UNDERGRADUATE
ACADEMIC ADVISING HANDBOOK
FOR FACULTY AND STAFF

AUGUST 2018

ADVISING MATTERS

Indiana State University

Office of Student Success

The inside back cover has important information about the most up-to-date information online.

August 1, 2018

Colleagues:

With graduation rates on the rise, it is important to support and recognize academic advisors. Whether faculty or professional staff, academic advisors are making a difference to the college experience for our students.

At the end of the spring 2018 semester, an advising survey went out to all students at ISU to provide insights on ways to strengthen advising across campus. This was a partnered project with the Student Government Association. More than 1,400 students completed the survey.

Among the qualitative comments received were ones that highlighted the positive difference an advisor made in a student's life. Embedded throughout this year's handbook are reflections and advice on advising by a sample of these referenced advisors. I encourage you to read these quotes (found in the blue boxes) as it may inform your advising.

Thank you for your hard work and dedication to student success. As always, please consult the undergraduate catalog for the most current policy information as it may update over the course of the year.

Sincerely,

Michael J. Licari
Vice President for Academic Affairs and Provost

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Academic Advising Overview

Undergraduate Catalog Statement on Academic Advising

The *Undergraduate Catalog* states that Indiana State University is committed to providing quality 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 attaining 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.

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 students and advisors share responsibilities. The advisor serves as a facilitator of communication, a source of accurate information, a coordinator of academic planning, an assistant in helping students solve academic problems, and an agent of referral to other professionals and campus resources.

Responsibilities of the University Administration

Effective advising is contingent upon adequate staffing, facilities, and resources including sufficient course offerings. Given the above, the administration should:

- Ensure that facilities and personnel resources are adequate for effective advising.

- Provide professional orientation, continuing education, and evaluation for advisors.
- Provide adequate incentives, compensation, and recognition for advisors.
- Ensure that administrative offices respond promptly to advisement inquiries.
- Ensure that administrative offices provide current information.

Responsibilities of the Undergraduate Advisor

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:

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

Responsibilities of the Undergraduate Student

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:

- Being knowledgeable about the academic policies, procedures, and requirements (including graduation requirements) of:
  - the University
  - the college
  - students' program major(s)
  - students' program minor(s)
  - the Foundational Studies Program.
- Planning an academic program to meet degree requirements.
- Maintaining personal copies of a tentative degree plan, progress reports, Foundational Studies evaluations, transfer credit evaluations, and other important University documents.
- Knowing the name and office location of the academic advisor, and actively participating in the advising and scheduling process.
- Taking advantage of the information and advice provided.
- Seeking and reviewing relevant information for decision-making.

- Developing social, academic, and career goals, and examining how these goals can affect life.
- Understanding that students must accept final responsibility for decisions regarding personal goals and educational goals, and for satisfying graduation requirements.
- Applying for graduation.

Student Participation in Program Planning

Each student enrolled in the University is expected to carefully read and understand the contents of the *Undergraduate Catalog*. This includes being aware of the University's general policies and regulations for academic achievement necessary for continued enrollment and graduation, in addition to regulations identified by Student Activities and Organizations relating to social and campus conduct. **Students also are responsible for becoming familiar with any requirements special to their chosen academic discipline that are conditions for qualifying for graduation.**

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

Role of the Degree Audit in Advising

Students will review their worksheet in MySAM each semester to be discussed during the advising and registration period for the subsequent term. The degree audit (which is available on the MyISU Portal at *myisu.indstate.edu*) provides students with a current account of courses taken (along with credit hours and grades earned) and also indicates the remaining unmet requirements in students' declared degree programs. Students who entered the University in fall 2012 forward, will utilize MySAM. There should be no current students using DARS. Students returning to the University who previously used DARS need to contact the Office of Registration and Records to facilitate their transition into MySAM. Students are encouraged to review their degree audit each term, report any inaccuracies or questions to their academic advisor, and use the report to plan for degree completion. A completed MySAM plan is required for all first-time, full-time freshmen after fall of 2014 and those students on the Sycamore Graduation Guarantee. Students and advisors use the degree audit tool to track progress toward degrees; it is not a substitute for academic advising.

Advising Insight

In what ways do you believe an academic advisor impacts student success and retention?

"It is important, of course, to keep students on track with their courses so that they are making sufficient academic progress. Often it is just as important to listen to an advisee's concerns. Sometimes they have an issue that I can actually solve and sometimes they simply need some reassurance that they are on the right path. Keeping a student encouraged, involved, and pointed in the right direction can make all the difference in that student's success and in overall student retention."

Dr. Kristina Lawyer
College of Technology

National Academic Advising Association

NACADA: The Global Community for Academic Advising. NACADA is a professional global community supporting academic advisors. NACADA supports student success efforts by conducting research, presenting best practices using theory and practice while priding itself on growing the field of academic advising.

The Concept of Academic Advising

The Curriculum of Academic Advising

Academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment. This curriculum includes, but is not limited to, the institution's mission, culture and expectations; the meaning, value, and interrelationship of the institution's curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

The Pedagogy of Academic Advising

Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior.

Student Learning Outcomes of Academic Advising

The student learning outcomes of academic advising are guided by an institution's mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample. Students will:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values
- use complex information from various sources to set goals, reach decisions, and achieve those goals
- assume responsibility for meeting academic program requirements
- articulate the meaning of higher education and the intent of the institution's curriculum
- cultivate the intellectual habits that lead to a lifetime of learning
- behave as citizens who engage in the wider world around them

NACADA Core Values of Academic Advising

The NACADA Statement of Core Values reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, the following represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.

While nations, institutions, and students will offer unique circumstances, the Core Values provide guidance to academic advisors in their professional lives. Academic advisors are committed to the students they advise, their institutions, their professional practice, and the broader advising and educational community. There may be times when balancing all Core Values equally is not possible. In those instances, academic advisors are encouraged to reflect and engage other academic advising professionals in a dialogue to resolve any conflict to the best of their ability.

The Statement of Core Values is reviewed periodically to ensure its alignment with current professional practices, competencies, and philosophies. NACADA: The Global Community for Academic Advising encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

Core Values

Caring
Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.

Commitment
Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.

Empowerment
Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality.

Inclusivity
Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.

Integrity
Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.

Professionalism
Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.

Respect
Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.

*NACADA: The Global Community for Academic Advising. (2017). NACADA core values of academic advising. Retrieved from **https://www.nacada.ksu.edu/Resources/Pillars/CoreValues.aspx***

Core Competencies

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content categories—conceptual, informational, and relational. An understanding of these three major areas provides advisors the knowledge and skills to be effective guides for their students.

- The Conceptual component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
- The Informational component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
- The Relational component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

To achieve excellence in their work, regardless of the specifics of their individual campus' advising mission, all advisors must understand all three components, and be able to synthesize and apply them as needed in advising interactions.

Core Competency Areas

Conceptual Component

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include understanding of:

C1 The history and role of academic advising in higher education.

C2 NACADA's Core Values of Academic Advising.

C3 Theory relevant to academic advising.

C4 Academic advising approaches and strategies.

C5 Expected outcomes of academic advising.

C6 How equitable and inclusive environments are created and maintained.

Informational Component

Core competencies in the **Informational component** (knowledge academic advisors must master) include knowledge of:

I1 Institution specific history, mission, vision, values, and culture.

I2 Curriculum, degree programs, and other academic requirements and options.

I3 Institution specific policies, procedures, rules, and regulations.

I4 Legal guidelines of advising practice, including privacy regulations and confidentiality.

I5 The characteristics, needs, and experiences of major and emerging student populations.

I6 Campus and community resources that support student success.

I7 Information technology applicable to relevant advising roles.

Relational component

Core Competencies in the **Relational component** (skills academic advisors must demonstrate) include the ability to:

R1 Articulate a personal philosophy of academic advising.

R2 Create rapport and build academic advising relationships.

R3 Communicate in an inclusive and respectful manner.

R4 Plan and conduct successful advising interactions.

R5 Promote student understanding of the logic and purpose of the curriculum.

R6 Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

R7 Engage in on-going assessment and development of the advising practice.

NACADA: The Global Community for Academic Advising. (2017). NACADA academic advising core competencies model. Retrieved from **https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx**

Academic Advising at Indiana State

Each new freshman entering ISU is assigned an advisor within the **University College**. During the first year, this advisor guides the student regarding the use of academic tools and prepares them for their specific academic curriculum. During the summer after their freshman year (assuming good standing and an adequate amount of credit hours have been completed) each student is transitioned into the respective college in which each major is housed.

The **College of Arts and Sciences** assigns a student to a faculty advisor within the student's major. Transfer students are also assigned to a faculty advisor. Both types of students will continue with their faculty advisor through the remainder of their undergraduate program.

The **College of Technology** assigns each student to a professional advisor to guide the advisee through their second year. After the student reaches Junior 1 status, the college assigns the student to a faculty advisor and will stay with a faculty advisor through the remainder of their undergraduate degree. Distance students who are advised in the University College are assigned directly to a faculty advisor after being transitioned from the University

Advising Insight

If you had one tip to share with other academic advisors, what would it be?

"Academic advisors should have 3 basic ideologies when working with students . . . flexible, firm, and fair. Advisors need to be 'flexible' to find creative solutions to align a student's career goals with their academic needs and requirements, but you must also be 'firm' and make sure student are on the path they need to insure and protect the long term vision of the integrity of the students skills set and body of knowledge upon graduation even if that path is not the easiest or most convenient, and then be 'fair' by consistently applying the first two concepts on a consistent and equal basis for all students at all times."

Todd Alberts
College of Technology

College. Transfer students are assigned to a professional transfer advisor in COT for the first year at ISU. After that point, if the student has not reached Junior 2 status, a professional advisor will be assigned. Once reaching Junior 2 status after the first year at ISU, the student is assigned to a faculty advisor who will remain their advisor through the remainder of their undergraduate program.

The **Bayh College of Education** assigns each student to a professional advisor to work with through the remainder of their undergraduate program. Each transfer student is also assigned to a professional advisor.

The **College of Health and Human Services** assigns a student to a professional advisor or faculty advisor. The student will remain with this advisor throughout the remainder of their undergraduate program.

The **Scott College of Business** assigns each second year and all transfer students to a professional advisor. Upon completion of the COBA (College of Business Admission) requirements, the student is transitioned to a faculty advisor. The student will continue with this faculty advisor throughout the remainder of their undergraduate program.

Needs or concerns related to advising should be directed to the department chair or the college student services office.

Role of Graduation Specialist

In partnership with colleges and the Office of Student Success, the graduation specialist supports students who are nearing degree completion. Each college collaborates with the graduation specialist to develop a plan to support student success, provide advisor education/training, contact stop-outs and review graduation lists facilitating a pathway to degree completion.

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 unique 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 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 students and advisors share responsibility. The advisor serves as a facilitator of communication, a source of accurate information, a coordinator of academic planning, an assistant in helping students to solve academic problems, and an agent of referral to other professionals and campus resources.

Elements of Quality Academic Advising

The research on quality academic advising suggests the following as important knowledge building blocks:

- An intimate understanding of the degree programs and curricula of the advisor's assigned students as reflected in published documents such as the course catalog;
- Degree requirements linked to coursework required in other departments/programs (e.g., general/ foundational studies, distribution requirements);
- Course sequencing/prerequisites, as well as course offering patterns, that impact program completion efficiency (e.g., time to degree);
- Understanding of course/curricula linkages to post-college employment and/or further graduate education;
- Familiarity and versatility with advising tools (e.g., degree mapping software such as MySAM), especially those that enable *what if* modeling (i.e., course selection pattern change, change of major, semester stop out or part-time enrollment);
- A perspective on the developmental issues and needs of students, including among key sub-populations (e.g., first generation students, low income students, students of color).

Valuable skill and dispositional building blocks include these:

- Organizational and planning skills that enable good communication with students on how to access one's advisor, scheduling sufficiency, and thorough reporting/assessment;
- Effective empathic listening and feeling reflection;
- Developmentally appropriate approach to students yet with balanced recognition of individuality.

Scheduling Advising Meetings

Indiana State University has an advising scheduler tool that is available to be used by any advisor. In brief, it enables students to sign up through a simple Web interface and automatically populates the advisor's Outlook calendar within the bounds designated by the advisor. To utilize this tool, please contact Yihua Bai (*yihua.bai@indstate.edu*).

Academic Advising Year Overview

August
- Assist students with registration
- Add/drop academic courses
- Meet with new advisees to discuss academic goals and to learn about the career goals of the student

September
- Meet with new advisees to discuss goals and to learn about the career goals of the student
- Review 3-week attendance reporting
- Contact students who have attendance issues
- Email students with your advising protocol and information regarding how to make an appointment with you

October
- Review interim grades—Contact and/or meet with students who have attendance issues (dropping/adding 8-week courses)
- Begin meeting with students concerning summer and fall registration
- Meet with juniors (one year away from graduation) to discuss plans to finishing and applying for graduation
- Guide students to the appropriate offices to resolve holds
- Update/Correct MySAM plans to meet state legislative requirements

November
- Meet with students concerning spring registration
- Follow up with students who have not registered for the following semester
- Spring registration begins

December
- Review students' final grades
- Suggest course repeats based on final grades and major requirements

January
- Assist students with registration
- Add/drop courses

February
- Review 3-week attendance reporting
- Contact students who have attendance issues
- Email students with advising protocol and information regarding how to make an appointment with you

March
- Review interim grades
- Contact and/or meet with students who have issues regarding attendance (dropping/adding 8-week courses)
- Begin meeting with students concerning summer and fall registration
- Meet with juniors (one year away from graduation) to discuss plans to finish coursework and apply for graduation
- Guide students to the appropriate offices to resolve holds
- Summer registration begins
- Update/Correct MySAM plans to meet state legislative requirements

April
- Meet with students concerning summer and fall registration
- Follow up with students who have not registered for the following semester
- Fall registration begins

May
- Review students' final grades
- Suggest course repeats based on final grades and major requirements
- Follow up with students who have not registered for the following semester

June
- Respond to student emails within 48 hours or set an away message so a student can receive prompt assistance
- Follow up with students who have not registered for the following semester

July
- Respond to student emails within 48 hours or set an away message so a student can receive prompt assistance
- Follow up with students who have not registered for the following semester

Notes

Academic Advising Policies and Procedures

Title IX and Office of Equal Opportunity

The Title IX and Office of Equal Opportunity supports the University by providing members of the ISU community with advice, education and training, and services which ensure the University's compliance with applicable federal, state, and University equal opportunity, affirmative action, non-discrimination, and civil rights laws, regulations, and policies. The Office works with faculty, staff, and students who believe they may have been subjected to prohibited harassment, discrimination, unfair or inequitable treatment in violation of the University's policies. Specifically, the Office addresses Policy 922: Policy Prohibiting Sexual Misconduct, Intimate Partner Violence, and Stalking and Policy 923: Non-Discrimination Policy.

Responsible Employee: A Responsible Employee is defined as:

- Any employee who has the authority to take action to address sexual misconduct, intimate-partner violence, or stalking;
- An employee who has been asked to report incidents of sexual misconduct, intimate-partner violence, or stalking; or

- Any employee whom a student believes has the authority or duty to report sexual misconduct, intimate-partner violence, or stalking.

University officers, directors, faculty, advisors, and resident assistants are generally considered Responsible Employees.

All Responsible Employees receiving information of a potential violation of Policy 922 must promptly report the incident to the Office of Equal Opportunity and Title IX. To report an incident, visit *indstate.edu/equalopportunity-titleix/titleix* and select "Make a Report."

Family Educational Rights and Privacy Act (FERPA)

It is important to understand what student information you can and cannot disclose and to whom you can disclose the data.

Educational records include all records related to students and maintained by ISU (personal information, enrollment records, grades, class schedules, etc.). These records can be in any media (handwritten, print, type, film, electronic, etc). The University must have written permission from the student before releasing information from the student's record. All email communication must be through the ISU email. This applies to students, faculty and staff.

Directory information such as full name, address, phone number, email, majors, dates of attendance, participation in sports and activities, degrees, awards, honors, photograph, and current enrollment status is public information. This can be released at any time unless the student has designated his/her directory information as confidential.

Students can allow selected individuals to view and discuss certain portions of their academic records by setting up proxy access. A proxy can be a parent, guardian or any other individual the student selects. Students must set up proxy access by logging in to their ISU Portal and establishing a passphrase. Students then provide the passphrase to the designated proxy who must use this passphrase to access information. Students have the right

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Advising Insight

How do you engage students in the advising process?

"Talking WITH the student as opposed to talking TO the student provides a pathway necessary for them to open up and engage in their process. Asking the student questions is a twist they sometimes do not expect and it seems to get them more interested because they see and feel your interest in them. "

Karen Dakic
College of Technology

to remove this authorization at any time by logging in to their ISU portal account.

To determine a proxy's status regarding FERPA access (if you have BANNER access), you can view all the information on the BANNER screen: GPAPRXY.

For more information about FERPA, please contact the Office of Registration and Records: 812-237-2020 or email: *ISU-ORR@mail.indstate.edu*.

Sycamore Graduation Guarantee

Indiana State University has a four-year graduation guarantee for students enrolling fall 2012 and later. The guarantee assures eligible students the ability 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 for degree completion.

Please note: Students on the Sycamore Graduation Guarantee and those who entered into the University as first-time, full-time freshmen after fall of 2014 are required to have their degree plans updated before priority registration every semester.

Instructions

To take advantage of the guarantee, students must sign an application during their freshman year. If they meet their commitments under the contract and are unable to graduate in four years, the University will cover the cost of tuition and mandatory fees for any remaining required courses.

Student Requirements

The student is responsible for:

- Entering the University as a first-time, full-time student beginning fall 2012 or after.
- Declaring an interest in pursuing the Four-Year Graduation Agreement by signing the application during the freshman year. The four-year time period begins at the start of the fall of the student's first year. Students who sign up after the start of classes in their first semester may have deficiencies that need to be addressed before the agreement goes into effect.
- Meeting with an advisor to develop a four-year plan identifying the courses the student must complete each semester in order to graduate in four years.

The student assumes responsibility for monitoring progress to degree completion utilizing the degree audit reporting tool (MySAM) and is encouraged to meet with an advisor each semester to track progress.

- Following appropriate course sequencing (per program of study) and completing prerequisites with required grades for progression.
- Declaring and being admitted to a major by August 1, 2019 for students who entered in fall 2018. A student must change majors in time to meet the requirements of the new course of study and graduate within the original four-year time period.
- Remaining in good academic standing each term/ semester (by both institutional and major standards).
- Completing 30 to 32 credit hours each academic year for four years as required by the college/major and meeting all degree requirements.
- Monitoring progress and notifying the advisor and the Guarantee program by email for a required course needed to meet progression/graduation standards. Email the Guarantee program at *stayontrack@ indstate.edu*.
- Ensuring there are no holds blocking registration and registering for courses during the priority registration period.
- Applying for graduation by October for May graduation.

This agreement applies to all degree programs of 128 or fewer semester hours.

University Responsibilities

The University's responsibilities under the guarantee include:

- Notifying the student during the first semester if the student is not eligible for the Sycamore Graduation Guarantee due to the addition of developmental work or if the declared major requires 128 or more semester hours. The student is still covered by the provisions of HEA 1348-2013.
- Providing appropriate courses for the major to ensure that the degree can be completed during the four-year period.
- Providing access to quality advising throughout a student's time at Indiana State.
- Providing tools including, but not limited to, degree audit reporting which enables the student to monitor progress toward degree completion.
- Providing an annual assessment report indicating if the student is on track to graduate within four years and, if not, identifying issues to be addressed in order to comply with the Sycamore Graduation Guarantee.
- 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.

- 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 textbooks and room and board fees. 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.

Graduation Guarantee Legislation HEA 1348-2013

New full-time undergraduate students attending public institutions must be presented with degree maps beginning in the 2014-2015 academic year. The legislation mandated that each student have a degree map to be updated before priority registration, regardless

of whether or not the student meets with the advisor. Any course on a student's map for which the student cannot enroll (because it is full, offered only at the same time as another mapped class, or is simply not offered) will be offered to the student at no charge when it is next offered*. The guarantee applies to students who have complied with their degree maps. If a course is not available to the student (whether it is full, offered only at the same time as another mapped class, or is simply not offered), the institution faces a choice: either provide a revised map or a suitable alternative for the student (independent study or course substitution). The ideal solution would be to avoid this situation altogether by pro-actively ensuring that courses listed on degree maps are available to students.

*Please note that the free course guarantee is written into the law. To determine if a student is entitled to the "free course guarantee," the University should verify the following:

- The student has followed the degree map in each prior semester, completing the prescribed courses or satisfying the prescribed electives in the semester they were mapped.
- The student's map specifies a course not offered during the current semester, offered only during the same time as another mapped course, or the course is full. Note that the course is considered to be full only if all sections of the course are full, not just the student's preferred time slot. If an online version is available, the course is considered available to that student even if a different modality is preferred. For

general education requirements with multiple options, all section of eligible options must be full, not just the student's preferred choice.
- The student attempted to register for the course during priority registration.
- The student has not received a revised degree map that shows the unavailable course in a future semester without altering the graduation date.
- The student is within 150 percent of the standard time to complete the degree (two or four years).

Registration

In order to register or add/drop classes, students should log on to the MyISU Portal using their University username and password. Click on the Student Self-Service badge and then click the add/drop class link.

Registration for the spring semester begins in November. Summer and Fall priority registration begins in April (starting 2019).

The 8-week course options are expanding every year. Offerings include 100-400 level courses. You can view these options through the dynamic schedule of classes. Simply highlight all of the subjects and pick the part of the term that you want to search.

Late Registration Fee

A late registration fee of $100 is assessed beginning the first official day of the fall/spring semesters, regardless of course start date. The late registration fee is not charged during the summer term.

Requisite Information

Many courses have mandatory prerequisites or co-requisites listed in the academic catalog or in the Dynamic Schedule of Classes. Each student is responsible for meeting the published prerequisites or co-requisites for each registered course. After each registration and grading period, colleges, schools, and departments may review the completion of prerequisites and co-requisites of registered students. The academic units have the authority to administratively drop a student from a course for which the student has not fulfilled the published prerequisites or co-requisites.

Registration Errors and Meanings

Registration Error	What it means
Closed section OR Instructor's Signature	Student cannot register due to the course already being at capacity or the Special Approval field has been selected on the course.
Class Restriction	Student cannot register because it has been restricted to include or exclude certain classes.
College Restriction	Student cannot register because it has been restricted to include or exclude certain Colleges.
Co-requisite	Student cannot register because they are required to take another course as a co-requisite during the same semester.
Prerequisite and Test score error	Student cannot register due to not meeting the specific prerequisite(s) the course requires.
Time Conflict	Student cannot register due to a time frame overlap in a course in which they are already registered.
Department restriction	Student cannot register because the section is restricted to a specific academic department which is different than the department listed on their academic record.
Duplicate Course	The section requires approval for the student to be registered in two sections of the same course in a semester (i.e. the student is taking two separate topics courses with the same subject and course number).
Major Restriction or Program Restriction	The section requires the student must be part of a specific major to register (i.e. Elementary Education major only).

Registration Error	What it means
Student Attribute	The section requires the student be assigned a specific attribute in order to be eligible to register for specific courses (i.e. reserved seating is used to hold spaces for true distance students and the student does not have the DIST attribute on their record).
Maximum Hours Exceeded	Student cannot register due to the amount of allowable hours for a semester.
Academic Standing prohibits registration	Student cannot register due to Academic Dismissal.
Term exceeds expected graduation term	Student cannot register due to application for graduation term is preceding registration term.

Add/Drop Courses

Students may either drop or add classes via the web at *myisu.indstate.edu/*. To access the web, a student must enter their University username and password. All students are encouraged to consult with their advisor prior to making changes to their class schedule. Add/drop periods are different for 8-week and 16-week courses. For more information on dates and policies, visit: *indstate.edu/registrar/student-resources* and click on Registration & Scheduling. Information can also be found in the Academic BLUEprint located at *catalog.indstate.edu*.

PIN

Freshmen, sophomores, student athletes, honor students and students enrolling in their first semester need to consult with their advisor to obtain an advising PIN prior to making scheduling changes. Honors students, student athletes and students who are not in good academic standing will also need to obtain an advising PIN. Students will enter the advising PIN in addition to their University username and password.

Juniors and seniors are not required to obtain a PIN from an advisor; this is a common concern among the faculty. Requiring a PIN has the inherent benefit of forcing a student to attend an advising session. The stakes are especially high for upperclassmen who may need particular courses to remain on a timely track to graduation. Yet, forcing an advising meeting necessitates that the advisor is in fact adequately accessible. It is also unclear the extent to which this has led to poor student choices, although it does happen at times. When it does, it often is highly stressful and frustrating for all involved.

Initial advisement PIN assignments are generated in October for Spring and Summer priority registration, and March for Fall priority registration. After the initial PIN assignment, PINs are generated twice a day for newly admitted students. PIN assignments are generated based on student's completed earned hours and academic standing.

Change of Schedule Fee

The $30 Change of Schedule Fee will be assessed on days in which a student makes adjustments to their schedule, effective on the first start date of the course(s).

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 and determines eligibility for continued enrollment. Some programs may have requirements above the minimum University retention standards.

Good Standing

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

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" grades were received during the next semester (or the next time the course is offered).

Academic Dismissal

Students who meet the following criteria will face academic dismissal, unless an exception is provided by the dean of the relevant college on a case-by-case basis:

- First-term students who earn a term grade point average of less than 0.85
- Freshmen (0-30 earned hours) who are on probation and earn a term grade point average of 1.7 or less
- Sophomores (31-60 earned hours) who are on probation and earn a term grade point average less than 2.0
- Juniors (61-90 eared hours) and seniors (91+ earned hours) 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). Following academic dismissal, students petition their academic dean to return to classes. Deans will retain the discretion to provide exception to **not** academically dismiss rules on a case-by-case basis. No student may return to classes after a third academic dismissal. For more information, please visit: **indstate.edu/readmission**.

Academic Renewal

Indiana State University provides Academic Renewal as an option to returning student applicants who have been out of school for a significant period of time and whose previous academic performance is not indicative of their current academic capabilities. Academic Renewal recognizes that these students are often hampered by a previous, low grade point average. Academic Renewal provides the opportunity to use only the grades from classes taken after readmission in the computation of their Indiana State University grade point average. The following conditions apply:

- Five or more years must have passed between the student's previous ISU enrollment and the current term of readmission and the student must not have earned a degree from ISU;
- Academic Renewal is granted only after completion of a minimum of 12 credits with a grade point average of 2.0 or higher;
- Academic Renewal can occur only once, and it is irreversible.
- Students' Indiana State University transcripts indicate that Academic Renewal was granted. All courses and grades will remain on the transcript.
- If Academic Renewal is granted, students' cumulative grade point average is computed from courses taken since readmission. To determine graduation with honors, however, classes taken before readmission

will still be included in grade point average calculation.
- All academic requirements in place at the time of readmission must be met.
- Student's academic dean will review students' previous Indiana State University transcripts and determine the applicability of Indiana State University courses with a grade of C or higher to the current degree program. These credits will count toward the student's total earned credits but will not be calculated in the grade point average.
- Students must complete at least 30 credits of Indiana State University coursework after readmission to earn a degree.

To apply for Academic Renewal, students should consult their academic dean.

Course Repeat Policy

Students may repeat an undergraduate course for grade point average (GPA) improvement. The highest grade becomes the official grade for the course. The remaining grades will remain on the students' transcript but will

not count in the GPA or total of credits. Graduate level courses **cannot** be repeated for grade point average (GPA) improvement. Please be advised that federal regulations may prohibit students from receiving financial aid for repeating coursework. A student who has already taken a course and has questions whether financial aid will cover a repeat should contact the Office of Student Financial Aid.

Incomplete Grade

An incomplete grade (IN) may be assigned only at the end of a semester or term to those students whose work is passing, but who have a small amount of work unfinished—examples might include 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 the work necessary to complete the course and receive a grade via Blackboard and Web grading. The deadline for completion and the grade to be assigned if the work is not completed by the specified date are entered in the final grading system. The date for completion will normally be within four weeks of the beginning of the next semester but no longer than one calendar year. The sole exception is for graduate research courses, which have no maximum deadline.

In the event that the instructor who assigned the IN is not on campus, the disposition of students' eventual grade is the responsibility of 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.

Withdrawal

Official Withdrawal

"Official withdrawal" involves withdrawing from all classes for which the student is registered as well as notifying appropriate administrative officials of the decision to leave the campus. If a student leaves without properly processing a withdrawal, the absences from class and from the campus will be justification for the grade of "F" to be assigned for the courses in which the student is enrolled.

Withdrawing from all courses can have substantial impact on aid eligibility and should be made in consultation with an academic advisor and financial aid counselor.

Withdrawal Procedures

The student is not officially withdrawn until withdrawal procedures have been completed.

Students seeking to withdraw from the current term must do so through the student self-service badge in the student portal. The student needs to select the Register Add/Drop link, followed by selecting the current term. If the student requires a Personal Identification Number (PIN) to make registration changes, the student will also need it to complete the withdraw process. The student must DROP all of the registered courses and submit changes in order to be officially withdrawn. Proceeding dropping the courses, the student will be contacted by the Office of Registration and Records through the sycamores email account to confirm the withdraw and to respond with the withdraw reason.

If a student wishes to withdraw from a previous/retroactive term, the student must complete a retroactive withdrawal form and submit it to the Office of Registration and Records for manual processing. Please note, the only circumstances in which you are able to withdraw retroactively, is Health/Medical, Military, or Non-Attendance. For these, additional documentation is required. Additional information on documentation can be found on the withdrawal authorization form. Questions concerning withdrawal from enrollment should be directed to the Office of Registration and Records.

Important Information

- **Residence hall contracts:** Withdrawal from enrollment results in cancellation of the residence hall contract; however, students are responsible for contacting Residential Life if they are not planning to return to the University. Residence hall students should review the terms and conditions of their residence hall contract.
- **Refunds and repayments of assistance:** Students who withdraw (officially or unofficially) from all of their classes before a semester is completed may be required to repay some or all of their financial aid, depending on date of withdrawal.
- **Grade determination:** Students who officially withdraw from the University by the last day to add (7th calendar day of a 16-week semester) will not have grades or courses assigned to their transcripts. After the last day to add classes and through the 11th week of classes, the grade of "W" will be given. Dates and deadlines for summer and shorter length classes vary based on the duration of the class. Please see the Academic BLUEprint for specific information. "W" grades are not included in calculation of the grade point average.

- **Withdrawal following priority scheduling:** Students who participate in priority registration must complete the withdrawal process in accordance with the procedures described above if they elect not to attend any classes during the session for which priority registration was accomplished. An official withdrawal must be completed for the semester for which the student has priority scheduled even if the student has withdrawn from the previous semester. The refund of fees will follow the schedule of refunds contained in the Academic BLUEprint, published on-line for each semester and summer session.
- **Official withdrawal during a summer session:** All procedures concerning a withdraw are carefully explained in the Academic BLUEprint, published on-line each semester. See these publications for details regarding grading, refund provisions, and calendar limits.

Enrollment Refunds

Refund calculations are based on the date of the drop/withdrawal in the system and by published refund percentages.

- Student refunds for tuition and course fees are calculated based on the student's liable hours after the drop/withdrawal.
- Liable hours are the total hours a student is still registered plus the liable portion of the dropped/withdrawn course(s).
- Beginning with the 75% refunding period, dropping and adding of credit hours on the same (calendar) day (from 12:00 a.m.-11:59 p.m.), is defined as "swapping":
  - If the number of credit hours added equals the number of credit hours dropped, there is no additional liability; meaning there is no change in tuition assessment.
  - If the number of credit hours added is less than the number of dropped credit hours, the student may receive a partial refund based on the published refund table.
  - If the number of credit hours added is more than the dropped hours, the student is liable for the additional liable credit hours.
- Beginning with the 75% refunding period, if dropping and adding are done on different dates, swapping of credit hours does not occur.
- Refunds are not given for a dropped course after the end of the refund period.
- For withdrawals, the Late Registration Fee and Change of Schedule Fee are not refundable after the 100% refund period.
- Course fees are assessed based on enrollment in specific courses and refunds are calculated on liable hours; lab fees are not eligible for swapping and will be refunded based on the published refund table.

You can find the refund and withdrawal schedule at: *indstate.edu/registrar.*

Effects on Financial Aid

Dropping all classes before the semester begins:
Any time a student withdraws completely from all classes, the financial aid office will require a return of refunds issued that were drawn from federal funds, since the student would have received an ineligible disbursement. If this process occurs before the start of the semester, the student is typically entitled to a refund of University charges.

Dropping all classes after the semester begins:
If the student completely withdraws after the first week of classes, he or she will have to return a percentage of financial aid equal to the amount of the semester completed. For example, if the student withdraws after completing 30 percent of the classes, the student is only entitled to approximately 30 percent of financial aid (and must pay back the remaining 70 percent).

If this occurs, the office will return a portion of the federal aid money used to pay institutional charges (such as tuition, fees, or university housing) on a student's account. Sometimes this will leave some university charges unpaid, and the student will be billed for this amount. Second, if the student received federal aid funds directly (as a refund, for example) to be used for other educational expenses, the student may have to return some portion of that money. The amount due will appear on the student's bill in about 7-10 business days after the withdrawal date.

Dropping some classes after the semester begins:
Financial aid recipients are required to complete 67 percent of the classes originally attempted (see Satisfactory Academic Progress Policy). If the completion rate falls below 67 percent, the student will forfeit eligibility for federal financial aid. It is critical to exercise discretion when deciding when to drop and add classes after the semester has already begun. Enrollment information is reported to the National Student Loan Data System, and previously borrowed loans may go into repayment if the student does not meet deferment criteria (half-time enrollment). It is always a good idea to refer a student to financial aid before dropping courses. This will allow a financial aid counselor to walk a student through the implications of dropping courses.

Pell grant recipients **must attend** all of their courses in order to keep the grant. Failure to attend all courses could result in a reduction of Pell grant funds.

Advising Information

MySAM—Degree Audit Tool

MySAM is a suite of web-based academic advising tools to help students and advisors monitor progress toward timely completion of a degree. In MySAM, a student can complete an audit of coursework that indicates what requirements have been fulfilled (along with credit hours and grades earned), what is in progress, and what remains to be completed.

A student's plan of study is created by an advisor and is a term-by-term recommended sequence of courses. Students who follow the plan and successfully complete their coursework can expect to graduate in four years.

GPA calculators are also another helpful tool to allow students assess their expected and desired grade point average. Advisors can also leave recommendations, suggestions, and other advice in the notes section of the student's degree audit and/or plan of study.

MySAM is available through MyISU at *myisu.indstate.edu*.

MySAM is a tool students and advisors use to help track progress toward degrees. It is not a substitute for academic advising, nor does it certify students for graduation. The students' goal is to turn all requirements on the worksheet to green which indicates all requirements are completed for graduation.

Major or college specific MySAM training is available through each college's associate dean's office. MySAM FAQ's are available at *indstate.edu/registrar/mysam/FAQ*. MySAM Quick Help Videos are available at *indstate.edu/MySAMhelp*.

Degree Plan Placeholders

Due to some course requirement being able to be fulfilled by a variety of courses, the degree plans use placeholders as a way to denote the type of course for which they should register. Below is a complete list of the most used placeholders.

Foundational Studies Placeholders
- FS COMM—Foundational Studies Communication
- FS ESR—Foundational Studies Ethics & Social Responsibility

- FS FPA—Foundational Studies Fine & Performing Arts
- FS GPCD—Foundational Studies Global Perspectives & Cultural Diversity
- FS HIST—Foundational Studies History
- FS HLTH—Foundational Studies Health & Wellness
- FS JRCMP—Foundational Studies Junior Composition
- FS LS—Foundational Studies Literary Studies
- FS LSC—Foundational Studies Laboratory Science
- FS NNL—Foundational Studies Non-Native Language
- FS QLM—Foundational Studies Quantitative Literacy/Math
- FS SBS—Foundational Studies Social Behavioral Science
- FS UDIE—Foundational Studies Upper Division Integrative Elective

A complete listing of the courses that fulfill these requirements can be found at: *indstate.edu/academics/fs/approved-courses*.

Major Placeholders
- MAJR ELECG—General Elective
- MAJR ELECM—Major Specific Elective
- MAJR ELECU—Upper Division Major Elective
- MAJR EMTR—Major Concentration, Emphasis, or Track
- MAJR MINEL—Minor or Elective
- MAJR MNELU—Upper Division Minor Elective

Common Holds Preventing Registration

In the MyISU student portal, a student has access to current status, academic advisor, class schedules, financial information, and updates from the University. Within the "Student Self-Service" badge, the "Student Alerts" tab identifies any red X's on his or her account. If the student has a red X, it can be clicked to determine the issue.

Hold Type	Contact Office	Prohibits
Accounts Receivable	Account Analyst Area 812-237-3511	Registration
Accounts Receivable Transcript/Diploma	Account Analyst Area 812-237-3511	Transcript
Admissions	Admissions Office 812-237-2121	Registration
Aged Accounts	Account Analyst Area 812-237-3511	Registration, Transcripts, Grades
Application Fee	Admissions Office 812-237-2121	Registration
Athletic Department	Athletic Studies Program 812-237-7692	Registration
College Transcript	Admissions Office 812-237-2121	Registration
Continuing Education	Credit Outreach 812-237-8384	Registration, Transcripts, Grades
Federal Loan	Account Analyst Area 812-237-3511	Registration/Transcript
Final High School Transcript	Admissions Office 812-237-2121	Registration
Graduate Studies	School of Graduate Studies 812-237-3005	Registration
Immunization	Office of Registration and Records 812-237-2020	Registration
It's On Blue	812-237-8954 itsonblue@mail.indstate.edu	Registration
Laptop Scholarship	Scholarship Office 1-800-GO-TO-ISU	Registration, Transcripts
Manual— Accounts Receivable	Account Analyst Area 812-237-3511	Registration
Missing Information	Office of Registration and Records 812-237-2020	Registration, Transcripts, Grades

Hold Type	Contact Office	Prohibits
Musical Instrument Return	Music Department 812-237-2755	Registration, Transcripts, Grades, Diplomas
Pending—Grad Transcript Review	Office of Registration and Records 812-237-2020	Transcript
Registrar	Office of Registration and Records 812-237-2020	Registration, Transcripts, Grades
Registrar Academic	Office of Registration and Records 812-237-2020	Registration, Transcripts, Grades
Student Judicial Programs	Student Judicial Programs 812-237-3800	Registration
University Advising	University College Dean's Office 812-237-3940	Registration
University Collections	Account Analyst Area 812-237-3511	Grades/Registration
University Collect-Grades	Account Analyst Area 812-237-3511	Grades

Transfer Credits

Indiana State University accepts credit from regionally accredited colleges and universities within the United States and from selected schools located outside of the United States. Credit also may be granted for military training and experience.

Transfer Credit General Guidelines

- Credit earned from regionally accredited colleges and universities is transferable.
- Transfer credit is assigned only for courses at the 100 level (or above) in which the student earned a grade of C or higher.
- Generally, an equivalent number of credit hours are given.
- College living, orientation, and study classes will transfer for credit if they received credit towards graduation at the source institution.
- In some cases, credit may be transferable to the University and counted toward graduation, but may not be applied toward completion of the intended major.
- As many as 90 credit hours of total transfer credit will be accepted for transfer into a bachelor's degree program; at least 30 credit hours must be completed through ISU to earn a bachelor's degree.
- Grades (GPA) do not transfer, except for the purpose of graduation honors.

- In the case of transfer of a bachelor's degree from a regionally accredited U.S. institution, all of the University's Foundational Studies/General Education requirements will be waived.

Associate Degree's and General Education Core

- An associate of applied science (A.A.S.) from a regionally accredited U.S. institution will transfer to meet the following Foundational Studies requirements: Freshman Composition, Communication, Quantitative Literacy/Mathematics, Health and Wellness, Social and Behavioral Sciences, Global Perspective and Cultural Diversity, one UDIE and laboratory science.
- An associate of sciences (A.S.) or an associate of arts (A.A.) from a regionally accredited U.S. institution will transfer to meet the following Foundational Studies requirements: Freshman Composition, Communication, Quantitative Literacy/Mathematics, Health and Wellness, Social and Behavioral Sciences, Laboratory Science, Literary Studies, Fine and Performing Arts, Historical Studies, and Global Perspective and Cultural Diversity.
- The successful completion of the Statewide Transfer General Education Core (STGEC) at an Indiana public institution of higher education, can transfer as a block of 30 credit hours towards the completion of

Foundational Studies at Indiana State University.

- Completion of an eligible A.S. or A.A. degree at a community college in Indiana may put a student on a Transfer Single Articulation Pathway (TSAP). The TSAP can be followed to complete a comparable degree at a four-year institution without loss of credit hours.

Transfer Plans

Indiana State University has partnered with two-year colleges to formalize transfer plans for particular majors. These plans enable students to complete a specific associate's degree and receive credit toward a specific ISU bachelor's degree. Benefits include maximum credit transfer and streamlined advisement.

Visit *indstate.edu/transfer* for more information. Two-year colleges include:

- College of DuPage
- Community College of the Air Force
- Danville Area Community College
- Frontier Community College
- Ivy Tech Community College
- Lake Land College
- Lincoln Trail College
- Olney Central College
- Parkland College
- University of Evansville (dual degree)
- Vincennes University
- Wabash Valley College

Advanced Placement

Students must participate in Advanced Placement (AP) courses **and** testing at their high schools. Credit earned through the Credit by Exam Program may apply toward graduation or degree requirements or elective hours within individual programs. Students do not receive a grade for credit earned through the examinations. No credit is awarded in a general examination area if the student has completed two or more college-level courses in that general examination area. No credit is awarded in a subject examination if the student has already earned college-level credit in that subject area. Students cannot receive duplicate credit. Therefore, it is important for students to plan their academic schedule with an academic advisor. For more information or questions, please visit: *www.indstate.edu/services/testing*.

Indiana State University AP Equivalencies

AP Exam Title	AP Score	ISU Equivalency	ISU Credit Hours
Art History	3,4,5	ARTH 271, 272	6
Biology	3	BIOL 101/101L or 112/112L	4
	4,5	BIOL 101/101L, 102/102L	8
Calculus AB	3,4,5	MATH 131	4
Calculus BC	3,4,5	MATH 131,132	8
Calculus BC - AB subscore	3,4,5	MATH 131	4
Capstone Seminar	3,4,5	ENG 107	3 (A—see comments)
Chemistry	3	CHEM 103	3
	4	CHEM 105	3
	5	CHEM 105,106	6
Chinese Language and Culture	3	CHIN 101, CHIN 102, and LLL 280	9
	4,5	CHIN 101, CHIN 102, and LLL 280 (6)	12
Comparative Government and Politics	3,4,5	PSCI 280	3
Computer Science A	3,4,5	CS 256	3
English Language and Composition	3,4,5	ENG 101	3
English Literature and Composition	3,4,5	ENG 101, 239	6
Environmental Science	3,4,5	ENVI 110/L	4
French Language	3	FREN 101,102,201	9
	4,5	FREN 101,102,201,202	12
German Language	3	GERM 101,102,201	9
	4,5	GERM 101,102,201,202	12
Human Geography	3,4,5	ENVI 105	3
Italian Language and Culture	3	ITAL 101,102,201	9
	4,5	ITAL 101,102,201,202	12
Japanese Language and Culture	3	JAPN 101,102,201	9
	4,5	JAPN 101,102,201,202	12
Latin Vergil	3	LAT 101,102,201	9
	4,5	LAT 101,102,201,202	12
Macroeconomics	3,4,5	ECON 200	3
Microeconomics	3,4,5	ECON 201	3
Music Theory	3,4,5	MUS 101	3
	5	MUS 111, 113	4 (B—see comments)
Physics 1	3,4,5	PHYS 105/105L	4

(continued on next page)

AP Exam Title	AP Score	ISU Equivalency	ISU Credit Hours
Physics 2	3,4,5	PHYS 106/106L	4
Physics C: Electricity and Magnetism	3,4,5	PHYS 116/116L	5
Physics C: Mechanics	3,4,5	PHYS 115/115L	5
Psychology	3,4,5	PSY 101	3
Research	3,4,5	ENG 107	3 (C—see comments)
Spanish Language	3	SPAN 101,102,201	9
	4,5	SPAN 101,102,201,202	12
Spanish Literature	3	SPAN 101,102,201	9
	4,5	SPAN 101,102,201,202	12
Statistics	3,4,5	MATH 241	3
Studio Art Drawing	3,4,5	ARTS 101	3 (D—see comments)
Studio Art: 2-D	3,4,5	ARTS 102	3
Studio Art: 3-D	3,4,5	ARTS 104	3
U.S. Government and Politics	3,4,5	PSCI 201	3
European History	3	HIST 015	3
US History	3	HIST 015	3
	4,5	HIST 015, 202	6 (E—see comments)
World History	3	HIST 017	3
	4,5	HIST 102	3 (F—see comments)

Comments:

A Fulfills foundational studies Freshman Composition requirement.

B 5 with subscores of 5 on aural and nonaural

C Fulfills foundational studies Freshman Composition requirement.

D Additional course credit in studio art may be awarded following review of a general portfolio.

E Assigned credit may be revised to HIST 201 after consultation with department.

F Assigned credit may be revised to HIST 101 after consultation with department.

(Last updated: January 10, 2017)

Graduation and Commencement Requirements

Graduation represents the culmination of a student's program of study. Baccalaureate degrees are awarded upon successful completion of all degree requirements. Degree requirements may be those in effect at the time of matriculation or at graduation but not a combination of both. Usually, students should expect to follow the curricular requirements and University regulations provided in the *Undergraduate Catalog* based on their matriculation term. The dean of the college may determine which of the courses taken by the student more than seven years prior to graduation may be applicable to a baccalaureate degree.

Degree requirements for graduation are those as described by the college and the student's chosen curriculum. The dean of each college is responsible for certifying the completion of degree requirements for each candidate for graduation. A degree audit (MySAM) is available from the MyISU Portal to assist students in planning and progressing toward graduation.

Students need to apply for the term they will graduate, NOT the term in which they wish to walk in the commencement ceremony. Students who apply to graduate in spring or summer are invited to the commencement ceremony held in May. Students who apply to graduate in fall are invited to the commencement ceremony held in December. Please make sure that your student understands the difference between the commencement ceremony and graduation because this has caused a great deal of confusion with students. Students may walk in the ceremony but that does not mean that they have graduated. A student does not have to participate in the ceremony to graduate and can participate in a ceremony prior to all of their requirements being met. Students must change their graduation date to allow registration for the following semester. It is recommended that students apply for graduation two semesters before their planned graduation date.

Students have until the close of business on the last day of the term to apply to graduate. In order for his/her name to appear in the commencement program or to be considered for graduation awards, the deadline to apply is October 15 for fall graduates and March 15 for spring and summer graduates.

Each student is responsible for meeting all degree requirements by the time of expected graduation. Students must:

- Apply for graduation two semesters before their planned graduation date. Following submission of the graduation application, the student is responsible for any subsequent changes to the application are the responsibility of the student. If requirements are not met by the expected graduation term, the student is responsible to change the date of graduation.
- Earn a minimum of 120 credit hours, excluding any duplicate course credits or remedial coursework.
- Resolve any incomplete grades if the incomplete was assigned after spring 2007.
- Complete at least 30 credit hours enrolled at Indiana State University, of which at least nine must be at the 300-400 level.
- Complete a minimum of 45 credit hours of course work in 300 and 400-level courses.
- Complete the Foundational Studies Program.
- Earn a minimum cumulative grade point average of 2.0. Note: Certain programs require a higher minimum grade point average. Consult the relevant sections of the *University Catalog* for individual degree program information.
- Additional degree requirements are specified by the college and the students' chosen curricula. Students should consult the relevant section of the *University Catalog* for complete information about degree requirements for their major/minor programs.

Second or Additional Baccalaureate Degree

A student who desires a second or additional baccalaureate degree must complete a minimum of 30 credit hours at ISU after being awarded the first degree and must fulfill all requirements for the degree being pursued. Two baccalaureate degrees may be granted simultaneously provided all requirements for both degrees have been completed and a minimum of 150 credit hours have been earned.

Upon certification of graduation, degrees are awarded and graduates are granted full alumni standing. Graduates who are free of all University obligations are issued a diploma and transcript. The academic record at the semester of completion is closed once graduation is certified; no record changes will be permitted once the degree is awarded. No further registrations beyond the semester of completion are permitted. If the graduate desires to take additional courses or pursue another degree/certificate, re-admittance is required. For more information, contact the Office of Registration and Records.

Graduation Honors

Latin Honors are recognized by Indiana State University for baccalaureate candidates at commencement and on diplomas and transcripts. To be considered for Latin Honors, students must:

- Have a current graduation application on file in the Office of Registration and Records.
- Adhere to commencement deadlines (March 15 for spring/summer and October 15 for fall commencement). Once the deadline has passed, graduation candidates will not be included in the commencement booklet or have Latin Honors announced at the commencement ceremony.
- Complete a minimum of 55 hours of resident (ISU) credit (not including credit awarded through credit by exam, prior learning, or other advanced standing programs).
- Earn a minimum ISU cumulative grade point average of 3.50.
- Earn a minimum Latin Honors grade point index of 3.50. The Latin Honors index is based on all eligible coursework completed at all regionally accredited institutions. Eligible coursework includes all college-level courses, whether or not the courses are transferable to ISU. All non-ISU coursework is converted to ISU's grading scale and combined with the ISU cumulative grade point average to calculate the honors grade point index.

Latin Honor designations are based on the student's cumulative honors index (not the ISU cumulative grade point average):

Latin Honor	Cumulative Honors Grade Point Index
Summa Cum Laude	3.90 or higher
Magna Cum Laude	3.70-3.89
Cum Laude	3.50-3.69

When determining Latin Honors for the commencement ceremony, the student's record will be reviewed at the beginning of the semester/term of graduation and will include all coursework completed at that point. Latin Honors will be recalculated after graduation and will include all coursework. The official Latin Honor will be designated on the diploma and transcript.

Graduation GPA Requirements by College

College of Health and Human Services	
• Athletic Training—AM	2.0 overall; 2.2 in all major course work
• Dietetics	2.7 overall; 2.7 in all major AHS course work
• Food Service Management	2.0 overall; 2.0 all AHS course work
• Human Development and Family Studies	2.0 overall and C or better for all major coursework
• Health Sciences—all concentrations • BAS Health Services	2.5 overall; 2.5 and C or better in all major/concentration course work
• Nursing—all	2.25 overall
• Physical Education—Exercise Science • Recreation Sport Management—all	2.0 overall
• PE All Grade	2.5 overall and 2.5 in all major/professional education course work
• Social Work	2.5 overall and 2.5 in all major required course work
Bayh College of Education	
• Elementary and Special Education	2.5 overall; 2.5 in all major/professional education course work
• Speech Language Pathology	2.5 in all major course work
Scott College of Business	
• Accounting	2.25 overall; 2.25 in all Bus and Econ classes; 2.4 in all ACCT classes
• Business Education	2.5 overall; 2.5 in all BEIT/professional education course work
• Business Administration • Finance—all • Financial Services • Insurance and Risk Management • Management • Management Information Systems • Marketing—all • Operations and Supply Chain • Management	2.25 overall; 2.25 in all Bus. and Econ classes
College of Technology	
• Adult Career Education • Architectural Engineering Technology	2.0 overall; 2.2 in all major/concentration course work
• Automation and Control Engineering Technology • BS Engineering • Human Resource Development • Information Technology • Manufacturing Engineering Technology • Textiles Apparel and Merchandising • Packaging Engineering Technology • Unmanned Systems	2.0 overall
• Automotive Engineering Technology • Aviation Management • Civil Engineering Technology • Computer Engineering Technology • Construction Management • Engineering Technology Management • Electronics Engineering Technology • Mechanical Engineering Technology • Professional Aviation Flight Technology	2.0 overall; 2.0 in all major course work
• BAS Technology—HRD and MET	2.25 overall; 2.25 in all major course work
• Interior Architecture Design	2.2 overall; 2.5 overall in all major course work
• Safety Management	2.25 overall; 2.5 overall in AHS and SFTY course work
• Technology and Engineering Ed	2.25 overall; 2.5 in all major/professional course work

College of Arts and Sciences	
• African and African American Studies • Anthropology • Art—all concentrations • Biology—all • Chemistry—all • Communication—all • Computer Science—all • Criminology and Criminal Justice • Cybercriminology and Security Studies • Economics • English • Environmental Geoscience • Fine Arts—all • Geography and Sustainability • Geology • History • Intelligence Analysis • Legal Studies • Mathematics • Multidisciplinary Studies—all • Music Business—all • Music Composition • Music Performance—all • Philosophy • Physics—all • Political Science • Psychology • Theater	2.0 overall; 2.2 in all major course work
• Art Education • Biology Teaching • Chemistry Teaching • Earth Space Science Teaching • English Teaching • Mathematics Teaching • Middle School Mathematics Education • Middle School Science Teaching • Music Education—all • Physics Teaching • Social Studies Education—all	2.25 overall and 2.5 in all major/professional course work
• Language Studies—all	2.5 overall; 2.5 major course work; 2.75 departmental course work

Fundamentals of Advising

Change of Majors/Minors/Catalog Year

There is now a University-wide system for major, minor or catalog year changes. There are times students cannot use the Self-Service badge on the portal to change their catalog year; they must reach out directly to the College Associate Dean's Office.

1. Log in to MyISU
2. Click on Student Self Service badge
3. Under the heading My Degree Program, click on Change of Degree Plan Request
4. By the select drop down bar, the student can:
   a. Change or Remove Program or
   b. Add a Certificate to the program

Students will usually select Change or Remove Program which includes change of major, double major, minor changes, and change of catalog year.

Required ISU GPA for Major Changes:
(These do not reflect the major GPA needed to graduate or to be accepted into a professional program)

Bayh College of Education
- Elementary Education: 2.5
- Special Education: 2.5
- Speech Language Pathology: 2.75

College of Arts and Sciences
- All majors: 2.0

College of Health and Human Services
- GPA requirements for majors in the CHHS vary so it is best to consult with the department on the requirements of the intended major prior to requesting a change.

College of Technology
- All Majors: 2.0

Scott College of Business
- All Majors: 2.0

Petitions

Petitions need to be submitted at the beginning of each semester for course substitutions/waivers/etc. This will allow accurate preliminary graduation checks (75 earned hours) and simplify the final graduation checkout. If the student does not earn a passing grade, the substitution will not be granted in the degree audit system. Each college has a different petition process.

College of Arts and Sciences
Petitions must be submitted through the advisor's ISU portal. After logging into the portal, click on the Faculty Self-Service badge. Under the advisor services tab is a link for the curriculum petition (College of Arts and Sciences Use Only). Please follow that link and submit the information required.

Scott College of Business
The student or the advisor can submit petitions, but it must be signed by the advisor and the student. Forms are located in any department office or through the Undergraduate Student Services Office in the Scott College of Business.

College of Health and Human Services
Petitions can be initiated by the student or advisor but must be signed by the student and advisor. Supporting documentation needs to be provided (i.e., the copy of a syllabus from the course the student wants to substitute). The petition can be found at: *indstate.edu/hhs-handbooks-forms*

College of Technology
The student should initiate the petition process with the advisor. After the advisor approves it, the petition will continue the process of approval. The student should either sign it or return it to the advisor with an email that substitutes for the signature. The link for a printable version of the petition can be found at: *indstate.edu/cot-student-exception-petition*

For more information about the COT petition process, please visit: *indstate.edu/technology/advising-registration/course-substitution*

Bayh College of Education

The petition process can be initiated by the student or advisor. It is important that the student and advisor have discussed the petition before submitted the form. The petition form can be found at: *indstate.edu/education/ess/undergraduate/information* under the heading 'How To'. Petitions can be found in the Education Student Services office (University Hall, room 115).

Financial Aid

Indiana State has an especially large number of low-income students, and it is not uncommon for a student to confront a registration hold based on a past due bill. At that point, a student needs to speak to the Bursar's Office regarding the bill details. The student should proceed to communicate with the Financial Aid Office since aid issues are commonly at the root of financial challenges.

Although academic advisors are not trained financial counselors, they are in a position to be allies and to proactively engage students in order to reduce the stress of financial challenges. It is important to know that a student can find financial aid information through their portal. The portal will show the student any missing documents and if there are any deadlines that need to be met. The advisor can help the student generate appropriate questions for the Financial Aid Office by reviewing the information with the student. Here is what the advisor should know:

- All aid hinges on the FAFSA and should be completed by April 15 each year to be maximally eligible for aid in the coming academic year. The FASFA is available starting on October 1.
- Indiana State has payment plan options available through the Controller's Office.

- Funds received through the Financial Aid Office should be conserved to ensure funds are available for the duration of the aid period. It is not uncommon for students to run out of aid late in the semester and struggle to pay rent or buy food.
- Aid is available in the summer, but is limited. Visit *indstate.edu/financial-aid/summer-aid* for more information.
- ISU Scholarship information is located at *indstate.edu/scholarships*.
- The Financial Aid Office has an emergency fund of up to $400 for 30 days. This is typically used to help students pay for books while they wait for their aid check, but it can be used for generally anything. It often runs out at the start of semesters, due to high demand.
- The Financial Aid Office can be especially busy prior to the start of the fall semester. Dropping them an email or browsing their website can also be a quicker way to obtain an answer to a question: *indstate.edu/financial-aid*.
- Students receiving state aid (the majority of our students, including but not limited to, 21st Century Scholars) must meet the requirement of completing 30 hours each year (inclusive of summer) to maintain their financial aid status. Your vigilance in working with them to achieve this goal, including exercising care before encouraging a class drop, is extraordinarily important.
- Students must make Satisfactory Academic Progress (SAP) to maintain their financial aid. Information regarding SAP requirements can be found here: *indstate.edu/finaid/sap*. In brief, students must maintain a minimum cumulative GPA for their grade level as well as complete a standard percentage of courses attempted. Please refer to the chart below for specific GPA and course completion requirements.

Satisfactory Academic Progress (SAP) Requirements	Undergraduate Degree Levels		Graduate Degree Levels
Total hours attempted and recognized by ISU for degree consideration from all institutions	1-29	30-Up	All
Minimum cumulative GPA	1.70	2.00	3.00
Minimum percent of total hours successfully completed (measured as hours earned, hours attempted)	67%	67%	67%
Maximum total hours attempted allowed to complete degree requirements for current primary program of study	180 attempted hours		150% of all specific degree programs published length

21st Century Scholars and Indiana Higher Education Award

Freshman Year: Cumulative GPA must be a minimum of 2.0. At the end of freshman year, 30 credits must be earned

Sophomore Year: Cumulative GPA must be a minimum 2.0. At the end of my sophomore year, 30 credits must be earned

Junior Year: Cumulative GPA must be a minimum 2.0. At the end of the junior year, 30 credits must be earned

- Minimum credits to be earned in a year include those earned in summer school.
- College credits earned in high school count in the total if they were successfully transferred to ISU. They do not count in the GPA.
- If a student loses the scholarship, it may be earned back after the next year. For more information about the appeal process, please visit: *in.gov/sfa/2565.htm*.

Transcript Request

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 online at *indstate.edu/registrar/transcript-request*.

Transcript Fees

- Certified Electronic PDF Official Transcript: $10.00
- Official Paper Transcript to be mailed: $12.00
- Official Paper Transcript to be picked up: $12.00
- Faxed Paper Transcript: $20.00
- Notarized Transcript: Price of transcript + $5.00

Transcript Holds

Holds can prohibit the processing of transcript requests. Please make sure the student is aware that holds must be resolved in order to obtain a transcript.

Foundational Studies

Indiana State University is committed to providing students with a high quality education that will develop their intellectual abilities while providing them with the skills and knowledge base they will need to successfully navigate the complexities of the twenty-first century. Indiana State's Foundational Studies Program is the cornerstone of this goal. The Foundational Studies curriculum seeks to create well rounded individuals; students therefore have the opportunity to take courses in science, history, literature, behavioral sciences, and the fine arts. The Foundational Studies Program also seeks to prepare students for active lives as citizens and includes courses on ethical behavior, social responsibility, and global perspectives. Together, the major and the Foundational Studies curriculum prepare students to be effective communicators, critical thinkers, and informed decision makers.

I.   **Freshman Composition ▲** must fulfill one requirement

    A.   ENG 101 and 105 (If SAT Reading score below 28 or Evidence-Based Read/Write Score below 530; or ACT score below 20)
        OR

    B.   ENG 107 or 108 (If SAT Reading score of 28 or Evidence-Based Read/Write Score of 530 or above; or ACT score of 20 or higher)
        OR

    C.   Completion of GH 101 and 201 (If SAT Reading score of 35 or Evidence-Based Read/Write Score of 700 or above; or ACT English score of 29 or above)
        OR

    D.   ESL 103A, 103B and ENG 105 (for students in which English is not their first language and that did not graduate from a US high school)

II. **Junior Composition** (requires 45 earned credit hours or more at time of registration) must fulfill one requirement by selecting from BEIT 336, ENG 305 or 305T or 307 or 308 or 313, HRD 340

III. Communication must fulfill one requirement by selecting from COMM 101 or 202

IV. Math and Quantitative Literacy ▲ must fulfill one requirement

  A. Select from ECON 101, FIN 108, MATH 102 or 115 or 116 or 129 or 131 or 241
     OR
  B. SAT Math score of 680 or above or an ACT Math score of 27 or above

V. Health and Wellness must fulfill one requirement

  A. Select from AHS 111 or 201, PE 101
     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 112/112L, CHEM 100/100L, ENVI 110/110L, PHYS 101/101L, SCED 100/100L
     OR
  B. Any two laboratory science courses from two different science disciplines.

VII. Social and Behavioral Sciences ▲ ● must fulfill one requirement by selecting from AET 461, ECON 100 or 346, EPSY 202 or 221, PSCI 130 or 305, PSY 101, SOC 101

VIII. Literary Studies ▲ ● must fulfill one requirement by selecting from ENG 239 or 338 or 339 or 346, LAT 215, PHIL 321

IX. Fine and Performing Arts ● must fulfill one requirement by selecting from ART 151, or ARTE 390, COMM 240, ENG 219, IAD 110, MUS 150 or 233 or 236 or 333, THTR 150 or 174

X. Historical Studies ▲ must fulfill one requirement by selecting from HIST 201 ■ or 202 ■ or 213 or 313, MUS 351

XI. Global Perspective and Cultural Diversity ▲ must fulfill one requirement

  A. Global Perspective and Cultural Diversity Pathway: The Global Perspective and Cultural Diversity Pathway must be completed by students who have met the non-native language component in high school (two years in high school in a single non-native language, including American Sign Language, with a C- or better).

     Select from AFRI 113 or 212 or 222, ENG 340, ENVI 130, ECON 347, EPSY 341, HIST 101 or 102, HRD 335, PSCI 105, SOC 110 or 465, or GNDR 301
     OR
  B. Non-Native Language Pathway: Students who have not met Indiana State University's Non-Native Language requirement, will complete this requirement by fulfilling the Non-Native Language requirement:

     Select two courses (6 credits) at ISU in a single or multiple non-native languages, (select from 101 and 101, or 101 and 102), or two courses (6 credits), from an accredited college or university, (in a single language, including American Sign Language).
     OR
  C. International Student Pathway: International students (for students in which English is not their first language and that did not graduate from a US high school) must successfully complete the ESL curriculum (103A and B, or 103B; and completion of ENG 105) and must also complete one of the GPCD courses listed above.

XII. Ethics and Social Responsibility ● must fulfill one requirement by selecting from AFRI 323, ATTR 413, BUS 204, CIMT 475, CNST 101, CRIM 100, ECON 103, ENVI 442 or 462, HIST 334, GNDR 200, MKTG 150, MUS 418, PHIL 201 or 303, PKG 381, PSCI 107

XIII. Upper Division Integrative Electives ● must fulfill one requirement (requires 45 earned credit hours or more at time of registration)

A. Select two upper-division, integrative electives, select from ACE 350, AET 330, AFRI 312 or 329, AHS 305, BUS 401, COUN 425, CRIM 355, ECON 302 or 331 or 353 or 355, ELED 457, ENG 335 or 484 or 486 or 487, ENVI 310 or 360 or 361 or 376 or 419 or 423 or 426 or 460, EPSY 401, HIST 320 or 336 or 345 or 350, LLL 350, MATH 492, MUS 300 or 329 or 350, NURS 486, PE 333, PHIL 313, PHYS 360, PSCI 479, PSY 350 or 485, SOC 302, SOWK 450 or 494, TMGT 421, GNDR 402 or 450
   OR
B. One upper-division integrative elective from list above and one-course equivalent study abroad experience;
   OR
C. One upper-division integrative elective from list above and completion of second major, minor, certificate, or education degree outside of the Bayh College of Education;
   OR
D. One upper-division integrative elective from list above and service in the U.S. military, stationed outside of the United States;
   OR
E. Completion of the Honors College curriculum.

_____

▲ *It is possible to earn credit in this category by completing an AP course and exam. See page 25 for specific details.*

■ *HIST 201 and 202 are not currently offered at ISU but students could still earn credit for these courses either through AP, dual credit, or transfer from another university that will complete this category requirement.*

● *Completion of the Honors Core Sequence (GH 101 and 201 and 301 and 401) will complete this category requirement.*

Math Placement

All new students are encouraged to take the Math Placement Test prior to attending New Student Orientation.

The Math Placement Test is offered online at *indstate.edu/services/testing/mathplacement*. It is a service provided by the company Maple TA and is free for students (both new and current).

Academic advisors should always consider students' standardized test scores (SAT/ACT) along with the Math Placement Test.

Placement Test Score	SAT Math	ACT Math	Math Course Placement
0 to 6			015
7 to 11	430	17	102 or 035
12 to 20			112, 115, or 241
21 to 30			122 or 131

For students who need MATH 102: Placement in Math 102 is primarily determined by SAT/ACT math scores. A SAT MATH score of 470 or higher or an ACT MATH score of 16 or higher qualifies the student to enroll directly in Math 102.

For students who need MATH 112, 115, 122, 131, or 241: Students should take the math placement test to determine their readiness for these math courses.

Finding Math Placement Scores

- **MySAM:** Test scores are available on students' MySAM in the "Worksheet" tab, toward the bottom in the "Test Scores" section. The scores are coded "Maple Part A" (score for Part A), "Maple Part B" (score for Part B which is only accessible if a student scores a 12 or above on Part A), and "Maple TA" which is the total score and is used to determine the appropriate math class.
- **BANNER:** Scores are automatically synced to BANNER in SOATEST

Retaking the Math Placement Test

Students who have received permission to retake the Math Placement Test from their academic advisor will take the test in the University Testing Center (Welcome Center). Academic advisors should email *testing@indstate.edu* with the student's name, student ID#, and include permission for the retake. In addition, the advisor should copy the student who has received permission

on this same email instructing the student to contact University Testing by calling 812-237-7666 or emailing *testing@indstate.edu* to schedule a retake. Walk-ins will not be allowed.

Please see the *Undergraduate Catalog* for other math prerequisites.

Questions or concerns regarding the Math Placement Test or scores recorded should be emailed to University Testing at *testing@indstate.edu* or by calling 812-237-7666. For questions regarding the student's curriculum, please refer to Indiana State University's Foundational Studies web site: *indstate.edu/fs*

Non-Native (Foreign) Language Placement Test

All ISU students who are exempt (four courses in high school in a single or multiple non-native languages, including American Sign Language, with a grade of C- or better) from the Foundational Studies NNL requirement, but who wish to continue language study, are required to take the Non-Native Placement Test in order to determine the most appropriate level of language course work.

All incoming ISU students interested in continuing a language are encouraged to complete the test before attending orientation. There is no charge for the placement test. Online tests are offered for French, German and Spanish. Students who wish to study Latin should contact the Testing Office to take a paper placement test on side. Students may only take each test one time.

Depending on the level of placement, students may receive credit for their knowledge of the language.

Students MUST take a Placement Exam in order to be eligible for the following credits:

- Students placed in 102 will be granted credit for 101 upon successful completion of 102, with C+ or better.
- Students placed into 201 who complete 201 with a C or better will earn 9 credits for 101, 102 and 201.
- Students placed into 202 who complete 202 with a C or better will earn 12 credits for 101, 102, 201 and 202.

Advising Special Populations

Veterans Services

Indiana State University is an approved veteran's benefits institution.

The Veterans Resource Center is located in the John T. Myers Technology Center, room 107. This is a place for veterans to relax, complete homework, eat a meal, and find helpful information and material. The hours are 8:00 a.m.-5:00 p.m. (Monday-Friday) and the center is staffed by ISU student veterans.

Please contact the Veterans Services Coordinator at: 812-237-2540, *veterans@indstate.edu*, or *indstate.edu/veterans*.

Veterans Administration (VA) Education Benefits

How to assist a student:

1. Determine benefit program:
   - Chapter 33: Post-9/11 GI Bill
   - Chapter 35: Survivors' and Dependents' Educational Assistance
   - Child of Disabled Veteran (State of IN Benefit)
   - Chapter 1606: Select Reserve
   - Tuition Assistance / National Guard Supplemental Grant
   - Yellow Ribbon Program

   By law (2015 Veterans Choice Act) any student who enrolls on campus within 36 calendar months of their honorable discharge and is using VA education benefits is guaranteed in-state tuition. For more information can be found at: *indstate.edu/veterans*

2. Student will apply for the benefit program with VA at: *vets.gov/education/apply/* (Apply as soon as possible, VA states they will pay retroactively up to 1 year).

3. VA sends certificate of eligibility to student (This informs student as to months of eligibility and it must be submitted to the Office of Registration and Records. The VA takes at least 30 days to approve benefit and VA will let student know if they are not eligible for the benefit.

If student never receives certificate, the Office of Registration and Records will certify for them. Then VA will determine eligibility from the ISU certification submission.)

4. Student will submit enrollment certification form each semester to the Office of Registration and Records. Information for the certification can be found at: *indstate.edu/services/veterans/certification*

Chapter 33: Post-9/11 GI Bill
(most used benefit)

- School is paid directly for tuition. Student is paid for books and living stipend.
- For military members who have served on active duty since September 11, 2001. The stipend pays up to 36 months of college enrollment (9 semesters).
- Post-9/11 eligibility requirements:
  1. Begins with a minimum of 90 days on Title 10 active duty = 40% benefit eligibility.
  2. Title 10 active duty for minimum of 36 calendar months cumulative active duty = 100% eligibility.
- This benefit pays instate tuition to the percentage of eligibility of the benefit. Pays the student a book stipend depending on the percent of eligibility up to $1,000/year.
- This benefit pay a living stipend depending on percent of eligibility and percent of enrollment. The living stipend is based on "cost of living" for the zip code of the school. Indiana State is about $1,100 per month if 100% eligibility with full time enrollment. Living stipend is reduced if the student is an online student.

This is the only VA education benefit that can be transferred to a spouse or child. The 36 months of eligibility can be given to one dependent or divided among several dependents. The benefit must be transferred to dependents before leaving the military.

Recently changed (January 2018) the Post-9/11 education benefit is now a lifelong benefit for people discharged after January 2013 (Post-9/11 Forever Bill). Previously this benefit had to be used within 15 years of discharge, but now there is no expiration date.

Chapter 35: Survivors' and Dependents' Educational Assistance (DEA)

- Monthly stipend to student. Student pays ISU.
- The benefit is for dependents of 100% service connected disabled veterans.
- The benefit pays a monthly stipend to student ($1,021/month). Limited to 45 months of school (not calendar months) or until age 26. Beginning August 1, 2018, new eligibility for recipients will be 36 months (9 semesters) with a 50% increase in stipend or until age 26.

Child of Disabled Veteran (CDV or CVO) or Remission of Fees Program
(State of Indiana benefit, not a federal VA benefit; but can combine with another federal benefit)

- The benefit pays 100% in-state tuition and mandatory fees for 124 credit hours directly to the school; does not pay anything on books, housing. Student must be an Indiana resident.
- For children of Indiana service connected disabled veterans.
- Five eligibility requirements:
  1. Veteran has a service connected disability.
  2. Veteran is currently serving or has honorable discharge.
  3. Veteran served during a time of conflict (1990-present).
  4. Veteran has lived in Indiana for 36 consecutive calendar months.
  5. The child is biological or legally adopted by age 24.

If a veteran entered service after July 2011, the benefit is reduced to service connected disability rating, plus 20%. Apply online at: *www.scholartrack.in.gov*.

Chapter 1606: Montgomery GI Bill Selected Reserve

- Monthly stipend paid to student. Student pays ISU.
- This benefit is for actively drilling guard and reserve members.
- The benefit pays a monthly stipend of $369/month for full-time enrollment (12 credit hours) up to 36 months of school time. Or 25% if ¼ time enrolled, 50% if ½ time enrolled, or 75% if ¾ time enrolled).

The student cannot use Tuition Assistance (TA) and Selected Reserve GI Bill for the same courses.

Federal Tuition Assistance (TA)

- School is paid tuition directly.
- The benefit will pay for up to 18 credit hours/fiscal year at $250 per credit hour for Air Force and Air Force Reserve members.
- The benefit will pay for up to 16 credit hours/fiscal year at $250 per credit hour for Army, Army Guard, Army Reserve are limited to 16 credit hours.

When TA cannot pay entire tuition, Army Guard can also use National Guard Supplemental Grant (NGSG) to make up difference. Must apply for TA first. Marine or Naval reserve are never eligible for TA or NGSG.

National Guard Supplemental Grant (NGSG)

- School is paid tuition directly by the State.
- Air Guard members full tuition is paid by NGSG with completion of the application and FAFSA.
- The benefit pays for up to eight semesters or first undergraduate degree. *Will not pay for summer sessions.
- Army Guard members' tuition is paid for by NGSG for the first year after AIT (Technical Training). Then the Army Guard switches to TA for the remainder of their undergraduate degree.

Apply online at: *www.scholartrack.in.gov*

The Yellow Ribbon Program

- ISU offers instate tuition rates to all veterans with the exception of the LPN-BSN nursing program (9322BSN-D). Those admitted to 9322PRB-D are eligible for in-state tuition until they are moved to

9322BSN-D. Indiana residents always pay instate tuition.

- The Yellow Ribbon Program can help with LPN nursing program veterans, but it is not exclusively for LPN majors. Can help with remaining costs for veteran when Post-9/11 benefit is used.
- VA will match what the university offers in Yellow Ribbon program. ISU offers a $1,000 stipend per year (20 students max per year). With VA match of $1,000, this alleviates student paying up to $2,000 per year.

For more information about the Yellow Ribbon Program, please visit: *www.benefits.va.gov/gibill/yellow_ribbon.asp*

Two Types of Active Duty: Title 10 and Title 32

- Form DD-214 will note status (member copy 1, block 24.
- Title 10: All active duty members are Title 10, Guard and Reserve members can be on Title 10 only by presidential call-up (typically overseas deployment).
  - Any military member that has served one or more days on Title 10 active duty is considered as an independent student, regardless of age, for FAFSA purposes.
- Title 32: Active Duty for Training (active Guard and Reserve members are on this status during initial training, drill weekends, and annual training).
  - Guard and Reserve members who are active duty for training (Title 32) and are less than age 23 are still considered as dependents for FAFSA purposes.

Enrollment Certification

Every student that receives any GI Bill VA education benefit is required to complete a request for VA certification via the Office of Registration and Records. This must be done each semester the student is receiving benefits.

You can find all of the information pertaining to enrollment certification at: *indstate.edu/services/veterans/certification*.

Enrollment Certification is not required for Tuition Assistance or students receiving only a state benefit (example: Child of Disabled Veteran).

Athletes

All student athletes must meet with their academic advisor before registration. The advisor will then direct the student to courses to take in a following semester. If an advisor suggests a course that is not on the student's degree audit, the Academic Enrichment Center (AEC) needs more information regarding why the student is taking the course. During the advising session, the student also receives a PIN number from the advisor. This PIN number allows the student to register for classes one registration period before the rest of their class. Example: a freshman athlete would register with the sophomore class—the PIN number allows access to participate in that registration period. After the advising session, the advisor needs to place a note in MySAM so

the Academic Enrichment Center is aware the student has had an appointment with an advisor. At the same time, the advisor should note why a student might be taking a course that does not meet a major or minor requirement. The MySAM note assists the AEC in determining if that course will count for eligibility purposes in compliance with the NCAA guidelines. During the appointment at the AEC, the athletic hold preventing registration will be removed from the student's account to allow registration. For more information please call: 812-237-7601.

Honors College

The Honors College is composed of classes and experiences designed to enrich and maximize students' education. Students in the Honors College participate in a core of small and powerful classes, taught by faculty specifically selected for their expertise and devotion to academic excellence. The Honors College dean 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 include dynamic classrooms with peers who are 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 in which students may earn Honors credit by special arrangement with the professor and the dean 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 "Hon:" designation is added to the course title on a student's permanent record. The appearance of "Hon:" on a 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 college web site or see the dean of Honors for details.

Academic Program and Requirements

The Honors College is open to first-year students who have achieved a high grade point average (3.7 or higher

on 4.0 scale), test scores 1170 or higher SAT evidence-based reading and writing and math, 24 or higher ACT composite), or high school graduation rank (top ten percent of graduating class), and have demonstrated outstanding academic aptitude and achievement. Students transferring to, or are 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 Honors College should contact the dean of Honors.

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

In addition to completing the Honors core, students specialize in one of three elective concentrations designed to allow more substantial exposure and experience in sub-areas that are aligned with the college'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 challenges students to conduct a research project that integrates the strands of expertise developed through the Honors core, the student's minor and major programs.

In order to graduate from the Honors College, students must maintain a 3.25 cumulative grade point average, with a 3.0 grade point average in the Honors College, and

complete the Honors core that includes 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 Honors College 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 (24-31 credits, credits required vary according to certification or minor)

In order to complete the leadership and civic engagement concentration, students must earn:

Nonprofit Leadership Minor
OR
Civic Leadership Minor

CONCENTRATION TWO: Global Perspectives (21-25 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 classes for Honors credit. Honors Conversion entails a contract between an individual student, an instructor, and the Honors College 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 an Honors ENG 339 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: Honors PSY 101 and other Foundational Studies courses designated as or converted to Honors courses.

Advising Insight

If you had one tip to share with other academic advisors, what would it be?

"One of my goals throughout the advising process is to transfer the responsibility for their education from me to them. When I get them as sophomores, they may not have a total understanding of what is expected of them to become a successful college student. They may not know all of the opportunities as well as help that is offered here at ISU. At the beginning of the relationship, the responsibility for this lies with me, but my goal is that as the student progresses they learn to accept responsibility for this. "

Nancy Cummins
College of Health and Human Services

Major/minor courses: Courses 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 College.

Programs designate which classes are scheduled for, and earn, Honors credit in a respective major, in consultation with the dean of the Honors College and the Honors College Advisory Committee.

International Students

The Center for Global Engagement (CGE) is the international students' home away from home. It is the office on campus that issues I-20 and DS-2019 to F-1 students and J-1 exchange students and visiting scholars. It is the office that provides immigration advising to our international students and visiting scholars, and it is the unit responsible for making sure that Indiana State University and its international students are complying with immigration rules, regulations, and laws set by the U.S. Department of Homeland Security and the U.S. Department of State. The following is information that academic advisors should have in mind when advising international students or working with visiting scholars. The information included in this handbook related to U.S. Immigration Regulations are neither inclusive nor negotiable. Academic advisors should contact a DSO (Designated School Official) at the CGE to address immigration related questions. Please keep in mind that international students do qualify for the Sycamore Graduation Guarantee. Also please be aware that all international students are subject to the U.S. Federal rules and regulations governing immigration issues and that sponsored students are subject to their sponsors policies and procedures in addition to immigration rules and University Policies.

A sponsored international student is a student who meets the following criteria:
- The student receives funding to attend ISU from a third party organization (the sponsor). Sponsors are usually government, organizations or private companies.
- The student's sponsor will be billed directly for the student's tuition and fees.

A non-sponsored international student is a student who meets the following criteria:
- The student receives his/her funds directly and is responsible for paying ISU.
- The student or family is responsible for paying tuition.

How Many Credit Hours is an International Student Required to Take to Keep His/Her Legal Status?

Level of Study	Minimum Required Credit Hours
Undergraduate Students	12 *(15 credits is strongly advised)*
Final Semester of undergraduate program	May obtain approval for reduced course load

It is a violation for an international student's immigration status to register for less than 12 credits or drop below 12 credit hours during fall and spring semesters. International students must apply for approval from CGE if they want to register for less than 12 credits or drop below the minimum required credit load of 12 credits. Approval has to be given by the office before a student can make that type of change. It is recommended that an international student register for more than 12 credit hours so they can have some flexibility if they want to drop a course when the advisor deems necessary.

English Placement Test

The English placement test (EPT), a required test that all international students have to take, is traditionally offered on the Monday in the week before the semester begins and is part of International Student Orientation. The EPT is proctored and graded by faculty within the Languages, Literatures, and Linguistics (LLL) Department. Results of the EPT are given to the Testing Office and entered into BANNER (SOATEST). The test results are then used to provide advisors with information for properly placing international students into an ESL course.

The results for the EPT determine one of the following: (a) student should be enrolled into ESL 103A, (b) student should be enrolled into ESL 103B, (c) student should be enrolled into ENG 105, or (d) student is encouraged to enroll into ENG 107.

If a student misses the EPT for any reason, that student should be enrolled into ESL 103A.

On the first day of class in ESL 103A, students complete a diagnostic essay to assess the students' writing level.

Students who do not take the EPT and do not come to the first day of class will remain enrolled in ESL 103A. For questions about the English Placement Test, please contact the department chair of the LLL Department.

What are the Enrollment Options Available to International Students to Meet the Full-time Status?

Enrollment options for meeting full-time status	Permitted by Immigration Services
Distance education courses not requiring physical attendance for classes, exams, or other purposes integral to the completion of the course	Sponsored Students: Only one (3 credit hours) course per semester can be completed. This is only permitted if an in class option is not available in upcoming or near future semesters. The distance course must be a major requirement. A letter must be submitted to the CGE by the college for approval before the student can register for the course. Non-Sponsored Students: In a Fall/Spring semester, the student must be registered for at least 9 on-campus credits before enrolling in a distance course. *Some countries may deny a student degree equivalency if they have too many distance hours as a part of their degree.*
Correspondence Course	No—but can be taken in addition to required full-time credits (12 credits)
Courses taken as audit or not-for-credit	No—but can be taken in addition to required full-time credits (12 credits)
Courses taken pass/fail	Yes
Concurrent enrollment at another campus or school	Yes—CGE must be notified by the student to maintain accurate records. Sponsored students must complete a process to approve courses that are taken at other institutions.
Summer Enrollment	Not monitored except to confirm enrollment of students admitted to a summer term. The exception is for a student who is graduating at the end of the summer term. The student cannot be only taking distance courses if they are in the United States.

When Can International Students Apply Course Load Reduction from CGE?

Reductions in enrollment requiring advance CGE approval	Documentation Required	Immigration Services
Academic Difficulties (can only be used during the 1st year)	Certification from academic advisor to confirm initial difficulty with language requirements, unfamiliarity with U.S. teaching methods, improper course level placement, imminent course failure, or similar academic justification	Only one less-than-full-time reduction based on this category per degree level of study; undergraduates must maintain 9 credit hours.
Medical Reasons	A letter from a licensed U.S. medical doctor	Maximum 12 months aggregate. No minimum credit hour enrollment requirement.
Final Semester of Study	Certification from academic advisor that remaining credit hours will satisfy all degree requirements	Only one less-than-full-time reduction based on this category per degree level of study.
Complete course withdrawal due to compelling personal or academic reasons	The student must meet with a DSO at the CGE and make request to be approved to withdraw from classes. This will be a request for a leave of absence not CLR	Must depart the U.S. within 15 days and may return 30 days in advance of next semester (with a new I-20).

When Can an International Student Apply for a Leave of Absence?

An international student might apply for a Leave of Absence only if the student has compiling reasons or if the leave is recommended by the student's academic advisor. Any leave of absence must be approved by the student's faculty advisor and a signature will be required for the proper documentation. International students cannot withdrawal without approval from the CGE office. If the withdrawal is an advisor recommendation, the advisor should email the CGE office and copy the student, letting the office know that he/she suggested and encouraged withdrawal. This will initiate the contact between the student and the CGE office.

When Can an International Student Apply for an I-20 Extension?

An international student may request an extension of his/her I-20 to continue to study at ISU if the student can't complete the degree by the expiration date on his/her I-20. A student can apply for an I-20 extension based on one of the followings: 1) Academic Reason or 2) Medical Reason.

If a student is applying for an extension based on Academic Reason, the following are valid reasons for the student to seek an extension: a) delay caused by a change of student's major, b) delay caused by lost credits upon transfer to Indiana State University, c) delay caused by change of research topics, d) delay caused by unexpected research problems. Delays caused by academic probation or suspension are not acceptable reasons for program extension. Also poor academic performance is not in itself a permissible ground to extend a student's stay.

When we review the student's application for an I-20 extension, CGE DSOs rely on the information provided by the academic advisor to make a decision. Academic advisors should provide accurate information about the number of classes left for the student to complete his/her degree and the graduation date. When CGE grants an I-20 extension and issue a new I-20 the new expiration date will be the date proposed by the student's academic advisor. To give the CGE DSOs enough time to process all the I-extension applications on-time, students are asked to submit their applications two months prior to expiration date on their I-20.

Extensions are usually only allowed for one extra semester after their intended graduation date. If a student needs an extension, it is advisable that the student leaves one required major course to be taken in the semester of the extension. Repeating courses during the extension semester is allowed, but one required course has to be left to complete in the semester of the extension.

Advisors must complete the I-20 extension form for it to be submitted to the CGE office. All extension applications need to be submitted in a timely manner to the CGE to be reviewed for approval. A student who fails to apply for an I-20 extension by the expiration date of his/her I-20 will not be eligible for an extension and he/she will be in violation of his/her immigration status. That student's I-20 cannot be extended. **There is no exception to this rule from Homeland Security.**

The following are not valid reasons for I-20 extensions:
- To repeat a failed course, to repeat a course for a better grade, or to repeat a course for personal interest.
- To engage in research on or off-campus
- To finish pending coursework for an incomplete grade
- To engage in non-required CPT (internship, training)

Internships/Curricular Practical Training (CPT)

All internships must go through the CGE office for approval. This is ultimately the student's responsibility because the student has been made aware of the requirements of their F-1 visa status. International students are only allowed to complete an internship if the internship course is a requirement for all students in the program. If an internship is optional, the international student will not be approved by CGE. If it is a required internship, the student will need to receive Curricular Practical Training (CPT) approval through the CGE office prior to beginning the internship experience.

Optional Practical Training (OPT)

OPT is permission to work in a job related to the student's field of study. This authorization can be used for full-time summer work or part-time work (no more than 20 hours/week) during the academic year. All or part of the time can be saved for full-time employment after graduation. Authorization can take as long as 90 days and the student cannot begin working until the work authorization has been received. This needs to be completed in the semester before the student graduates. If a student's interim grades show that the student will not graduate, the OPT will be terminated. Students who have been authorized for one year or more of full time CPT are ineligible for OPT. Part-time CPT does not affect eligibility for OPT. If the student does not have placement within 90 days, their I-20 will be terminated.

Change of Majors

If a student is not sponsored, that student can change their major using the same undergraduate process in their specific college.

Sponsored students must go through extra steps before a change of major can be created or submitted. If you are unsure if your student is sponsored, please call the CGE for assistance.

- The student must request a letter through the college's student services office. The letter will include information explaining the new major, how many credits have been earned, how many credits will apply to the new major and the expected graduation date. The letter needs to be given to the student and CGE.
- The student must upload the letter and a request for a change of major in the sponsor portal.
- Once approved, the student needs to submit the approval letter to the college's student services office for major change approval.

Other Information

It is important that international students have an updated degree plan in MySAM as well as having detailed notes after advising appointments. If a student intentionally does not follow the degree plan, their financial guarantee can be suspended and they will be violation of the I-20 requirements.

Tutoring is available to the sponsored students and will be paid by the sponsor with prior authorization. The instructor of the course must contact the CGE to make them aware that the student is struggling and will need a tutor. The tutor cannot be an international student, it must be a domestic student. The tutor will not do the work for the student and should only be there to explain the information to the student. The tutor must submit statements to the CGE containing the amount of hours they have worked with the hourly wage that was agreed upon. For more information about this, please contact the CGE.

Notes

Other Academic Opportunities

Education Abroad

Minimum qualifications

- Completed full academic year at ISU or other higher education institution
  - For Transfer Students, should have completed one academic semester at ISU
- Full-time student
- 2.0 cumulative GPA
  - Some host institutions have specific GPA requirements that are non-negotiable
  - If a student does not meet minimum requirements for their program prior to application deadline, they may not be eligible to participate
- Students must maintain full time enrollment status: minimum of 12 credit hours per semester, minimum of 6 hours during summer
- Student must be in good academic and conduct standing
- Once students have met the minimum qualifications an application for studying abroad can be completed on the Education Abroad website
- If approved, the student will apply directly to the partner school or affiliate provider

Approving Courses

To ensure that the courses students take abroad can be transfer back to ISU, students must complete the Academic Planning Form (APF) and have the appropriate approvals. The signed APF will confirm that students have met with their academic advisor(s) to review college approved courses and have selected the appropriate study abroad courses that will transfer back to ISU.

- The student meets with the Education Abroad Office and determines, based on the field of study, which host institutions best align with their course of study and preferred abroad locations.
- Once a host institution is determined, the student will need to research course offerings for that particular university. This can be completed either by searching the websites of the host institution or affiliate provider. The student will determine what courses are available based on their degree requirements.

More information about course options and previously approved courses for our partner universities and affiliate programs are available on the Education Abroad website.
- On the APF, students must list the host institution course number and title along with the ISU course equivalent number and title, as well as alternate courses. Alternate options are required in case their desired courses are unavailable when they register for classes once they have arrived at their host institution.
- Students will then need to meet with their academic advisor to discuss college approved course options and degree plans. The student will need to bring course descriptions and/or syllabi to the meeting for ISU course comparison.
  - The Education Abroad Office can help students get syllabi by reaching out to the appropriate host institution or affiliate provider. Most programs can provide a copy but may take up to a week to receive.
  - In regards to Foundational Studies courses, learning objectives for the course at ISU and the course at the abroad institution need to match or be similar in nature. Learning objectives for ISU courses can be found at: *indstate.edu/academics/fs*. If the course has not been previously approved at ISU to transfer as a Foundational Studies course, the dean of University College must approve for the appropriate FS course transfer.
- If the student's college has a transfer specialist, route the completed APF through the transfer specialist. After this last step, the APF can then be submitted to the Education Abroad Office.

Academic Planning Form Example:

Host Course Number	Host Course Title		ISU Course Number	ISU Course Title	Credit Hours	Previously approved at ISU?	Dean/Chair Comments (Please sign here if the course was not previously approved)
		=				☐ YES ☐ NO	
		=				☐ YES ☐ NO	
		=				☐ YES ☐ NO	
		=				☐ YES ☐ NO	
		=				☐ YES ☐ NO	
		=				☐ YES ☐ NO	
		=				☐ YES ☐ NO	
		=				☐ YES ☐ NO	

Other Education Abroad Information

Pre-Departure Orientation and Post-Trip Evaluation

Pre-Departure Orientation
• ALL student study abroad and faculty-led participants must attend a mandatory orientation prior to departure

Post-Trip Evaluation
• Students are required to complete a Qualtrics survey about their education abroad experience

Transcripts
• Transcripts are sent directly to the Education Abroad Office after completion of the student's study abroad program. Receiving official transcripts from the host university may take up to 3 months.

Graduating Seniors and Study Abroad
• It is not recommended to study abroad the semester prior to graduation, as the Education Abroad office cannot guarantee that grades will be received on time to apply for graduation. Graduating seniors are required to be full-time while abroad, regardless of how many hours they have left to graduate. As such, please be advised that if students choose to study abroad the semester prior to their intended graduation date, they may need to delay May graduation to August, or December graduation to May.

Financial Aid

All financial aid assistance that a student receives at ISU may be used toward their study abroad experiences. This includes loans, grants, and scholarships. Loan and Grant eligibility for summer will be determined by what they use during the academic year. The student may not have money left for summer.

Is there Financial Assistance for 21st Century Scholars?
• Financial Aid can be applied to 21st Century Scholars. However, the minimum of 30 credits per year must be completed to maintain full funding.

Is there Financial Assistance for University Honors Scholars?
• All University Honors Scholars need to notify the University Scholarship Office the term before their study abroad experience. The University Scholarship Office awards all University Honors Scholars a $500 passport scholarship the term before they leave to aid any travel costs associated with studying abroad. It is advised that students consult with the University Scholarship Office for other scholarships opportunities pertaining to study abroad.

Faculty-Led Short-Term International Travel Programs
• The Education Abroad Office offers ISU Students another option to go abroad by traveling with an ISU faculty member and fellow classmates through a Faculty-Led Short-Term International Travel Program. A Faculty-Led program is based on a course that is taught on campus and offers an abroad field experience.

Faculty-Led Travel Assistance for Students
• The Center for Global Engagement offers travel grants to help offset travel expenses for students that participate in Faculty-Led Programs. Grant funding is awarded annually to faculty who have submitted a travel grant proposal and are approved for the academic based travel. Student participants must be

Career Readiness Competencies

Career Readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace. Incorporating career readiness into the curriculum is important to ISU in order to prepare productive citizens of the world.

Critical Thinking/Problem Solving
Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
Possible ways to incorporate this competency:
- Develop an action plan with specific steps to solve a problem.
- Conduct case studies

Oral/Written Communications
Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
Possible ways to incorporate this competency:
- Develop and deliver a presentation for a class.
- Check for understanding by asking clarifying questions.
- Proofread on-line and written communication to avoid errors.

Teamwork/Collaboration
Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work with a team structure, can negotiate, and manage conflict.
Possible ways to incorporate this competency:
- Collaborate with others on a class project where responsibility is shared and not divided.
- Consider others' perspectives before making a decision.

Digital Technology
Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

enrolled in the course that the experiential learning project was based to receive support. The travel grants assist students with travel costs (expenses) of the program, not tuition. Travel grants range from $600 to $1,000 per student. Students can choose the program that best suits their academic course plan. Faculty-Led programs for the academic year are announced in the beginning of the fall semester.

Is there Financial Assistance for Veterans?
- If a student is 100 percent eligible for the Chapter 33 Post-9/11 benefit, it will pay in-state tuition, up to $1,000 per year for books and a living stipend based on the zip code of the parent school. The living stipend is dependent on full-time enrollment, percentage of eligibility and if the veteran is taking on campus or distance courses. Basically, the VA will pay the tuition, books, and living stipend as if the student were attending classes on ISU campus.
  - The VA will not pay costs related to travel (airfare, lodging, and meals) and Third party charges.

Education Abroad Scholarship
- Study Abroad Scholarships are available to all student participants. Students apply for these scholarships through the ISU Branch. Awards vary from $500 to $1,000.

Possible ways to incorporate this competency:
- Utilizing databases to complete homework assignments, group project work, and industry portfolios.
- Consider utilizing online platforms for discussion boards and supplemental assignments.

Leadership

Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Possible ways to incorporate this competency:
- Take on a leadership role in a group project and/or completion of a capstone project.
- Demonstration of initiative by taking on additional responsibilities.
- Reflect on a recent challenge and identify areas of growth and improvement for the future.

Professionalism/Work Ethic

Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, time workload management, and understanding the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Possible ways to incorporate this competency:
- Use a planner or calendar to prioritize work/assignments and meet deadlines.
- Review social media through the eyes of a future employer and determine appropriateness.

Global/Intercultural Fluency

Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Possible ways to incorporate this competency:
- Attend an event on campus that encourages students to step outside their comfort zone.
- Engage in conversation with individuals who have different perspectives than your own.

This information was created using guidelines from the NACE (National Association of Colleges and Employers) community.

Center for Student Success

The Center for Student Success (CSS) is dedicated to supporting students.

Tutoring Services
- Free-of-charge to all currently enrolled students
- One-on-one and small group tutoring available

Supplemental Instruction (SI)
- Free, regularly scheduled, out-of-class, review sessions where students compare notes, discuss readings, develop organizational tools and predict test items
- Facilitated by SI Leaders (students) who are proficient in the targeted course

Disability Services
Student Support Services (SSS) offers students with documented disabilities support that allows them to participate in and benefit from University programs and activities by providing services and accommodations to students with disabilities.
- Students are responsible for reporting their needs to Student Support Services and providing documentation
- ISU does not provide personal attendants, individually prescribed devices or readers for personal use or study.

Advising Insight

In what ways do you believe an academic advisor impacts student success and retention?

"As an academic advisor, you are the key to student success and retention. As you build a personal, professional relationship with your advisees, you become vested in their success. You may be the one authority figure who fully supports them in their education and realizing that you care may be just what the student needs to persevere."

Dr. Cody Hanson
College of Arts and Sciences

Academic College Information

After the student's first year at Indiana State University, and the student has earned 24 credit hours and is in good academic standing, the student will be transitioned from a University College advisor to a professional advisor in the college and/or a faculty 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. Christopher Olsen, Dean
Dr. Dennis Ballard, Associate Dean for Student Academic Affairs
Dr. Christopher Fisher, Associate Dean
Dr. Bassam Yousif, Associate Dean

College Offices:
Office of the Dean, Stalker Hall, room 200
Student Academic Affairs, Stalker Hall, room 209
Website: *indstate.edu/cas*

Scott College of Business

Dr. Brien N. Smith, Dean
Dr. Kelly Wilkinson, Associate Dean
Judith Brewer, Director, Undergraduate Student Services

College Office:
Federal Hall, room 124
Website: *indstate.edu/business*

Bayh College of Education

Dr. Janet Buckenmeyer, Dean
Dr. Linda Sperry, Associate Dean

Dean's Office:
University Hall, room 109

Dr. Judy Sheese, Assistant Dean; Director, Education Student Services

College Office:
University Hall, room 115
Website: *indstate.edu/education*
Email: *ISU-ess@indstate.edu*

College of Health and Human Services

Dr. Caroline Mallory, Dean
Dr. Yasenka Peterson, Associate Dean for Academics
Dr. Lea Hall, Executive Director Nursing Programs
Dr. Peggy Weber, Associate Dean for Student and Community Relations

College Offices:
Office of the Dean, Health and Human Services Building (Arena), room 407
Student Services, Health and Human Services Building (Arena), room C-31
Academics, Health and Human Services Building (Arena), room C-31
Website: *indstate.edu/health*

College of Technology

Dr. Neslihan Alp, Dean
Dr. Kara Harris, Associate Dean
Dr. Troy Allen, Associate Dean

Dean's Office:
Technology Annex Building, room 103
Student Services: Myers Technology Center, room 101
Website: *indstate.edu/technology*

University College

Dr. Linda Maule, Dean
Susan Johnson, Director, Academic Advising

Dean's Office:
Normal Hall, room 207
Website: *indstate.edu/uc*

Honors College

Dr. Greg Bierly, Dean

College Office:
Pickerl Hall, room 110
Website: *indstate.edu/academics/honors*

Notes

Key Resources/Contacts

Sycamore Express: *indstate.edu/express*

21st Century Scholars
Center for Student Success
Aaron Slocum
Normal Hall, room 219
812-237-4389
aaron.slocum@indstate.edu
indstate.edu/services/student-success/cfss

Admissions
812-237-2121
admissions@indstate.edu
indstate.edu/admissions

African American Cultural Center
301 N. 8th Street
812-237-3811
ISU-AACC@mail.indstate.edu
indstate.edu/student-affairs/aacc

Athletic Academic Services
Burford Hall, room 130F
Academic Enrichment Center
812-237-7601
gosycamores.com (Student-Athletes)

Bursar Operations
Parsons Hall, room 100
812-237-3535
paymentplan@indstate.edu
indstate.edu/bursar/

Campus Life/Student Activities
Freda Luers
Hulman Memorial Student Union, room 515
812-237-3830
freda.luers@indstate.edu
indstate.edu/student-affairs/campus-life/student-org

Career Center
231 N. 6th Street
812-237-5000
isu-career-center@mail.indstate.edu
indstate.edu/career-center

Center for Community Engagement
Sarah Williams
Tirey Hall, room 1346A
812-237-2334
sarah.williams@indstate.edu
indstate.edu/university-engagement/community-engagement

Center for Student Success
Roberta Allen
Normal Hall, 1st Floor
812-237-2700
roberta.allen@indstate.edu
indstate.edu/services/student-success/cfss

Commuter Services
John Gettemeyer
Welcome Center, room 217
812-237-2121
john.gettemeyer@indstate.edu
indstate.edu/services/commuter

Counseling Center
Gillum Hall, 2nd floor
812-237-3939
indstate.edu/cns/index.htm

Counseling Clinic:
Norma and William Grosjean Clinic
Bayh College of Education
University Hall
812-237-2800
bridget.roberts-pittman@indstate.edu
indstate.edu/education/nawgc

Dining Services
Erickson Hall (218 N. 6th Street)
812-237-4138
indstate.sodexomyway.com/

Disability and Student Support Services
Center for Student Success
Rita Worrall
Normal Hall, room 126
812-237-2301
rita.worrall@indstate.edu
Debbie Huckabee
Normal Hall, room 129
812-237-7920
debbie.huckabee@indstate.edu
indstate.edu/services/student-success/cfss

Education Abroad
Study Abroad and Faculty Led Study Abroad
Gillum Hall, 2nd Floor
812-237-3427
ISU-StudyAbroad@mail.indstate.edu
indstate.edu/abroad

Equal Opportunity and Title IX Office
Rankin Hall, room 426
812-237-8954
ISU-equalopportunity-titleix@mail.indstate.edu
indstate.edu/equalopportunity-titleix

Financial Aid
Tirey Hall, room 150
1-800-841-4744
ISU-finaid@mail.indstate.edu
indstate.edu/finaid/

Fraternity and Sorority Life
Hulman Memorial Student Center, room 608
812-237-3852
ISU-FSL@mail.indstate.edu
indstate.edu/student-affairs/fraternity-sorority-life

Graduation Specialist
Christina Cantrell
Normal Hall, room 213
812-237-9043
christina.cantrell@indstate.edu

Health Center—UAP Clinic
Sycamore Center for Wellness and Applied Medicine
567 N. 5th Street
812-237-3883
indstate.edu/health-center

Honors College
Dr. Greg Bierly
Pickerl Hall, room 110
812-237-3225
gregory.bierly@indstate.edu
indstate.edu/academics/honors

Indiana State Online
Tirey Hall, Room 133A
812-237-2345
indianastateonline@indstate.edu
indstate.edu/online

Information Technology Help Desk
Stalker Hall, room 009
812-237-2910
it-help@indstate.edu

International Students/ Center for Global Engagement
Gillum Hall, 2nd Floor
812-237-2440
isu-ips@mail.indstate.edu
indstate.edu/ips/

Math and Writing Center
Ellie Pounds
Library, 2nd floor
812-237-2989
ellie.pounds@indstate.edu
indstate.edu/math-writing

Multicultural Services and Programs:
LGBTQ Student Resource Center
La Casita Student Resource Center
International Student Resource Center
Hulman Memorial Student Union, 7th Floor
812-237-2877
ISU-MSP@mail.indstate.edu
indstate.edu/student-affairs/msp

MySAM Help
812-237-4995
stayontrack@indstate.edu
indstate.edu/registrar/mysam

Ombudsperson
Al Perone
Hulman Memorial Student Center, room 808
812-237-3829
al.perone@indstate.edu

Psychology Clinic
Dr. Kathy Ocampo
424 N. 7th Street (Root Hall)
812-237-3317
Katheryn.Ocampo@indstate.edu
indstate.edu/cas/psych-clinic/

Public Safety
210 N. 6th Street
812-237-5555
indstate.edu/pubsafety/

The Office of Multicultural Services and Programs (MSP) was created to advocate across various vectors to grow Indiana State University into a model of multicultural excellence for all who learn, live, and work on campus. MSP strives to build a climate of inclusion and community and aim to enhance intercultural competency through workshops, services, resources, programs, and influencing ISU policies and practices. We work actively with and for all Indiana State University students.

Our goals are simple:
- Ally with and support students in marginalized communities
- Assist in the retention and graduation of multicultural students by fostering a sense of community through intellectual, social, and cultural exchange
- Provide and promote safe spaces for challenging dialog about students' experiences and concerns
- Provide services and programs that support multicultural students in realizing their academic, professional, and personal potential

Registrar/Registration and Records
Parsons Hall, room 009
812-237-2020
ISU-ORR@mail.indstate.edu
indstate.edu/registrar

Residential Life
Erickson Hall (218 N. 6th Street)
812-237-3993
ISU-rlfaq@indstate.edu
indstate.edu/reslife

Student Health Promotion
Student Recreation Center, room 131
812-237-3258
indstate.edu/student-affairs/student-health-promotion

Student Employment
231 N. 6th Street
812-237-5000
isu-career-center@mail.indstate.edu
indstate.edu/student-employment

Student Conduct and Integrity
Craig Enyeart
Hulman Memorial Student Union, room 821
812-237-3800
craig.enyeart@indstate.edu
indstate.edu/student-conduct

Sycamores Care
812-237-3829
ISU-DeanOfStudents@mail.indstate.edu
indstate.edu/student-affairs/sycamores-care

Supplemental Instruction and Tutoring
Center for Student Success
Brad Byers
Normal Hall, room 134 A
812-237-8393
Brad.Byers@indstate.edu
indstate.edu/services/student-success/cfss

United Campus Ministries
Counseling Services and Food Pantry
321 N. 7th Street
812-232-0186
thunitedcampusministries@gmail.com

At Indiana State, we care for our fellow Sycamores and each other's overall well-being. We want to help our students get the care, referrals, and answers they need to ensure their success. Sycamores Care is a campus-wide program that cares for students in distress. The Office of the Dean of Students collaborates with all Indiana State University departments, faculty, staff, students, and their families to create a caring culture at Indiana State.

Family members, fellow students, faculty, staff, and employers can make a referral to Sycamores Care. Students may refer themselves too. Referrals can be made through completing the Sycamores Care Referral Form found on *indstate.edu/student-affairs/sycamores-care*, emailing *ISU-DeanOfStudents@mail.indstate.edu,* or by calling **812-237-3829**.

Some of the areas students are referred for:
· Homesickness
· Family emergency
· Illness/Medical
· Academic
· Injuries and hospitalization
· Feeling lost
· Relationship issues
· Financial issues
· Behavioral concerns
· Questions in general

Many of the ISU departments Sycamores Care team work to provide confidential assistance to students. Those departments can be found by visiting the Sycamores Care webpage.

Sexual Assault/Dating Violence/Domestic Violence/Stalking
If a student is a victim of a sexual assault, other sex offense, dating violence, domestic violence or stalking (even if you are not certain) students should consider their reporting options. There are a variety of resources that are confidential and private to help victims. These resources are also listed on the Sycamores Care webpage.

Advising Insight

How do you engage students in the advising process?

"I try to engage students first by being available. I encourage them to come meet with me (even if they don't need a PIN, but certainly if they do) and then start the conversation with "how are you doing?" We talk informally about how the current/previous semester went and if there are any challenges the student is currently facing. I ask them what they are thinking about doing to address those issues and help guide them to their own conclusions. If needed, I mention resources they might pursue, and on occasion, I walk them to those resources (e.g., the Student Counseling Center). I end each session with "was this helpful? Is there anything else you want to talk about or need?" to see if I left anything out or missed any concerns they are facing."

Dr. Tina Kruger Newsham
College of Arts and Sciences

University College
Normal Hall, 2nd and 3rd floors
812-237-3940
indstate.edu/uc

Veterans Services
Welcome Center (318 N. 6th Street)
812-237-2540
veterans@indstate.edu
indstate.edu/veterans

Women's Resource Center/ Victim Advocate
Amanda Hobson
Hulman Memorial Student Union, room 711
812-237-3829
amanda.hobson@indstate.edu
indstate.edu/student-affairs/wrc

Notes

Free/Low Cost Emergency Assistance

Emergency Hygiene Supplies, Emergency Food and Medical Needs

Dean of Students Office
Hulman Memorial Student Union, room 808
812-237-3829

Emergency Loans up to $400

Financial Aid Office
Tirey Hall, room 183
1-800-841-4744

Food Pantries

United Campus Ministries
321 N. 7th Street
812-232-0186
Hours: Monday—2:00-6:00 p.m.
         Wednesday—11:00 a.m.-7:00 p.m.

The Salvation Army
234 S. 8th Street
812-232-4081

Catholic Charities
1356 Locust Street
812-235-3424

Soup Kitchens

Bethany House
1402 Locust Street
812-235-3424

Saint Benedict's Church
111 S 9th St.
812-232-8421

Saint Patrick Church
1807 Poplar Street
812-232-8518

Clothing

Career Center—ISU Campus
(free professional clothing)
812-237-5000

Goodwill Industries
(low cost clothing)
600 S. 3rd Street
812-917-2676

Medical

Wabash Valley Health Center
1436 Locust Street
812-232-7447

UAP Clinic on Campus
567 N. 5th Street
812-237-3883

Mollie Wheat Memorial Clinic
1433 N. 6½ Street
812-237-3583

Notes

ADVISING MATTERS

Information taken from the *Undergraduate Catalog* and
Academic BLUEprint is only accurate through
the 2018-2019 academic year.

Please refer to the *Undergraduate Catalog*
(*catalog.indstate.edu*) for policy updates and
the Office of Student Success website
(*www.indstate.edu/studentsuccess*)
for updated manual information.

ADVISING MATTERS

The advising handbook is a collaborative project between the colleges and the Office of Student Success. To make suggestions on improving the handbook or for any questions, please contact the Office of Student Success:

812-237-8378
studentsuccess@indstate.edu

Indiana State University

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