

# University College

## Welcome to University College!

[University College](#) was founded to support new beginning and transfer students as they make the transition into IUPUI. A model urban academic program, University College offers a unique curriculum and array of services for all entering students as well as opportunities to participate in programs that will help ensure academic success and campus engagement. All students enrolling in undergraduate courses at 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 high school students to 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 adopts national best practices whenever possible for the benefit of students. In addition, the unit is committed to providing an environment that values diversity across all initiatives.

## Contact Information

General Information: (317) 274-5033

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

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

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

[Student Employment](#): (317) 274-4856

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

[University College Website](#)

## 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 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.

## Resources

In addition to managing basic college responsibilities, beginning 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. The [Office of Transfer Student Services](#) was created in 2013 to provide a similar array of support services for enrolled transfer students. Rather than focusing on the transition to college, this office recognizes the experience that transfer students bring to IUPUI and focuses on connecting transfer students to campus resources and providing leadership for making IUPUI a welcoming place for transfer students to complete their degrees.

## Academic and Career Development

### Academic Advising

The [advisors in University College](#) help students choose an appropriate major that supports their educational and career goals, 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 degree-granting 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 connections through a contact/ employer database
- Externship Program and other job shadow opportunities
- Job search strategies, resume, and interview assistance (for some 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 the [Career Planning 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 academic success coaches 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

## Diversity Enrichment and Achievement Program

The [Diversity Enrichment and Achievement Program](#) (DEAP) is a University College program designed to assist students of color at IUPUI in pursuing and obtaining their college degrees. The intensive retention program takes a holistic approach in serving students by addressing personal, academic, and social experiences that have an impact on student success. DEAP is designed to positively impact the personal development, retention, and graduation of students of color at IUPUI through connecting, affirming, guiding, and engaging students. DEAP's retention programming includes academic checkups, tutoring, mentoring, direction to resources, workshops, designated study time, and support through the SAAB/B2B and SAAS/S2S student organizations. The office is located in Taylor Hall, UC 2104. For more information, please call (317) 274-7777.

## Health and Life Sciences Advising Center

The Health and Life Sciences (HLS) Advising Center provides academic and career planning guidance to IUPUI students interested in health and life science majors and careers. The staff in the HLS Advising Center work with students at all levels in a variety of academic disciplines as they explore, plan for, and enter fields in the life sciences as well as traditional health professions. The HLS Advising Center is in Hine Hall, IP 241. Staff can be reached at (317) 274-4857 or [hlsci@iupui.edu](mailto:hlsci@iupui.edu).

## Mathematics Assistance Center

The [Mathematics Assistance Center](#) (MAC) is a peer-to-peer learning center funded through the partnership of the Department of Mathematical Sciences and University College. The MAC is located in the lower level of Taylor Hall (UC B001) and offers mathematical tutoring and mentoring services starting at the developmental course level and extending through multivariate calculus and ordinary differential equations. The MAC is designed to be an open access (no reservations required) peer-to-peer learning center located in the heart of campus. The MAC floor space is apportioned so that each course serviced has its own location on the MAC floor. Each course location is occupied by mentors and tutors who have been specially trained for expertise in that course. The [MAC's online presence](#) is rich in resources that will help to support challenged students and engage advanced students. For more information, please call (317) 274-7898 or e-mail [mathmac@iupui.edu](mailto:mathmac@iupui.edu).

## Office of Student Employment

The [Office of Student Employment](#), located on the third floor of Taylor Hall, provides comprehensive part-time employment information for IUPUI students, including an online job posting website, [JagJobs](#). JagJobs hosts positions for students both on and off campus and specifies hourly and work-study eligible positions. Student jobs are available to help offset some of the costs of education and to offer students experience that will benefit

their future career goals. Current students and alumni may register for an account on JagJobs.

The Office of Student Employment offers a variety of services for students, including resume and cover letter development, mock interviews, job search assistance, work-study assistance, and professional development opportunities. A full list of services is available on the office's [website](#).

Students may make appointments with the Office of Student Employment [online](#) or by contacting the front desk on the third floor of Taylor Hall in person or by calling (317) 274-4856.

## Office of Transfer Student Services

The [Office of Transfer Student Services](#) is dedicated to assisting transfer students during their transition to IUPUI. The office helps students get connected to important campus representatives, valuable resources, and the IUPUI campus culture. Students may visit the office in Hine Hall, IP 121, or call 317-274-4116 to find out more about the services available to support transfer students.

## Scholar Support Programs

### 21st Century Scholars Success Program

The 21st Century Scholars Success Program is available to all 21st Century Scholars attending IUPUI. The program is one of many university support programs around the state for students who have successfully completed high school and affirmed their 21st Century Scholars Pledge. The 21st Century scholarship award covers tuition and regularly assessed fees (e.g., technology fees, student activity fees, health services) at any participating Indiana college or university. The mission of the IUPUI 21st 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 [21st Century Scholars Success Program](#) website or contact the program coordinator at (317) 274-5973 or [phwashin@iupui.edu](mailto:phwashin@iupui.edu).

### 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).

## Student Orientation Program

The [Student Orientation Program](#) prepares new and transfer students for a successful transition to the IUPUI campus. University College collaborates with the schools and campus offices 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 being a part of the IUPUI community, expectations, academic excellence, and graduation requirements. Faculty, staff, 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.

## 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.

## 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 the target 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 internships for 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.

## 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 or admitted to the academic schools of their choice as quickly as possible.

## Accelerated College Immersion— Early College Entrance Programs

### Special Programs for Academic Nurturing (SPAN)

Accelerated College Immersion and 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 Accelerated College Immersion and 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. This model is 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 as well as the humanities and other disciplines.

In addition, the faculties of our urban high schools 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.

## 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 Experience 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 groups.
5. Analyze through writing self-reflections their 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 their role, responsibility, and contribution to the campus community.
2. Explain and 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 themselves and their 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 appreciative mentoring 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. Investigate current mentoring literature by applying their comprehensive mentoring experiences (weekly group presentations).
2. Reflect upon their mentoring experiences to evaluate the development of their skills and understanding of mentoring (weekly CATS).
3. Describe how their work, role, experiences, and skills of mentoring have been developed and applied by focusing on a specific topic inspired by the literature within the larger mentoring context (final paper).

## 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 e-mail [ucbridge@iupui.edu](mailto:ucbridge@iupui.edu).

## 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.

## IUPUI General Education Core Curriculum

All first-year students at Indiana University–Purdue University Indianapolis (IUPUI) will complete 30 hours of general education course work (the IUPUI General Education Core) prior to graduation with an associate degree or baccalaureate degree. Transfer students who have not received certification for completing the general education core at their prior institution also must complete the IUPUI General Education Core. General education core course work is aligned with the [Indiana Statewide Transferable General Education Core](#) competency domains and, once completed, will subsequently transfer to another Indiana state educational institution. The IUPUI General Education Core is also based on the IUPUI Principles of Undergraduate Learning, the essential ingredients of an undergraduate educational experience at IUPUI. These principles form a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degrees.

It is important to note that the IUPUI General Education Core does not add to, subtract from, or change any requirements for a specific major. Students need to work closely with an academic advisor to determine what relationship, if any, exists between requirements for general education and requirements for a specific major.

Each undergraduate student is subject to the degree requirements that were in effect at the time of matriculation as a degree-seeking student at IUPUI. Effective fall 2013, this requirement will include the IUPUI General Education Core.

### IUPUI General Education Courses

The IUPUI General Education Core provides a strong foundation for a rich and intellectually challenging undergraduate experience. Hundreds of courses have been rigorously reviewed and approved to the General Education Core by faculty members from all academic units, providing IUPUI students with a diverse array of options for fulfilling their general education requirements. Course work is divided into the broad domains of foundational intellectual skills (core communication, analytical reasoning, and cultural understanding) and course work that promotes intellectual breadth and adaptiveness (life and physical sciences, arts and humanities, and social sciences). For more information regarding these courses, please go to the [IUPUI General Education Core](#) website.

## Student Organizations

### University College Student Council

The [University College Student Council](#) (UCSC) is a student organization made up of students from University College during their first and second years at IUPUI. UCSC represents University College students in the Undergraduate Student Government on various issues. UCSC plans entertaining and educational events throughout the year to help students meet new people, transition from high school to college, and learn more about the university. UCSC also provides funding for first-year seminars and campus events that support students throughout their first two years of college.

## 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: 4/2005; 5/2008; 9/2011  
 Current Policy Approved by University College Faculty: 9/16/2011

## 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 6 credit hours or more 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 in First-Year Seminars

All new University College beginning and transfer students with 17 or fewer credit hours are required to enroll in a first-year seminar course during their first semester of enrollment at IUPUI. Beginning students entering IUPUI with college credit earned during high school, regardless of the number of credits, are required to enroll in a first-year seminar course. Upon extraordinary circumstances and the discretion of the academic advisor, this requirement may be waived.

Current Policy Approved by University College Faculty: 5/18/2012

## 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, Academic Affairs

Catherine Buyarski, Executive Assistant Dean for Student Retention and Success

### Executive Directors

Harriett Bennett, Executive Director, Administration and Development for University College

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

Andrea Engler, Executive Director of Student Transitions and Mentoring Initiatives

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

Mark Minglin, Executive Director of Academic Support Programs

### Program Directors

Angel Anderson, Interim Director of Diversity Enrichment and Achievement Program

Heather Bowman, Director of First-Year Programs

Yvonne Fitzgerald, Director of Academic Advising

Roxanne Gregg, Director of TRIO Upward Bound

Charlie Johnson, Director of Scholar Support Programs

Janna McDonald, Director of the Office of Student Employment

J. R. Russell, Division Director of Accelerated College Immersion Programs, Dual Credit Initiatives, and Special Programs for Academic Nurturing

Lauren (Chism) Schmidt, Director of Themed Learning Communities

Jennifer Schott, Director of Career Planning

Kate Thedwall, Director of Gateway to Graduation

### Administrative Officers Emeriti

Scott E. Evenbeck, Dean Emeritus, University College

Barbara D. Jackson, Associate Dean Emerita, University College

## Faculty

Lisa K. Angermeier, Clinical Assistant Professor, Department of Kinesiology, School of Physical Education and Tourism Management; B.S., Indiana University, 1990; M.S., 1992; Ph.D., 2000.

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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.

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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.

Benzion 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.

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Thomas J. Davis, Professor of Religious Studies, Professor of Philanthropic Studies, and Associate Dean for Academic Programs, School of Liberal Arts; B.A., West Georgia College, 1979; M.Div., Louisville Presbyterian Theological Seminary, 1982; Ph.D., University of Chicago, 1992.

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, Australia; Ph.D., Ball State University.

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.

Vance Farrow Jr., Associate Professor of Foundation Studies and Fine Art, Herron School of Art and Design; B.F.A., Murray State University, 1993; M.F.A., University of Cincinnati, 1996.

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.

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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, School of Liberal Arts; A.B., Rollins College, 1991; M.A., University of California-Los Angeles, 1993; Ph.D., University of Texas at Austin, 1999.

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.

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Stephen Hundley, Associate Professor of Organizational Leadership and Supervision and Chair of Department of Technology Leadership and Communication, School of Engineering and Technology; Associate Vice Chancellor for Strategic Initiatives; B.A., Virginia Commonwealth University, 1992; M.A., 1994; Ph.D., American University, 1998.

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Irene Queiro-Tajalli, Professor of Social Work and Chair of Department 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.

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Wanda L. Worley, Associate Professor of Technical Communication and Associate Dean for Academic Affairs and Undergraduate Programs, School of Engineering and Technology; B.S., Indiana University-Bloomington, 1969; M.A.T., 1973; Ph.D., University of Wisconsin-Madison, 1999.

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

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Lin Zhu, Senior Lecturer, Department of Chemistry and Chemical Biology, School of Science; B.S., Peking University, China, 1992; Ph.D., University of Hawaii at Manoa, 2000.

## Associates

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, Center for Service and Learning; B.A., Baldwin-Wallace College, 1996; M.A., Bowling Green State University, 1999.

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.

Sarah Lang, Curriculum Specialist for the Foundational Sciences, School of Medicine; A.B., Bryn Mawr College, 1995; B.S., University of Texas at Austin, 2000; M.A., 2004; Ph.D., 2008.

Tralicia Powell Lewis, Assistant Vice Chancellor for Student Affairs; B.S., Indiana University-Purdue University Indianapolis, 1995; M.S., Indiana University, 1999.

Mary Beth Myers, Registrar, Office of the Registrar; B.S., Indiana University, 1983; M.P.A., 1992.

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

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

## Lecturers

Jan DeWester, Senior Lecturer and Director of Certificate Program in Theatre and Performance, 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.

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

Susan Meshulam, Senior Lecturer, Department of Mathematical Sciences, School of Science; Math Coordinator for Summer Bridge Program and Academic Coordinator for University College Math-Linked First-Year Seminars, University College; B.S., IUPUI, 1980; M.S., Indiana University, 1983.

Leslie Miller, Lecturer, Department of English, School of Liberal Arts; Lecturer, 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, Department of Biology, School of Science; Lecturer, University College; B.A., Washington University in St. Louis, 1971; M.A., University of Texas at Austin, 1972; Ph.D., Washington University in St. Louis, 1980.

## Courses

**UCOL-U 110 First-Year Seminar (1-2 cr.)** All first-year seminars 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 1 credit course, a similar course linked to a general education requirement with the transition learning objectives embedded in a departmental introductory course, a hybrid online course, and an integrative course linked to two or more discipline-based courses to form a themed learning community. First-year seminars 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 first-year seminars are sponsored by the various academic units.

**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 an appreciative mentoring 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 designed to provide seasoned mentors the opportunity to apply mentoring literature, knowledge, and experiences toward understanding their role in a holistic and personally reflective way.

**UCOL-U 210 Career Connections (1 cr.)**

This course is designed to assist students in the major/career exploration and selection process. Especially targeted are students who are beyond their first semester with over 12 credit hours but 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.