

# 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 college readiness programs that focus on helping high school students to become college bound.

## Contact Information

Current contact information is available on the [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 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.

## 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.

## Academic Appeals

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 associate dean of student affairs of University College to discuss options for resolution of the problem.
2. If the problem is not resolved in the meeting with the associate dean of student affairs of University College, the student may submit a letter to the associate dean of academic affairs of University College within seven calendar days of the meeting with the associate dean of student affairs of University College (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 of 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 who are enrolled in 6 or more credit hours per semester, who earn a grade point average (GPA) of 3.30 or higher for the semester, and who have a cumulative GPA of at least 2.00. [University College dean's list](#) honors are as follows:

- Highest Honors: Semester GPA from 3.70 to 4.00
- High Honors: Semester GPA from 3.30 to 3.69

## Academic Dismissal

### First-Year Students\*

1. 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](#).
2. Students who withdrew from all courses are exempt.
3. 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.
4. 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:** First-year students are defined as learners enrolled in their first semester at IUPUI and have completed fewer than 12 college credits following high school graduation or GED.

### All Other Students\*\*

1. 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.
2. 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.
3. 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:** University College students with 60 or more credit hours should refer to [Policies for University College Transition to Degree-Granting Schools](#).

## 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.

## Exploratory Sophomore Hold

All exploratory students in University College with 29–59 credits will be placed on an [advising hold](#) until they declare a major. The hold will block registration for the next term(s) and will be lifted after students meet with an appropriate academic advisor. This policy is designed to support students in determining and declaring a major and transitioning to their degree-granting schools in a timely fashion to ensure on-time graduation.

## Freshman Drop Policy

University College students who have earned less than 30 credit hours may not drop more than one course per semester. [This policy](#) will be enforced through advisor

sign-offs 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.

## 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.

## Academic Probation

### First-Year Students

1. 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 or email.
2. 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.
3. 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.
4. 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.
5. Students will be removed from probationary status once their cumulative IU GPA is 2.0 or above.

### All Other Students

1. 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 or email.
2. 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.
3. 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.
4. Students may be continued on probation when their semester GPA is 2.0 or above, but their cumulative IU GPA is below 2.0.
5. Students will be removed from probationary status once their cumulative IU GPA is 2.0 or above.

## Academic Reinstatement

1. [Reinstatement](#)\* will be the decision of University College.
2. 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.
3. 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, students must achieve a semester GPA of at least a 2.3. In each subsequent semester on probation, students must achieve a semester GPA of 2.0. Failure to meet the semester GPA requirement will result in dismissal.

4. 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.
5. Readmission after a second dismissal is extremely rare. Students dismissed two or more times who are reinstated must remain in good academic standing each semester as there will be no further reinstatements.\*\*

\*University College students with 60 or more credit hours should refer to [Policies for University College Transition to Degree-Granting Schools](#).

\*\*Procedure for #5: Students who wish to petition for reinstatement must contact the student services specialist to schedule an appointment with the assistant director for student success and retention and provide a detailed plan in writing about how they plan to achieve academic success. If the assistant director approves the initial request, students will then be required to submit a formal petition for reinstatement by the deadline for the semester in which they plan to attend.

**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. Students who are dismissed for the first time from IUPUI, IU Bloomington, Purdue, 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.

## Transition to Degree-Granting Schools

University College students who started at IUPUI as beginning freshmen and then reached 60 IU GPA credits or above (including any subsequent transfer credits) must quickly transition to their major in the degree-granting school to ensure on-time graduation. University College will regularly monitor and evaluate students' academic progress toward admission to their degree-granting school. [This policy](#) applies to continuing University College students who started as new freshmen, continuing, and returning students who have earned 60 or more credits and are pursuing their first baccalaureate degree. Students who start at IUPUI as transfer students are not subject to this policy.

**Beginning freshmen:** defined as students who have no postsecondary credit earned after high school.

**Continuing students:** defined as students who were enrolled at IUPUI the previous semester.

**Returning students:** defined as students who return to enroll at IUPUI after an absence of one or more semesters and were not previously dismissed from an IU campus.

**Satisfactory academic progress:** students who have 60 credit hours or more must maintain an IU cumulative GPA of 2.0 and enroll in and successfully complete courses that meet criteria for admission into the degree-granting school. Specifically,

1. Students must apply or certify to their degree-granting program or school within 24 credits of entering this policy status. Enrollment through University College is not guaranteed upon completion of 24 credits while on this policy.
2. Students will be placed on this policy with said restrictions for the duration of their enrollment as a University College student. Students will maintain an academic hold on their record for the duration of their enrollment as a University College student.
3. The academic hold will restrict registration services and will be lifted after students meet with an academic advisor or are enrolled in a degree-granting school.
4. Students must declare a specific major and develop a transition plan toward that major. University College reserves the right to restrict registration services until the student declares a major.
5. Students will be required to meet with an academic advisor in University College each semester to complete and/or update their transition to degree-granting schools contract until they are accepted into their program.
6. Students must enroll in coursework and meet course and program GPA requirements each semester as evidence of satisfactory academic progress toward acceptance into their degree program. University College reserves the right to restrict registration services if students fail to make satisfactory academic progress toward acceptance into their degree program.
7. Students must maintain a cumulative IU GPA of 2.0 to maintain enrollment.

### Dismissal and Reinstatement Policies for Students with 60 or More Credit Hours

1. Current students will be dismissed from University College and IUPUI if their cumulative IU GPA falls below 2.0 and the semester GPA of the most recent term of enrollment is below a 2.0. Summer terms are excluded in determining dismissal.
2. Students who are dismissed from any IU campus are not eligible to enroll in any courses through IUPUI University College until they have been reinstated through the University College academic reinstatement process.
3. Students who are dismissed on this policy may petition for reinstatement through University College after sitting out one regular semester (fall or spring—summer sessions excluded). Reinstatement is not guaranteed. If this is their second dismissal, students must sit out a minimum of two regular semesters (fall and spring or spring and fall—summer sessions excluded) before they can petition for reinstatement.
4. Students who are reinstated under this policy must obtain a first semester GPA of 2.3 to continue enrollment in University College. They must obtain

a semester GPA of 2.0 in all subsequent semesters to continue enrollment. Failure to do so will result in dismissal.

## Career Connections

### Student Learning Outcomes for UCOL-U 210 Career Connections (1 cr.)

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 some academic and career options that are compatible with their self-assessment information.
3. Locate and utilize resources and experiences to explore academic majors, graduate school options, and career paths.
4. Develop and implement a plan of action that will help them choose major/career alternatives through integration of self-assessment, experience, and researched major/career information.
5. Identify the skills and experiences that will contribute to their professional success.
6. Explain the connections between their personal qualities (values, interests, personality, and skills) and their professional goals.
7. Find a sense of purpose in pursuing their degrees.

## Critical Inquiry

### Student Learning Outcomes for UCOL-U 112 Critical Inquiry (1 cr.)

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.

## First-Year Seminars

### Student Learning Outcomes for UCOL-U 110 First-Year Seminar (1–2 cr.)

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

1. Feel a sense of belonging to the IUPUI community by:
  - Connecting with peers and instructional team members.
  - Identifying individuals who can provide a personal support network.
  - Identifying campus programs and resources related to academic, professional, and social development.

### 2. Transition to IUPUI by:

- Identifying strategies to increase self-awareness and personal responsibility.
- Exploring and developing academic success skills such as information literacy and critical thinking.
- Recognizing differences in the human experience and the ways those differences enrich the academic learning community.

### 3. Plan strategies by:

- Practicing academic and personal time management techniques.
- Exploring and planning for majors, minors, and careers.
- Identifying areas of co-curricular involvement and engaged learning that enrich academic pursuits and goals.

## Undergraduate

### Student Learning Outcomes for University College Courses

#### 100-Level Courses

First-Year Seminar (UCOL-U 110)

Critical Inquiry (UCOL-U 112)

#### 200-Level Courses

Mentor Development Courses (UCOL-U 200, 201, 202, 203, 204)

Career Connections (UCOL-U 210)

## Mentor Development Courses

### Student Learning Outcomes for UCOL-U 200 Foundations for Student Leaders (1 cr.)

Students who complete a University College Foundations for Student Leaders course should:

1. Describe their leadership development process and goals for the future.
2. Apply leadership skills in leadership experiences.
3. Identify factors and behaviors that influence group development.
4. Demonstrate effective communication skills for working in groups.
5. Apply experiential learning skills to practical and everyday references.

### Student Learning Outcomes for UCOL-U

#### 201 Introduction to Mentoring Techniques (1 cr.)

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.

### **Student Learning Outcomes for UCOL-U 202 Mentoring: Appreciative Mentoring for Student Learning (1 cr.)**

Students who complete a University College Mentoring: Appreciative Mentoring for Student Learning 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.

### **Student Learning Outcomes for UCOL-U 203 Mentoring: Leadership and Transition (1 cr.)**

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

1. Increase self-awareness through the exploration and personal introspection of their skills, competencies, and personal leadership philosophy.
2. Apply critical thinking to compare and to contrast leadership theories and practices.
3. Identify relational leadership principles and apply them when leading a group.
4. Articulate values, qualities, and skills important to leadership positions.
5. Develop practical professional skills for leading and managing groups.
6. Construct a leadership action plan for their use of theory learned to enhance their work as leaders and mentors.

### **Student Learning Outcomes for UCOL-U 204 Mentoring: Capstone Experience (1 cr.)**

Students who complete a University College Mentoring: Capstone Experience 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 (digital story).

## **Courses**

**UCOL-U 110 First-Year Seminar (1-2 cr.)** This course addresses 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, 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. Seminars are structured around the fundamental and powerful concepts of belonging, transitioning, and planning that represent the conditions necessary for student success in college and beyond. 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 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: Appreciative Mentoring for Student 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: Capstone Experience (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 the first semester of their freshman year with over 12 credit hours but with less than 60 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 based on self-knowledge and targeted information gathering. Students will be researching and making connections with people, activities, and resources that will facilitate a more informed and realistic approach to major/career decision-making.

**UCOL-U 200 Foundations for Student Leaders (1 cr.)**

This course introduces students to the knowledge, attitudes, and inner resources needed to be an effective leader. Participants will be involved with activities that require various degrees of teamwork, fun, trust, cooperation, and communication. Also, analogies will be made to real orientation, first-year seminars, and life situations to demonstrate connections between learning and practice. Students will utilize their firsthand experiences to obtain the techniques needed to improve their leadership skills.

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