

University College

Welcome to University College!

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 IU Indianapolis are granted admission to University College (either full or dual admission with a degree-granting school). Students remain in University College until they declare 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, 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 IU Indianapolis Faculty Council approved the formation of [University College](#) in spring 1997. The founding faculty (representing all degree-granting schools at the time) and the dean were appointed soon thereafter, with the first students entering the college in summer 1998.

Overview

[University College](#) is the academic unit at IU Indianapolis that provides a common gateway to the academic programs available to entering students. University College works with students through their time at IU Indianapolis to guide them in the development of meaningful pathways to student success. University College helps students explore and answer the questions: Who am I? Where am I going? How will I get there? 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 in a University College course, 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 senior executive director of Campus Career and Advising Services in University College to discuss options for resolution of the problem.
2. If the problem is not resolved in the meeting with the senior executive director of Campus Career and Advising Services in University College, the student may submit a letter to the executive associate dean of University College within seven calendar days of the meeting with the senior executive director of Campus Career and Advising Services (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 executive associate dean of University College. This committee is comprised of three faculty members of the University College Academic Policies and Procedures Committee, the executive associate dean of University College, and two student representatives from the University College Student Council. The executive associate dean 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 Review and Dismissal

A student is considered in good academic standing with the university when maintaining a cumulative GPA of 2.0 (C average) or higher.

Academic Review

1. Students whose cumulative GPA falls below a 0 will be placed on academic review.
2. Students may be continued on academic review when the semester GPA is at least a 0, but the cumulative GPA is below a 2.0.
3. Students will be removed from academic review status once the cumulative GPA is at least 0.

Academic Dismissal

1. Students on academic review at IU Indianapolis will be dismissed if they fail to attain a semester GPA of at least 2.0 in any two consecutive semesters (fall and spring), and the cumulative GPA is below 2.0.
2. Students who are dismissed for the first time cannot enroll until one regular (fall or spring) semester has elapsed since dismissal and must petition by the established deadlines to be reinstated.
3. Students dismissed two or more times must remain out of school for the next two consecutive regular (fall and spring) semesters and petition by the established deadlines to be reinstated.

First-Semester Student Dismissal

1. A first-semester student who has attempted a minimum of 12 IU Indianapolis credit hours will be dismissed if the student fails to attain a GPA of at least 1.0.
2. Students who are dismissed for the first time must sit out until one regular (fall or spring) semester has elapsed since dismissal and must petition by the established deadlines to be reinstated.

Reinstatement

1. Reinstatement will be the decision of the academic unit to which the student is petitioning.
2. Students who are reinstated will be classified as under academic review until the cumulative GPA is at least 2.0. During the first regularly enrolled term in academic review status, the student must achieve a semester GPA determined by the academic unit. In each subsequent semester under review, the student must achieve a semester GPA of at least 0. Failure to meet the semester GPA requirement while under review will result in dismissal.

Notice of Placement of Students in Academic Review or Dismissal Standing

1. The Office of the Registrar will centrally identify students who qualify for campus academic review and dismissal once grades are official for each semester.
2. The Office of the Registrar will provide schools/units with a list of students who qualify for academic review and dismissal once grades are official for each semester.
3. Schools/units shall provide notification of academic review or dismissal standing by email by one week before the beginning of classes of the following semester.
4. When a unit has established higher standards for academic review and dismissal, that unit is responsible for completing the additional review.

Academic Probation

First-Year Students

1. Students will be placed on [academic probation](#) at the end of their first semester of attendance if their GPA is between 1.0 and 1.99. Students will be informed of their probationary status by email notifications.
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 GPA is between 1.0 and 1.99.
5. Students will be removed from probationary status once their cumulative GPA is 2.0 or above.

All Other Students

1. All other students whose cumulative GPA falls below 2.0 will be placed on [academic probation](#). Students will be informed of their probationary status by email notifications.
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 GPA is below 2.0.
5. Students will be removed from probationary status once their cumulative GPA is 2.0 or above.

Academic Reinstatement

Students who have been dismissed from any campus of Indiana University are not eligible to enroll in any courses through IU Indianapolis University College until they have been reinstated. By completing the online reinstatement petition, students are requesting reinstatement to IU Indianapolis University College.

1. [Reinstatement](#)* for University College students will be the decision of University College.
2. Students' chances for reinstatement will be enhanced by carefully following all directions in the petition for reinstatement. This includes submitting a detailed essay that addresses previous academic challenges; what they would do differently to enhance their academic strengths; plans for using academic resources; and if they have attended another institution after their previous dismissal, evidence (such as an unofficial transcript) of their ability to complete successful academic work upon their reinstatement to IU Indianapolis.
3. Students who are reinstated will be classified as probationary students until their cumulative GPA is 2.0 or above. During the first regularly enrolled semester on probation, students must achieve a semester GPA of at least a 2.0. 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. Students who wish to petition for reinstatement must email reinstat@iupui.edu to request an appointment with the director of academic success. Before the appointment, students must submit a detailed plan in writing about their plans to achieve academic success should they be allowed to return. If the director approves the plans, students will then be required to submit a formal petition for reinstatement by the deadline for the semester in which they plan to attend.

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

Dean's List

The Dean's List includes students who have completed at least 12 credits that term with a semester GPA of at least 3.50. In the specific case of the final semester before a student graduates, naming to the Dean's List can be made for fewer than 12 completed credits.

Pass (P) and Satisfactory (S) grades, while not used in GPA calculation, are considered passing grades and count toward the 12 credit minimum. Incomplete (I) and Deferred (R) grades, while not used in the GPA calculation, are not considered passing grades and are, therefore, not counted toward the 12 credit minimum requirement.

Students who have chosen to restrict the release of public directory information will not be included on the published Dean's List. Individual units/schools may establish additional lists to acknowledge academic performance with lower or higher GPA standards as notification should be made soon after the Division of Undergraduate Education publishes the campuswide list.

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 IU Indianapolis. Beginning students entering IU Indianapolis 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.

Fresh Start

The purpose of the [Fresh Start](#) policy is to establish an effective way to encourage capable, mature students to return to IU Indianapolis after a significant hiatus to

complete their baccalaureate degree when they have achieved poorly during an earlier attempt at higher education within Indiana University. The spirit of the policy is to provide a fresh start for Indiana University students in the same way accorded to students who transfer into IU Indianapolis from other universities. Prior work may count toward degree requirements, but is not included in the calculation of the cumulative program GPA.

1. The IU Indianapolis Fresh Start through Academic Renewal policy applies to former IU students pursuing a first baccalaureate degree who have not been enrolled in any IU campus for 36 or more consecutive months (three years). This policy first became available to students returning to IU Indianapolis in the fall of 1996.
2. All IU Indianapolis undergraduate, degree-seeking students who meet the criteria, regardless of the unit of enrollment, are eligible to apply for Fresh Start.
3. Students must apply to use this policy by the last day of classes in their second term of enrollment after the 36+ month hiatus.
4. Under the policy, all grades, credits, and courses remain on the transcript, but an adjustment is applied to the academic record to remove the GPA points/values from the cumulative program GPA for all prior coursework. Credit for any prior IU coursework completed with grades of C or better will continue to count toward degree and/or program requirements. The school may establish guidelines that define a GPA threshold above which a student may not petition for Fresh Start.
5. If the application is approved, the student starts their post-Fresh Start academic record with a cumulative program GPA of 0.00 after which all the rules of academic probation and dismissal for the school will apply. After approval, the student must complete a minimum of 30 credit hours on the IU Indianapolis campus after his/her return in order to meet the graduation residency requirement.
6. Students must make application through their current school of enrollment. Once the unit confirms the student meets the eligibility criteria, the application is forwarded to the associate vice chancellor for undergraduate education for approval. Stipulations or conditions for continued enrollment of the student may be applied.
7. Fresh Start may be invoked only once. The policy is not available to a student pursuing a degree after a first baccalaureate degree, regardless of the level of the second degree or where the first degree was awarded.
8. Invocation of the Fresh Start option does not preclude a student from using other available course-specific grade replacement options for work taken subsequent to re-enrollment.
9. Fresh Start is only available for courses taken at Indiana University. Schools retain the right to consider records of performance from other universities in determining admission to the school, granting of honors, or other matters.
10. There may be students who had transferred to IU Indianapolis from a Purdue campus into a Purdue mission program where transfer credit applied to the record retained GPA value. In order to allow these returning students the opportunity to reset with a

0.00 cumulative program GPA, these courses, while not IU courses, are eligible for the application of the Fresh Start policy.

11. Grades awarded based on a violation of the IU Code of Student Rights, Responsibility, and Conduct will not be removed from the cumulative program GPA by application of Fresh Start.
12. The policy will apply to all terms of IU enrollment, regardless of the campus on which the courses were completed, for the purposes of determining IU Indianapolis degree progress and completion.
13. Students receiving Fresh Start at IU Indianapolis who subsequently become degree-seeking students on another IU campus are subject to the policies in effect for the IU campus from which they receive their degree. Students receiving a similar academic forgiveness or academic renewal application on another IU campus are not eligible for IU Indianapolis Fresh Start.

Grade Replacement

University College follows the campus policy on grade replacement.

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.

Incomplete Process

University College follows the campus policy on the process for Incompletes.

Post Automatic Withdrawal

University College follows the campus policy on post automatic withdrawals.

Transition to Degree-Granting Schools

University College students who started at IU Indianapolis as beginning freshmen and then reached 60 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 IU Indianapolis 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 IU Indianapolis the previous semester.

Returning students: defined as students who return to enroll at IU Indianapolis 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 a 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 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 IU Indianapolis if their cumulative 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 IU Indianapolis 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 2.0 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 IU Indianapolis 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 IU Indianapolis by:

- Identifying strategies to increase self-awareness and personal responsibility.
- Exploring and developing success strategies such as effective study skills, critical thinking, and reflection.
- 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 the leadership development process.
2. Apply leadership skills to a variety of leadership experiences.
3. Identify personal factors and behaviors that influence group and individual development.
4. Demonstrate effective communication skills for working in groups.
5. Recall the university's structure, vision, mission, and goals as they relate to various academic services.

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 IU Indianapolis.
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. Demonstrate the collaborative learning process and understand the importance it has in the mentoring role and to others.
2. Understand that all mentoring has an impact on academic success.
3. Apply the appreciative mentoring model to support student growth and development.
4. Differentiate and adapt the stages of group and individual mentoring techniques and strategies to one's role.
5. Evaluate that students' outcomes are aligned to the desired goals as a result of their mentoring relationship.

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 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. Build 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 course, an integrative course linked to one or more discipline-based courses to form a learning community, and a hybrid course with both synchronous online and in-person components as well as structured out-of-class activities. First-year seminars are designed to assist entering students as they form connections with the IU Indianapolis community, including other students, faculty, and advisors. 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 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.

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 provides a foundation of the history, nature, and skills associated with mentoring. Learning objectives are accomplished through readings, discussions, and activities. Mentors are 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.)

This course is designed to help mentors learn more about mentoring using a collaborative process that applies to both group and one-on-one mentoring. This course will expand the mentor's knowledge and skills by developing a deeper understanding of how students learn, collaborative learning techniques, and how to utilize collaborative learning to meet learning objectives in mentoring. Readings, discussions, and activities will be assigned 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 experienced 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 and/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 help students increase their understanding of majors, careers, and how to make their next career steps. 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 are uncertain if their current major is the best fit for them. This 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 research and make connections with people, activities, and resources to facilitate a more informed and 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.