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<td>January 4, Monday</td>
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<td>Spring Classes Begin</td>
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<td>January 18, Monday</td>
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<td>Martin Luther King Jr. Day, University Closed (No day or evening classes)</td>
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<td>April 25-29, Monday-Friday</td>
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<td>Study Week</td>
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<td>April 29, Friday</td>
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<td>Commencement</td>
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**Earning Your Degree**

**Academic Standing—Requirements for Continued Enrollment**

The cumulative grade point average (GPA) is used to indicate the academic standing of students at the end of any semester or summer term and will determine their eligibility for continued enrollment.

The University's academic standing requirements for continued enrollment are listed below. Some programs may have requirements above the minimum University retention standards listed. Students should check with their academic advisors.

1. **Good Standing.** A student must maintain a C (2.0) cumulative grade point average to be considered in good academic standing by the University.

2. **Academic Probation.** If a student’s cumulative grade point average is less than 2.0, the student will be placed on academic probation. Students on academic probation will not be permitted to take more than 13 credit hours. Students on academic probation will be assigned interim grades so they are aware of possible academic difficulties early in the semester. Students who are on academic probation are strongly encouraged to repeat courses in which “F” or “WF” grades were received during the next semester (or the next time the course is offered).

3. **Academic Dismissal.** Students who meet the following criteria will be academically dismissed. Deans of the various colleges, however, have discretion, on a case-by-case basis to allow for exceptions:
   - First-term students who earn a term grade point average of less than 0.85;
   - Freshmen who are on probation and earn a term grade point average of 1.7 or less;
   - Sophomores who are on probation and earn a term grade point average less than 2.0;
   - Juniors and seniors who are on probation and earn a term grade point average less than 2.2.

   Students who have been academically dismissed should expect to stay out of classes for one academic semester (following a first dismissal) and one academic year (following a second dismissal), after which such students should petition their academic dean to return to classes. No student may return to classes after a third academic dismissal.

   It should be pointed out that some programs may have requirements above the minimum University retention standards.

**Grading System**

**Letter Grades for Course Work Completed.**

A new plus/minus grading system was approved by the Faculty Senate effective fall 2009 and is reflected in the table below. Courses taken before fall 2009 will retain their old grade point values; courses taken in fall 2009 and beyond will follow the New Points column. Official transcripts will also reflect this change beginning with the fall semester of 2009. Letter grades indicating the quality of course work completed and for which the credit hours earned can be applied toward graduation requirements generally can be interpreted as follows:

<table>
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<tr>
<th>Grades</th>
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<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
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<td>C-</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
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The letter grades assigned for unsatisfactory course work are “F” for failure, and “U” (unsatisfactory) for specially approved courses. Grades of “DP” (passing at time of drop) and “DF” (failing at time of drop) will be assigned to courses dropped after the fourteenth calendar day of the semester through the last day to drop for the semester. Grades of “W” will be assigned to officially withdrawn courses after the last day to drop for the semester. “DP”, “DF”, and “W” grades will not be calculated in the student’s grade point average.
The Grade Point Average (GPA).

The grade point average is a numerical value which is obtained by dividing the number of grade points earned by the number of hours attempted. This average, often called the index, is computed at the end of each semester or term, and on a cumulative basis. No points are recorded for an “F”, although the hours attempted are included in the computation.

Suppose that the student has earned the following grades:

- 3 hours of A (equal 12 points)
- 3 hours of B (equal 9 points)
- 3 hours of C (equal 6 points)
- 2 hours of D (equal 2 points)
- 2 hours of F (equal 0 points)

The semester average, then, would be 2.23, which is the quotient obtained by dividing 29 (the number of points) by 13 (the number of hours attempted).

An average (cumulative) grade point of 2.0 or above is required for graduation. (Some academic units require a higher cumulative grade point average; students should consult the appropriate section of the Catalog and talk with their academic advisors.)

The Incomplete.

An incomplete grade (IN) may be given only at the end of a semester or term to those students whose work is passing but who have left unfinished a small amount of work – for instance, a final examination, a paper, or a term project which may be completed without further class attendance.

When a grade of incomplete (IN) is assigned, the professor will specify, via Web grading, the work necessary to complete the course and receive a grade, the deadline date for completion, and the grade to be assigned if the work is not completed by the specified date. The date for completion will normally be within four weeks of the beginning of the next semester, but will not be longer than one calendar year. The sole exception is for graduate research courses, which will have no maximum deadline.

In the event that the instructor from whom students receive an IN is not on campus, the disposition of students’ eventual grade resides with the appropriate department chairperson.

Students may not graduate with an incomplete on their record when the incomplete was assigned for any semester or term after spring 2007.

Course Repeat Policy.

Students may choose to repeat any course for grade improvement. Courses that can be repeated for credit are not included in the policy. Only the highest grade received for the course, taken at Indiana State University, will be included in the computation of the cumulative GPA. The initial grade(s) and the repeat grade(s) will appear on the student’s record. Only courses taken at Indiana State University are eligible for course repeat. An exception can be granted by the Dean of the relevant college on a case-by-case basis.

Grade Appeal

Basis for Appeal.

A student may appeal a grade granted by any instructor of any course. The student may appeal the grade based on one or more of the following:

1. An error in the calculation of the grade.
2. The assignment of a grade to a particular student by application of more exacting or demanding standards than were applied to other students in the same section of the same course, in the same semester, with the same instructor.
3. The assignment of a grade to a particular student on some basis other than performance in the course.
4. The assignment of a grade by a substantial departure from the instructor’s previously announced standards for that section of that course.
5. The assignment of a grade by a substantial departure from the written departmentally approved standards for a course.

Informal Appeal.

All students must follow the informal appeals process for questioning grades prior to engaging the formal appeal. In so doing, they are to, where possible, seek out the instructor for a face-to-face conversation. The instructor is encouraged to listen to the entirety of the student’s case and then to consider whether the current grade is appropriate. Should no resolution occur, the student is required to contact the department chairperson. The chairperson is required to meet with the student one-on-one, to seek a conversation with the instructor one-on-one, and then is highly encouraged to meet with the two together. Students must initiate their informal appeal within 30 working days of the posting of the grade. Should no resolution occur, the student may choose to engage the formal appeal process.
Filing a Formal Appeal.

A formal appeal is made in writing to the dean of the college of the instructor, hereafter referred to as “the dean.” When filing an appeal, a student must specify the basis of the appeal and do so within 30 working days of the conclusion of the informal appeal. The student must indicate one of the following:

1. The instructor is unable or unwilling to communicate with the student on the appeal and the informal appeal could not proceed.
2. No resolution resulted from the informal appeal process.

The contents of the appeal should include as much of the relevant physical or electronic record as is possible for the student to collect. If the second basis (differential standards) is asserted, the student should provide a list of the names of other students and specific assignments so that a review of the relevant materials and appropriate comparisons can be made.

Verification of the Appropriateness of the Appeal.

An instructor “cannot respond” if she/he has died or has suffered a debilitating physical or mental condition. For appeals to grades submitted by instructors who have been terminated, resigned, or retired, it is the dean’s responsibility to manage the notification process. In doing so, the dean shall make three separate attempts at contacting the instructor within 30 days with the last attempt being in writing via registered letter to the last known address. If after ten working days of the dean’s receiving of the registered letter receipt, the instructor still refuses to discuss the grade appeal, the dean shall convene the Grade Appeal Committee.

If an instructor has denied the grade appeal after having met with the department chairperson, the dean must review the materials and discuss the matter with the student. The dean may choose to discuss the matter with the instructor, the chairperson, or both. If the dean cannot create a resolution satisfactory to the instructor and student, the dean shall convene the Grade Appeal Committee.
All new first-year students entering Indiana State University will be assigned an academic advisor in University College. After the first year of course work at Indiana State University, students in good academic standing with at least 30 earned credits will work primarily with an advisor in their academic college. Academic Colleges are listed on page 25.

What Is Academic Advising?

Academic advising is an integral part of the educational process. The primary purpose of academic advising is to assist students in the development of meaningful educational plans compatible with the attainment of their life goals.

Effective advising is characterized by a good working relationship between the advisor and the student, which adapts to the experiences and changing needs of the students.

Quality advising also requires understanding, affirming, and respecting the individual differences within the University community. The advisor is expected to develop the knowledge, experience, and interest for successfully communicating with students in a genuine, sincere, accurate, and confidential manner. Students are expected to understand University and program requirements and accept the responsibility for fulfilling them. Together advisors and students are expected to maintain a professional and mutually respectful relationship as they review students’ progress toward the attainment of educational objectives.

Academic advising is an interactive process in which both students and advisors share the responsibility. The advisor serves as a facilitator of communication, as a source of accurate information, as a coordinator of academic planning, as an assistant in helping students to solve academically related problems, and as an agent of referral to other professionals and campus resources.

Academic Advisor Responsibilities

Inherent in the advisement process is the need to help students understand the nature of the University and a university education. Given the above, the advisor must:

1. Have a thorough understanding of:
   a. the Foundational Studies Program
   b. institutional requirements
   c. course sequences and major and minor requirements, and, if appropriate,
   d. teacher education requirements of advisees.
2. Know University and college/school policies and procedures.
3. Be available to students by maintaining adequate office hours and appointment times that are reasonable to accommodate students’ needs.
4. Be sensitive to the unique needs of individual students.
5. Discuss linkages between academic preparation, the world of work, and life goals.
6. Provide students with information about alternatives, limitations, and possible consequences of academic decisions.
7. Monitor student advisees’ progress toward educational/career goals through the maintenance of accurate student records.
8. Refer students to appropriate resources for needed assistance and serve as an ombudsperson (advocate) for advisees.
9. Participate in professional development activities related to academic advisement.
10. Exhibit the professional rapport necessary to maintain congenial relationships with advisees and for maintaining a positive, constructive attitude toward advising in general.

Student Responsibilities

Students must accept the idea of a university education. To have a successful educational experience requires developing a commitment to the advisement process that entails:

1. Being knowledgeable about the academic policies, procedures, and requirements (including graduation requirements) of:
   a. the University
   b. the college or school
   c. students’ program major(s)
   d. students’ program minor(s)
   e. the General Education Program
2. Planning an academic program to meet degree requirements.
3. Maintaining personal copies of a tentative degree plan, progress reports, Foundational Studies evaluations, transfer credit evaluations, and other important University documents.
4. Knowing the name and office location of the academic advisor, and actively participating in the advising and scheduling process by consulting with that person.
5. Taking advantage of the information and advice provided.
6. Seeking and reviewing relevant information for decision-making.
7. Developing social, academic, and career goals, and examining how these goals can affect life.
8. Understanding that students must accept final responsibility for decisions regarding personal goals and educational goals, and for satisfying graduation requirements.

**Student Participation in Program Planning**

Each student enrolled in the University is expected to read carefully and to understand the contents of the Undergraduate Catalog. This includes the awareness of the University’s general policies and regulations for academic achievement necessary for continued enrollment as well as for graduation, in addition to those regulations identified by Student Conduct and Integrity relating to his/her social and campus conduct.

Each student should assume at the earliest moment possible the initiative for preparing the semester schedule of classes. The academic advisor is available to offer suggestions and to verify the accuracy of course choices in meeting curricular patterns, but the primary responsibility for knowing the requirements of the academic program and proceeding to satisfy those requirements in an orderly and sequential manner remains with the student.

Every effort will be made to help students understand University requirements to appropriately progress from freshman year to graduation. However, understanding the curriculum requirements and progressing toward a degree is ultimately the responsibility of the student. It is highly suggested students meet with their academic advisor regularly.
Life in High School

Structure. You go from class to class and are required to be at school for 30 hours per week.

Extracurricular activities. These are in addition to your class work and are fairly limited.

Break a rule? Your parents are notified.

Parents and guardians checking in regularly.

You are told what to do most of the time and have immediate consequences for your actions.

Life in College

Classes are offered all throughout the day. Time spent in class will be between 12-18 hours per week. However, much more time is needed for assignments and studying. Also, you may have a few hours between classes. Make sure to use this time wisely.

Co-curricular activities. To build a solid résumé, you need to get out there and experience something new. There are over 100 student organizations from which to choose.

You’re an adult and the consequences of your actions are on you.

Although you may still have consistent connection to your parents/guardians, they are not there every step of the way. You will be faced with difficult decisions and choices on your own. Think before you act and use campus resources when needed.

You are responsible for your time and actions. Consequences may not be immediate, but can be extremely costly in the end.

Transitions in the First Year

The first year of college is the foundation for the personal, academic, and professional growth and success of engaged student learners. Within a climate of mutual respect, students and teachers participate collaboratively in the cooperative enterprises of inquiry, learning, scholarship and creative achievement, and service.

Goals for Students for the First Year

1. Gain the confidence, competence, and commitment necessary to progress toward degree completion;
2. Develop a foundation for building life-long learning skills, including critical thinking, communication, problem solving, leadership, analytical reasoning, and interpersonal skills;
3. Participate in educational and social opportunities designed to facilitate the transition of new students into the intellectual, cultural, and social milieu of the University community;
4. Realize roles and responsibilities as members of the University community of learners;
5. Develop meaningful connections within the University community to achieve their educational, social, and personal potential;
6. Increase the awareness of values and beliefs;
7. Accept the obligation of educated persons to be participatory citizens;
8. Increase the realization of, appreciation for, and respect for diversity and multicultural perspectives.
Indiana State University is committed to providing a high quality education that will help to develop intellectual abilities while providing the skills and knowledge required or necessary to successfully navigate the complexities of the twenty-first century. The Foundational Studies Program is the cornerstone of this goal. Together your major and the Foundational Studies curriculum will prepare you to be an effective communicator, a critical thinker, and an informed decision maker. The Foundational Studies curriculum also exposes multiple “ways of knowing” (e.g. scientific, social or behavioral, historical, literary, fine and performing arts, etc.) that will help you better understand the world in which you live.

Foundational Studies Frequently Asked Questions

**How much of my degree does Foundational Studies comprise?**
A bachelor’s degree at Indiana State requires a minimum of 120 credit hours. The Foundational Studies Program is comprised of 13 requirements and will make up approximately one-third of your degree. The remainder of your degree consists of courses in your major and minor, as well as electives.

**Could I have met some of the Foundational Studies requirements in high school?**
Yes. Please be sure to let your academic advisor know if you have earned AP credit, dual credit, or have taken four courses in a single or multiple non-native languages, including American Sign Language while in high school.

**Do my ACT or SAT scores help me to meet any requirements or place me into any Foundational Studies courses?**
Yes, your ACT or SAT scores places you into your freshman composition course, may exempt you from the Quantitative Literacy or Mathematics requirement, or place you directly into your Quantitative Literacy course.

**Do I need to take any placement exams?**
Yes, before coming to Indiana State, please take the online Math Placement test (http://www.indstate.edu/testing/).

**Is it too soon to speak to my academic advisor about studying abroad, community engagement, or internship opportunities?**
No. Please do speak to your academic advisor about these opportunities. It is never too soon to start planning.

To plan your first year in foundational studies, please see the worksheet section of the resource guide.

**Foundational Studies Required Course Work**

*Course descriptions are listed on page 11.*

**I. COMPOSITION:**

- Freshman Composition (must fulfill one requirement)
  - A. ENG 101 and 105 (ACT <20; SAT <510)
    - OR
  - B. ENG 107 or ENG 108 (ACT 20 or higher; SAT 510 or higher)
    - OR
  - C. SAT Verbal score of 650 or above (or an ACT Verbal score of 29 or above) and completion of the University Honors curriculum (GH 101 and GH 201)

**II. COMMUNICATION**

- A. COMM 101
III. QUANTITATIVE LITERACY AND MATHEMATICS (must fulfill one requirement)
   A. Quantitative Literacy
      1. Quantitative literacy course (select from FIN 108 or MATH 102)
      OR
      2. SAT Math score of 650 or above (or an ACT Math score of 27 or above) or,
   B. Mathematics
      Math Placement Exam
      In order to correctly place students in mathematics courses at Indiana State University, students are required
to take a mathematics placement exam. The exam can be taken on-line in less than an hour at www.indstate.edu
      testing.
      1. One Mathematics course (select from MATH 115, MATH 241, or MET 215)
      OR
      2. MATH 102 (ACT 22 or higher, SAT 430 or higher, Mathematics Placement score of 7 or better).

IV. NON-NATIVE LANGUAGE (must fulfill one requirement)
   A. Four courses in high school in a single or multiple non-native languages, including American Sign Language, with a
      grade of C or better*
      OR
   B. Two courses at Indiana State in a single or multiple non-native languages, (select from 101 and 101, or 101 and 102)
      OR
   C. Two courses, from an accredited college or university, in a single or multiple non-native languages, including American
      Sign Language
      OR
   D. Completion of English as a Second Language

   *Students who did not take four courses in a single or multiple non-native language(s) earning a C or better may take the
   language placement test to determine the appropriate course. If they take the higher level course and earn a C or better,
   they will have met the requirement.

V. HEALTH AND WELLNESS (must fulfill one requirement)
   A. One course with an activity component (select from AHS 111 or PE 101/PE 101 L)
   OR
   B. Completion of U.S. armed military services basic training (reserves or enlisted—does not include ROTC training).

VI. LABORATORY SCIENCE (must fulfill one requirement)
   A. One Foundational Studies designated laboratory science course (select from BIO 112/BIO 112 L, CHEM 100/CHEM
      100 L, ENVI 110 /ENVI 110 L, PHYS 101/PHYS 101 L, or SCED 100/SCED 100L)
   OR
   B. Any two laboratory science courses from two different science disciplines.

VII. SOCIAL AND BEHAVIORAL SCIENCES (choose one)
   A. ECON 100, EPSY 202, PSCI 130, PSY 101 or SOC 101

VIII. LITERARY STUDIES (choose one)
   A. ENG 239 or LAT 215

IX. FINE AND PERFORMING ARTS (choose one)
   A. ENG 219, MUS 233, MUS 236, or THTR 174

X. HISTORICAL STUDIES
   A. HIST 113

XI. GLOBAL PERSPECTIVE AND CULTURAL DIVERSITY (choose one)
   A. AFRI 113, AFRI 212, AFRI 222, ENVI 130, HIST 101, HIST 102, PSCI 105, or SOC 110
XII. ETHICS AND SOCIAL RESPONSIBILITY (choose one)
   A. BUS 204, CNST 101, CRIM 100, PHIL 190, PHIL 201, PSCI 107, or WS 200

XIII. INTEGRATIVE AND UPPER DIVISION ELECTIVES (must fulfill one requirement)
   This will be fulfilled.

Descriptions of Approved Courses for Foundational Studies

I. Composition

ENG 101: Freshman Writing I
This course, in conjunction with English 105, fulfills the foundational studies freshman requirement in composition. The course focuses on managing an efficient writing process of planning, drafting, revising and editing as well as developing rhetorical strategies in various forms of writing.

ENG 105: Freshman Writing II
As the second half of the freshman sequence in foundational studies, English 105 is designed to continue to build upon the basic writing skills you developed in English 101. You will continue to practice writing as a process to formulate effective theses and develop clear, smooth, and correct expression of your ideas.

ENG 107: Rhetoric and Writing
The aim of this course is to train students to write documented papers synthesizing information from several different sources. To conduct this research and to produce an effective final researched essay, the course places particular emphasis on the application of rhetorical principles to critical reading.

ENG 108: Writing about Literature and Culture
Writing documented papers synthesizing information from several different sources, with emphasis on analyzing ideas that have shaped literature and culture.

II. Communication

COMM 101: Introduction to Human Communication
As the course description suggests: “Oral communication continues to play a central role in our increasingly complex society and the ‘global village’.” Therefore, competent oral communication remains vital to our personal, professional and public lives. This course is designed to provide you with an exciting opportunity to understand, appreciate, and apply fundamental principles of oral communication by increasing your communication knowledge and skills in small group, public speaking and interpersonal communication contexts. This course is taught using lecture, class discussion, group experiences and individual written and oral presentations and evaluations. Primarily, this course relies on experiential learning.” This course is fundamental to the Foundational Studies Communication requirement.

III. Quantitative Literacy

FIN 108: Personal Financial Management
Overall these objectives require that the course expose you to the methods and uses of six parts of the personal financial planning: (1) foundations of financial planning; (2) managing basic assets; (3) managing credit; (4) managing insurance needs; (5) managing investments; (6) retirement and estate planning. The course organizational scheme revolves around financial decision making that is firmly established on an operational set of financial plans.

MATH 102: Quantitative Literacy
You will be expected to hone and develop your mathematical computation skills. You will do this through the use of mathematical software and the assistance of tutors in the mathematics resource center as you complete modules.
IV. Mathematics

MATH 115: College Algebra
Functions including polynomial, rational, exponential, and logarithmic and their graphs including translations, reflections and symmetry. Systems of equations.

MET 215: Graphic Analysis
Graphically and analytically solving technical mathematical problems commonly encountered by engineers and technologists utilizing elements of algebra, geometry, trigonometry, and statistics.

MATH 241: Principles of Statistics
A course for non-mathematics majors and minors. Graphical and numerical representation of data, probability, sampling, statistical inference, correlation, and regression.

V. Non-Native Language

**SPAN 101 AND SPAN 102 ARE PROTOTYPE SYLLABI FOR THE OTHER LANGUAGES OFFERED**
Arabic
Chinese
English Second Language
French
German
Greek
Italian
Japanese
Latin

SPAN 101
Introduction to culture and language. Culture, lifestyle, and customs of Spanish-language speakers. Fundamentals of language (pronunciation, intonation, grammatical structures), with development of communicative skills in a cultural context. Includes open-hour laboratory.

SPAN 102
Continuation of Spanish 101. Includes open-hour laboratory.

VI. Health and Wellness

AHS 111: Health and Safety
Acquaints students with scientific data on matters of health which affect the individual, family, and society, and introduces concepts for disease prevention, health maintenance, and health resources conservation for improving the quality of life.

PE 101 and PE 101L: Fitness for Life
This course presents information and activities which emphasize fitness and exercise and their relationship to health. Lectures and a variety of accompanying laboratory activities help students make informed decisions about fitness, exercise, and health throughout their lifetime. Regular participation in physical activity is a main component of the course.

VII. Science and Laboratory

BIO 112 and 112L: Explorations of Biological Phenomena
Basic concepts and current issues in biology, stressing human implications. Topics include the use of scientific method in biology; reproduction and contraception, development from conception to birth, population growth, evolution and natural selection, genetics and genetic engineering, disease, health and physiology, food production and energy flow, and environmental problems. Human biology is addressed from the perspectives of the cell, the gene, the individual, the population, and the global environment.
CHEM 100 and 100L: Chemistry: Reactions and Reason
A survey of basic chemical and biochemical principles relevant to understanding human health, industry, and the environment.

ENVI 110 and 110L: Introduction to Environmental Science
This course introduces students to basic concepts and ideas in environmental science. It is an interdisciplinary science course that uses real examples as case studies to link course content to current global environmental issues. ENVI 110L was designed to give students hands-on experience to better facilitate the learning of concepts introduced in lecture. Both courses were planned with many of the Foundational Studies goals in mind. Annotations are listed in italics on both course syllabi.

PHYS 101 and 101L: Introduction to Physical Sciences
Physics 101 includes discussions of the fundamentally interdisciplinary nature of science. Physics 101 emphasizes the development of skills and abilities associated with scientific inquiry. It focuses upon the development of critical thinking and problem-solving skills, and requires that the student utilize mathematical reasoning appropriate for a well-prepared college student.

SCED 100 and 100L: Inquiry into Physical Science
A one-semester introductory course to the principles of physical science for students in education-related professions. Enrollment is limited to Elementary Education and Pre-Elementary Education majors only.

VIII. Social and Behavioral Sciences

ECON 100: Basic Economics
A brief overview of basic economic principles, with emphasis on the market system and its relevance to current economic issues and policies. The course is designed to introduce economics to those students who will not be taking principles of economics (200 and 201). Also offered as 100I with increased emphasis on international economics. ECON 100 does not count towards the Economics Major or Minor.

EPSY 202: Psychology of Childhood and Adolescence
Principles of human growth and development, patterns and sequences of development, individual differences, adult-child interaction. Methods of study of human development.

EPSY 221: Developmental Psychology
An overview of human development from conception to death. Analysis of research and application of findings to further understandings of physiological and psychological factors affecting individuals’ development and adjustment throughout life are emphasized.

PSCI 130: Introduction to Politics
Core concepts—e.g. power, influence, authority, values, justice, the state, democracy, and authoritarianism—relevant to thinking critically about both normative and empirical questions central to human life. As one of the courses in the FS 2010 social and behavioral sciences category, this course is designed to provide understanding and skills useful both in other class work and in daily life. Student participation is emphasized and the lecture approach generally avoided.

PSY 101: General Psychology
General Psychology is a selective study of how heredity and the environment affect human thought, emotion, and actions. The course focuses on the scientific study of human and non-human animal behavior, and the topics of how humans respond and adapt to change, the nature and limits of memory, the development of human beliefs, the impact of social influences on human behavior, the contribution of genetics to individual differences, the nature of psychological illnesses, and more. A basic understanding of psychology is critical as the field informs research and practice across a wide variety of disciplines including, but not limited to, business, education, and health services. These interdisciplinary connections will be explored throughout the course. Ultimately, the course emphasizes “thinking psychologically” as it applies to everyday life.

SOC 101: Introduction to Sociology
This course introduces the discipline of sociology by examining its history, the work of its early and contemporary contributors, essential concepts, research methods, theory, and applications.
IX. Fine and Performing Arts

ENG 219: Introduction to Creative Writing
A workshop course for beginning writers that provides practice in writing fiction, creative nonfiction, poetry, and drama, with attention to both the creative process in general and particular techniques and models of each genre.

MUS 233: Music Appreciation
A history of the music of Western civilization, stressing the art of listening, with discussions of prominent composers, their works, and their styles.

MUS 236: Survey of American Popular Music
A survey of popular music in America, including basic listening skills, developments in the musical arts correlated to the history of man, and fundamental terminology/notation of music. Individual listening is required.

THTR 174: Introduction to Theatre
A hands-on approach to the development of a theatrical event. In addition to reading plays and attending University productions, students will learn how directors, playwrights, actors, designers, and other theater artists make theater happen. Students will write and produce their own short play at the end of the semester.

X. Historical Studies

HIST 102: Studies in World Civilization since 1500
Studies in world history dealing with the modern era and contemporary world problems.

HIST 113: Topics in History
Topics in History helps students explore the discipline of history through focused study of particular topics. Each section provides students with an introduction to reading, writing, and research in history, as well as to the ways in which study of the past helps in better understanding society today. Students learn to analyze and evaluate evidence, make and assess persuasive arguments, and understand multiple causation and the importance of context, continuity, and change over time. History majors may not count this course for credit in the major.

X1. Global Perspective and Cultural Diversity

AFRI 113: Introduction to African and African American Studies
An exploration of the philosophical, political, historical, and sociological components that form the basis of African and African American studies.

AFRI 212: African American Cultural Traditions
A focused and analytical examination of Black thought, ideology, and culture, as well as the institutional aspects of Black American life.

AFRI 222: African Cultural Traditions
An overview of African cultural thought and practice. Emphasis on understanding specific aspects of African cultural life, such as religion, aesthetics, political organization, and social institutions, and how these cultural areas relate to the struggle for liberation.

ENVI 130: World Cultures and Environments
A study of cultural variability and human interaction with the environment in selected regions of the world.

HIST 101: Studies in World Civilization to 1500
Studies in selected world civilizations from the beginnings to the early modern age. Those themes which have a direct bearing upon contemporary culture and society will be stressed.

HIST 102: Studies in World Civilization since 1500
Studies in world history dealing with the modern era and contemporary world problems.

PSCI 105: Issues of Our Times
Examination of selected controversial issues, emphasizing those of a multicultural nature (that is, related to such matters as
race, ethnicity, religion, language, gender, age, and/or class) throughout the world, including the United States. This course is conducted in a democratic spirit, allowing all sides of issues to be aired and involving much oral participation by the students as well as structured written exercises while de-emphasizing lectures and tests.

**SOC 110: U.S. and Global Diversity**
This course is an introduction to the sociological analysis of diversity in the United States and the world, with particular emphasis on ethnic/racial, gender/sex, and social class issues. Through reading, writing, discussion, and co-curricular activities, students will develop a better understanding of the various facets of a pluralistic American society that is part of an interconnected world. Enrollment is limited in order to enhance participation. The primary goal of the course is to provide a foundation for living in an increasingly diverse American society and interacting in a global environment.

**XI 11. Ethics and Social Responsibility**

**CNST 101: Introduction to Construction Management**
An orientation course for construction management students.

**CRIM 100: Individuals, Societies, and Justice**
Explores deviance, crime, law, justice, and civic life from historical, comparative, social science and contemporary cultural perspectives. This course introduces students to the broad foundations of interdisciplinary knowledge emphasizing the importance and function of ethical decision-making, social responsibility, and the effects of law and justice through complementary social science disciplines and experiential learning.

**ECON 103: Economic Perspectives on Environmental Problems**
This course examines the relationship between economics and environmental problems. Specifically, students learn about interaction between the economy and the environment, as well as how economic analysis can be used to help solve environmental problems. The analysis considers the economic efficiency and equity dimensions, places environmental problems in a historical context, and contrasts the strategies needed to tackle environmental problems at the local versus the global level.

**PSCI 107: Leadership, Ethics and Democracy**
This course examines ethical perspectives about why individuals might or might not be obligated to engage in activities with the explicit purpose of benefiting people other than themselves through the political process. The class examines what categories of people might do, based on social class, race/ethnicity, gender, and sexual orientation. It also focuses on issues prevalent in the media and on the agenda of the government at the time of the class, and challenges students to decide what actions they should take regarding these issues, and then take such actions.

**WS 200: Introduction to Women’s Studies**
An interdisciplinary survey of the major issues and current research on women and gender. Issues studied might include, but would not be limited to: acquaintance rape, body image, eating disorders, reproductive rights, popular culture, sexuality, social activism, and Title IX.
Registering for Classes

Registering Frequently Asked Questions

How do I register for classes?
Students can either drop or add classes via the web at http://myisu.indstate.edu/. To access the web a student must know her/his Sycamore Login, password and advisement PIN.

How do I drop/add a class?
You may either drop or add classes via the web at http://myisu.indstate.edu/. To access the web, a student must enter her/his Sycamore Login and password.

Freshmen, sophomores, and students in their first semester will need to consult with their advisor to obtain an advising PIN prior to making scheduling changes. Students who are not in good academic standing will also need to obtain an advisement PIN.

The advising PIN will need to be entered in addition to the Sycamore Login and password.

All students are encouraged to consult with their advisor prior to making changes to their class schedule.

What happens when a class is cancelled?
If a class is cancelled by a department, the student is automatically dropped from the class and the drop/add fee is waived. The student is sent a letter or email indicating that class has been cancelled so that s/he may register for another course.

How do I get a printed schedule of my classes?
You may print your class schedule by accessing the MyISU Portal and clicking on Student Schedule by Day and Time. You may then print a copy of your schedule.

MySAM—Degree Audit Tool

MySAM is a suite of web-based tools to help students ensure that they stay on track for graduation. In MySAM, a student can complete an audit of their coursework that will indicate what requirements have been fulfilled (along with credit hours and grades earned), what is in progress, and what remains to be completed. MySAM also provides a semester-by-semester planner that gives the student needed information to schedule classes each term and ensure the correct sequence is followed. Plans are created in cooperation with the advisors and approved by the advisor. Advisors can also provide notes within MySAM to help guide the student and remind the student about discussion points during advising sessions. MySAM is available through MyISU at http://myisu.indstate.edu. MySAM is a tool for students and advisors to use to help track progress toward degrees; it is not a substitute for academic advising, nor does it certify students for graduation. The goal for students is to turn all requirements on the worksheet to green which indicates all requirements are completed for graduation.

Academic Fees

Undergraduate students who are residents of Indiana pay academic fees and a student recreation center fee. Out-of-state residents pay tuition, academic fees, and a student recreation center fee. Distance delivery fees are also assessed in conjunction with distance courses. Note that the student recreation center fee is only assessed when six hours of on-campus registration is accomplished. (See fee information on-line on the Sycamore Express Web site at www.indstate.edu/express.)

The academic fees are used to help meet the cost of construction and maintenance of buildings, campus, library, laboratories, and to support various student services and activities.

All currently enrolled students are eligible for various personal, social, and cultural activities including the use of services, facilities, and programs provided by Hulman Memorial Student Union and by the Student Government Association; are entitled to receive the Indiana Statesman, the student newspaper; and are eligible for services at the UAP Clinic – ISU Health Center. Students, if enrolled in the appropriate number of credit hours, can be admitted without further charge to all regularly scheduled home intercollegiate athletic contests sponsored by the Intercollegiate Athletic Department.
The payment of fees is made to the Office of the Controller. Information regarding payment options is available on-line on the Sycamore Express website for each enrollment period. Students may use cash, check, Visa, or MasterCard, to pay for fees and other charges. Visa, MasterCard, or electronic checks may be used when paying online.

Registration

Students scheduling classes by utilization of the Web system must obtain important financial messages regarding payment responsibilities at the conclusion of their course selection process. Payment information is also published on-line on the Sycamore Express website of the respective term and is provided to those students attending New Student Orientation. Bills may not be generated until after the variable payment plan fee has gone into effect.

Miscellaneous Fee Policies

Returned Check Policy. Students providing paper or electronic checks which are subsequently returned as non-negotiable are assessed a $25 penalty per check. In addition, once a student has presented three non-negotiable checks, all check writing privileges will be suspended indefinitely.

Auditor’s Fee. An auditor’s fee of $5 per credit hour is charged to persons properly qualified who desire to attend one of the classes open for auditing without participating in the recitation and without formal credit.

Official Withdrawal from Fall/Spring Enrollment. Students who participate in registration must initiate an official withdrawal if they elect not to attend any classes during the semester for which registration was accomplished. Students who officially withdraw through the first week of regular day classes of the semester will receive a 100 percent reduction of academic fees. Students withdrawing during the second week of regular day classes in a semester will receive a 75 percent reduction of academic fees; during the third week, a 50 percent reduction; during the fourth week, a 25 percent reduction; or after the fourth week, no reduction. (All days will be counted regardless of whether or not the course meets beginning with the first day of class. This means Saturdays, Sundays, and holidays are counted.)

Refund Policy–For Fall/Spring Semesters-Dropping of Courses. Students who drop one or more courses during the first week of regular day classes during a semester will receive a 100 percent reduction of academic fees; during the second week, a 75 percent reduction; during the third week, a 50 percent reduction; during the fourth week, a 25 percent reduction. (All days will be counted regardless of whether or not the course meets beginning with the first day of class. This means Saturdays, Sundays, and holidays are counted.) No reduction of academic fees will be made for courses dropped thereafter. The University refund policies will be prorated for those classes which meet less than normally prescribed for a regular enrollment period.

Late Registration Fee. A late registration fee of $30 will be assessed during the first seven calendar days of the academic semester to a student who fails to complete registration on the dates and within the hours specified in the published procedure for registration for any particular fall/spring semester. The fee will increase to $100 starting with the eighth calendar day of the academic semester. For summer terms, the late registration fee will be $30.

Encumbrance. Students who have a financial obligation to the University will have their future registrations encumbered; their records, transcripts, and diploma will not be released.

Variable Payment Plan Fee. Variable Payment Plan fees are assessed each semester according to schedules published on-line on the Sycamore Express website for the respective term. There is a $60 maximum per semester in the fall and spring and a $30 charge per summer session.

Internal Collections Process. Students whose accounts are turned over to University Collections Specialists for failure to meet financial obligations:

1. Will have grades withheld;
2. Will have records (e.g., diplomas, transcripts, etc.) encumbered;
3. Will not be able to register for future semesters/terms; and,
4. Will have a $55 late fee added to their account.

Change of Schedule Fee. A student who initiates a change of schedule will be charged $10 per completed term transaction through the seventh calendar day of the academic semester. The fee will increase to $30 per completed term transaction starting with the eighth calendar day of the academic semester. For summer terms, the change of schedule fee will be $10.
Breakage Fee. A breakage fee is charged for laboratory equipment which is either non-returnable or which is not returned in good condition.

Laboratory, Course, and Program Fees. Laboratory, course, and program fees are charged to students in certain classes for supplies and equipment usage, and/or special instruction/supervision.

Library Fines. Fines are assessed for overdue and lost books/materials.

Applied Music Fee. An applied music fee will be charged per semester hour for each course in instruments or voice done on the basis of individual instruction with a regular faculty music instructor.

Transcript Fees. A transcript fee will be charged for each transcript of record issued. Transcripts cannot be released without a student’s written consent. The transcript request form can be found on-line at http://www.indstate.edu/express/transcripts.htm.

Common Holds Preventing Registration

In MyISU (your student portal) you have access to your current status, academic advisor, class schedules, financial information, and updates from the University. Within the “Student Self-Service” badge, click the “Student Alerts” tab and identify any red Xs on your account. If you have a red X, click it to determine how to resolve the issue.

Common Holds that can prevent registration are listed below:
• for an application fee or final High School transcript visit the Office of Admissions located in the John W. Moore Welcome Center. You can also call 1-800-GO-TO-ISU for more information.
• for immunization records, have your paperwork available and complete the following form: https://www.indstate.edu/registrar/immune/index.php. You may also take your records to the office of Registration and Records in Parsons Hall.
• for financial holds (paying your bill) log-in online to pay www.indstate.edu/express/paybill.htm or visit the Bursars office in Parsons Hall. If you cannot pay, visit the Office of Student Financial Aid in Tirey Hall, or the Bursars Office in Parsons Hall.
Academic Programs and Colleges

University Honors Program
Director: Dr. Gregory Bierly
Program Office: Pickerl Hall 110
Web site: www.indstate.edu/honors
E-mail: gregory.bierly@indstate.edu

Honors Program

The University Honors Program is composed of classes and experiences designed to enrich and maximize students’ education. As members of this program, students participate in a core of small and powerful classes, taught by faculty specifically selected for their expertise and devotion to academic excellence. The Honors Program director and faculty work closely with each student to design a program of study that enhances their academic major and provides the best possible preparation for professional development and advanced study. Benefits of being an Honors student are many, and include dynamic classrooms with peers seeking the same level of depth in their education; supportive faculty mentors; interdisciplinary courses that feature various and exciting perspectives on world events, culture, and history; high-powered experiential learning, including undergraduate research and internships; scholarly travel and field trips in the United States and abroad; special assistance with scholarships and job opportunities; priority registration; and honors housing.

Honors Conversion

Nearly all departments offer upper-division classes for which students may earn Honors credit by special arrangement with the professor and the Director of Honors through Honors Conversion. This mechanism allows students to develop a program of study that meets their individual educational goals. When courses are taken for Honors credit using this option, the “H” designation is added to the course number on a student’s permanent record. The appearance of the “H” on their transcript indicates the student had a special experience in the course and took the initiative to develop an individual program. Students who want to exercise the Honors Conversion option should refer to the program Web site or see the Director of Honors for details.

Academic Program and Requirements

The University Honors Program is open to first-year students who, by reason of high grade point average (3.7 or higher on 4.0 scale), test scores (1100 or higher SAT verbal and quantitative, 24 ACT), or high school graduation rank (top ten percent of graduating class), have demonstrated outstanding academic aptitude and achievement. Students transferring to or already enrolled at Indiana State who have demonstrated superior scholastic ability are also eligible. All students who believe their academic work merits consideration for entrance into the University Honors Program should contact the Director of Honors.

The University Honors curriculum features a core of classes that immerses students in the great ideas and works of human civilization and equips them with the tools to think critically, analytically, and with the ability to integrate and synthesize across disciplines and concepts. Students culminate their academic development in Honors with an Honors thesis.

In addition to completing the Honors core, students specialize in Honors through one of three elective concentrations designed to allow more substantial exposure and experience in sub-areas that are aligned with the program’s mission. In each case, the Honors core is intended to provide the tools, rigor, and context (analytical, seminar framework, and interdisciplinary understanding) to frame the elective path that follows. The Honors senior seminar/thesis is intended to challenge students to conduct a research project that integrates the strands of expertise developed through the Honors core, minor, and their major program.

In order to complete the Honors Program, students must maintain a 3.25 cumulative grade point average, a 3.0 grade point average in the Honors Program, and complete the Honors core, including the Honors thesis; and one of the three elective concentrations below.
COMMON CORE (12 credits)
GH 101—Freshman Honors: Contemporary Issues Seminar 3 credits
GH 201—Sophomore Honors Seminar: Introduction to the Great Works 3 credits
GH 301—Honors Junior Seminar 3 credits
GH 401—Honors Independent Study 3 credits
(to be taken after completing the other courses in the Core plus 12 credits in the student’s selected concentration.)

NOTE: Students who complete the University Honors Program curriculum have satisfied the following Foundational Studies requirements:
• Social and Behavioral Science
• Literary Studies
• Fine and Performing Arts
• Ethics and Social Responsibility
• Upper Division, Integrative Electives

ELECTIVE CONCENTRATIONS (students must complete one of the following):

CONCENTRATION ONE: Leadership and Civic Engagement (19-24 credits, credits required vary according to certification or minor)
In order to complete the leadership and civic engagement concentration, students must earn:

    American Humanics Certificate
    OR
    Civic Leadership Minor

CONCENTRATION TWO: Global Perspectives (18-25 credits)
The global perspectives concentration is designed to allow students to better immerse themselves in other cultures by completing a language minor, or strengthening their global perspective through a structured multidisciplinary experience. Study abroad is an essential and integral component of the global perspectives concentration.

To earn the global perspectives concentration, students must complete the following:

    International Studies Minor
    OR
    Language Studies Minor

Students enrolled in the global perspectives concentration must take a study abroad experience, which may be counted as elective credit toward the international studies or language studies minor.

CONCENTRATION THREE: Honors in the Major and/or Foundational Studies (18 credits)
Concentration three allows students to embrace more challenging experiences in their major and the Foundational Studies Program by completing department classes designated as Honors sections or converting 300/400 level classes for Honors credit. Honors Conversion entails a contract between an individual student, an instructor, and the Honors Program to determine a suitable enhancement to course content that justifies Honors credit for that class. For example, a student enrolled in ENG 339, Women’s Poetry, might convert that class to ENG 339H through the addition of an assignment(s) or project(s) that raise the level of challenge of the course.

To complete Concentration three, students must earn 18 credits of Honors through course combinations from any of the following categories.

    Note: Students may satisfy this requirement with courses from any one, two, or all three categories, according to their preference, needs, and advisement:

    Foundational Studies: PSY 101H and other Foundational Studies courses designated as or converted to Honors courses.

    Major/minor courses: Upper division courses (300/400-level) designated as or converted to Honors courses in the major or minor.

    Study Abroad: Courses taken through a study abroad program approved by the Honors Program. Programs designate which classes are scheduled for, and earn, Honors credit in a respective major, in consultation with the Director of the Honors Program and the University Honors Program Advisory Committee.
Academic College Information

After the student’s first year at Indiana State University and once he or she has earned 30+ credits and is in good academic standing, the student will be transitioned from a University College advisor to an advisor in their academic department. Academic departments are housed in individual colleges. Information for the colleges is listed below.

**College of Arts and Sciences**
Dr. John D. Murray, Dean  
Dr. Dennis Ballard, Associate Dean for Student Academic Affairs  
College Offices: Office of the Dean, Stalker Hall, room 200  
Student Academic Affairs, Stalker Hall, room 209

**Scott College of Business**
Dr. Brien N. Smith, Dean  
Dr. Bruce J. McLaren, Associate Dean  
S. Allen Lindsey, Director, Undergraduate Student Services  
College Office: Federal Hall, room 124  
Web site: www.indstate.edu/business/

**Bayh College of Education**
Dr. Kandi Hill-Clarke, Dean  
Dr. Denise Collins, Associate Dean  
Dean’s Office: University Hall, room 109  
Dr. Judy Sheese, Director  
Education Student Services  
Office: University Hall, room 115  
Web site: http://coe.indstate.edu  
E-mail: ISU-ess@indstate.edu

**College of Nursing, Health, and Human Services**
Dr. Jack Turman, Dean  
Dr. Yasenka Peterson, Associate Dean for Academics  
Dr. Lea Hall, Executive Director Nursing Programs  
Dr. Jason M. Winkle, Associate Dean for Student Services  
College Offices: Office of the Dean, Nursing Building, room 412  
Student Services, Health and Human Services Building, room C-31  
Academics, Nursing Building, room 413

**College of Technology**
Dr. Robert English, Dean  
Kara Harris; Interim Associate Dean  
Dean’s Office: Technology Annex Building, room 103  
Student Services: Myers Technology Center, room 101
Academic Planning Worksheet for First-Year Students

Freshman Composition (select one)
   ___ ENG 101 and 105 (ACT less than 20, SAT less than 510)
   ___ ENG 107 or ENG 108 (ACT 20 or higher, SAT 510 or higher)
   ___ GH 101 and GH 201 (ACT 33 or higher, SAT 650 or higher)

Communication (select one)
   ___ COMM 101 (open to anyone)
   ___ COMM 202 (for communication majors)

Quantitative Literacy (for students in majors that do not require a specific mathematics course—select one)
   ___ FIN 108 (ACT 22 or higher, SAT 430 or higher, Mathematics Placement score of 7 or better)
   ___ MATH 102 (ACT 22 or higher, SAT 430 or higher, Mathematics Placement score of 7 or better)
   ___ Mathematics (for students in majors that require a specific mathematics course)

Health and Wellness (select one)
   ___ AHS 111
   ___ PE 101 and 101 Laboratory

Laboratory Science (for students in majors that do not require a specific sequence of laboratory science courses—select one)
   ___ BIO 112/112 Laboratory
   ___ CHEM 100/100 Laboratory
   ___ ENVI 110/110 Laboratory
   ___ PHYS 101/101 Laboratory
   ___ SCED 100/100 Laboratory

Possible First Year Selections from other Foundational Studies Categories
   The entire listing, including upper-division courses—300 and 400 level courses—that meet Foundational Studies requirements can be found at http://www.indstate.edu/fs/.
   Social or Behavioral Studies: ECON 100, EPSY 202, PSCI 130, PSY 101, or SOC 101
   Fine and Performing Arts: ENG 219, MUS 233, MUS 236, or THTR 174
   Historical Studies: HIST 113
   Global Perspectives and Cultural Diversity: AFR113, AFR122, AFR222, ENVI130, HIST 101, HIST 102, PSCI105, or SOC 110
   Ethics and Social Responsibility: CNST 101, CRIM 100, ECON 103, PSCI 107, or WS 200
   * See www.indstate.edu/fs for specific honors information

“Must Take” courses in the major: Go to the Undergraduate Catalog at http://catalog.indstate.edu/ to see a listing of majors, minors, and certificates.

1. ______________________________________________________________________________________________________
2. ______________________________________________________________________________________________________
3. ______________________________________________________________________________________________________
4. ______________________________________________________________________________________________________

Foundational Studies Courses

1. ______________________________________________________________________________________________________
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Questions for My Advisor

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Indiana State University has announced a four-year graduation guarantee for students enrolling fall 2012 and beyond. The guarantee assures eligible students they will be able to complete a bachelor’s degree within four years. If students fulfill the requirements below and are not able to graduate in four years, the University will pay for the remaining tuition to completion.

**Instructions**

All full-time students will be automatically registered for the Sycamore Graduation Guarantee. The University will communicate to the students if changes in major, additions of minors, or second majors changes a student’s status with the Sycamore Graduation Guarantee. Pursuant to HEA 1348-2013, all incoming students will be provided degree maps each term. If a course on the degree map is not available to the student who registers during priority registration, the University will make a seat available in the course, or provide an updated degree map that will not add time to degree, or provide a course substitution.

**Student Requirements**

**The student is responsible for:**

1. Entering the University as a first-time, full-time freshman beginning fall 2015 or after.
2. Meeting with his/her advisor to develop a four-year plan to identify the courses the student must complete each semester to stay on course to graduate within four years. The student assumes responsibility for monitoring his/her progress to degree utilizing the degree audit reporting tool and is encouraged to meet with his/her advisor each semester to ensure that he/she stays on track.
3. Following appropriate course sequencing (per program of study) and completing prerequisites with required grade for progression.
4. Declaring and being admitted to a major by August 1, 2016 for students who enter in fall 2015. If major is changed, it must be done in time to meet the requirements of the new major and graduate within the original four-year time period.
5. Remaining in good academic standing each term/semester (by both institutional and major standards).
6. Completing 30 to 32 credit hours each academic year for four years as required by the college and major and meeting all degree requirements.
7. Monitoring his/her progress and notifying his/her advisor by email and the Guarantee program by email at: stayontrack@indstate.edu during priority registration period if unable to register for a required course needed to meet progression/graduation standards.
8. Ensuring he/she has no holds blocking registration and registering for courses during the priority registration period.

Students requiring more than 6 credits of developmental courses may not be eligible for the Sycamore Graduation Guarantee, depending on major. This agreement applies to all degree programs of 128 semester hours or fewer. For students pursuing a double major or major and minor, the combined requirements must be less than 120 semester hours.

**University Responsibilities**

**The University’s responsibilities under the guarantee include:**

1. Notifying the student during the first semester if the student is not eligible for the Sycamore Graduation Guarantee because of needed developmental work or declared major of 128 semester hours or greater. The student is still covered by the provisions of HEA 1348-2013.
2. Providing appropriate courses for the major to ensure that the degree can be completed during the four-year period.
3. Providing access to quality advising throughout a student’s time at Indiana State.
4. Providing tools, including but not limited to degree audit reporting, to enable the student to monitor his/her progress toward degree.
5. Providing an annual assessment report indicating if the student is on track to graduate within four years and, if not, what issues need to be addressed to be back in compliance with the Sycamore Graduation Guarantee.
6. If a student is unable to graduate within four years due to the unavailability of required course work, the University may, when appropriate, allow the student to graduate within four years by substituting a different course or an independent study assignment, as determined by the department and the college offering the student’s major.
7. If course substitution is not an option, and the student is unable to graduate after completing four years and complying with all terms of this agreement, Indiana State will pay the tuition and mandatory fees for any additional required courses.
The student must request a course substitution or waiver of tuition and mandatory fees prior to the beginning of classes for the last semester of the student's four-year plan. The waiver of tuition and mandatory fees will be limited to the required course work and does not extend to any other costs of attendance including room and board fees and textbooks. All other fees will be the responsibility of the student.

At various points, students may fall out of compliance with the agreement due to financial constraints, academic performance, change of major and other issues. Students should work with their advisors to determine what options (summer school, tutoring, etc.) may exist to address those issues and come back into compliance.