IUPUI
UNIVERSITY COLLEGE

University College
815 W. Michigan Street
Indianapolis, IN 46202
(317) 274-2237
uc.iupui.edu

Contents

University College

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.

University College provides advising and support services for beginning undergraduate students. University College's staff and faculty assist students who have not yet decided on a major, who are still learning what a college education entails, or who have not yet been admitted to the school of their choice. Students will be transferred as soon as possible to one of the degree-granting schools or divisions of the university.

The mission of University College is to:
- Promote student learning;
- Focus on individual student success;
- Establish its own traditions and recognition of accomplishments;
- Provide a quality first-year experience;
- Develop strong connections with the degree-granting units;
- Promote faculty and staff development;
- Create a community that values diversity;
- Implement collaborative governance built on individual responsibility; and
- Promote intentional reflection and assessment.

Partnership for Academic Excellence

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 will provide 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.

University College's role 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; and
- Meet requirements for entry into a degree-granting school.

University College carries out this role in partnership with the schools and other units by providing:
- Academic advising
- Bepko Learning Center
- Career and employment services
- College Readiness Initiatives
- Community service projects
- Critical Inquiry
- Honors Program
- Learning Communities
- Mathematics Assistance Center (in collaboration with the Department of Mathematical Sciences)
- Mentoring
- New Student Orientation
- Scholar support programs
- Structured Learning Assistance
- Student activities
- Student Support Services
- Summer Academy Bridge Program
- Supplemental Instruction
- Technology support
- Themed Learning Communities

The students' role in this partnership is to:
- Get to know their professors by visiting faculty offices and asking questions; take advantage of the professors' love of teaching and their intellectual excitement for their subject area;
- Stay in contact with their academic advisors; feel welcome to discuss any factors that may affect their work and success at IUPUI;
- 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; and
- 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. Each student understands and agrees to the roles and responsibilities stated. This is a partnership to help students achieve their academic goals.

University College General Information

General Information ....(317) 274-2237
Fax...(317) 274-4016
Academic and Career Planning ....(317) 274-4856
Bepko Learning Center ....(317) 274-4818
Student Activity Center Information ....(317) 278-2533
Questions Answered by E-Mail ......advising@iupui.edu
Web Site..uc.iupui.edu

Academic and Career Planning

The advisors in University College help students choose an appropriate major, develop a plan for completing the requirements for transferring to a school as quickly as possible, and identify university resources students can use to improve their academic standing. All students are required to meet with an advisor during their first semester at IUPUI. Most students find it helpful to meet with an 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 major areas of study. Students can call the school they are interested in for information about dates and locations of these sessions.

Choosing a Major and Career

Career counselors in the Office of Academic and Career Development are available to assist you with the self-exploration that leads to the decision of a major or career. Assessment tools, individual career counseling, and workshops are provided to help students explore their interests, skills, and abilities and how those relate to fields of study and career options. Other services include assistance with resume writing and interviewing skills. For more information, call (317) 274-4856.

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 at http://uc.iupui.edu (click on "Academic Planning" under "Quicklinks").

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.

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. Indicated to an academic advisor their choice of a major area of study

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.

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 an academic advisor, attend classes, and participate in an appropriate academic support program, such as Structured Learning Assistance or Critical Inquiry.

Fifty-Six Hour Policy

Students with a GPA above 2.0 at 56 hours may remain in University College for a maximum of two semesters or 24 credit hours as long as the semester

GPA is 2.0 or above. If a student earns a cumulative GPA below 2.0 in any semester, the student is dismissed and may not return to University College. The student may petition General Studies or the proposed major for reinstatement, but the school or unit is not required to accept the student.

Students with a GPA of 2.0 or above for the previous year but a cumulative GPA below 2.0 may continue for a maximum of two semesters or 24 credit hours, with the second semester subject to petition and review as outlined above. If the GPA during the previous year is below a 2.0, the student is dismissed and may petition General Studies or the proposed major for reinstatement.

Students who are admitted to University College with 46 or more hours, or who have been in University College for less than one year when they reach 56 hours, may remain in University College for a maximum of two semesters or 24 credit hours. If the student earns a semester GPA below 2.0 for two consecutive semesters, the student will be dismissed and may petition General Studies or the proposed major for reinstatement, but the school or unit is not required to accept the student.

Career and Employment Services

The Office of Career and Employment Services provides students access to experiential learning opportunities, including job shadowing, mentoring, student employment, externships, internships, and several campuswide career fairs each year, all of which assist students in exploring careers, applying their knowledge, and preparing for their first professional position. On-campus employment opportunities allow students to gain valuable job skills while remaining on campus to work. For more information, call (317) 274-0857.

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 Joseph T. Taylor Hall (UC 2006). For 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. The Bepko Learning Center provides help to students through the following components:

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. Also, 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 learn 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). This academic 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.

Resource Desk

Resource mentors serve as empathetic listeners to student concerns and as 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 students with 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.

Laptop Program

University College has a Laptop Program for undergraduate students. Laptops equipped with the latest software are loaned to students for use on the second floor of Joseph T. Taylor Hall when students need to complete reports, papers, graphic presentations, and e-mail correspondence. Students can pick up laptops at the Bepko Learning Center (UC 2006).

College Readiness Initiatives

The College Readiness Initiatives unit is comprised of five college readiness programs. College readiness 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 IUPUI college readiness programs strive to develop and implement strategies to increase students' academic success.

The College Preparatory Initiative (CPI) provides inspiration, information, preparation, and support necessary to attain postsecondary academic success to local middle school students and parents. CPI site coordinators work with local schools to develop academic mentoring programs in which IUPUI college students mentor sixth-, seventh-, and eighth-grade students.

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 while engaging all sectors of the community in meaningful conversations and services that will make postsecondary education desirable, accessible, and affordable. Enrolled students are provided eight semesters of college tuition at resident rates.

The Upward Bound Program allows potential low-income or first-generation college students to participate in academic year seminars, residential summer programs, and summer college courses during the bridge prior to their first year of college. The program also provides tutoring at students' high schools, college visits, college enrollment services, and much more.

The Educational Success Program provides support and assistance to foster youth to help them access and succeed in college. Foster youth between the ages of 14–24 are eligible to enroll in the program. Foster youth are supported through a series of workshops and individualized sessions. The program also offers training and workshops for foster parents, biological parents, legal guardians, foster youth providers, educational support services personnel, and others to help them in their efforts to become educational leaders to foster youth.

The Special Programs for Academic Nurturing assist high school students in taking college courses. This allows the students to get an early start on their college education or take courses not offered at their high schools. High-achieving high school students enroll in regular sections of college courses. These students are often the highest-achieving students in the courses.

Learning Communities

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 7 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 in each learning community 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 use the computer systems on the IUPUI campus and to communicate through e-mail.

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.

Themed Learning Communities

Themed learning communities (TLCs) are a group of 3–5 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.

Mathematics Assistance Center

The Mathematics Assistance Center (MAC) is a service of the Department of Mathematical Sciences and University College. MAC is located in Joseph T. Taylor Hall (UC 102) and offers the following services to any mathematics student: tutoring, peer mentoring, assistance with homework and software projects, and structured activities and programs. For more information about MAC, please call (317) 274-7898.

New Student Orientation

The New Student Orientation Program prepares new and transfer students for a successful transition to the IUPUI campus. University College collaborates with the schools to provide an introduction to IUPUI's exciting programs, resources, and services. During the orientation sessions, students take a campus tour, meet with an academic advisor, 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

The IUPUI Nina Scholars Program is committed to providing academic support and resources to students who traditionally have had difficulty gaining access to higher education. This program provides a unique opportunity where students from underserved backgrounds can obtain the resources and support needed in order to successfully complete their college education. This program covers full tuition, fees, and books, and includes an annual living allowance and laptop computer. A cohort of 10 students is selected each year as scholarship recipients. For more information, contact the director at (317) 278-7878 or nina@iupui.edu.

The Twenty-first Century Scholars Success Program is committed to helping scholars persevere 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. 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.

Summer Academy Bridge Program

This 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.

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, College Readiness Initiatives, Campus and Community Life, the Campus Center, the Bepko Learning Center, and Career and Employment Services.

UCTS provides the following services:

- Sets up accounts 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
- Creates and maintains the student organization database
- Creates and maintains the student organization Web portal
- Supports the Multimedia Presentation Center
- Creates and maintains audiovisual technology for student organizations and campus events
- Provides classroom technology resources in the University College building

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/director of advising 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/director of advising 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/director of advising (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 composed 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

Students are eligible for the Dean's List when they are enrolled in six or more credit hours per semester and they earn a GPA of 3.0 or higher. 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.

Academic Probation, Dismissal, and Reinstatement Policy

Academic Probation

First-Year Undergraduate Students:
First-year undergraduate students are 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. 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.

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.

Academic Dismissal

First-Year Undergraduate Students:
First-year undergraduate students are 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. 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.

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 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 or spring) semesters and petition by the established deadlines to be eligible for reinstatement.

Academic Reinstatement

Reinstatement will be the decision of the school to which students are petitioning. Students' chances of readmission will be enhanced by taking workshops, removing grades of incomplete, undertaking assessment of their academic problems, and providing evidence of their ability to complete successful academic work upon their reinstatement to IUPUI. Students who are reinstated will be classified as probationary students until their cumulative IU GPA is 2.0 or above. During the first regularly enrolled semester on probation, the student must achieve a semester GPA of at least a 2.3. In each subsequent semester on probation, the student must achieve a semester GPA of 2.0. Failure to meet the semester GPA requirement will result in dismissal. Students who are reinstated must register before the first day of classes of the term for which they are reinstated. If a student does not register, registration will be blocked on the first day of classes. In addition, a note will be placed in the student's file indicating that the student failed to meet the registration deadline. Readmission after a second dismissal is extremely rare.

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 Bloomington, 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.

Undergraduate Courses

U110 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.

U112 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.

U201 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.

U202 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.

U203 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.

U204 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.

U210 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.

Faculty

University College provides a forum for general education through the teaching, advising, and curriculum-development activities of the faculty appointed to the university. The faculty represents a unique governing body that comes together across disciplinary lines for the purpose of enhancing students' learning experiences.

University College Senior Faculty

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

Bahamonde, Rafael, *Professor of Physical Education, School of Physical Education; Director of Diversity Scholars Research Program; Fellow of the American College of Sport Medicine; Research Associate, National Institute for Fitness and Sport; B.A., Depauw University, 1980; M.S., Indiana State University, 1981; Ph.D., Indiana University, 1994.*

Blackwell, Jacqueline, *Past President 2005–2006, Association for Childhood Education International (ACEI); Faculty Associate for Academic Affairs (Recruitment); Associate Professor, Early Childhood/Elementary Education, School of Education; B.A., 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, *Chair and Professor 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.*

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

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.*

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

Gavrin, Andrew, *Associate Professor of Physics and Associate Dean, 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.*

Gleeson, Michael, *Associate Professor of Public and Environmental Affairs, School of Public and Environmental Affairs; B.A., University of Minnesota, 1967; M.P.A., Syracuse University, 1969; Ph.D., 1973.*

Goodwin, Clifford, *Associate Professor of Supervision and Chair of the Department of Organizational Leadership and Supervision, School of Engineering and Technology; B.S., Purdue University, 1970; M.S., Ball State University, 1979.*

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.*

Hamilton, Sharon, *Associate Vice Chancellor for Academic Affairs; Chancellor's Professor and Professor of English; Associate Dean of the Faculties; Carnegie Scholar; B.A., University of Winnipeg (Canada), 1969; B.Ed., University of Manitoba (Canada), 1978; M.Ed., 1982; Ph.D., University of London (England), 1986.*

Harrington, Susanmarie, *Professor and Director of Writing Program, Department of English, School of Liberal Arts; A.B., Dartmouth College, 1984; A.M., University of Michigan, 1987; Ph.D., 1990.*

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

Jeffries, Pam, *Assistant Professor, Department of Adult Health, School of Nursing; B.S.N., Ball State University, 1976; M.S.N., Indiana University, 1982; D.N.S., 1997.*

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 African American and African Diaspora 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; Associate Executive Vice President, Indiana University; 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, 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; 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, *Professor of French and Women's Studies, Adjunct Professor of African American 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.*

Osgood, Robert, *Associate Professor of Educational Foundations, School of Education; B.A., University of Oregon, 1976; M.Ed., University of Vermont, 1982; Ph.D., Claremont Graduate University, 1989.*

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., 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, 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; B.S.W., University of Buenos Aires (Argentina), 1967; M.S.W., Tehran School of Social Work (Iran), 1974; D.S.W., University of Illinois, 1981.*

Stokes, Lillian, *Associate Professor of Nursing and Director of Diversity and Enrichment, School of Nursing; B.S., North Carolina Central University, 1966; M.S., Indiana University, 1969; Ph.D., 1998.*

Sutton, Susan B., *Professor of Anthropology, School of Liberal Arts, Graduate School; Adjunct Associate Professor of Women's Studies, School of Liberal Arts; A.B., Bryn Mawr College, 1969; M.A., University of North Carolina, 1973; Ph.D., 1978.*

Vermette, Rosalie A., *Professor and Coordinator of French and Adjunct Professor of Women's Studies, School of Liberal Arts; B.A., University of Maine, 1968; M.A., University of Iowa, 1970; Ph.D., 1975.*

Ward, Richard E., *Professor and Chair of Anthropology, School of Liberal Arts; Professor of Oral Facial Genetics, School of Dentistry; B.A., University of Northern Colorado, 1972; M.A., University of Colorado, 1976; Ph.D., 1980.*

Watt, Jeffrey X., *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.*

Williamson, David M., *Director of Freshman Technology and Associate Professor of Computer and Information Technology, Purdue University School of Engineering and Technology; A.A.S., Indiana University–Purdue University, 1981; B.S., Purdue University, 1966; Ed.M., University of Illinois, 1974; Ed.D., Indiana University, 2005.*

Wokeck, Marianne S., *Professor of History, School of Liberal Arts; Staatsexamen, Hamburg University (Germany), 1973; Ph.D., Temple University, 1982.*

Zwirn, Enid Errante, *Associate Professor of Nursing, School of Nursing; Associate Professor of Public Health, School of Medicine; B.S., New York University, 1967; M.P.H., University of Michigan, 1971; P.N.A., Indiana University, 1972; Ph.D., 1996.*

University College Adjunct Faculty

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

Appleby, Drew, *Director of Undergraduate Studies, Department of Psychology, School of Science; B.A., Simpson College, 1969; Ph.D., Iowa State, 1972.*

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

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

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

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

DeMeester, Deborah, *Clinical Assistant Professor and Undergraduate Curriculum Coordinator, Department of Adult Health, School of Nursing; B.S.N., Indiana University, 1979; M.S.N., 1990.*

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

Ehrmann, Lisa, *Lecturer, Department of Psychology, School of Science; B.A., Indiana University, 1972; M.S., Indiana University–Purdue University Indianapolis, 1975; Ph.D., 2000.*

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

Hansen, Michele, *Director of Assessment, University College; B.A., Michigan State University, 1993; M.A., Loyola University Chicago, 1998; Ph.D., 2001.*

Hatcher, Julie, *Associate Director, Center for Service and Learning; B.S., Indiana University, 1975; M.S., 1988.*

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

Khaja, Khadija, *Assistant Professor, School of Social Work; B.A., York University Glendon College (Canada); B.S.W., York University Atkinson College (Canada); M.S.W., Wilfrid Laurier University (Canada); Ph.D., University of Utah.*

Kissel, Francia, *Lecturer and Learning Communities Coordinator, Department of English, School of Liberal Arts; B.A., Butler University, 1973; M.A., 2001.*

Lambert, Jane, *Executive Director of Academic Programs, Kelley School of Business; B.S., Ferris State University, 1975; M.S.B.A., Indiana University, 1985.*

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

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

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

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

Ross, Frank E., *Assistant Vice Chancellor for Student Life and Learning; B.S., Ball State University, 1995; M.A.E., Western Kentucky University, 1997; M.A., Ball State University, 2000; Ph.D., Indiana University, 2005.*

Sauer, Mary, *Senior Lecturer in English and Associate Director of Writing, School of Liberal Arts; B.A., Augustana College, 1968; M.A.L.S., Valparaiso University, 1969.*

Smith, Joshua S., *Assistant Professor of Educational Psychology and Associate Director of the Center for Urban and Multicultural Education, School of Education; B.A., University at Albany, State University of New York, 1994; M.S., 1997; Ph.D., 2002.*

Thedwall, Kate, *Senior Lecturer, Department of Communication Studies, School of Liberal Arts; Gateway Faculty Fellow, University College; B.S., Mansfield University, 1974; M.A., University of Scranton, 1989.*

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

Vice, Christopher A., *Assistant Professor and Chairperson, Department of Visual Communication, Herron School of Art and Design; B.S., North Carolina State University, 1989; M.F.A., California Institute of the Arts, 1992.*

Wilson, Kathryn, *Associate Professor of Biology, School of Science; Executive Director of the IUPUI Center for Research and Learning; Director of the Undergraduate Research Opportunities Program; Director of the IUPUI Ronald E. McNair Scholars Program; B.A., University of Wisconsin–Madison, 1971; M.S., Ph.D., Indiana University, 1976.*

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

University College Lecturers

Branam, Kelly M., *Visiting Lecturer, Department of Anthropology, School of Liberal Arts and University College; B.A., Wittenberg University, 1999; M.A., Indiana University, 2004; Ph.D. Candidate, Indiana University, 2004.*

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

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

Meshulam, Susan, *Lecturer in Mathematics, School of Science; B.S., Indiana University–Purdue University Indianapolis, 1980; M.S., Indiana University, 1983.*

Miller, Leslie, *Lecturer, Writing Program, Department of English, School of Liberal Arts; Academic Coordinator for Critical Inquiry, University College; B.A., Southwest Texas State University, 1977; M.A., Indiana University–Purdue University Indianapolis, 2004.*

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

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

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

University College Administration

Baker, Sarah S., *Interim 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,* Metropolitan Universities *Journal.*

Buyarski, Catherine, *Assistant Dean, Advising, 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.*

Mullen, E. Theodore, *Director of the Honors Program and Associate Dean, University College; Professor of Religious Studies, School of Liberal Arts.*

Seabrook, Philip, *Assistant Dean, College Readiness Initiatives, University College.*

Williams, Gayle A., *Assistant Dean, Academic Affairs, University College.*