#) website or contact the main desk at [future@iupui.edu](mailto:future@iupui.edu) or (317) 274-0857.

## Student Support Services

[Student Support Services](#) (SSS) provides support and guidance for selected first-generation and low-income students while they obtain their undergraduate degrees. The program fosters a nurturing environment that offers counseling, tutoring, mentoring, and cultural enrichment activities. Financial assistance and scholarships are available to SSS students. This award-winning program is one of the most successful in the nation. Students participating in the program have high persistence and graduation rates. While in the program, students become a part of the SSS family and can receive free tutoring and help with financial aid. SSS is a home base on campus where students have mentors, develop friendships, and participate in social events.

## Academic Programs

[University College](#), often in collaboration with other schools and units, offers many academic programs and student support services. The mission of University College is to provide students with holistic support and an engaging first-year experience to ensure that all entering students make a smooth transition to IUPUI, are academically successful, and are certified to the academic schools of their choice as quickly as possible.

## Early College Entrance Programs

### Special Programs for Academic Nurturing (SPAN)

Early College Entrance Programs offer innovative educational choices that respond to the unique interests and talents of high-ability secondary students, celebrate cultural and ethnic diversity, and foster student

achievement. Since 1984, our Early College Entrance Programs have been effective in helping students customize their educational programs and experience academic success while earning dual credit (both high school and college credit simultaneously).

The [IUPUI SPAN Division](#) follows the immersion model in which eligible high school students enroll in regular IUPUI courses taught by full-time faculty alongside regular IUPUI full-time students for full college credit. Through this model, we are developing a collaborative initiative that makes a difference by impacting the student academic success rate in subsequent college courses and will facilitate the increase in the number of students from less-represented populations who enroll in and successfully complete courses in the STEM areas.

In addition, the faculties of our area high school partners and IUPUI have become partners in inquiry by impacting teaching and learning, and offering experiences, internships, and mentoring for students. This collaboration has created a solid pathway for students to matriculate to IUPUI and for parent support through information about college and college readiness.

## First-Year Seminars

In order to ensure a solid start at IUPUI, all new students and transfer students with 17 or fewer credit hours are required to enroll in a first-year seminar. This requirement may be waived if the student enrolls in fewer than 7 credit hours.

The first-year seminar facilitates student transition to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students. The small classroom environment provides opportunities for open inquiry and individual advising, motivates students to actively participate in learning through critical inquiry and contributing to classroom discussion, and identifies key campus resources to enhance academic success.

The courses are taught by an instructional team, including a faculty member who sets academic goals and is the team leader, a student mentor who serves as a role model and a peer guide to the college experience, a librarian who introduces library resources and literacy information, and an academic advisor who provides information on academic policies and procedures and works with students to begin academic planning as well as major and career decision making. First-year seminars are often linked with other entry-level courses to form learning communities where faculty may collaborate in creating class assignments.

First-year seminars are offered by University College and all undergraduate schools. IUPUI academic advisors assist beginning students in selecting the first-year seminar that best suits their needs.

Please visit <http://uc.iupui.edu/Academics/Courses.aspx> for more information.

## Gateway to Graduation Program

Gateway courses are those courses that enroll the highest numbers of first-time, full-time freshmen at IUPUI. Most gateway courses help satisfy the general education requirements of undergraduate degrees. Since fall 2007, 59 gateway courses have been identified as having the

highest enrolling classes. The [Gateway to Graduation Program](#) is housed in University College, but faculty representatives across disciplines and schools work together in a joint effort to improve DFW rates and to improve retention at the first-year level.

Led by the dean of University College, a director, and gateway coordinators, the program includes faculty professional development offerings, a series of professional development seminars, Gateway Communities of Practice, an interdisciplinary assignment/project grant, and a retention research project that has identified at-risk students within two weeks and offered intervention recommendations. In addition, the monthly gateway coordinator meetings have become a central driving force of the program. These meetings have highlighted best practices for gateway courses that have led to program recommendations for enhancing and revising gateway courses and policies.

## 100-Level Courses

### *First-Year Seminars (FYS-U 110)*

Students who complete a University College First-Year Seminar should:

1. Attain beginning levels of competency in all Principles of Undergraduate Learning (PULs) areas: Core Communication; Critical Thinking; Integration and Application of Knowledge; Intellectual Depth, Breadth, and Adaptiveness; Understanding Society and Culture, and Values and Ethics:
  1. Demonstrate effective writing and speaking (Core Communication).
  2. Make effective use of information resources and technology (Core Communication).
  3. Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions (Critical Thinking).
  4. Be critical thinkers who demonstrate intellectual curiosity, rational inquiry, problem solving skills, and creativity in framing problems (Critical Thinking).
  5. Evaluate the quality of information (Critical Thinking).
  6. Apply their skills learned in first-year seminars (e.g., career exploration, time management, evaluation of information) to other areas or problems (Integration and Application of Knowledge).
  7. Compare and contrast approaches to knowledge in different disciplines and fields of study (Intellectual Depth, Breadth, and Adaptiveness).
  8. Describe cultural traditions, appreciate the diversity of the human experience, and make sound decisions with respect to individual conduct and citizenship (Understanding Society and Culture).
  9. Define and develop an appreciation of social and cultural diversity (Understanding Society and Culture).



10. Describe ethical principles within diverse cultural, social, environmental, and personal settings (Values and Ethics).
  11. Describe University rules regarding academic honesty (Values and Ethics).
  12. Describe University rules regarding plagiarism (Values and Ethics).
2. Complete a Personal Development Plan (PDP).
    1. Self Assessment: Students will identify success-related competencies that are natural strengths as well as other skills that they need to build.
    2. Exploration: Students will research and develop a realistic, informed, and detailed vision of related academic and career goals. Students will describe academic majors and career options.
    3. Evaluation: Students will analyze their academic progress over the semester in terms of academic and career success strategies.
    4. Goal Setting: Students will connect a larger sense of personal values and life purpose to the motivation and inspiration behind their academic and career goals.
    5. Planning: Students will locate programs, information, people, and opportunities to support and reality test their goals. They identify specific short term steps to reach their long term goals.

### **Critical Inquiry (U112)**

Students who complete a University College Critical Inquiry course should:

1. Confront challenging problems arising from text and relevant issues they have a stake in solving.
2. Synthesize multiple viewpoints to arrive at reasoned conclusions about challenging texts and issues.
3. Analyze, reflect, and develop questions about challenging texts, relevant problems, and issues.
4. Collaborate with other students for multiple viewpoints and different approaches to challenging texts and issues.
5. Analyze challenging texts, pertinent problems, and issues to make sense of those texts' and issues' complexity.
6. Apply new knowledge to situations and problems posed within challenging texts and issues.

## **200-Level Courses**

### **Career Connections (U210)**

Students who complete a University College Career Connections Course should:

1. Identify their career-related interests, personality preferences, values, and skills based on self-assessment exercises.
2. Identify several academic and career options that are compatible with their self assessment information.
3. Locate and utilize information resources and people to research and explore academic majors and career paths.

4. Evaluate the suitability of several major and career options based on an integration of self-assessment and researched major/career information.
5. Develop and implement a specific plan of action for subsequent semesters to assist them in confirming their tentative choice(s) of majors/careers.

### **Mentor Development Courses**

#### **Outdoor Leadership Experience (U200)**

Students who complete a University College Outdoor Leadership course should:

1. Describe their leadership development process and goals for the future.
2. Apply relational leadership skills in leadership experiences.
3. Identify factors and behaviors that influence group development.
4. Demonstrate effective communication skills for working in group.
5. Analyze through writing self reflections your strengths and limitations of group role.
6. Apply experiential learning skills to practical and everyday references.

#### **Introduction to Mentoring Techniques (U201)**

Students who complete a University College Introduction to Mentoring Techniques course should:

1. Explain your role, responsibility, and contribution to the campus community.
2. Explain understand traits, functions, and activities associated with mentoring.
3. Demonstrate how to access campus resources to support student success at IUPUI.
4. Apply active listening skills and communication principles when working with students in their mentoring program.
5. Identify characteristics of diversity within the semester about our student community to promote an inclusive learning experience.
6. Recognize two positive tactics to maintain life balance in order to stay motivated for yourself and your students.

#### **Active and Collaborative Learning in Groups (U202)**

Students who complete a University College Active and Collaborative Learning in Groups course should:

1. Summarize the collaborative learning process and its role in the mentoring experience.
2. Implement developmental and holistic approaches for student learning and academic success.
3. Apply positive relationship and communication skills to individual and group mentoring experiences.
4. Differentiate the stages of group and individual mentoring techniques and strategies.
5. Implement collaborative and assessment guided approaches to mentoring activities.

#### **Leadership and Transition (U203)**

Students who complete a University College Leadership and Transition course should:

1. Identify relational leadership principles through readings, class discussions, and self reflection.
2. Describe the role of relational leadership.

3. Compare and contrast relational leadership with other leadership theories.
4. Apply relational leadership principles by characterizing the unique traits of themselves and their group members.
5. Summarize the values, qualities, and skills necessary to being a relational leader through small group discussions.
6. Analysis through writing your self-awareness of your mentoring skills, competencies, and leadership philosophy.
7. Construct a leadership action plan by synthesizing the information gained from class readings and inventories completed.

### Independent Study (U204)

Students who complete a University College Independent Study course should:

1. Generate a researchable question to address a mentoring issue.
2. Conduct a competent literature search for empirically based articles.
3. Apply quantitative and/or qualitative research methods to a question or problem.
4. Interpret results of data collected.
5. Synthesize the data and implications of your results as it applies to your question/problem.
6. Demonstrate the ability to clearly communicate and illustrate, both orally and in writing, the findings of original research on mentoring.
7. Summarize your individual mentoring experience within the larger mentoring context.

## Student Learning Outcomes

### One Hundred Level

- First-Year Seminars (FYS-U110)
- Critical Inquiry (U112)

### Two Hundred Level

- Career Connections (U210)
- Mentor Development Courses
  - Outdoor Leadership Experience (U200)
  - Introduction to Mentoring Techniques (U201)
  - Active and Collaborative Learning in Groups (U202)
  - Leadership and Transition (U203)
  - Independent Study (U204)

## Summer Bridge Program

The IUPUI Summer Bridge Program is a two-week program for incoming first-year students held in August before fall classes begin. Students are divided into groups of 25 based on their interest in pursuing a particular major or in exploring various major options. Summer Bridge participants establish networks for success with faculty, advisors, student mentors, and librarians; make friends with other students; learn about college-level expectations for reading and writing; receive individualized support for math; begin connecting with a school and major; become

acquainted with the campus; and gain experience in using instructional technology.

For more information, please visit <https://bridge.uc.iupui.edu> or e-mail [ucbridge@iupui.edu](mailto:ucbridge@iupui.edu).

## Summer Success Academy

The Summer Success Academy provides students with instruction in writing and math before the fall semester begins. The program offers students an opportunity to participate in community-building activities, explore the IUPUI campus, and prepare for the transition to college.

## Themed Learning Communities

Themed learning communities (TLCs) are a group of three to five classes connected by a theme in which 25 entering students enroll. Each TLC includes a first-year seminar course taught by an instructional team consisting of faculty, a librarian, an academic advisor, and a student mentor. TLC faculty work together to coordinate their classes through active and collaborative learning, co-curricular activities, service learning, and reflective assignments.

TLCs provide students with an opportunity to become part of a group of students with similar academic interests, thereby fostering the development of a support network of friends and study partners to share experiences with. Students who have participated in TLCs tend to have higher grade point averages and more interaction with students and faculty than students who do not participate in the program. IUPUI offers a variety of TLCs tailored toward an assortment of majors and interests. Academic advisors assist students in finding a TLC that matches their interests and intended majors.

Please visit the [TLC website](#) for more information.

## Student Organizations

### University College Student Council

The [University College Student Council](#) (UCSC) is a student group made up of students from University College. The UCSC represents University College students in the Undergraduate Student Government on various issues. UCSC also plans entertaining and educational events throughout the year to help students meet new people and to have fun. UCSC also provides funding for organizations that want to create programs, events, or initiatives that support University College students and their interests.

## Academic Policies and Procedures

[University College](#) has academic [policies](#) and [procedures](#) in place to help students persist and succeed in their studies. These policies apply to students who are enrolled in University College. Please see the [University College website](#) for the most current information.

## 56 Credit Hour Policy

Each semester a number of University College students have met or exceeded [56 IU GPA credit hours](#) (including transfer credit hours, if any) and 1) have not completed all requirements or 2) will not meet certain GPA standards to matriculate to their degree school. Students not making

satisfactory academic progress in their major will be strongly advised to pursue another major. Students with established majors must take only courses related to their major that are required for admittance into their degree school.

In an effort to provide more direction and better academic advising assistance to ensure that students have a realistic and attainable plan in place, the following grade point guidelines have been established for continuing in University College with 56 credits or more:

1. **Continuing Students**—defined as students who have been enrolled at IUPUI the previous semester  
**Returning Students**—defined as returning students with an IU cumulative GPA after an absence of one or more semesters and not previously dismissed from an IU campus
  - IU cumulative GPA 2.0 or above: Students may remain in University College if they are making progress toward certification or application requirements into their degree school.
  - IU cumulative GPA below 2.0: If students earned a semester GPA of 2.0 or above for the previous semester in which they attended but have a cumulative GPA below 2.0, students may continue as long as they are making satisfactory academic progress toward acceptance into their degree school.
  - IU semester GPA below 2.0 with cumulative GPA below 2.0: Students will be dismissed from the university.
2. **Transfer Students**—defined as students from another institution admitted to University College with 56 credits or more  
**Intercampus Transfer Students**—defined as students transferring from another IU campus and admitted to University College with 56 credits or more
  - IU cumulative GPA 2.0 or above: Students may remain in University College if they are making progress toward certification or application into their degree school.
  - IU semester GPA below 2.0: Students who have attempted a minimum of 12 IUPUI credits (including Ws) will have one more semester in which to achieve a semester GPA of 2.0 or above. Two consecutive semesters below a 2.0 with a cumulative GPA below 2.0 will result in academic dismissal from the university.
3. **Previously Dismissed Students**—defined as students reinstated from a previous dismissal from IUPUI University College or an IU campus.
  - IU cumulative GPA below 2.0: Applying for reinstatement does not guarantee that the student will be reinstated to University College. If students have met one of the conditions below, they may apply for reinstatement to University College. Students must successfully complete all requirements during the reinstatement process with their advisor.

- Student has attended another institution since being dismissed from IUPUI and completed a minimum of 6 credit hours of transferable course work with a 2.0 GPA or above.
- Student has been out of school for more than five years since leaving the IU system, including IUPUI.
- IU semester GPA of 2.3 or above: Students may remain in University College as long as they achieve a first semester GPA of 2.3 or achieve a cumulative GPA of 2.0 or above and are making satisfactory progress toward completion of certification or application to their degree school.
- IU semester GPA below 2.0 with cumulative GPA below 2.0: Students will be dismissed from the university.

Adopted: 1998 (with move from Office of Admissions to newly formed University College)

Revised: 4/05; 5/08; 9/11

Current Policy Approved by University College Faculty 9/16/11

## Academic Appeals Process

When a student wishes to appeal a decision made by University College faculty, administrators, or staff regarding academic misconduct, requirements, or policies, the student should first attempt to resolve the issue by discussing his or her concerns with the member of the university involved in the dispute. If the matter is not resolved to the complainant's satisfaction by contacting the person(s) involved, the University College formal [appeals process](#) should be invoked.

This appeals process does not generally apply in cases of grade change appeals based on quality of work for which the final decision rests with the faculty member and/or course coordinator. It can only be used for grade appeals when there is a procedural or policy issue involved.

All appeals are subject to relevant campus policies and procedures as well as the University College appeals process outlined below. Thus, the appeals process for academic misconduct outlined in the *Code of Student Rights, Responsibilities, and Conduct* will be followed in all University College academic appeals. The items below clarify implementation of the stated university process within University College.

1. The student meets with the assistant dean/executive director of Academic and Career Development of University College to discuss options for resolution of the problem.
2. If the problem is not resolved in the meeting with the assistant dean/executive director of Academic and Career Development of University College, the student may submit a letter to the associate dean of Academic Affairs within seven calendar days of the meeting with the assistant dean/executive director of Academic and Career Development (excluding university recognized holidays and breaks) requesting that the matter be handled by the University College Appeals Board.

3. The appeal is considered by the University College Appeals Board formed by the associate dean of Academic Affairs. This committee is comprised of three members of the University College Curriculum Committee, associate dean for Academic Affairs, and two student representatives from the University College Student Council. The associate dean for Academic Affairs will appoint a faculty member to serve as the presiding officer and to convene the appeals board. Procedures for convening and holding the appeals board hearing will follow the process for academic misconduct as stated in the *Code of Student Rights, Responsibilities, and Conduct*.
4. The University College Appeals Board is the final decision-making body for all University College academic appeals unless a documentable procedural error occurred during the appeals board process in which case a final appeal may be made to the executive vice chancellor. In such a case, the procedures outlined in the *Code of Student Rights, Responsibilities, and Conduct* will be followed.

## Academic Dismissal

### First-Year Undergraduate Students\*

Beginning students who *attempted* 12 or more credit hours (including Ws) must obtain at least a 1.0 GPA at the end of their first semester or they will be [dismissed](#). Students who withdrew from all courses are exempt. Students dismissed for the first time must sit out for a minimum of one regular (fall or spring) semester and petition by the established deadlines to be reinstated. Reinstatement is not automatic. Students dismissed two or more times must remain out of school for two regular (fall and spring) semesters and petition by the established deadlines to be eligible for reinstatement.

**\*NOTE:** Defined by the IUPUI Admissions Center as high school graduates (or students who have completed the GED or equivalent credential) with less than 12 hours of attempted college credit at the time of enrollment at IUPUI.

### Admission of Transient Students Under Dismissal Status

Any student who has been dismissed from University College and has subsequently attended another institution and earned above a 2.0 cumulative GPA for a minimum of 6 credit hours may be admitted as a transient student for summer session(s) only. Students seeking readmission for a regular term or wanting to continue their enrollment after the summer session(s) must complete the regular reinstatement process.

### All Other Students

All other students on probation who have completed a minimum of 12 IU GPA hours are subject to [dismissal](#) if they fail to attain a GPA of at least 2.0 in any two consecutive semesters (fall and spring) and their cumulative IU GPA is below 2.0. Students who are dismissed for the first time must sit out for a minimum of one regular (fall or spring) semester and petition by the established deadlines to be eligible for reinstatement. Reinstatement is not automatic. Students dismissed two or more times must remain out of school for two regular (fall and spring) semesters and petition by the established deadlines to be eligible for reinstatement.

**\*Please Note:** The School of Liberal Arts, School of Science, and University College, in agreement with this common policy, will honor academic probation and dismissal status from other units when students have an IU cumulative GPA below 2.0. Students may also be academically dismissed or released from a particular program if they do not make consistent and appropriate academic progress relevant to their fields of study. This is left to the discretion of the appropriate officer in the school. University College policy concerning academic dismissal is that students who are dismissed for the first time from IUPUI, IU-B, PU, IU regional campuses, or other IUPUI schools must sit out for a minimum of one regular (fall or spring) semester and petition by the established deadlines to be eligible for reinstatement.

## Academic Probation

### First-Year Undergraduate Students\*

Students will be placed on [academic probation](#) at the end of their first semester of attendance if their IU GPA is between 1.0 and 1.99. Students will be informed of their probationary status by letter. Students on first-time academic probation will be required for the next semester of enrollment to participate in an approved intensive intervention provided by University College.

Students on academic probation must register before the end of the first full week of classes. No full-term courses or first eight-week courses can be added after the first full week of classes. Students may be continued on probation when their next semester GPA is 2.0 or above, but their cumulative IU GPA is between 1.0 and 1.99. Students will be removed from probationary status once their cumulative IU GPA is 2.0 or above.

**\*Defined by the IUPUI Admissions Center as high school graduates (or students who have completed the GED or equivalent credential) with less than 12 hours of attempted college credit at the time of enrollment at IUPUI.**

### All Other Students

All other students whose cumulative IU GPA falls below 2.0 will be placed on [academic probation](#). Students will be informed of their probationary status by letter. Students on first-time academic probation will be required for the next semester of enrollment to participate in an approved intensive intervention provided by University College. Students on academic probation must register before the end of the first full week of classes. No full-term courses or first eight-week courses can be added after the first full week of classes. Students may be continued on probation when their semester GPA is 2.0 or above, but their cumulative IU GPA is below 2.0. Students will be removed from probationary status once their cumulative IU GPA is 2.0 or above.

**\*Please Note:** The School of Liberal Arts, School of Science, and University College, in agreement with this common policy, will honor academic probation and dismissal status from other units when students have an IU cumulative GPA below 2.0. Students may also be academically dismissed or released from a particular program if they do not make consistent and appropriate academic progress relevant to their fields of study. This is left to the discretion of the appropriate officer in the school. University College policy concerning academic dismissal is that students who are dismissed for the first time from IUPUI, IU-B, PU, IU regional campuses, or other IUPUI



schools must sit out for a minimum of one regular (fall or spring) semester and petition by the established deadlines to be eligible for reinstatement.

## Academic Reinstatement

Reinstatement will be the decision of the school to which students are petitioning. Students' chances of readmission will be enhanced by taking workshops, removing grades of incomplete, undertaking assessment of their academic problems, and providing evidence of their ability to complete successful academic work upon their reinstatement to IUPUI. Students who are reinstated will be classified as probationary students until their cumulative IU GPA is 2.0 or above.

During the first regularly enrolled semester on probation, the student must achieve a semester GPA of at least a 2.3. In each subsequent semester on probation, the student must achieve a semester GPA of 2.0. Failure to meet the semester GPA requirement will result in dismissal. Students who are reinstated must register before the first day of classes of the term for which they are reinstated. If a student does not register, registration will be blocked on the first day of classes.

In addition, a note will be placed in the student's file indicating that the student failed to meet the registration deadline. Readmission after a second dismissal is extremely rare. Students' chances of readmission will be enhanced by taking workshops, removing grades of incomplete, undertaking assessment of their academic problems, and providing evidence of their ability to complete successful academic work upon their reinstatement to IUPUI.

**\*Please Note:** The School of Liberal Arts, School of Science, and University College, in agreement with this common policy, will honor academic probation and dismissal status from other units when students have an IU cumulative GPA below 2.0. Students may also be academically dismissed or released from a particular program if they do not make consistent and appropriate academic progress relevant to their fields of study. This is left to the discretion of the appropriate officer in the school. University College policy concerning academic dismissal is that students who are dismissed for the first time from IUPUI, IU-B, PU, IU regional campuses, or other IUPUI schools must sit out for a minimum of one regular (fall or spring) semester and petition by the established deadlines to be eligible for reinstatement.

## Certification to a Degree-Granting School

University College will certify (transfer) students to a degree-granting school when they have met the following criteria:

1. Completed the minimum number of credit hours and specific courses required for admission to a particular school
2. Achieved the required grade point average for admission to a specific school
3. Formally declared a major by following the procedures necessary to record the intended major in the university student record system

Upon completion of 56 credit hours, students must be certified to a degree-granting school. Some schools

have competitive admissions and require submission of an application at least a month before the start of a semester. In addition, if students are uncertain about degree requirements or cannot decide on a major, it is essential that they talk with an academic advisor before reaching the 56 credit hour limit.

## Dean's List

University College recognizes exceptional academic performance by students enrolled in six or more credit hours per semester and earn a grade point average (GPA) of 3.0 or higher for the semester. Students with a semester GPA from 3.7 to 4.0 receive Dean's List Highest Honors; those with a GPA from 3.30 to 3.69 receive Dean's List High Honors; and those with a GPA from 3.0 to 3.29 receive Dean's List Honorable Mention.

## Enrollment Requirements for Conditionally Admitted Students

Conditionally admitted students are not allowed to enroll in more than 12 credit hours, including a learning community. They must also meet a minimum of two times with their academic advisor, attend classes, and participate in an appropriate academic support program such as structured learning assistance or critical inquiry.

## Freshman Drop Policy

University College first-year students (25 credit hours or below) may not drop more than one course per semester. [This policy](#) will be enforced through advisor sign-off on drop requests. This policy does not include course adjustments made during the first week of class nor does it apply to classes in which a student has been "administratively withdrawn."

## University College Faculty

In support of the [University College](#) mission and principles, University College faculty are committed to enhancing and improving undergraduate education for students in all units, to supporting interdisciplinary studies, and to promoting academic and scholarly excellence. Unique to University College is the faculty's focus on creating a community distinguished by multidisciplinary faculty involved with students through effective mentoring, rigorous teaching, and responsible curriculum design. University College faculty play a major role in making decisions that direct University College governance and operations, supporting curriculum development, and serving as ambassadors to the campus and community.

## Administration

### Administrative Officers

Kathy Johnson, Dean of University College and Associate Vice Chancellor for Undergraduate Education

Sarah Baker, Associate Dean, Faculty and Curricular Affairs

Catherine Buyarski, Executive Assistant Dean for Student Retention and Success

### Executive Directors

Harriett Bennett, Executive Director, Administration and Development

Barbara Browning, Executive Director of College Readiness and Director of Student Support Services

Andrea Engler, Executive Director of Transition Services and Mentoring

Michele Hansen, Executive Director of Research, Evaluation, and Planning

### Program Directors

Heather Bowman, Director of First-Year Programs

Lauren Chism, Director of Themed Learning Communities

Yvonne Fitzgerald, Director of Academic Advising

Jonika Hudson, Director of Twenty-first Century Scholars

Charlie Johnson, Director of Scholar Support Programs

Janna McDonald, Director of Student Employment

Mark Minglin, Director of Bepko Learning Center

J. R. Russell, Division Director of Early College Entrance Programs and SPAN

Jennifer Schott, Director of Career Planning

Khalilah Shabazz, Director for Student Success

Kathryn Thedwall, Director of Gateway to Graduation

Tamra Wright, Assistant Director of Upward Bound

### Administrative Officers Emeriti

Scott E. Evenbeck, Dean Emeritus, University College.

Barbara D. Jackson, Associate Dean Emerita, University College.

### Senior Faculty

Enrica Ardemagni, Professor of Spanish and Director of the Certificate in Translation Studies Program, Department of World Languages and Cultures, School of Liberal Arts; B.A., University of Arkansas, 1973; M.A., 1977; Ph.D., University of Wisconsin, 1985.

Simon Atkinson, Professor and Chair of Biology, School of Science; B.Sc., King's College London, 1986; Ph.D., University of Cambridge, 1990.

Rafael Bahamonde, Professor and Chair of Department of Kinesiology, School of Physical Education and Tourism Management; Fellow of the American College of Sport Medicine; Research Associate, National Institute for Fitness and Sport; B.A., DePauw University, 1980; M.S., Indiana State University, 1981; Ph.D., Indiana University, 1994.

Andrew Barth, Professor of Earth Sciences, School of Science; B.S., California State University, Los Angeles, 1981; M.S., 1985; Ph.D., University of Southern California, 1989.

Anne E. Belcher, Associate Professor and Department Chair, Environments for Health, School of Nursing; B.S.N., Indiana University, 1971; M.S.N., 1976; D.N.S., 1998.

Jacqueline Blackwell, Associate Professor, Early Childhood/Elementary Education, School of Education; B.S., Coppin State College, 1970; M.S., Southern Illinois University, 1971; Ph.D., University of Maryland, 1977.

Donna Boland, Associate Dean for Evaluation and Associate Professor, School of Nursing; B.S., New York State University, 1976; M.S., Russell State College, 1979; Ph.D., University of Utah, 1986.

Ben Zion Boukai, Professor of Statistics, Department of Mathematical Sciences, School of Science; B.A., Haifa University, Israel, 1983; M.A., 1985; Ph.D., State University of New York at Binghamton, 1988.

Robert Bringle, Chancellor's Professor of Psychology, School of Science; Philanthropic Studies, School of Liberal Arts; Executive Director, Center for Service and Learning; B.A., Hanover College, 1969; M.S., University of Massachusetts at Amherst, 1972; Ph.D., 1974.

Barbara Christe, Associate Professor of Electrical and Computer Engineering Technology, Program Director, Biomedical Engineering Technology, School of Engineering and Technology; B.S., Marquette University, 1984; M.S., Rensselaer at Hartford, 1986.

Owen Dwyer, Associate Professor of Geography and Adjunct Associate Professor of American Studies, School of Liberal Arts; B.S., Pennsylvania State University, 1992; M.S., 1995; Ph.D., University of Kentucky, 2000.

Mary Fisher, Professor of Nursing Administration, School of Nursing; Associate Vice Chancellor for Academic Affairs and Associate Dean of the Faculties; B.S.N., Kent State University, 1966; M.S.N., 1980; Ph.D., 1984.

Steve Fox, Associate Professor of English and Director of Writing, School of Liberal Arts; B.A., University of Georgia, 1976; M.A., Duke University, 1977; Ph.D., University of Wisconsin, Madison, 1992.

Crystal Garcia, Associate Professor of Criminal Justice, Law, and Public Safety, School of Public and Environmental Affairs; B.A., San Diego State University, 1990; Ph.D., University of California, Irvine, 1996.

Andrew Gavrin, Associate Professor of Physics and Chair, Department of Physics, School of Science; B.S., Massachusetts Institute of Technology, 1983; M.S., Johns Hopkins University, 1986; Ph.D., 1992.

Gina Sanchez Gibau, Associate Dean for Student Affairs and Associate Professor of Anthropology, IU School of Liberal Arts; A.B., Rollins College, 1991; M.A., University of California, Los Angeles, 1993; Ph.D., University of Texas, Austin, 1999.

Clifford Goodwin, Associate Professor of Organizational Leadership and Supervision, School of Engineering and Technology; B.S., Purdue University, 1970; M.A., Ball State University, 1979; Ed.D., Indiana University, Bloomington, 1997.

Randall Halverson, Associate Librarian, University Library; B.S., South Dakota State University, 1981; M.Ed., 1990; M.S., 1992; M.L.S., Emporia State University, 1998.

Stephen Hundley, Associate Professor of Organizational Leadership and Supervision, School of Engineering and Technology.

N. Douglas Lees, Professor and Associate Dean for Planning and Finance, School of Science; B.A., Providence College, 1967; Ph.D., Northwestern University, 1973.

Beverly J. Linde, Associate Clinical Professor, School of Nursing; B.S.N., Ohio State University, 1965; M.S.N., University of Michigan, 1971; Ph.D., 1989.

Monroe H. Little Jr., Associate Professor of History and Director of Africana Studies, School of Liberal Arts; B.A., Denison University, 1971; M.A., Princeton University, 1973; Ph.D., 1977.

Joyce MacKinnon, Associate Dean for Academic Affairs and Professor of Health Sciences, School of Health and Rehabilitation Sciences; B.A., Ohio Wesleyan University, 1973; M.P.T., Baylor University, 1974; Ed.D., North Carolina State University, 1987.

David Malik, Chancellor's Professor and Professor of Chemistry, School of Science; Interim Executive Vice Chancellor for Academic Affairs, Indiana University Northwest; University Director, Faculty Colloquium on Excellence in Teaching (FACET), Indiana University; B.S., California State University, 1968; M.S., 1969; Ph.D., University of California, San Diego, 1976.

Kathleen A. Marrs, Associate Professor of Biology, Associate Dean of Academic Affairs, School of Science; B.A., Illinois Wesleyan University, 1984; Ph.D., University of Illinois, 1991.

Lisa McGuire, Associate Professor, School of Social Work.

Bethany S. Neal-Beliveau, Associate Professor of Psychology; B.S., Purdue University; M.S., University of Minnesota, 1985; Ph.D., 1987.

Obioma Nnaemeka, Chancellor's Professor of French and Women's Studies, Adjunct Professor of African and African Diaspora Studies, School of Liberal Arts; B.A., University of Nigeria, Nsukka, 1972; M.A., University of Minnesota, 1977; Ph.D., 1989.

William Orme, Associate Librarian and Adjunct Associate Professor of Library and Information Science, University Library; B.A., Indiana University, 1976; M.L.S., 1981.

John Parrish-Sprowl, Professor and Chair of Communication Studies, School of Liberal Arts; B.S., Ball State University, 1976; M.A., Miami University, 1977; Ph.D., Bowling Green State University, 1983.

Rebecca Porter, Executive Director, Enrollment Services; Associate Professor of Physical Therapy, School of Health and Rehabilitation Sciences; Associate Vice Chancellor of Student Services; B.S., Indiana University, 1972; M.S., 1977; Ph.D., 1991.

William W. Potter, Associate Professor of Foundation Studies, Director of Foundations, Herron School of Art and Design; B.F.A., Columbus College of Art and Design, 1995; M.F.A., University of Cincinnati, 1997.

Irene Queiro-Tajalli, Professor of Social Work, Executive Director of Undergraduate Education and Acting Executive Director of Labor Studies, School of Social Work; B.S.W., University of Buenos Aires, Argentina; M.S.W., Tehran School of Social Work, Iran; Ph.D., University of Illinois, 1984.

Joshua S. Smith, Associate Dean for Research and Academic Affairs, Associate Professor of Educational Psychology, Director for the Center for Urban and Multicultural Education, School of Education; B.A.,

University at Albany, State University of New York, 1994; M.S., 1997; Ph.D., 2002.

Anthony Stamatoplos, Associate Librarian, University Library; Assistant Professor, School of Library and Information Science; B.A., Eastern Washington University, 1980; M.A., Washington State University, 1985; M.L.S., Indiana University, 1989.

Pratibha Varma-Nelson, Professor of Chemistry, Department of Chemistry and Chemical Biology, School of Science; Executive Director, Center for Teaching and Learning; B.Sc., University of Pune, India, 1969; M.S. and Ph.D., University of Illinois, Chicago, 1978.

Richard E. Ward, Executive Director, Center for Research and Learning; Professor of Anthropology, School of Liberal Arts; B.A., University of Northern Colorado, 1972; M.A., University of Colorado, 1976; Ph.D., 1980.

Jeffrey X. Watt, Associate Dean for Student Affairs and Outreach, Associate Chair of Mathematical Sciences, Associate Professor of Mathematical Sciences, School of Science; Adjunct Associate Professor of Education, School of Education; B.S., Michigan Technological University, 1983; M.S., Purdue University, 1985; Ph.D., Indiana University, 1990.

Robert W. White, Professor of Sociology, School of Liberal Arts; B.A., Indiana University, 1980; M.A., 1982; Ph.D., 1987.

Marianne S. Wokeck, Chancellor's Professor of History and Associate Dean for Academic Affairs, School of Liberal Arts; Staatsexamen, Hamburg University, Germany, 1973; Ph.D., Temple University, 1982.

## Adjunct Faculty

Keith S. Anliker, Senior Lecturer, Chemistry and Chemical Biology, School of Science; B.A., University of Northern Iowa, 1982; M.S., Purdue University, 1985.

Robert Beck, Senior Lecturer, Department of Geography, School of Liberal Arts; B.A., Hastings College, 1973; M.A., Indiana State University, 1976; Ph.D., 1982.

Karen E. Black, Director of Program Review, IUPUI and Associate Faculty, Organizational Leadership and Supervision and Technical Communication, School of Engineering and Technology; B.A., Indiana University, 1982; M.S., 1985.

Lorrie A. Brown, Associate Director for Civic Engagement, Campus and Community Life and the Center for Service and Learning; B.A., Baldwin-Wallace College, 1996; M.A., Bowling Green State University, 1999.

Lauren Chism, Director of Themed Learning Communities, University College; B.A., College of Charleston, 2000; M.S., Indiana University, 2003.

Jerome Clark, Lecturer, Computer and Information Technology, School of Engineering and Technology.

Lisa Contino, Senior Lecturer in Psychology, School of Science; Faculty Fellow, Center for Teaching and Learning; B.A., Indiana University, 1972; M.S., IUPUI, 1975; Ph.D., 2000.

Deborah DeMeester, Clinical Assistant Professor and Undergraduate Curriculum Coordinator, Department

of Adult Health, School of Nursing; B.S.N., Indiana University, 1979; M.S.N., 1990.

Aye-Nu Duerksen, Associate Director of English for Academic Purposes Program and Senior Lecturer, Department of English, School of Liberal Arts; B.A., Rangoon University; M.A., Macquarie University; Ph.D., Ball State University.

Kenneth Durgans, Assistant Chancellor for Diversity, Equity, and Inclusion.

Russell Eberhart, Professor of Electrical and Computer Engineering, Adjunct Professor of Biomedical Engineering, Department of Electrical and Computer Engineering, School of Engineering and Technology; Ph.D., Kansas State University, 1972.

Johnny Flynn, Assistant Professor of Religious Studies and Director of Native American Programs, School of Liberal Arts; B.A., University of California, Santa Barbara, 1984; M.A., 1987; Ph.D., 1991.

Pat Fox, Clinical Assistant Professor of Organizational Leadership and Supervision, School of Engineering and Technology.

Julie Freeman, Associate Director of Writing, Department of English, School of Liberal Arts; M.S. Ed., Indiana University, 1996.

Edward Gonzalez, Associate Librarian, University Library; Research Support and Liaison Librarian, Center for Research and Learning; B.A., University of San Diego, 1983; M.L.S., San Jose State University, 1991.

Michele Hansen, Executive Director of Research, Evaluation, and Planning, University College; Adjunct Associate Professor, Department of Psychology, School of Science; B.A., Michigan State University, 1993; M.A., Loyola University Chicago, 1998; Ph.D., 2001.

Julie Adele Hatcher, Associate Director, Center for Service and Learning; Faculty, Philanthropic Studies, School of Liberal Arts; B.S., Indiana University, 1975; M.S., 1988; Ph.D., 2008.

Rhonda Huisman, Assistant Librarian, University Library; B.S., University of South Dakota, 2001; M.A.E., Briar Cliff University, 2005; M.A., University of Missouri, Columbia, 2009.

Amy Jones Richardson, Assistant Director of Recruitment, Retention, and Academic Services, School of Liberal Arts; B.A., Wells College, 1982.

Susan Kahn, Director, Office of Institutional Effectiveness; B.A., Smith College, 1974; M.A., University of Wisconsin, Madison, 1975; Ph.D., 1981.

Pamela King, Director, Adaptive Educational Services; B.S., University of Cincinnati, 1973; M.A., 1974.

Francis Kissel, Senior Lecturer of English and First-Year Experience Coordinator, School of Liberal Arts; B.A., Butler University, 1973; M.A., 2001.

Claudette Lands, Assistant Dean of Student Support and Diversity, School of Education.

Sarah Lang, Clinical Assistant Professor and STEM Education Specialist, School of Science; A.B., Bryn Mawr

College, 1995; B.S., University of Texas, Austin, 2000; M.A., 2004; Ph.D., 2008.

Kim Brian Lovejoy, Associate Professor of English, Director of the Graduate Certificate in Teaching Writing, and Editor of the Journal of Teaching Writing, Department of English, School of Liberal Arts; B.A., St. Michael's College, 1974; M.A., Purdue University, 1977; Ph.D., University of Missouri, Columbia, 1987.

Judy McBride, Senior Lecturer, Department of Mathematical Sciences, School of Science; Director of the Developmental Mathematics Program; B.A., Indiana State University, 1975; M.S., 1979.

Helen Meisenhelder, Visiting Lecturer, School of Engineering and Technology; B.S., United States Air Force Academy, 1990; M.S., University of Oregon, 1997; Ph.D., Loyola University, Chicago, 2002.

Janet Meyer, Advisor and Lecturer, Learning Community Coordinator, School of Engineering and Technology; B.S.Met.E., Purdue University, 1968; M.A., Catholic Seminary, 1974; M.S., Indiana University, 2009.

Mary Beth Myers, Registrar, IUPUI Office of the Registrar.

Peter Orono, Senior Lecturer, Freshman Engineering, School of Engineering and Technology; B.S., Makerere University College, Uganda, 1979; M.S., Texas Tech University, 1985; Ph.D., Wayne State University, 1991.

Tralicia Powell Lewis, Director for the Office of Student Rights, Responsibilities, and Conduct; B.S., Indiana University–Purdue University Indianapolis, 1995; M.S., Indiana University, 1999.

Ingrid Ritchie, Associate Professor and Director of Academic Affairs, School of Public and Environmental Affairs; B.S., Southwestern State University, 1972; M.S., University of Minnesota, 1973; Ph.D., 1980.

Denise Slayback-Barry, Lecturer in Department of Biology, School of Science; B.A., IUPUI, 1995; Ph.D., Purdue University, 2001.

Sherry Stone, Senior Lecturer in Foundation Studies, Herron School of Art and Design; B.F.A., Indiana University, 1975.

Kate Thedwall, Senior Lecturer, Department of Communication Studies, School of Liberal Arts; Director, Gateway to Graduation Program, University College; B.S., Mansfield University, 1974; M.A., University of Scranton, 1989.

Jessica Trinoskey, Assistant Librarian, University Library; B.S., Southern Illinois University, 1998; M.L.S., University of Illinois, 2002.

Mark G. Urtel, Assistant Professor, School of Physical Education and Tourism Management; B.A., Canisius College, 1990; M.S., Ball State University, 1992; Ed.D., Indiana University, 2003.

Marquita Walker, Assistant Professor of Labor Studies, School of Social Work; B.S., Drury University, 1998; M.A., Missouri State University, 2000; M.A., University of Missouri, Columbia, 2005; Ph.D., University of Missouri, Columbia, 2004.



Scott Weeden, Senior Lecturer and W131 Course Coordinator, Department of English, School of Liberal Arts; B.A., SUNY College at Oswego, 1979; M.A., University of Iowa, 1988; Ph.D., Illinois State University, 1998.

Kenneth Wendeln, Clinical Associate Professor of Management, Kelley School of Business; B.S.E.E., University of Notre Dame, 1967; M.B.A., University of Chicago, 1970; M.P.A., Indiana University, 2001.

Dawn Michele Whitehead, Director of Curriculum Internationalization; B.A., Indiana University, 1997; M.S., 2003; Ph.D., 2007.

Gail Williamson, Professor of Dental Diagnostic Sciences, Indiana University School of Dentistry; A.S., Indiana University, 1974; B.S., 1979; M.S., 1982.

Kathryn Wilson, Associate Professor of Biology, School of Science; Assistant Vice Chancellor for Research, IUPUI Office of the Vice Chancellor for Research; Director of the IUPUI Ronald E. McNair Scholars Program; B.A., University of Wisconsin, Madison, 1971; M.S. and Ph.D., Indiana University, 1976.

Robert Wolter, Senior Lecturer in Department of Computer, Information, and Leadership Technology, Organizational Leadership and Supervision Program, School of Engineering and Technology; A.S., Purdue University, 1995; B.S., 1997; M.S., Indiana University, 2002.

Michael Yard, Lecturer, Department of Biology, School of Science; B.S., Purdue University, 1985; M.S. (Neuroscience), Indiana University School of Medicine, 2009.

Robert Yost, Senior Lecturer, Department of Biology, School of Science; B.S., Lebanon Valley College, 1973; Ph.D., University of Pennsylvania, 1984.

Marla H. Zimmerman, Coordinator of Ph.D. Student Services and Adjunct Assistant Professor, School of Nursing; Licensed Clinical Social Worker; Licensed Marriage and Family Therapist; B.A., University of Florida, 1972; M.A., Ball State University, 1974.

## Lecturers

Jan DeWester, Senior Lecturer, Department of Communication Studies, School of Liberal Arts; Academic Coordinator for Online Learning Communities and Summer Bridge Program Co-Director, University College; B.A., Purdue University, 1975; M.A., 1979.

Nancy Goldfarb, Visiting Assistant Professor, English and American Studies, School of Liberal Arts; B.A., Brandeis University, 1985; M.A., University of Michigan, 1989; Ph.D., 1994; M.A., IUPUI, 2005.

Sara Harrell, Lecturer, Department of English, School of Liberal Arts.

Deborah Keller, Lecturer, School of Education and University College; B.A., Purdue University, 1992; M.S., 1996; Ph.D., 2004.

Susan Meshulam, Senior Lecturer in Mathematics, School of Science; Math Coordinator for Summer Bridge

Program, University College; B.S., IUPUI, 1980; M.S., Indiana University, 1983.

Leslie Miller, Lecturer, Department of English, IU School of Liberal Arts; Adjunct in University College; B.A., Southwest Texas State University, 1977; M.A., IUPUI, 2004.

Joan Pedersen, Lecturer and Career Development Specialist, University College; B.A., Duke University, 1970; M.Ed., University of New Hampshire, 1977; D.A.Ed., George Mason University, 1988.

David J. Sabol, Senior Lecturer, Department of English, School of Liberal Arts; Academic Coordinator for Learning Communities and Summer Bridge Program Co-Director, University College; B.S., Butler University, 1989; M.A., 1994.

Corinne Ulbright, Lecturer in Department of Biology and University College; B.A., Washington University in St. Louis, 1971; M.A., University of Texas, Austin, 1972; Ph.D., Washington University in St. Louis, 1980.

## Courses

**UCOL-U 110 First-Year Seminar (1-2 cr.)** All learning communities share a common set of learning objectives that address issues of transition to the university environment. This first-year seminar is offered in a variety of formats, including a freestanding one credit course, a similar course linked to a general education requirement, and with the transition learning objectives embedded in a departmental introductory course. Learning communities are designed to assist entering students as they form connections with the IUPUI community, including other students, faculty, and advisors in a prospective major. Different learning community formats are sponsored by the various academic units, and the learning community may consist of a single course or a pair of linked courses.

**UCOL-U 112 Critical Inquiry (1 cr.)** This course facilitates the acquisition of collegiate academic skills for first-year students by identifying and applying strategies such as critical thinking, independent learning, reading, writing, and information management in relation to a specific academic discipline. Requirements and formats vary according to the introductory discipline course to which it is linked.

**UCOL-U 200 Outdoor Leadership Experience (1 cr.)** This course introduces students to the knowledge, attitudes, and inner resources needed to be an effective leader in their lives and in the outdoors. Participants will be involved with activities that require various degrees of teamwork, fun, trust, cooperation, and communication. Goals for each activity will be set by both students and instructors. Also, analogies will be made to real orientation and life situations whenever possible to demonstrate connections between learning and practice. Students will utilize their firsthand experiences to obtain the techniques needed to improve their leadership skills.

**UCOL-U 201 Introduction to Mentoring Techniques (1 cr.)** P: Must complete the application and selection process; must have acquired a mentoring assignment within an authorized University College program. This is an introductory course for students who will be serving

in their first semester (year) as a student mentor. This course is designed to provide a foundation of mentoring knowledge such as the history of, nature of, and skills associated with mentoring. This will be accomplished through readings, discussions, and activities. Mentors will also be introduced to information about the university structure, active learning exercises to define and develop their own mentoring styles and skills, and the diverse needs of undergraduate students. Attendance, class participation, purposeful integration of information, and self-reflective writings are essential for success in this course.

**UCOL-U 202 Mentoring: Active and Collaborative Learning (1 cr.)** P: UCOL-U 201; must have acquired a mentoring assignment within an authorized University College program. This course is designed to help mentors learn more about mentoring using a collaborative process that applies to both group and one-on-one mentoring. This course will expand the mentor's knowledge and skills by developing a deeper understanding of how students learn, collaborative learning techniques, and how to utilize collaborative learning to meet learning objectives in mentoring. Readings, discussions, and activities will be assigned in an effort to help mentors become acquainted with learning theory, techniques for engaging mentees in active learning, and refining their mentoring relationships.

**UCOL-U 203 Mentoring: Leadership and Transition (1 cr.)** P: UCOL-U 201 and UCOL-U 202; must have acquired a mentoring assignment within an authorized University College program. This course is designed to provide seasoned mentors the opportunity to explore and apply leadership theory and principles as they transition from their current mentoring role to the leadership of their individual mentoring program or other leadership opportunities on campus or in the community. Mentors will also be asked to develop plans for how their mentoring experiences can be applied to enrich their academic pursuits and career development.

**UCOL-U 204 Mentoring: Independent Study (1 cr.)** P: UCOL-U 201, UCOL-U 202, and UCOL-U 203; must have been awarded the University College Leadership Scholarship and acquired a mentoring assignment within an authorized University College mentoring program. This course is intended to provide seasoned mentors the opportunity to apply mentoring theories, knowledge, and experiences toward purposing or completing an independent research study on mentoring. The student mentor, with his or her component director and a faculty member, will develop the inquiry project.

**UCOL-U 210 Career Connections (1 cr.)** This course is designed to assist University College students in the major/career exploration and selection process. Especially targeted are students who are beyond their first year with less than 56 credit hours and who want or need to change majors or to declare a major. The course is designed to help students develop and execute a personalized plan of major and career exploration. This will be encouraged by using the first eight weeks of weekly class meetings to develop an individualized exploration contract and then using the second eight weeks to implement that plan outside of class. Students will also meet individually with the instructor and academic/career advisor. Through the course emphasis on experiential learning, students will be making connections with people, activities, and resources

that will facilitate a more realistic approach to major/career decision making.

**NSXP-Y 399 National Student Exchange (1-18 cr.)** This course is for students participating in the National Student Exchange program.