

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 entering students and offers them opportunities to participate in programs that will help them adjust to college and experience academic success.

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, first-year seminars, themed learning communities, academic mentoring, and new student orientation. University College also offers several college readiness programs, which focus on helping area students become college bound.

[University College Web Site](#)

Overview

Mission

University College is the academic unit at IUPUI that provides a common gateway to undergraduate programs for entering students. University College coordinates existing university resources and develops new initiatives to promote academic excellence and to enhance students' persistence. It provides a setting where faculty, staff, and students join to make IUPUI a supportive and challenging environment for learning.

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.

Mission

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Contact Information

General Information: (317) 274-2237

Fax: (317) 278-2216

Academic Appointments: (317) 274-4856

Bepko Learning Center: (317) 274-4818

Student Activity Center Information: (317) 278-2533

Questions Answered by E-Mail: advising@iupui.edu

[University College Web Site](#)

Resources

Students enter into a partnership with University College for their academic success. University College asks students to commit to this partnership. As part of this partnership, the university provides resources to help students reach their academic goals. The students' responsibility is to work at their highest academic level and to strive for academic excellence in their studies.

The role of University College in this partnership is to help students:

- Acquire information needed to take advantage of the educational opportunities available to them
- Define their goals and plan appropriate academic programs and strategies
- Meet requirements for entry into a degree-granting school

IUPUI carries out this role by providing the following resources and programs to help students:

- Academic advising and career counseling
- Adaptive Educational Services
- Bepko Learning Center
- Community service opportunities
- Counseling and Psychological Services
- Honors College
- Learning communities
- Mathematics Assistance Center
- Mentoring
- Multicultural Center
- New Student Orientation
- Scholar Support Programs
- Structured Learning Assistance
- Student activities
- Student employment services
- Student Support Services
- Summer Bridge Program
- Summer Success Academy
- Supplemental Instruction
- Technology support
- Themed learning communities
- University Writing Center
- Other opportunities for assistance

The role of the students in this partnership is to:

- Get to know their professors by visiting faculty offices and asking questions
- Stay in contact with their academic advisors
- Attend all classes
- Complete all assignments on time
- Allow sufficient time for learning out of class; plan for three hours of outside study (assignments, reading,

- academic clubs, service projects, etc.) per week for each credit hour of class
- Utilize the resources outlined above
- Respect the dignity and intrinsic value of all persons
- Be a contributing and active member to the progress and greater good of the community
- Maintain the honor and integrity of the university community by following the *Code of Student Rights, Responsibilities, and Conduct*
- Strive for academic excellence and discovery for themselves, others, and the university
- Enjoy the intellectual challenges and opportunities the decision to attend IUPUI brings

This partnership for academic excellence is a cooperative approach to academic success between University College and students and is a sincere good faith expression to help students achieve their academic goals.

Bepko Learning Center

The Bepko Learning Center is devoted to students helping students. The center, which includes the Resource Desk and academic mentoring programs, is on the second floor of Taylor Hall (UC 2006). For more information, call (317) 274-4818.

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.

Academic Mentoring Programs

Groups of students work together with a student mentor to better understand difficult course material. This collaboration provides an enriching environment in which students strengthen academic skills and build community. Mentors are students who have successfully completed a course and are available to help other students review material in undergraduate courses such as biology, nursing, criminal justice, and psychology. They also share helpful study skills and test-taking techniques. The academic mentoring programs are free to IUPUI students.

Structured Learning Assistance

Structured Learning Assistance (SLA) is a mandatory one-hour-per-week directed study and practice session that is attached to a high-risk-for-failure gateway course. SLA is centered on course content. Study and learning skills are applied to the specific content a student is learning. Students are given content-specific background information to assist them in making connections to the lessons and lectures of the class. SLA is a mechanism for teaching students how to work collaboratively and for learning to form study teams.

Supplemental Instruction

A Supplemental Instruction (SI) mentor is a learning assistant who is content competent in a particular subject. SI mentors assist other students in gaining a better understanding of the course content, and they help develop learning skills to enhance students' academic experience. SI mentors demonstrate processes and methodologies of learning (i.e., learning strategies, note-taking skills, listening skills, test anxiety). The SI mentor is not a tutor, but rather a facilitator who helps

students develop the thinking and reasoning skills that characterize intellectual maturity. An SI mentor is available to undergraduate students as an academic guide, an empathetic listener, a resource guide, and, most of all, a supportive friend. Session times are available at the beginning of each semester.

Resource Desk

Resource mentors serve as empathetic listeners to student concerns and advocates for IUPUI students. The mentors are trained in interviewing skills necessary to make them active, helpful, and nonjudgmental listeners. They work one-on-one with individual students, empowering them in their quest to succeed academically and socially. Furthermore, mentors conduct thorough, ongoing follow-ups with all students after the initial contact. Mentors provide resources to help students determine their individual learning styles and make subsequent suggestions. Mentors also refer students to other campus resources. Most importantly, mentors encourage students to interact with instructors and departmental staff resources.

Tutoring Program

The Tutoring Program offers tutor referrals for students in IUPUI classes. If a student is in need of assistance for a particular class, tutoring course information is available at the Resource Desk. Students receive contact information about tutors who can help them with their classes. The student is then responsible for contacting the tutor and negotiating a fee. The Tutoring Program offers time flexibility and one-on-one assistance. Another tutoring service offered by the Bepko Learning Center is assistance paid by Vocational Rehabilitation Services and the Department of Veterans Affairs. This service is for students who are associated with these offices and may be eligible to receive free one-on-one tutoring for a specified number of hours per week.

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 find it helpful to meet with their advisor 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 date and location of these sessions. All students are required to meet with their advisor during the first semester at IUPUI.

Curriculum Checksheets

University College provides curriculum checksheets outlining academic requirements for each major area. Students may also review curriculum checksheets at any time through the [University College Web site](#) (click on "Academic Planning" under "Students").

In addition to the curriculum checksheets, University College provides all its students with the *Navigator*, a student calendar planner and academic guide that

contains articles on many topics vital to beginning students.

Career Counseling

Career professionals are available for all current and former IUPUI students and can provide assistance with career development needs and services such as:

- Major and career exploration
- Career assessments
- Career counseling
- Interviewing techniques and practice
- Alumni mentor database
- Job shadow opportunities
- Informational interviewing
- Workshops

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

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.

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 full tuition, fees and books, an annual living allowance, and a laptop computer. Program participation includes 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 seven scholarship recipients is selected each year. For more information, please visit the Nina Mason Pulliam Legacy Scholars Program Web site or contact program staff at nina@iupui.edu.

Twenty-first Century Scholars Success Program

The Twenty-first Century Scholars Success Program is committed to assist scholars as they persist and succeed academically at IUPUI and prepare for professional careers. The program focuses on developing key skills in an environment of caring, support, and encouragement

that increases student confidence and effort, contributing to success. Twenty-first Century Scholars offers the Peer Mentoring Program, which is designed to provide support for first-year scholars, to positively impact student success, and to enhance student learning. Participating scholars meet every other week for a group mentoring session and once a month for individual mentoring sessions. For more information, contact the coordinator at (317) 274-5973 or phwashin@iupui.edu.

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.

Technology Services

University College Technology Services (UCTS) provides support and vision regarding a wide array of technology for all University College departments, programs, and academics. UCTS provides end-user student support through its cooperation with programs such as New Student Orientation, Pre-College Programs, the Bepko Learning Center, and Academic and Career Development.

UCTS provides the following services:

- Sets up and resolves account issues
- Specifies, customizes, delivers, and supports computers and printers for all Upward Bound students
- Provides technology training on a wide range of technology issues, including Oncourse, OneStart, and Webmail
- Provides classroom technology resources in Taylor Hall

Pre-College Programs

The pre-college programs seek to increase the capacity of parents, community groups, and schools to encourage and support middle and high school students' college preparedness activities. All pre-college 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.

Upward Bound

The Upward Bound Program is designed to provide the following services to low-income and first-generation students from Arlington, Arsenal Tech, Broad Ripple, Emmerich Manual, Northwest, and Warren Central high schools: a six-week summer academic component, six-week residential component, fall and spring semester academic component, summer work-study component, and summer bridge courses for its graduating seniors. The program also provides college visits, high school exit and college entrance services for seniors, tutoring and mentoring services, cultural enrichment activities, and monthly parent meetings.

Student Employment

The Office of Student Employment assists students with learning job search strategies for finding academically relevant employment on or near campus. The office is a valuable resource for students seeking part-time employment while enrolled. The staff works directly with campus departments and off-campus employers to promote various employment opportunities to IUPUI students. The office is located in BS 2010. For more information, contact (317) 274-0857.

On-Campus Employment

Hourly student jobs on campus are available to all IUPUI students. Positions include opportunities such as administrative, technical, clerical, research, and programmatic support in various academic departments, medical areas, labs, libraries, and more.

Off-Campus Employment

As an urban campus, IUPUI provides abundant opportunities for employment at various locations throughout the Indianapolis area. Over 80 percent of IUPUI students work while in school. Many of these students are contributing to the Indianapolis community!

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.

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 201 Introduction to Mentoring Techniques (1 cr.)

Prerequisite: Mentors will have completed the application and selection process and 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.)

Prerequisite: Successfully completed U201 and 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. 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 take collaborative learning into the groups in which they mentor. Readings, discussions, and activities will be assigned in an effort to help mentors become better group leaders, understand role theory within groups, learn techniques for engaging students in active learning, and refine their mentoring relationships.

UCOL-U 203 Mentoring: Leadership and Transition (1 cr.)

Prerequisites: Successfully completed U201 and U202, and 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.)

Prerequisites: Successfully completed U201, U202, and U203; 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 completing an independent 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.

Academic Programs

University College develops curriculum, administrative policies and procedures, and strategic planning to help entering students as they persist and succeed in their studies. For more information about academic programs at University College, contact (317) 274-8923.

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 learning community. This requirement may be waived if the student enrolls in fewer than seven credit hours.

All IUPUI learning communities include a first-year experience class. Some learning communities link two or more classes, and some are specifically designed to introduce students to their majors. All learning communities offer students increased opportunities to make new friends and to meet members of the faculty and staff who are especially interested in first-year students. Students enrolled in learning communities are encouraged to get to know each other, form study groups, and learn how to take full advantage of their college experience.

Each learning community has an instructional team led by a faculty member and includes a student mentor, an academic advisor, and a librarian. The instructional team shapes the learning environment to provide participants with as much academic support as possible. The student mentor works with students inside and outside of class to increase academic success. The librarian and the academic advisor work with students throughout the semester to ensure that students are comfortable using the library and that they have important information about course requirements, career and major selections, university regulations, and academic policies. Learning community students also learn to navigate IUPUI technology resources.

The IUPUI learning community program offers a wide selection of classes. Each learning community has its own special characteristics. The University College academic

advisors assist students in selecting the one that best suits their needs. Students then register for their learning community when they register for their other classes. Learning community programs are a joint project between University College and the undergraduate schools.

What are the advantages of participating in learning communities? Students who have been enrolled in learning communities report that they get to know a small group of classmates quickly. They learn to study together, collaborate on projects, and depend on each other for additional support in the classroom.

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, 55 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 Gateway Advisory Board, the program includes faculty professional development offerings, a series of Web seminars, a Gateway Community 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.

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. Additionally, 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.

Summer Bridge Program

Summer Bridge 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. 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.

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 RISE initiative, prepare for the transition to college, and complete a final project about the Principles of Undergraduate Learning (PULs).

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.

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 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.

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.

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.

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.

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 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.

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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.

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Academic 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.*

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."

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.

Fifty-Six Hour Policy

Each semester, a number of students in University College reach 56 credit hours and are unable to transfer to their degree school. In an effort to provide more direction and better assistance for these students, those who are making progress toward obtaining their degree will be allowed to continue in University College until they are eligible to transfer to their chosen school or will be encouraged to transfer to General Studies to complete a degree if that is more appropriate for their situation.

Continuing Students

Continuing students are defined as students who have been in University College for more than one year prior to reaching 56 credit hours.

- If the IU cumulative GPA is 2.0 or above at 56 hours, the student may remain in University College for a maximum of two semesters or 24 credit hours attempted as long as the cumulative GPA is 2.0 or above.
- If the IU cumulative GPA is 2.0 or above but the student has no chance of getting into the school of choice, then the student will be counseled into General Studies or another school for which they are eligible. After two semesters or 24 credit hours in this status, the student will not be permitted to enroll at IUPUI until accepted by a degree-granting school.
- If the IU cumulative GPA is below 2.0 at 56 credit hours and if the student has earned a semester GPA of 2.0 or above for the previous semester, but a cumulative GPA below 2.0, the student may continue for a maximum of two semesters or 24 credit hours. If at any time the student earns a semester GPA below 2.0, the student is dismissed and may petition General Studies and/or the proposed major for admission, but they are not required to accept the student.

Transfer and Intercampus Transfer Students

Transfer and intercampus transfer students are defined as students who are admitted to University College with 56 or more credit hours or who have been in University College less than one year when they reach 56 credit hours.

The student may remain in University College for a maximum of two additional semesters or 24 credit hours as long as their IU cumulative GPA is 2.0 or above. If the IU cumulative GPA drops below a 2.0, the student will be dismissed and may petition General Studies and/or the proposed major, but they are not required to accept the student. An intercampus transfer student with an IU cumulative GPA below 2.0 will be admitted on probation. If the student earns a GPA below 2.0 in the first semester, the student will be dismissed.

Returning or Stop-Out Students

Returning or stop-out students are defined as students who are returning after an absence of one or more semesters.

- If the IU cumulative GPA is 2.0 or above, the student is subject to the same rules as a transfer student with 56 or more credit hours.
- If the IU cumulative GPA is below 2.0 and the student has met the conditions outlined below, the student may apply for reinstatement to University College. Applying for reinstatement does not imply or guarantee that the student will be reinstated to University College. If the student has not met either of the following conditions, the student must petition General Studies or the degree school/department:
 - Student has been out of school for more than five years since leaving the IU system, including IUPUI.
 - Student has attended another institution and completed a minimum of 12 credit hours of transferable coursework with a 2.0 GPA or better.

University College Faculty

In support of the University College mission and principles, University College faculty are committed to enhancing and to 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.

Administrative Officers

EVENBECK, SCOTT E., Dean

BAKER, SARAH S., Associate Dean

BENNETT, HARRIET L., Assistant Dean of Development, Operations, and Employee Relations

BUYARSKI, CATHERINE, Assistant Dean and Executive Director of Academic and Career Development

WILLIAMS, GAYLE A., Assistant Dean of Academic Affairs and Executive Director of First-Year Programs and Retention Initiatives

Cabinet

BROWNING, BARBARA, Student Support Services

BYRER, NATHAN, Technology Services

CHISM, LAUREN, Themed Learning Communities

DAVIS, HELEN, Fiscal Affairs

ENGLER, ANDREA, Orientation Services

FITZGERALD, YVONNE, Academic Advising

HANSEN, MICHELE, Assessment

HARRIS, NATHAN, Upward Bound

HUDSON, JONIKA, Twenty-first Century Scholars Regional Support Program

JOHNSON, CHARLES, Nina Mason Pulliam Legacy Scholars

MCDONALD, JANNA, Student Employment

MINGLIN, MARK, Bepko Learning Center

RUSSELL, JOHN, SPAN Division and Early College Entrance Programs

SCHOTT, JENNIFER, Career Counseling

SHABAZZ, KHALILAH, Student Success

THEDWALL, KATE, Gateway to Graduation Program

WASHINGTON, PHYLLIS, Twenty-first Century Scholars Success Program

University College Administration

Baker, Sarah S., Associate Dean, *University College; Associate Professor, Radiologic Science Programs, School of Medicine.*

Bennett, Harriett L., Assistant Dean, *Development, Operations, and Employee Relations, University College; Managing Editor of Metropolitan Universities Journal.*

Buyarski, Catherine, Assistant Dean and Executive Director of Academic and Career Development, *University College; Adjunct Assistant Professor, School of Education.*

Evenbeck, Scott E., Dean, *University College; Professor of Psychology, School of Science.*

Jackson, Barbara D., Associate Dean Emerita, *University College; Professor Emerita of Anthropology and Adjunct Professor Emerita of Women's Studies, School of Liberal Arts.*

Williams, Gayle A., Assistant Dean of Academic Affairs, Executive Director of First-Year Programs and Retention Initiatives, *University College; Adjunct Assistant Professor, School of Education.*

University College Senior Faculty

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Barth, Andrew, 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.

Belcher, Anne E., 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.

Blackwell, Jacqueline, 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.

Boruff-Jones, Polly, Associate Dean for Teaching, Learning, and Research, University Library; B.A., Indiana University; M.L.S., 1996.

Boukai, Benzion, 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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Christe, Barbara, 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.

Fisher, Mary, 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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Gavrin, Andrew, 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.

Gibau, Gina Sanchez, 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.

Goodwin, Clifford, 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.

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

Jarjoura, Roger, Associate Professor, School of Public and Environmental Affairs; B.A., University of Maryland, 1983; M.A., 1987; Ph.D., 1990.

Lees, N. Douglas, Professor and Chair of Biology, School of Science; B.A., Providence College, 1967; Ph.D., Northwestern University, 1973.

Little, Monroe H., 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.

MacKinnon, Joyce, 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.

Malik, David, 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.

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

Ng, Bart, Marvin L. Bittinger Professor of Mathematical Sciences, School of Science, Graduate School; Acting Dean, School of Science; B.S., St. Joseph's College, 1968; M.S., University of Chicago, 1970; Ph.D., 1973.

Nickolson, Richard Emery, Professor of Painting, Drawing, and Critical Thinking, Herron School of Art and Design; B.F.A., Maryland Institute College of Art, 1968; M.F.A., Indiana University, 1972.

Nnaemeka, Obioma, 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.

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

Parrish-Sprowl, John, 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.

Pike, Gary R., Associate Professor, Higher Education and Student Affairs, School of Education; B.S., Missouri State University, 1977; M.A., Missouri State University, 1978; Ph.D., The Ohio State University, 1985.

Porter, Rebecca, 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.

Potter, William W., 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.

Queiro-Tajalli, Irene, 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.

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Watt, Jeffrey X., Associate Dean for Student Affairs and Outreach, 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.

White, Robert W., Professor of Sociology, School of Liberal Arts; B.A., Indiana University; M.A., Indiana University, 1983; Ph.D. Indiana University, 1987.

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University College Adjunct Faculty

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

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Weeden, Scott, *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.

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University College Lecturers

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