Illinois Wesleyan University

Academic Advising Handbook

2017-2018

Academic Advising Center
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“Good advising may be the single most underestimated characteristic of a successful college experience.” Richard Light
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Mission and Goals

Illinois Wesleyan University recognizes the importance of exceptional academic advising as a critical aspect of students’ educational experiences. Academic advising is a continuous process whereby faculty advisors provide developmental academic support and personalized guidance for students throughout their college career.

Mission of Academic Advising at Illinois Wesleyan University:

The mission of academic advising at Illinois Wesleyan University is for faculty and staff to: actively collaborate with students in developing and implementing cohesive and holistic educational plans as they pursue their academic, professional, and personal goals; guide students to campus resources that will assist them in achieving their goals; and foster an understanding and deep appreciation of the purpose and value of the liberal arts in higher education.

Goals of Academic Advising at Illinois Wesleyan University:

- Connect students to knowledgeable and informed advisors who demonstrate expertise, care and respect.
- Establish engaged partnerships between advisors and students based on shared responsibility.
- Foster students’ understanding of the value of a liberal arts education and the general education program.
- Guide students as they:
  - transition from high school to college and integrate into the broader IWU community;
  - identify personal strengths, abilities, and interests;
  - clarify academic, personal, and professional goals;
  - investigate the available programs of study and learn about the major and minor exploration process;
  - select courses to complete requirements for their major(s)/minor(s), general education, and University graduation requirements;
  - use the MyIWU degree evaluation tool for curricular planning and to evaluate the progress toward degree completion;
  - recognize and engage in educational and experiential opportunities (e.g., departmental research projects, internships, studying abroad, co-curricular involvement, participation in student organizations, civic engagement, etc.);
  - utilize campus resources (e.g., Counseling and Consultation Services, Hart Career Center, International Office, etc.) to maximize their unique educational and personal potential;
  - understand and take responsibility for knowing specific curricular requirements (including deadlines), as well as university policies and procedures; and
  - develop and continually assess a cohesive and holistic academic plans for timely graduation based upon demonstrated academic abilities, personal interests, and expressed goals.
Tools and Resources for Academic Advisors

- **The Mentor** is a free electronic publication about academic advising in higher education. The goal of this journal is to provide a mechanism for the rapid dissemination of new ideas about advising and for ongoing discourse about advising issues.

- The **National Academic Advising Association (NACADA)** is a professional organization supporting and promoting effective academic advising. This association provides numerous opportunities for professional development within the advising field; in addition, their comprehensive online clearinghouse covers numerous topics related to advising.

- Informative articles:
  - *The Teaching-Advising Connection* by Drew Appleby
  - *Help! Do I Have to Advise College Students, Too?* by Tonja M. Fillippino, Susan Barnett, and Scott Roach
  - *How is academic advising different from teaching, personal counseling, and career consulting?* by Christopher W. Gregory
  - *The Advising Appointment* from the NACADA Clearinghouse

- Contact the Academic Advising Center at 309-556-3231 or advising@iwu.edu with any questions or concerns.
12 Tips For Good Advising*

1. It’s not about you.
2. Know their names.
3. Be respectful of your advisees.
4. Listen to verbal and nonverbal cues.
5. Ask “why”?
6. Use open-ended questions.
8. Learn the university’s basic policies, procedures, requirements, rules, and regulations.
9. Learn your campus resources.
11. Set limits.
12. Embrace technology.

Effective academic advising requires a partnership between the student and the academic advisor.

An **advisee** can expect **his/her advisor** to:

- Effectively communicate the curriculum, graduation requirements, and university policies and procedures.
- Guide him/her as s/he defines and develops realistic goals.
- Support him/her as s/he makes academic progress according to his/her educational plans.
- Assist him/her in understanding the purposes and goals of a liberal arts education.
- Monitor his/her academic progress.
- Be accessible for advising during posted office hours, or via phone and e-mail.
- Assist him/her in gaining decision making skills to assume responsibility for his/her educational plans and achievements.
- Assist him/her in working closely with his/her professors.
- Encourage him/her to get involved with a variety of curricular and co-curricular activities (e.g. study abroad, internships, research, student organizations).
- Refer him/her to appropriate university resources as needed.
- Maintain confidentiality.

An **advisor** can expect **his/her advisee** to:

- Attend regular appointments and make regular email and phone contact with his/her advisor each semester.
- Come prepared to each appointment with questions or material for discussion.
- Be an active learner by participating fully in the advising experience.
- Ask questions if s/he does not understand a topic or have a specific concern.
- Complete all “to dos” or recommendations from his/her advisor.
- Gather all relevant decision-making information.
- Become knowledgeable about requirements, policies and procedures through the use of the University Catalog.
- Regularly review and track his/her academic progress on his/her degree evaluation on his/her My.IWU account.
- Accept responsibility for his/her decisions.
General Tips for Advising Appointments

Even though each advisor will have his/her own style, the following tips were compiled to ensure consistency among the advising appointments, as well as the information being shared. At least once per semester you will meet with your advisees during the academic advising period that precedes registration. The university controls this by not allowing a student to register until s/he meets with you; as the advisor, you will provide the PIN to access the registration system. The academic advising period is typically seven days, and even though it is the student’s responsibility to contact you to schedule an appointment - it may be advantageous to contact your advisees and set up a sign-up or walk-in process that works with your schedule during that period.

Prior to meeting with your advisees:

1. Before meeting with an advisee for the first time, you will receive an advising folder – this folder will stay with you until they graduate (unless they change their major or advisor).
2. The Registrar’s Office will send you an email with the details of that semester’s registration dates, guidelines, and updates.
3. You will be sent a list of your students’ PINs (for you to keep) and PIN letters to distribute to your students from the Registrar’s Office.
4. Determine what type of scheduling system you would like to have (appointments, sign-ups during your office hours, walk-ins, etc.) and contact your students to let them know about your schedule and that academic advising is approaching.
5. Familiarize yourself with any documents your department has developed for the advising process.
6. Review/bookmark a) graduation requirements -- pp. 51-53 of the University Catalog, b) the general education requirements -- pp. 81-130 of the University Catalog and c) your major requirements.

Preparing for meeting with your advisees:

1. Review the Registration Procedures from the Registrar’s Office.
2. Look over the Schedule of Classes to see what courses are being offered for that particular term.
3. Read over any previous notes you have taken and go over the paperwork in the student’s advising folder.
4. Depending on your department’s policies, generate degree evaluations for your students OR contact your students and remind them bring a current copy to the meeting – see pp. 36-37 for instructions.
5. It may also be helpful to run unofficial transcripts in My.IWU for students since ‘F’ grades, excessive ‘D’ grades and ‘IN’ grades in courses do not appear on the degree evaluations.
6. If needed, make note of courses/requirements/units remaining and any questions you have for the student.
7. Ensure the Course Selection Form is readily available to you as you will be completing it with your student during the meeting.
General Tips for Advising Appointments (continued)

During the meetings with advisees:

1. Facilitate a discussion about how the student is progressing academically and with his/her co-curricular activities (see discussion questions on p. 11).

2. Assist the student in planning next semester's schedule.
   - **Resources:**
     - University Catalog
     - Schedule of Classes
     - Documents from your department
     - Degree Evaluation

3. Recommend the student has alternate course choices in case his/her first choices are closed by the time s/he registers.

4. Complete the Course Selection Form; indicate what requirement(s) the course is satisfying.

5. Print 2 copies of the Course Selection Form, 1 copy should be given to the student and 1 copy must stay in his/her advising folder OR if the student has already completed it, ensure everything is filled out correctly and make sure you keep a copy for his/her advising folder.

6. Work with the student on long-term curricular planning (e.g. when to study abroad, best time for an internship, when s/he will complete remainder of requirements, etc.).

7. Give student his/her PIN letter at the end of the meeting.
   - Please do NOT provide a PIN to a student via email unless you have completed an advising appointment with the student.
Questions to Facilitate Advising Discussions

1. Why did you choose to come to IWU?
   a. Is it living up to your expectations? Why or why not?
   b. If not, what can you or we do to change that?

2. If the student has a declared major(s): Why did you choose ____ as your major?
   a. How certain are you with your decision to major in ____?

3. If the student is undeclared: Where are you in your major exploration process?
   a. Do you have it narrowed down to a couple you are interested in or are you still exploring many?
   b. How do you feel about being undeclared?

4. Do you plan to complete a minor? If so, in what?

5. What do you eventually hope to do with your degree?

6. What academic strengths and weaknesses would you like me to know about?

7. How is your semester progressing?

8. Are there courses you are struggling with?

9. Are you aware of the resources available to you (e.g. tutoring, career center, study abroad, academic advising center website, etc.)?

10. What questions do you have about:
    a. IWU;
    b. your major;
    c. general education and graduation requirements;
    d. or scheduling and registration?

11. What extra-curricular activities are you involved in?

12. Are there any activities in which you are involved or considerations that we need to be aware of in planning your educational program?
    a. For example, do you have a job?
    b. Are you a student athlete?
    c. Do you participate in any music ensembles or theatre productions?
    d. Do you plan on studying abroad?
    e. Do you plan on doing an internship?
    f. Would you like research experience?
    g. Are you interested in graduate fellowships?

13. How do you plan to make the most of your summers (e.g. volunteer work, internships, shadowing, taking classes at a community college, study abroad, etc.)?

14. What question(s) do you have?
First-Year Advising Discussion Aids

Often the first opportunity a student has to develop a relationship with a faculty member is with his/her advisor. The following outlines important topics an advisor can discuss with his/her advisees in order to assist with their transition into the collegiate environment. Although these topics are geared towards a student's first year experience, they can be discussed throughout a student's tenure at IWU.

1. A reminder of your expectations for the advisor-advisee relationship:
   a. Your role
   b. The expected role of the advisee

2. The role of college faculty and the professional relationship the student should seek to establish:
   a. What is a college professor? How do you address him/her?
   b. How do college professors differ from high school teachers?
   c. What is a teacher-scholar?
   d. What are office hours? How should a student best utilize office hours?
   e. What are faculty expectations (e.g. class attendance, quantity and quality of study, value of contact with the faculty)?
   f. Where can a student go in case of academic difficulty?

3. The meaning and benefits of a liberal arts education:
   a. How does IWU’s general education program achieve the goals and benefits of a liberal education?
   b. What are the general education requirements? (refer to the University Catalog for details)

4. Adjustment to college:

   NOTE: The primary role of the advisor is really one of referral of the student to appropriate campus resources (see p. 22). If you are unsure about where to refer the student, you can contact the Academic Advising Center.

   a. How are classes? How does the workload compare with high school so far?
   b. You might encourage students to get help with coursework early from their professors or specific resources (see Section 7).
   c. Non-academic adjustment issues can be particularly troublesome for the students during their first three weeks and are the most cited reasons that students leave the university. Consequently, you might want to discuss with them how they are making the transition to dorm life and their new roommates. Have they met their First-Year Resident Advisor?
5. Are they finding co-curricular events to attend and getting involved on campus?

- Calendar of Scheduled University Events
- Office of Student Activities and Leadership Programs
- Registered Student Organizations
- Volunteering and Community Engagement
- Athletics
- School of Music
- School of Theatre Arts
- Religious and Spiritual Life

6. Issues of academic dishonesty, including plagiarism:

a. IWU takes academic dishonesty very seriously.

b. What is it? Academic dishonesty comes in two forms: (1) plagiarism, and (2) cheating (refer to the Student Handbook for a detailed description of these offenses).

c. What are the consequences? The University maintains a “two strikes and you’re out” policy. That is, for a first offense the penalty is determined by the instructor. Depending on how serious the incident is, the consequence can be anything up to a grade of ‘F’ in the course. For a second offense, the student’s case is automatically referred to the Academic Appeals Committee with a recommendation of separation from the University.

d. Here is a good rule of thumb for students to follow in order to avoid academic dishonesty problems: invariably, for any assignment receiving a grade, professors expect to see each student’s own unique work. If a student has any question about how the work of others may be incorporated into graded work, consult with the professor (sometimes there is confusion about how much collaboration is acceptable when group projects are assigned; how much lab partners can share on a lab report; what is legitimate ‘working together’ versus representing someone else’s work as one’s own).

7. Study skills:

a. Most incoming students will benefit from discussions about study skills, as they are moving from a very structured environment (with adults checking in with them), to the college environment where they are responsible for their own time management.

b. Suggestions you might want to make:

   i. Schedule time to read for your courses and prepare, in addition to the time you already schedule to study for exams or write papers.

   ii. Discuss the difference between passive reading and active reading.

   iii. Suggest elimination of environmental impediments to effective studying (e.g. cell phone).
iv. A series of shorter regular study sessions is much more effective than one or two long sessions immediately before exams.

v. Utilize time management tools (e.g. IWU paper academic planner, MyHomework app).

c. Refer students to the Academic Skills Series (see p. 80) developed by Student Affairs professionals and faculty and staff from Academic Affairs, which covers such topics as reading, note-taking, test taking, time management, and stress management. For more information visit Academic Skills Series on the web.

i. You might also refer students to the following on-line resources:

1. How to Get The Most Out of Studying: video series from Samford University

2. Study Skills Library: California Polytechnic State University

8. Research assistance:

a. Review the importance of utilizing our library faculty members. More information can be found on p. 82.

9. Grade and Goal Review:

a. When available, review student's grades (both successes and areas for improvement).

b. If the student has had academic difficulty, discuss strategies with the student on how to improve and make referrals to appropriate campus resources.

10. Explanation of Minors:

a. What is a minor? What is the benefit of having a minor?

b. If they do not complete a minor, how will they utilize elective credits (e.g. study abroad, internships)?

11. Use of summer “vacation”:

a. Students often take classes at a community college over the summer. Review the process for getting classes approved (see p. 71).

b. It is never too early to think about how they will strategically use the time they have in the summer (e.g. volunteer work, internships, study abroad, etc.).

12. Progress towards degree:

a. Discuss student's progress toward the degree, and if you have not done so previously, ensure the student knows how to run a Degree Evaluation (instructions can be found on p. 37).
Individual Advising Appointments for Spring and May Term

(This outline is geared towards first-year students, but can be used at any point.)

1. Before the student arrives, login to My.IWU and look over the student's file.

2. Discuss student’s short-term and long-term academic and career goals.

3. Check in with the student as to how the semester is progressing. For example:
   a. Is s/he enjoying/not enjoying his/her courses?
   b. Is s/he receiving the grades s/he hope for? If not, what can s/he do to improve?
   c. How much study time is s/he putting in? How is time management going?
   d. Has s/he become involved on campus? If so, how?
   e. Does s/he have any questions about offices on campus?

4. If the advisee received a mid-term grade report and you did not see him/her at that point, check in regarding the progress in that class and what s/he is doing to improve.

5. Review student's degree evaluation with him/her. This provides another opportunity to review the general education requirements and how the student would like to fulfill them.
   a. TIP: Request that the student prints and brings a copy of the degree evaluation with him/her to the appointment.

6. Review student's proposed schedule for any time conflicts or inappropriate course selections on the draft of the “Course Selection Form” found on the Academic Advising Center Website:
   a. keep all courses which are needed for the major, prerequisites or otherwise (check online Course Plans);
   b. keep general education and elective courses that have only one meeting time and don't conflict with the above;
   c. and work in general education and elective courses that have more than one meeting time and do not conflict with the above.

7. Finalize or complete a new “Course Selection Form” with the student – keep one copy in the student's advising folder and give one copy to the student.

8. View pp. 62-66 in the University Catalog for detailed information regarding May Term.

9. Give student his/her PIN.
   a. Reminder, the PIN for the spring semester and May Term is the same.

10. Confirm with the student when and how s/he will be registering.
    a. Reminder, spring semester registration will occur followed by a separate date for May Term. Students will have two separate registration times.

11. Once student leaves, take notes regarding the appointment for later referral, and to provide history as to what has been discussed with the student.
Individual Advising Appointments for Fall

(This outline is geared towards first-year students, but can be used at any point.)

1. Before the student arrives, login to My.IWU and look over student’s file.

2. Check in with the student to see if there has been any changes in his/her short-term and long-term academic and career goals.

3. Check in with the student as to how the semester is progressing. For example:
   a. How is this semester different than the previous?
   b. Is s/he enjoying/not enjoying his/her courses?
   c. Is s/he receiving the grades s/he is hoping for? If not, what can s/he do to improve?
   d. How much study time is s/he putting in? How is time management going?
   e. Has s/he become involved on campus? If so, how?
   f. How does s/he plan on spending the summer?
   g. Does s/he have any questions about offices on campus?

4. Review degree evaluation and current courses, including midterm reports.

5. Review student’s proposed schedule for any time conflicts or inappropriate course selections on the draft of the “Course Selection Form” found on the Academic Advising Center Website:
   a. keep all courses which are needed for the major, prerequisites or otherwise (check online Course Plans);
   b. keep general education and elective courses that have only one meeting time and don’t conflict with the above;
   c. and work in general education and elective courses that have more than one meeting time and do not conflict with the above.

6. Finalize or complete a new “Course Selection Form” with the student – keep one copy in the student’s advising folder and give one copy to the student.

7. Give student his/her PIN.

8. Confirm with the student when s/he will be registering.

9. Students often take classes at a community college over the summer. Review the process for getting classes approved (see p. 71).

10. Once student leaves, take notes regarding the appointment for you to be able to refer to later, and to provide future history as to what has been discussed with the student.
Recommendations for Resolving a Conflict with a Faculty Member

The following steps are recommended to resolve student/faculty conflicts:

1. First, in most cases, a student should talk with the professor directly. Make an appointment during the professor’s office hours. Exceptions would include sexual misconduct or perceived discrimination. In cases of sexual misconduct, students should contact the Title IX Administrator, Associate Vice President and Chief Human Resources Officer Cathy Spitz, or Deputy Coordinator, Associate Dean Darcy Greder. In cases of discriminatory behavior based on racial, ethnic, religious affiliation, etc., students should contact the Vice President of Student Affairs, Karla Carney Hall, or the Dean of Students Office.

2. If the conflict is not resolved, a student can talk with the chair or program director who supervises the faculty member (see p. 21).

3. If the conflict is still not resolved, a student can make an appointment with the Provost and Dean of the Faculty, Mark Brodl.

The Faculty Handbook offers the following policy for student complaints about faculty members:

The Constitution of the Faculty gives students the same rights to bring grievances involving members of the faculty or administration as other members of the IWU academic community. According to the Constitution, “Grievances may be brought to the Hearing Committee by . . . an individual student or a group of students.” Like other complaints, however, student grievances must first go through all other efforts at resolution as provided by the Faculty Handbook and Student Handbook before the Hearing Committee will agree to become involved. The Student Handbook offers the following paragraph about how to pursue such grievances:

The Provost and Dean of the Faculty is open to students’ complaints or suggestions concerning the quality of academic courses and programs, the performance of faculty members, or the effectiveness of other aspects of academic administration (facilities, records, the calendar, standards, etc.). Students may submit their concerns to the Provost and Dean of the Faculty in writing or arrange a conference. Confidentiality of such communications will be strictly maintained to prevent fear of reprisals from those subjected to criticism unless the student gives explicit permission for the information and/or his or her name to be used.

In practice, the Office of the Provost/Dean agrees to hear student complaints only after ascertaining that students have first tried to address their concerns by discussing them with the faculty member involved or by bringing them to the attention of the relevant department chair/school director. Only when these channels have been exhausted or when students express reluctance to use these more direct means of resolving their concerns does the Provost/Dean become involved. After hearing a student complaint, the Provost/Dean consults with the appropriate supervisor to discuss the best way to settle the matter in a manner that respects the rights and interests of all parties involved. In almost all cases, complaints can be resolved at the lowest possible level, and successful communication between the faculty member and the complaining student(s) can be restored. Although not directly related to resolving a conflict with a faculty member, a student might benefit from talking with someone at Counseling and Consultation Services to deal with the stress caused by the situation (see p. 84).
Dealing with Students’ Personal Problems

One of the roles of an advisor is sympathetically listen to their advisees’ when they are sharing concerns of an academic, vocational, or personal matter. While we all know (and are learning) the academic components of advising, the personal is much trickier terrain.

No advisor should stand in as a personal counselor; we are not trained to do so and it is not within the purview of academic advising at IWU. That said, as teachers and fellow humans, we can listen, build a relationship of trust and confidence, and act in the best interest of the student.

What follows are some suggestions for dealing with students’ personal problems:

1. Hear the student out. It often takes considerable courage to talk to anyone about the matter. Venting the problem is the first essential step towards finding a solution.

2. Acknowledge the emotions that the student is probably feeling: “I’m sure this is very difficult for you to talk about. It must greatly upset you…”

3. Explain that you are not an expert in this area or at giving people personal counseling, and that all you can do is react at a common sense, human level.

4. Questions may be helpful but refrain from offering advice or suggestions unless specifically asked. Be there and listen; let the student know you have heard what has been said. How much time and energy you put in at this stage is completely up to you and will depend on how comfortable (or not) you are with this student/matter.

5. Refer the student to the area of campus that will give further assistance. In most cases of personal and emotional turmoil, the student should be referred to Counseling and Consultation Services (see p. 84). You may have to dispel general fears about counseling before a student is willing to make an appointment. International students can be particularly wary of counseling.
   a. You may also utilize the “Referral List” on p. 22.

6. If you feel comfortable, suggest the student call for an appointment from your office, before s/he leaves.

7. Try to follow up in some way. Simply by closing with, “Stop by and let me know how things went” or dropping a quick e-mail to say hello would let the student know s/he is welcome to see you again.
Confidentiality is an integral part of IWU's philosophy and we adhere to the Buckley Amendment, also known as the Family Educational Rights and Privacy Act of 1974 (FERPA). The broad purpose of FERPA is to ensure the accuracy, integrity, and confidentiality of students' educational records.

Any release of records is on a “need to know” basis for educational purposes. Any other release, including to the parents, requires written permission from the student or can be released under prescribed circumstances.

Communicating with parents/guardians:

- Before discussing anything regarding a student with a parent/guardian, an advisor should verify via the Registrar’s Office or Dean of Student’s Office that a FERPA waiver has been signed by the student.

- Advisors may encourage parents to work cooperatively with their students but should use discretion in speaking about the advisee and not feel pressured into excessive “in loco parentis” responsibilities. You may also refer the parent to the appropriate administrative office (see “Referral List” on p. 22).

- It is also advisable to inform the student that his/her parent has called and about the nature of the conversation.

Communicating with university officials:

- University officials may only use records for their intended purposes; however, records and information can be shared with other university officials if “legitimate educational interests” exist.

  - Therefore, an advisor is fully empowered to share advising information with other members of the university community such as the Dean of Students, the Registrar, or the Director of Academic Advising, when doing so serves the educational interests of the student. Indeed, such information sharing is part of our collective responsibility. Beyond relevant course work, this information may include material regarding disciplinary action and/or regarding significant risk to the safety or well-being of the student or others within the community.

For additional information:

- [FERPA: Basic Guidelines for Faculty and Staff. A Simple Step-by-Step Approach For Compliance](https://example.com) by William R. Van Dusen Jr., J.D.

- [FERPA General Guidance for Students – U.S. Department of Education](https://example.com)
SECTION 2: DIRECTORIES
## Department Chairs and Program Coordinators 2017-2018

<table>
<thead>
<tr>
<th>Name</th>
<th>School/Department</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Johnson</td>
<td>School of Art</td>
<td>3134</td>
<td><a href="mailto:jjohns11@iwu.edu">jjohns11@iwu.edu</a></td>
</tr>
<tr>
<td>Mario Pelusi</td>
<td>School of Music</td>
<td>3075</td>
<td><a href="mailto:mpelesi@iwu.edu">mpelesi@iwu.edu</a></td>
</tr>
<tr>
<td>Vickie Folse</td>
<td>School of Nursing</td>
<td>3286</td>
<td><a href="mailto:vfolse@iwu.edu">vfolse@iwu.edu</a></td>
</tr>
<tr>
<td>Thomas Quinn</td>
<td>School of Theatre Arts</td>
<td>3982</td>
<td><a href="mailto:tquinn@iwu.edu">tquinn@iwu.edu</a></td>
</tr>
<tr>
<td>Jerry Olson</td>
<td>Accounting and Financial Services</td>
<td>3170</td>
<td><a href="mailto:golson@iwu.edu">golson@iwu.edu</a></td>
</tr>
<tr>
<td>Mike Wagner</td>
<td>Athletic Director</td>
<td>3341</td>
<td><a href="mailto:mwagner@iwu.edu">mwagner@iwu.edu</a></td>
</tr>
<tr>
<td>Loni Walker</td>
<td>Biology</td>
<td>3965</td>
<td><a href="mailto:lwalker@iwu.edu">lwalker@iwu.edu</a></td>
</tr>
<tr>
<td>Joe Solberg</td>
<td>Business and Marketing</td>
<td>3130</td>
<td><a href="mailto:jsolberg@iwu.edu">jsolberg@iwu.edu</a></td>
</tr>
<tr>
<td>Rebecca Roesner</td>
<td>Chemistry</td>
<td>3667</td>
<td><a href="mailto:rroesner@iwu.edu">rroesner@iwu.edu</a></td>
</tr>
<tr>
<td>Mark Liffiton</td>
<td>Computer Science</td>
<td>3535</td>
<td><a href="mailto:mllffito@iwu.edu">mllffito@iwu.edu</a></td>
</tr>
<tr>
<td>Illaria Osella-Durbal</td>
<td>Economics</td>
<td>3906</td>
<td><a href="mailto:iossella@iwu.edu">iossella@iwu.edu</a></td>
</tr>
<tr>
<td>Irving Epstein</td>
<td>Educational Studies</td>
<td>3105</td>
<td><a href="mailto:iepstein@iwu.edu">iepstein@iwu.edu</a></td>
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<tr>
<td>Joanne Diaz</td>
<td>English</td>
<td>3333</td>
<td><a href="mailto:diaz@iwu.edu">diaz@iwu.edu</a></td>
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<tr>
<td>James Matthews</td>
<td>French and Italian</td>
<td>3571</td>
<td><a href="mailto:matthews@iwu.edu">matthews@iwu.edu</a></td>
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<tr>
<td>Scott Sheridan</td>
<td>German, Russian, and Asian</td>
<td>3238</td>
<td><a href="mailto:sheridan@iwu.edu">sheridan@iwu.edu</a></td>
</tr>
<tr>
<td>Cesar Valverde</td>
<td>Hispanic Studies</td>
<td>3763</td>
<td><a href="mailto:cvalverd@iwu.edu">cvalverd@iwu.edu</a></td>
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<tr>
<td>Michael Weis</td>
<td>History</td>
<td>3049</td>
<td><a href="mailto:mweis@iwu.edu">mweis@iwu.edu</a></td>
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<tr>
<td>Zahia Drici</td>
<td>Mathematics</td>
<td>3669</td>
<td><a href="mailto:zdrici@iwu.edu">zdrici@iwu.edu</a></td>
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<tr>
<td>Mary Coleman</td>
<td>Philosophy</td>
<td>3705</td>
<td><a href="mailto:mcolema2@iwu.edu">mcolema2@iwu.edu</a></td>
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<tr>
<td>Norm Eash</td>
<td>Physical Education</td>
<td>3344</td>
<td><a href="mailto:neash@iwu.edu">neash@iwu.edu</a></td>
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<tr>
<td>Thushara Perera</td>
<td>Physics</td>
<td>3888</td>
<td><a href="mailto:tperera@iwu.edu">tperera@iwu.edu</a></td>
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<tr>
<td>Bruno deHarak</td>
<td>Physical Education</td>
<td>3661</td>
<td><a href="mailto:bdeharak@iwu.edu">bdeharak@iwu.edu</a></td>
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<tr>
<td>Kathleen Montgomery</td>
<td>Political Science</td>
<td>3869</td>
<td><a href="mailto:kmontgrom@iwu.edu">kmontgrom@iwu.edu</a></td>
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<tr>
<td>Jason Themanson</td>
<td>Psychology</td>
<td>3109</td>
<td><a href="mailto:jthemans@iwu.edu">jthemans@iwu.edu</a></td>
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<tr>
<td>Robert Erlewine</td>
<td>Religion</td>
<td>3138</td>
<td><a href="mailto:rrelwin@iwu.edu">rrelwin@iwu.edu</a></td>
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<tr>
<td>Meghan Burke</td>
<td>Sociology/Antropology</td>
<td>3671</td>
<td><a href="mailto:mburke@iwu.edu">mburke@iwu.edu</a></td>
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<tr>
<td>Karen Schmidt</td>
<td>University Librarian</td>
<td>3834</td>
<td><a href="mailto:kschmidt@iwu.edu">kschmidt@iwu.edu</a></td>
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<tr>
<td>April Schultz</td>
<td>American Studies</td>
<td>3414</td>
<td><a href="mailto:aschultz@iwu.edu">aschultz@iwu.edu</a></td>
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<tr>
<td>Mark Genrich - Fall</td>
<td>Design, Technology &amp; Ent.</td>
<td>3077</td>
<td><a href="mailto:mgenrich@iwu.edu">mgenrich@iwu.edu</a></td>
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<tr>
<td>Bruno deHarak - Spring</td>
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<tr>
<td>Given Harper</td>
<td>Environmental Studies</td>
<td>3056</td>
<td><a href="mailto:gharper@iwu.edu">gharper@iwu.edu</a></td>
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<tr>
<td>Nancy Sultan</td>
<td>Greek and Roman Studies</td>
<td>3173</td>
<td><a href="mailto:nsultan@iwu.edu">nsultan@iwu.edu</a></td>
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<tr>
<td>Scott Sheridan</td>
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<td>3238</td>
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<tr>
<td>Scott Sheridan</td>
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<tr>
<td>Stacey Shimizu</td>
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<td><a href="mailto:sshimizu@iwu.edu">sshimizu@iwu.edu</a></td>
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<tr>
<td>Carole Myscofski</td>
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<td>3177</td>
<td><a href="mailto:myscosfks@iwu.edu">myscosfks@iwu.edu</a></td>
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<tr>
<td>Michael Theune</td>
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<td><a href="mailto:mtheune@iwu.edu">mtheune@iwu.edu</a></td>
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<td>Academic advising questions</td>
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<td>Associate Provost’s Office</td>
<td>(309) 556-3255</td>
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<td>Death in the family notifications</td>
<td>Dean of Students Office</td>
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<td>Student complaint of sexual harassment or bias issues involving a faculty member</td>
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<td>Undecided students or major changes</td>
<td>Academic Advising Center</td>
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<tr>
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<tr>
<td>Academic Advising Center</td>
<td>Holmes Hall 110</td>
<td>(309) 556-3231</td>
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<td>Admissions</td>
<td>Minor Myers Welcome Center</td>
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<td>Alumni Services</td>
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<td>(309) 556-3251</td>
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<td>Bookstore</td>
<td>Hansen Student Center</td>
<td>(309) 556-3059</td>
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<tr>
<td>Business Office (billing, check cashing)</td>
<td>Holmes Hall 109</td>
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<tr>
<td>Campus Safety</td>
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<td>(309) 556-3034 or (309) 556-1111 (emergency)</td>
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<td>(309) 556-3071</td>
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<tr>
<td>Chaplain</td>
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<td>Co-Curricular Programs</td>
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<td>Counseling &amp; Consultation Services</td>
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<td>Financial Aid and Loans</td>
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<td>Fraternity &amp; Sorority Life</td>
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<td>(309) 556-3555</td>
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<td>General Education</td>
<td>Mellon Center (CLA 3rd Floor)</td>
<td>(309) 556-3760</td>
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<td>Information</td>
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<td>(309) 556-1000</td>
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<td>Information Technology Services</td>
<td>Entry level Ames Library</td>
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<td>International Office</td>
<td>Memorial Center 167</td>
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<td>Office of Diversity and Inclusion</td>
<td>Holmes Hall 103</td>
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<td>1316 N. Franklin</td>
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<td>Holmes Hall 1</td>
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<td>Student Volunteer and Resource Center</td>
<td>CLA 141</td>
<td>(309) 556-3005</td>
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<td>Study Abroad Office</td>
<td>CLA 3rd Floor</td>
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<td>IT House</td>
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<td>Writing Center</td>
<td>Ames Library 105B</td>
<td>(309) 556-3810</td>
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</table>
The Unit

BASICS:

• The unit is the measurement used to track academic credit at IWU

• 1 Unit = 4 semester hours/6 quarter hours

• 1 Unit = 10-12 hours/week in and out of class*

• Majority of IWU classes are 1 unit
  
  o Some classes with labs are 1.25 units
  
  o Some music and theatre classes are .25 or .50

UNIT VS. COURSE COUNT FOR BA/BS DEGREES:

• Students need:
  
  o 32 units AND 32 courses overall to graduate

  o 11 units AND 11 courses at the 300 level and above to graduate

    ▪ Course count must be met without counting the fractional portion in courses valued at 1.25 units (1.25 units = 1 course count)

    ▪ However, students can use partial units (.25-.50) to receive credit for up to 2 courses

  
  o 18 units outside of their major to graduate


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*p. 60 of the University Catalog
Course Load

NORMAL LOAD:

Students with majors in the following college/schools may not register for more than 4.75 units per semester (this typically equates to 4 courses):

- College of Liberal Arts
- School of Nursing
- School of Art
- School of Theatre Arts

Students pursuing a Bachelor of Music (BM) degree or a Bachelor of Music Education (BME) degree may not register for more than 5.50 units per semester (the number of courses this equates to varies).

Note: Physical Education activity courses do not add to a student’s units, and can be added to a student’s course load in addition to the units listed above.

COURSE OVERLOAD:

Students who have achieved sophomore standing and who have a cumulative GPA of 3.25 or above may apply at the Registrar’s Office for permission to overload above the normal load. This overload policy applies to courses taken elsewhere for transfer, as well as courses taken at Illinois Wesleyan. Overloads are not possible during May Term.

- Notes:
  - First-year students cannot overload.
  - Students should average 4.0 units per semester to graduate in 4 years.
  - LESS THAN A 3.0 LOAD IN A SEMESTER: If a student drops below 3.0 course units his or her financial aid and billing may be affected. Students with fewer than 3.0 course units should contact those offices.
Financial Aid and Course Load

If a student receives a MAP Grant from the State of Illinois s/he MUST be enrolled for no less than 3.75 course units to receive the maximum amount. The enrollment status is determined immediately following the last day to add a class. Enrolling in 3 would reduce the grant by nearly 25% - but tuition would NOT be reduced. **If an enrolled student drops down below 3.75 units after the last day to add a class, it will not impact their eligibility for MAP.**

If a student receives a federal loan, Pell or SEOG grant, s/he must be enrolled for at least 3 course units for the semester none of which may be repeats of previously passed courses (grade D or better); otherwise they may not be considered a full-time student for federal financial aid purposes.

Please contact the Financial Aid Office at 309-556-3096 with any questions.
A student’s registration time is based on their earned units.

To find their registration time the student:

1. Logs onto My.IWU.

2. Clicks: Banner Self Service → Student Menu or Student Services Tab → Registration → Check Your Registration Status

4. Selects the term they want the registration time for.

5. Clicks Submit.

6. The registration begin time and date* will then be listed.

*This time and date signals when the system is available for the student to register; however, they can continue to change their registration at any point until the last day to add/drop classes.
How Students Register

Look Up Classes:

Allows students to search for classes to add based on various attributes (e.g. general education categories, professors, time of day class is offered).

- In **My.IWU**, click on **“Banner Self-Service”**, then:
  - Select Student Menu link or Student Services tab.
  - Click Registration.
  - Click Look Up Classes to Add.
  - Enter PIN if requested.
- Select a term and then select Advanced Search option to enter various attributes.
- If registration is open to the student:
  - S/he may register for a course by clicking on the open box next to a course. Closed courses will be labeled with a “C.”
- If registration is not open to the student yet:
  - S/he should keep track of the five digit “CRN” numbers that are listed on the left hand side of the screen for the classes s/he is interested in. These are is the numbers that s/he will be able to input into the Add/Drop Classes option once registration is open.

Add/Drop Classes:

Allows a student to submit CRNs for courses s/he has already identified, as well as drop courses s/he is already registered for.

- In **My.IWU**, click on **“Banner Self-Service”**, then:
  - Select Student Menu link or Student Services tab.
  - Click Registration.
  - Click Add/Drop Classes.
  - Enter the PIN number.
  - After the PIN has been validated a screen will appear with several blank boxes.
  - The student will then enter the CRN numbers of the courses for which s/he is registering and “submit” the choices.
  - A message appear as either **Registered** for the classes, the classes are closed, or there is a specific error.
  - If a student needs to drop a course, s/he finds the correct course under the “Current Schedule” section.
    - Select the drop down menu from the “Action” column and choose “Drop”.
    - The student should sure to submit changes, and then the course(s) should show as dropped.
    - Students can only drop a course his/herself on-line before the official drop date for the semester.

**Reminder:** Students must have their PIN in order to complete registration!

*For registration procedures and video tutorials, visit:*
  - [https://www.iwu.edu/registrar/registration/](https://www.iwu.edu/registrar/registration/)
  - [https://www.iwu.edu/registrar/registration/tutorials.html](https://www.iwu.edu/registrar/registration/tutorials.html)
### Common Registration Error Messages and Explanations

<table>
<thead>
<tr>
<th>Registration Error Message</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRN does not exist</strong></td>
<td>The five digit course reference number does not exist. Course may have been cancelled or number was incorrectly entered.</td>
</tr>
<tr>
<td><strong>Dupl CRN with sec _ _ _ __</strong></td>
<td>This course has already been selected.</td>
</tr>
<tr>
<td><strong>Time Conflict with _ _ _ __</strong></td>
<td>Course meets at the same time as a course already selected.</td>
</tr>
<tr>
<td><strong>Pre-requisite not Met</strong></td>
<td>Course has a pre-requisite that has not been met.</td>
</tr>
<tr>
<td><strong>CORQ - _ __ Required</strong></td>
<td>Course has a co-requisite; register for both CRNs at the same time.</td>
</tr>
<tr>
<td><strong>Link Error: _ _ Required</strong></td>
<td>Course has another CRN required for registration (i.e. lecture and lab); register for both CRNs at the same time.</td>
</tr>
<tr>
<td><strong>Major Restriction</strong></td>
<td>Course is open only to students with the appropriate major.</td>
</tr>
<tr>
<td><strong>Reserved Closed: _ on WL</strong></td>
<td>Course has reserved seating; must meet certain criteria to register for the course.</td>
</tr>
<tr>
<td><strong>Closed _ _ _ _ waitlisted</strong></td>
<td>Course is closed; see the Registrar to place yourself on the wait list.</td>
</tr>
<tr>
<td><strong>Open _ waitlisted</strong></td>
<td>Course has opening but there are students on the waitlist that would be put in before you.</td>
</tr>
</tbody>
</table>

The following registration procedures must be done in the Registrar’s Office:

- Getting on the waitlist for a closed course; this cannot be done via the Web.
- Registration for more units than allowed.
- Registration to take a course **CR/NC (pass/fail)** or audit.
Utilizing the Advisor Menu in My.IWU

The Advisor Menu within My.IWU connects to Banner which holds much of our student’s data and academic information. Utilizing the information within this menu will increase the effectiveness and efficiency of your advising appointments.

1. Log onto My.IWU
2. Click on Banner Self-Service in the green menu bar
3. Click on Faculty Menu Link or the Faculty Services Tab
4. Click on Advisor Menu

**ADVISOR MENU OPTIONS**

**TERM SELECTION:**
Allows you to enter an academic term you would like to use. Other selections from the menu will then utilize that information (e.g. degree evaluation).

**ID SELECTION:**
Allows you to enter an advisee’s ID number and/or name. Other selections from the menu will then utilize that information (e.g. student academic transcript).

**STUDENT ACADEMIC TRANSCRIPT:**
You can generate an unofficial transcript for your individual advisees. Only one transcript can be generated for each individual student, transcripts cannot be produced in bulk.

**Step 1:** Click Submit to select the current term
**Step 2:** Enter Student Name or ID#
**Step 3:** Click Submit
**Step 4:** Ensure “Select a Student or Advisee Box” is correct
**Step 5:** Click Submit
**Step 6:** Click Display Transcript
(Transcript Level can be set at All Levels or Undergraduate and Transcript Type has to remain as Unofficial Transcript)
Utilizing the Advisor Menu on My.IWU (continued)

**COURSE SEARCH:**

Use to search for current classes being offered or view past semester’s offerings.

**Step 1:** Select the term you would like to search for and Click Submit

**Step 2:**
   a) To view classes offered by a specific department, highlight the department, and click Course Search. You will then be able to click View Sections for each individual class.
   b) To view classes by subject, professor, day/time class is being taught, general education category -- click Advanced Search.

**Step 3 (for Advanced Search):** Enter any information you would like to search by, for example professor’s name, general education category, or day/time class is being taught.

For example, in an “advanced search” to see what Anthropology classes also count as Contemporary Social Institutions are open, your screen would look like this.

**Tips for Course Search:**

- If you want to search for any/all classes that fulfill an attribute/general education category, highlight all subjects in the “Subject” box and then highlight the attribute you are searching for.
  - You can also select multiple attributes. However, it is important to be careful when selecting multiple attributes as it will only display the attribute you are looking for.
    - For example, if you select History in the “Subject” box and Cultural and Historical Change in the “Attribute” type, the system will not display the course has more than one attribute (i.e. classes that are both Cultural and Historical Change and a US Diversity Flag).
- If you want to search for 300-level courses only, enter ‘3’ into the Course Number Box.
After clicking Section Search, the following would appear:

<table>
<thead>
<tr>
<th>Section Found</th>
<th>Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select CRN</td>
<td>12015 401TH 171 1</td>
</tr>
<tr>
<td>Subj</td>
<td>100 with Anthropology</td>
</tr>
<tr>
<td>Core</td>
<td>1000 Cultural</td>
</tr>
<tr>
<td>Core Creds</td>
<td>1000 Cross-Cultural</td>
</tr>
<tr>
<td>Title</td>
<td>Short Title: Musical</td>
</tr>
<tr>
<td>Days Time</td>
<td>MWRF 8:00 - 10:00</td>
</tr>
<tr>
<td>Time</td>
<td>AM/PM</td>
</tr>
<tr>
<td>Cap Act</td>
<td>20 - 20</td>
</tr>
<tr>
<td>Rem Act</td>
<td>0 - 0</td>
</tr>
<tr>
<td>M/L Cap</td>
<td>150 - 150</td>
</tr>
<tr>
<td>M/L Rem</td>
<td>0 - 0</td>
</tr>
<tr>
<td>X/L Cap</td>
<td>150 - 150</td>
</tr>
<tr>
<td>X/L Rem</td>
<td>0 - 0</td>
</tr>
<tr>
<td>Instructor</td>
<td>Rebecca Starbuck (F)</td>
</tr>
<tr>
<td>Date (MM/DD)</td>
<td>08/02/2003</td>
</tr>
<tr>
<td>Location Attribute</td>
<td>SHA 106</td>
</tr>
<tr>
<td>Attribute</td>
<td>Contemp Social Institutions</td>
</tr>
</tbody>
</table>

C on the left means the class is closed.
SR on the left means that there are seats remaining in the class. (Note: If the class is cross-listed this could be misleading and you will want to check under the XL columns.)

**DEGREE EVALUATION:**

Degree evaluations are the most helpful tool you have to advise students regarding his/her academic progress, as they outline the general education requirements as well as the major requirements if the student has declared a major. It indicates what the student has completed and what he/she has left to take.

*NOTE:* If you ever find an error in a degree evaluation please notify the Registrar's Office.

*For complete instructions on how to generate a Degree Evaluation, see p. 36.*

**COURSE CATALOG:**

Use this section to look up course descriptions from the catalog. This is beneficial if you do not have the printed catalog handy; in addition, you can search by term, department and general education category.

**Step 1:** Enter term in which you are searching for classes into the drop-down box

**Step 2:** Click Submit

**Step 3:** Enter department, course number or general education category that you need course description for.
- You have to enter at least one department
- To select more than one department or general education category at a time, hold down the CTRL button as you click on the department/category

**Step 4:** Click Get Courses

For example, to find 100 level Anthropology classes that would count as Contemporary Social Institutions, the screen would look like this:
Utilizing the Advisor Menu on My.IWU (continued)

**ADVISEE LISTING:**

View all of your advisees in this section.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>ID</th>
<th>Advisor Type</th>
<th>Student Information</th>
<th>Holds</th>
<th>Test Scores</th>
<th>Transcript</th>
<th>Degree Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Permanent Advisor</td>
<td>View</td>
<td>View</td>
<td>View</td>
<td>View</td>
<td>View</td>
</tr>
</tbody>
</table>

- By clicking on the envelope graphic next to the advisee’s name, you can email that individual student.
- At the bottom of your Advising Listing, there is an envelope graphic that you can click on to email all of your advisees at once.
- By clicking on View under the Under Student Information heading, information such as first term attended, expected graduation term, class, program, and major is listed.
  - If you scroll all the way down to the bottom of this screen, you also have the option to click on Student Schedule to see his/her schedule or Student Email Addresses to see his/her email address.
- Some students may have holds which prevent registration or obtaining a transcript. You may be able to view them by clicking view under Holds.
- At this time the Test Scores section is not being populated.
- Another way to view a student’s transcript is to click on View underneath the Transcript heading for a specific advisee on your Advisee list, and then choose Undergraduate in the Transcript Level and Unofficial Transcript in the Transcript Type and click on Display Transcript.
- Degree Evaluations can be generated from the advisee list by clicking on View under the Degree Evaluation heading for each specific advisee. After you click on View, the screen below will appear and you must click on Generate New Evaluation or What-if Analysis. For complete instructions on how to generate a Degree Evaluation, see p. 36.
Basic Guidelines for Reading a Degree Evaluation

1. The first section on the Degree Evaluation is Program Evaluation. This section provides a brief synopsis of courses and units used in the degree evaluation.

2. The next section of the Degree Evaluation lists each Area applicable to the student’s program of study.
   a. Majors and concentrations will appear first.
   b. Next will be General Education and Flag Requirements.
   c. Any remaining sections monitor for other University graduation requirements (i.e., eleven Upper Division Courses and other elective classes to equal Total Course Count).

3. The column labeled “Met” on the far left side indicates whether or not a requirement has been met.
   a. If “Yes” appears in the column, the requirement has been met and the specific course that fulfills the requirement will be listed to the right in that row.
      i. Reminder: A “Yes” will appear in the “Met” column if the student is currently taking the course and has not yet completed it. If a student does not successfully complete the requirement/course, it will change back to a “NO” after grades have been rolled.
   b. If “No” appears in the column, the requirement has not been met; either the course needed to fulfill the requirement or instructions on how to complete that requirement will be listed to the right in that row.

4. The column labeled “Source” on the far right side indicates the status of the course.
   a. If “H” appears in the column, the course has been completed and is in Academic History.
   b. If “R” appears in the column, the student is currently registered for that course.
   c. If “T” appears in the column, the course has been transferred in to the University.

5. If a course is to be substituted for a requirement, or a requirement is to be waived for a student the Department Chair needs to send a Major/Minor Course Exception Form to the Registrar’s Office (110 Holmes Hall).

6. ALL requirements must say “Yes” when a student is ready to graduate.

NOTE: If a student receives a failing grade in a course, it will not appear on the degree evaluation. In addition, if the student goes beyond the allowable amount of ‘D’ grade(s) in the various areas they also begin not to appear on the degree evaluation. To see limitations on the amount of ‘D’ work see p. 50. To see all grades for a student, view an unofficial transcript in the My.IWU Advisor Menu.
How to Generate a Degree Evaluation
Advisor Instructions

After logging into My.IWU, complete the following to generate a Degree Evaluation:

- Click Banner Self-Service.
- Select Faculty Menu link or Faculty Services Tab.
- Select Advisor Menu.
- Click Degree Evaluation.
- Select the term you would like evaluated (typically it should be the current term).
  - Enter the student’s name or ID and click submit. The student’s full name and ID will then appear, and you must click submit again.
    - REMINDER: This will default to the last person for whom you ran a Degree Evaluation. To look at a new student use “Select Student ID” at the bottom of the Screen.
    - The student’s curriculum information will appear, select either Generate New Evaluation or What-if Analysis.
      - You must select Generate New Evaluation each time you run a Degree Evaluation to ensure that you have the most current information.
      - The What-if Analysis allows you/your advisee to view requirements a student’s coursework will fulfill with a different major/minor.

<table>
<thead>
<tr>
<th>Generate New Evaluation</th>
<th>What-if Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>This would bring up the degree and major(s) that we currently have in the computer system for the student.</td>
<td>This allows entry of a different major or degree to see what progress the student would have towards this course of study.</td>
</tr>
<tr>
<td>- Ensure the radio button next to the Program (Degree) that you would like the Degree Evaluation generated for is selected.</td>
<td>- Select the entry term; the term the student entered IWU.</td>
</tr>
<tr>
<td>- Select the desired term (typically the current term).</td>
<td>- Select the Program or Degree and continue adding majors and concentrations as necessary.</td>
</tr>
<tr>
<td>- Click Generate Request.</td>
<td>- Select the desired term (typically the current term).</td>
</tr>
<tr>
<td></td>
<td>- Click Generate Request.</td>
</tr>
</tbody>
</table>
How to Generate a Degree Evaluation
Student Instructions

After logging into My.IWU, complete the following to generate a Degree Evaluation:

- Click Banner Self-Service.
- Select Student Menu link or Student Services Tab.
- Select Student Records.
- Click Degree Evaluation.
- Select the term you would like evaluated (typically it should be the current term).
- At the bottom of the screen - select Generate New Evaluation or What-if Analysis to proceed.

NOTE: To ensure that you have the most up-to-date information (e.g. classes you are registered for), you must select Generate New each time you run a Degree Evaluation.

<table>
<thead>
<tr>
<th>Generate New Evaluation</th>
<th>What-if Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>This would bring up the degree and major(s) that we currently have in the computer system for the student.</td>
<td>This allows entry of a different major or degree to see what progress the student would have towards this course of study.</td>
</tr>
<tr>
<td>Ensure the radio button next to the Program (Degree) that you would like the Degree Evaluation generated for is selected.</td>
<td>Select the entry term; the term the student entered IWU.</td>
</tr>
<tr>
<td>Select the desired term (typically the current term).</td>
<td>Select the Program or Degree and continue adding majors and concentrations as necessary</td>
</tr>
<tr>
<td>Click Generate Request.</td>
<td>Select the desired term (typically the current term).</td>
</tr>
<tr>
<td></td>
<td>Click Generate Request.</td>
</tr>
</tbody>
</table>

For video tutorials about the degree evaluation visit: https://www.iwu.edu/registrar/registration/tutorials.html
Credit for Work External to Illinois Wesleyan

Frequently, credit for work external to IWU is requested. This can occur when a student completes college courses while still in high school, takes AP and IB examinations, or wants to take classes at institutions after they begin their studies at IWU. It is important for an advisor to be familiar with the following policies. Should any questions arise about transfer credits, contact the Registrar Office (Holmes Hall 110, 309-556-3161, registrar@iwu.edu).

General:

1. No more than 16 course units for work outside of IWU may be counted towards a degree.

2. All degree candidates must complete a minimum of 2 years and 16 course units in residence; further, at least 8 of the last 10 must be taken at IWU.

3. The University applies a conversion factor of one course unit per 4 semester hours of credit or 6 quarter hours of credit.

4. Any course that Illinois Wesleyan University considers to be less than .75 course units will not satisfy a general education, major, or minor requirement.
College Credit Earned Prior to HS Graduation

College credit earned prior to high school graduation is recognized if the following conditions are satisfied:

1. the course or credit was not used to satisfy any high school graduation requirements;
2. all other appropriate provisions of the *University Catalog* are met (see sections on Advanced Placement, Course Credit Transfer, and Credit by Examination);
3. an official transcript has been sent directly from the credit-granting institution of higher education;
4. completion and submission of the "College Credit Earned Prior to High School Graduation" to the Registrar’s Office; and
5. completion and submission of the “Request for Transfer of Credit Form” to the Registrar’s Office if the student would like the course(s) for general education credit.
Credit by Examination (AP/IB/Cambridge)

The University grants credit on the basis of satisfactory performance on either the CEEB Advanced Placement International Baccalaureate, or Cambridge International Examinations and are subject to the following restrictions:

1. A maximum of 8 course units awarded for any or all programs such as AP, IB and Cambridge will be recognized by Illinois Wesleyan University. A maximum of four course units can qualify for general education credit.

2. Advanced Placement (AP) scores of 4 and 5 will receive one course unit of elective or general education credit (AP exams and the corresponding credit can be found on pp. 82-83 in the University Catalog). No laboratory credit will be awarded.

3. Higher Level International Baccalaureate (IB) scores of 5, 6, and 7 only, will generally receive one course unit of elective or general education credit (IB exams and the corresponding credit can be found on pp. 83-84 in the University Catalog). No laboratory credit will be awarded. Credit is not awarded for subjects passed at the subsidiary level.

4. Cambridge International Examinations at the A-level with scores of A*, A, and B, will generally receive one course unit of elective or general education credit. No laboratory credit will be awarded. Credit is not awarded for AS-Level examinations.

5. Duplicate credit by examination will not be granted. A student who has been granted credit by examination may not receive credit for the equivalent college course.

6. Credit from AP, IB, Cambridge or similar programs, will not be awarded after college courses have been completed in those areas.

7. All credit from AP, IB, Cambridge, or similar programs, will be counted as lower division credit.

8. Credit from AP, IB, Cambridge, or similar programs may not be counted toward fulfillment of major or minor requirements. However, departments, at their discretion, may choose to substitute alternate requirements where such credits are substantially similar to major requirements.

9. Credit awarded in any one field is limited to 2 course units.

10. Grades are not assigned to credits awarded from AP, IB, Cambridge, or similar programs.

11. Students must send official score report(s) from the College Board (AP) and/or from the International Baccalaureate in order for credit to be posted.

12. The Registrar, in consultation with the Associate Dean of Curricular and Faculty Development, shall evaluate all requests for transfer and Advanced Placement credit for general education courses and flags.
Transfer Course Credit for Currently Enrolled Students

1. Once enrolled at Illinois Wesleyan, students are expected to complete their majors and minors here, and will not ordinarily receive credit for required courses in the major or minor department taken or retaken elsewhere. Petitions for exceptions will be considered: to be successful, they will need to show that taking a major course elsewhere furthers some valid educational objective.

2. Course credits with grades below a "C" will not transfer to Illinois Wesleyan University.

3. Once enrolled at Illinois Wesleyan, a student can earn no more than 4 units of general education credit through courses transferred from other institutions (including those earned through AP/IB), except for courses in approved off-campus study programs.

4. Because the Gateway Colloquium is designed to be an introduction to the intellectual and academic environment that is particular to this community, a student may not receive transfer credit for the Gateway Colloquium once he/she has enrolled at Illinois Wesleyan.

5. Course credits will be accepted by Illinois Wesleyan University only if those credits are judged by the Registrar to be Illinois Wesleyan University course equivalents. Students wishing to transfer in credits earned at other institutions must provide current course catalog descriptions to assist in the evaluation of those courses. In general, such other institutions must have been accredited by the appropriate regional accrediting agency at the time the course was taken.

6. The Registrar, in consultation with the Associate Dean of Curricular and Faculty Development, shall evaluate all requests for transfer credit for general education courses and flags.

7. Prior to taking a transfer course outside of IWU, it is required that the student complete and submit a “Transfer of Credit” form (found in the Registrar’s Office) in order to ensure the course will indeed transfer.

8. After completing a transfer course(s), an official transcript must be sent directly from the credit granting institution of higher education to IWU.
To assist you and your advisees in choosing the appropriate mathematics course, we have prepared the following as an “advising-at-a-glance” guide.

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who want or need to take Applied Analysis (Calculus)*</td>
<td>Depending on the results of the mathematics placement exam:</td>
</tr>
<tr>
<td></td>
<td>MATH 145, Mathematical Modeling: Measurement and Approximation (FR)</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>MATH 176, Applied Analysis I (FR)</td>
</tr>
<tr>
<td>Elementary Education candidates</td>
<td>MATH 105 and 106 (FR) – Mathematical Concepts for Elementary Teachers I &amp; II</td>
</tr>
<tr>
<td></td>
<td>Required for elementary education majors before the end of the sophomore year,</td>
</tr>
<tr>
<td></td>
<td>*except for those minoring in mathematics, who must take the Applied Analysis</td>
</tr>
<tr>
<td></td>
<td>sequence*. Element Education majors who drop the mathematics minor may be</td>
</tr>
<tr>
<td></td>
<td>required to take MATH 105/106 to address state required mathematics content.</td>
</tr>
<tr>
<td>Students who do not wish to take Applied Analysis to satisfy their FR requirement</td>
<td>One from the following:</td>
</tr>
<tr>
<td></td>
<td>MATH 110, Finite Mathematics (FR)</td>
</tr>
<tr>
<td></td>
<td>MATH 135, Applications of Sets, Logic, and Recursion (FR)</td>
</tr>
<tr>
<td></td>
<td>MATH 140, Mathematical Modeling: Finance (FR)</td>
</tr>
<tr>
<td></td>
<td>MATH 141, Mathematical Modeling: Statistics (FR)</td>
</tr>
<tr>
<td></td>
<td>MATH 143, Mathematical Modeling: Discrete Structures (FR)</td>
</tr>
<tr>
<td></td>
<td>MATH 145, Mathematical Modeling: Measurement and Approximation (FR)</td>
</tr>
</tbody>
</table>

*It is recommended that if students need/want to take MATH 176: Applied Analysis I, that they take the Mathematics placement exam to ensure they have the appropriate mathematical background.

**NOTES:**

- Placement into MATH 177, 278 is not allowed, except for those transferring into the sequence from an accredited college or university. In particular, placement into the Applied Analysis sequence by AP credit alone is not allowed.

- First-year students may take Techniques of Proof (MATH 200) with an enrollment waiver signed by the Mathematics Department Chair.

- It is necessary in most mathematics courses to have required prerequisite courses. It is the policy of the Department of Mathematics, as found in the University Catalog, that credit will not be allowed for any math course that is taken after the successful completion of another math course for which the first course was a prerequisite. Thus, if a math course is taken out of sequence, skipping a prerequisite course, then the prerequisite course, which still may be required for the major/minor, will not count towards the major/minor. Students should be aware that bypassing prerequisite courses can result in having to take additional courses to complete the major/Minor.

You may wish to consult https://www.iwu.edu/math/ for more information.
Formal Reasoning Guide

Students can satisfy the formal reasoning general education requirement with any of the following courses:

<table>
<thead>
<tr>
<th>Non-MATH Courses</th>
<th>MATH Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 126: Introduction to Computer Science Using the Web</td>
<td>MATH 106: Mathematics for Elementary Education Majors II (MATH 105 pre-requisite)</td>
</tr>
<tr>
<td>CS 127: Computer Science I</td>
<td>MATH 110: Finite Mathematics</td>
</tr>
<tr>
<td>JAPN 303: Studies in Japanese Linguistics (JAPN 101 pre-requisite)</td>
<td>MATH 135: Applications of Sets, Logic, and Recursion</td>
</tr>
<tr>
<td>PHIL 102: Introduction to Symbolic Logic</td>
<td>MATH 140, Mathematical Modeling: Finance</td>
</tr>
<tr>
<td>SPAN 373: Introduction to Spanish Linguistics (SPAN 303 pre-requisite)</td>
<td>MATH 141, Mathematical Modeling: Statistics</td>
</tr>
<tr>
<td></td>
<td>MATH 143, Mathematical Modeling: Discrete Systems (FR)</td>
</tr>
<tr>
<td></td>
<td>MATH 145, Mathematical Modeling: Measurement and Approximation</td>
</tr>
<tr>
<td></td>
<td>MATH 176: Applied Analysis I: A Sequential Approach to Multivariate Calculus*</td>
</tr>
<tr>
<td></td>
<td>MATH 215: Linear Algebra (MATH 176 pre-requisite)</td>
</tr>
</tbody>
</table>

*It is recommended that if students need/want to take MATH 176: Applied Analysis I, that they take the Mathematics placement exam to ensure they have the appropriate mathematical background.

Many majors and pre-professional goals at IWU require a course(s) which also fulfills the formal reasoning (FR) general education requirement; these majors and pre-professional goals are listed below.

<table>
<thead>
<tr>
<th>Major</th>
<th>FR Requirement</th>
<th>Major</th>
<th>FR Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>MATH 110 or 176*</td>
<td>Physics</td>
<td>MATH 176</td>
</tr>
<tr>
<td>Biology</td>
<td>MATH 176**</td>
<td>Secondary Education/Biology</td>
<td>MATH 176**</td>
</tr>
<tr>
<td>Business Administration</td>
<td>MATH 110 or 140 or 176*</td>
<td>Secondary Education/Chemistry</td>
<td>MATH 176</td>
</tr>
<tr>
<td>Chemistry</td>
<td>MATH 176</td>
<td>Secondary Education/Mathematics</td>
<td>MATH 176</td>
</tr>
<tr>
<td>Computer Science</td>
<td>CS 126 or 127 or MATH 135</td>
<td>Secondary Education/Physics</td>
<td>MATH 176</td>
</tr>
<tr>
<td>Economics</td>
<td>MATH 176</td>
<td>Pre-Engineering</td>
<td>MATH 176</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>MATH 105 &amp; 106</td>
<td>Pre-Med/Biology Major</td>
<td>MATH 176**</td>
</tr>
<tr>
<td>Finance</td>
<td>MATH 110 or 176*</td>
<td>Pre-Med/Chemistry Major</td>
<td>MATH 176</td>
</tr>
<tr>
<td>International Business</td>
<td>MATH 110 or 140 or 176*</td>
<td>Pre-Med/Physics Major</td>
<td>MATH 176</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH 176</td>
<td>Pre-Physical Therapy</td>
<td>MATH 176***</td>
</tr>
<tr>
<td>Philosophy</td>
<td>PHIL 102</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Many students enter IWU considering majors in Accounting, Business Administration, Finance and International Business; however, they are uncertain exactly which major they want to declare. When advising students interested in these majors, please be aware that MATH 110 and MATH 176 will fulfill the math requirement in the major for all four of the majors, but MATH 140 will only fulfill the math requirement in the major for Business Administration and International Business.

**Although not required for the biology major, in preparation for many careers in biology majors are expected to take MATH 176.

***General prerequisite requirements for admission to most physical therapy programs include a calculus course.
Second Language Placement Guide

| IWU requires the following semesters of second language for graduation: |
|-----------------|-----------------|
| B.A. and B.S. – third semester proficiency | B.M.E. – none |
| B.F.A. – second semester proficiency | B.S.N. – none |
| B.M. – second semester proficiency |

**IMPORTANT NOTE**

Recognition of proficiency does NOT equate to receiving course unit credit. IWU does not grant course unit or degree credit as a result of placement exams. However, since the General Education requirement in this area is a proficiency requirement rather than a course unit requirement, the second language requirement alone can be satisfied in this way.

**PLACEMENT BY AP TEST SCORES**

A score of 4 or 5 on the respective AP language test (NOT English) means that the student has met the Second Language General Education requirement AND that one course unit of credit will be granted.

**General placement guidelines for students with AP scores:**

- An AP score of 3 is the equivalent of proficiency through 102. Students should begin in 201.
- An AP score of 4 is generally equivalent to proficiency through 201.
- An AP score of 5 is generally equivalent to the first 300-level course so consideration should be given to the next course in that language’s sequence.

**Specific AP score guidelines for French, German, Latin and Spanish:**

**FRENCH:**
- AP score of 5 - start immediately in French 301
- AP score of 4 - start in French 203
- AP score of 3 - start immediately in French 201
- Students with 4 or 5 AP credit should consult Professor Matthews during the first week of class or earlier.

**GERMAN:**
- AP score of 5 - start immediately in German 370
- AP score of 4 - start in German 202
- AP score of 3 - start immediately in German 201
- Students with 4 or 5 AP credit should consult Professor Zelechowski during the first week of class or earlier.

**LATIN:**
- AP score of 4 or 5 may enroll in Latin 399 with consent of instructor
- AP score of 3 - start immediately in Latin 201
- Students with 4 or 5 AP credit should consult Professor Coles during the first week of class or earlier.

**SPANISH:**
- AP score of 5 - start immediately in Spanish 240 or 303
- AP score of 4 - start in Spanish 203
- AP score of 3 - start immediately in Spanish 201
- Students with 4 or 5 AP credit should consult Professor Valverde during the first week of class or earlier.
Second Language Placement Guide (continued)

PLACEMENT BY PLACEMENT TEST SCORES

If a student does not place into a language via an AP test, a placement test needs to be taken. Results from language placement exams serve to recognize language ability, to allow students to enroll in an appropriate course, or fulfill general education credit in Second Language (LA). Students MAY NOT take a placement test in a language once they have begun to study the language at the university level, including transfer credit or study abroad.

Placement tests may be taken only once in a particular language. However, students may test in more than one language.

1. **French, German, Italian, Latin and Spanish**: Placement tests are given in an on-line format during New Student Orientation before registration occurs.
   a. Students will be required to show a photo ID to take the on-line placement test.

2. **Ancient Greek and Japanese**: Placement is done by the professor indicated below; please email the professor as soon as possible if placement is needed.
   a. Ancient Greek: Professor Nancy Sultan (nsultan@iwu.edu)
   b. Japanese: Professor Jeremy Sather (jsather@iwu.edu)

3. Special placement exams in languages the University does not offer may be arranged, when possible, for students who have demonstrated secondary school study or reading and writing proficiency in a language. When appropriate, exams will include reading, writing and speaking. Such languages may include, but are not limited to: Hebrew, Korean, Modern Greek, Polish, and American Sign Language.
   a. Contact the LRC Coordinator Professor James Matthews (matthews@iwu.edu) for more information.
   b. Students are responsible for all costs incurred for placement tests administered in a language other than those taught at IWU.

STUDENTS CONCERNED WITH PLACEMENT TEST RESULTS

*Students need the approval of the department chair if they wish to enroll in a course at a level other than which they were placed.*

French, German, Italian, Latin, or Spanish:
- Students with one or two years of the language in high school should enroll in 101.
- Students with three years of high school study in the language should enroll in 102.
- Students with four years of study in the language in high school should enroll in 201.

SECOND LANGUAGE FOR INTERNATIONAL STUDENTS

*For International Students* we recognize proficiency if their high school courses were taught in a language other than English. However, most of our international students attended a high school in which the primary language of instruction was English. International students who were required to take the TOEFL are exempt from the second language requirement. The Registrar can be contacted as needed.
CONTACT INFORMATION

Ancient Greek: Professor Nancy Sultan (nsultan@iwu.edu)  
French: Professor James Matthews (matthews@iwu.edu)  
German: Professor Jamie Zelechowski (jzelecho@iwu.edu)  
Italian: Professor Scott Sheridan (sheridan@iwu.edu)  
Japanese: Professor Jeremy Sather (jsather@iwu.edu)  
Latin: Professor Amy Coles (acoles@iwu.edu)  
Russian: Professor Scott Sheridan (sheridan@iwu.edu)  
Spanish: Professor César Valverde (cvalverd@iwu.edu)

Dept. of French and Italian Chair: Professor Jim Matthews (matthews@iwu.edu)  
Dept. of German, Russian and Asian Languages Chair: Professor Scott Sheridan (sheridan@iwu.edu)  
Dept. of Hispanic Studies Chair: Professor César Valverde (cvalverd@iwu.edu)  
Greek and Roman Studies Program: Professor Nancy Sultan (nsultan@iwu.edu)

UPCOMING SCHEDULE OF BASIC LANGUAGE COURSES

FALL 2017  
French 101, 102, 201, 301  
German 101, 201, 370  
Greek 201*  
Italian 102, 202  
Japanese 101, 201  
Latin 201*  
Russian 102*  
Spanish 102, 201, 203, 240

SPRING 2018  
French 102, 201, 203  
German 102, 202  
Greek 101*  
Italian 101, 201  
Japanese 102, 202  
Latin 101*  
Russian 201*  
Spanish 101, 201

*Greek, Latin, and Russian courses cycle through once every three semesters
2017-2018 Degree/Major/Minor Options

College of Liberal Arts

- BA/BS Accounting
- BA American Studies
- BA Anthropology
- BA Art**
  - Concentrations in:
    - Design
    - Studio Art
- BA/BS Biology
- BA/BS Business Administration**
  - Concentrations in:
    - General Management Studies
    - Management
    - Marketing
- BA/BS Chemistry
- BA/BS Computer Science
- BA Design, Technology & Entrepreneurship **
  - Concentrations in:
    - Engineering Design
    - Entrepreneurship
    - Product Design
- BA Economics*
  - Concentrations in:
    - Financial Economics
    - International Economics
    - Public Economics
- BA Elementary Education
- BA English – Literature
- BA English – Writing
- BA Environmental Studies**
  - Concentrations in:
    - Ecology
    - Environmental Policy
    - General Studies
    - International Environmental Sustainability
- BA/BS Finance
- BA French/Francophone Studies
- BA German Studies
- BA Greek and Roman Studies
- BA Hispanic Studies
- BA History
- BA Interdisciplinary Educational Studies**
  - Concentrations in:
    - Child and Family Studies
    - Education, Ethnicity and Social Class
    - Education and Gender Studies
    - Education and International Studies
    - Education and Public Policy
- BA International Studies**
  - Concentrations in:
    - African Studies
    - Asian Studies
    - Diplomatic Studies
    - Development Studies
    - Latin American Studies
    - Russian and Eastern European Studies
    - Western European Studies
- BA/BS Mathematics
- BA Music
- BA Philosophy
- BA/BS Physics
- BA Political Science
- BA Psychology
- BA Religion
- BA Secondary Education
  - Requires dual major with
    - Biology, Chemistry, English-Literature, English-Writing, French and Francophone Studies, Hispanic Studies, History, Mathematics, or Physics
- BA Sociology
- BA Theatre Arts
- BA Women’s and Gender Studies

College of Fine Arts

- BFA Acting
- BFA Art
- BFA Music Theater
- BFA Design and Technology
- BM Classical Guitar Performance *
- BM Composition *
- BM Contemporary Musicianship *
- BM Orchestral Instruments *
- BM Piano *
- BM String Performance & Pedagogy*
- BM Voice *
- BME Music Education *
  - BM & BME Concentration:
    - Composition

School of Nursing

- BSN Nursing

*Concentration is optional.
**Concentration is required.
Graduation Requirements

1. **Completion of a minimum number of course units as specified by the degree.**
   - The minimums are as follows:
     - Bachelor of Arts (BA) - 32 units
     - Bachelor of Science (BS) - 32 units
     - Bachelor of Science in Nursing (BSN) - 32 units
     - Bachelor of Fine Arts (BFA) - 32 units
     - Bachelor of Music (BM) - 35 units
     - Bachelor of Music Education (BME) - 36 units
   - The minimum course unit requirement must be met without counting the fractional portion in courses valued at 1.25 units—that is, courses valued at 1.25 units contribute one unit each toward the minimum number of course units.
   - No more than two units of the minimum course unit requirement may be earned in courses receiving less than one full unit of credit (for example, no more than four courses receiving .5 unit of credit can be used in meeting the minimum course unit requirement). Students majoring in Music and Theatre Arts are exempted from this last limitation, but must complete at least 18 course units outside their department.
   - To be counted as one full course, the course must be equivalent to .75 units or above.

2. **Completion of a specified program of general education.**
   - All students must complete a program of general education, as described in the “General Education” chapter of the [University Catalog](#), pp. 81-130.
     - Students should note the variations in the general education requirements for the professional schools, and for the education certification program within the College of Liberal Arts.
   - **No course may be counted toward more than one general education unit requirement.** However, a single course may count for both general education unit credit and flag credit (these distinctions are described in the “General Education” chapter of the [University Catalog](#)).
   - **No more than two general education unit credits may come from a single department or school,** not counting Gateway Colloquia, elementary language instruction courses (101 & 102), or 201 language course placement (resulting from a second language placement exam).

3. **Completion of a major.**
   - A course may **not** be counted toward both a major and minor requirement.
   - A course may **not** be counted toward requirements for two different majors.
   - A course may count for both a general education requirement and a major or minor requirement.

4. **A minimum cumulative grade point average of 2.0.**
   - Students must achieve an overall minimum cumulative grade point average of 2.0 (“C”).
   - A minimum cumulative grade point average of 2.0 is also required in the major and minor sequences.

5. **Limitations on the amount of "D" work.**
   - No more than four units of "D" work may be counted toward the degree.
   - No more than one unit of "D" work can be counted toward the major or the minor.
   - No more than two units of "D" work may be counted toward general education requirements.
Graduation Requirements (continued)

6. **Completion of at least eleven upper division courses and units, with at least four in the major.**
   - All students must complete a total of at least eleven course units in eleven upper-division courses (numbered 300 or higher).
   - At least four upper-division courses and units must be completed in the major department or field.

7. **A limitation on the total number of course units in any given department or school.**
   - For the BA or BS degree, not more than 14 course units in any single department or school may be counted toward the degree.
   - Maximums are not prescribed for BFA, BM, BME, or BSN degrees.

8. **A minimum of two years and 16 courses in residence.**
   - All degree candidates must complete a minimum of two years and 16 course units in residence.
   - At least 8 of the last 10 course units must be taken at Illinois Wesleyan.
   - For further information on residency requirements and course transfer, see "Credit for Work External to Illinois Wesleyan" on pp. 73-74 of the University Catalog.

9. **Double Major vs. Double Degree.**
   - Please refer to pp. 54-55 of the University Catalog.

10. **Commencement Participation & Graduation Dates**
    - Illinois Wesleyan has one commencement ceremony which takes place after the end of the spring semester. Those students wishing to participate in the commencement should have completed, by the end of spring term, all requirements for the degree or be within two requirements of completion. December graduates from the previous year can also participate.
    - If a student is enrolled in the May term after commencement, s/he may participate in the ceremony (having met the criteria above), but s/he will not receive his/her diploma and IWU will not post his/her degree until his/her May term course and all other requirements are completed.
    - In addition, all Incomplete or In Progress grades must be completed before a student's degree will be posted or the student's diploma released.
    - The university has four graduation dates throughout the year. The official graduation date will be assigned as the next possible date following the completion of all requirements. These are the final day of the Fall, Spring and May Term semesters and August 31.

11. **Clearance Requirements for Graduation**
    - All students are required to submit a Clearance Form signed by the Department Chairs of all majors/minors. Students will be notified by the Registrar's Office, at the end of the term that s/he plans to graduate, and when and where to pick up this form.
    - All financial obligations to the university must be met before a student's diploma or transcripts will be released.
General Education Requirements

A student’s coursework over a four-year career not only includes a major, but also a broad study of the liberal arts in general education courses. As such, the classes that students take for their general education requirements should be viewed as an opportunity to explore and expand horizons, rather than as a checklist of requirements to complete.

The General Education Section of the University Catalog (pp. 81-130) is the resource to utilize for reviewing the description, goals, and course criteria for each general education category/flag, as well as for a list of the courses that fulfill a general education category or flag. The general education requirements vary slightly by degree. A detailed table on page 84 in the General Education Section of the University Catalog displays each degrees’ requirements. Further, a list of general education requirements by degree can be found in the 2017-2018 University Catalog on the following pages:

- Bachelor of Arts/Bachelor of Science = p. 125
- Bachelor of Science in Nursing = pp. 129-130
- Bachelor of Fine Arts = pp. 125-126
  - Acting and Theatre Design & Technology = pp. 128
  - Music Theatre = p. 129
- Bachelor of Music = pp. 126-127
- Bachelor of Music Education = pp. 127-128

Advising Considerations

Overview:

- In order to graduate in four years, students often take courses that fulfill both a general education category and a general education flag.
- A course may fulfill a major requirement and a general education requirement.
- A course may fulfill a minor requirement and a general education requirement.
- No more than two general education units may come from a single department or school, excluding elementary 101 and 102 language courses, or 201 language course placement (resulting from a second language placement exam).
- When scheduling, a student should have a balance of general education, major, minor and elective courses.

Writing Intensive:

- In addition to the Gateway Colloquium, students must take two Writing Intensive (WI) courses. One of these courses must be taken in the major, and one of the courses must be completed by the end of the sophomore year. Students who have more than one major must take a WI course in each major (for a total of two WI courses).
- A student can earn a Writing Intensive Flag if his or her score is a 4 or 5 on the English Language and Composition AP Exam, the corresponding AP course was taken, and a grade of B or higher was received in the Gateway Colloquium course.
Second Language:

Dependent on the degree, students are required to demonstrate proficiency in a second language.

- Placement exams are offered to incoming students during new student orientation. Results from language placement exams serve to recognize proficiency, to allow students to enroll in an appropriate course level, or to fulfill the Second Language (LA) general education requirement. **IWU does not grant degree credit as a result of placement exams.**
- Fulfillment of the Second Language (LA) general education requirement can also be met with the appropriate score on an AP language exam.
- Entering international students whose native language is not English are exempt from the second language requirement under any one of the following circumstances: 1) they were required to take the TOEFL (Test of English as a Foreign Language) for admission, 2) they provide a transcript from a secondary school where the primary language of instruction was not English, or 3) they provide a transcript or other form of written certification that documents satisfactory completion of more than four years of study in one language other than English.

Even if students have fulfilled the second language requirement, students are encouraged to pursue advanced study of a second language or to study a third language. However, if students have fulfilled the second language requirement and wish to no longer continue with language study, students have the opportunity to take general education, major, minor, or elective courses in its place.

Please see p. 45 for the Second Language Placement Guide.

Physical Education:

Students must complete the equivalent of 2 semesters of Physical Education (PE) courses in order to graduate. Physical Education courses labeled as "X" meet the entire semester, and Physical Education courses labeled as "Y" meet half of the semester. To fulfill the Physical Education and Physical Education Fitness requirement, students can complete the Physical Education requirement in one of the following ways:

- Successful completion of 2 PECX courses, one of which is also a PE Fitness Course
- Successful completion of 4 PECY courses, one of which is also a PE Fitness Course
- Successful completion of 1 PECX course and 2 PECY courses, one of which is also a PE Fitness Course
- 2 seasons of participation in a varsity sport

Depending on a student's schedule, the timing of when a student takes these courses is flexible; however, it is recommended to complete them as soon as possible.

*Physical Education courses are non-credit bearing and can be taken in addition to students' regular course loads.*
Tracking General Education and Graduation Requirements

Degree Evaluation

The degree evaluation found on My.IWU is a great tracking tool to show students what requirements they have fulfilled and what they are still missing. Degree evaluations outline all of the major, general education and university requirements individualized for the student.

Either the student or the advisor can generate the degree evaluation. For directions on how to generate a degree evaluation, see p. 36.

NOTE: If you or your student find an error on the degree evaluation, please inform the Registrar’s Office (110 Holmes Hall, 309-556-3161, registrar@iwu.edu).

For video tutorials about the degree evaluation visit: https://www.iwu.edu/registrar/registration/tutorials.html
May Term

May Term provides possibilities for students that are substantially different from those available during the fall and spring semesters. Whether the student’s May Term course is part of a major or minor, a general education offering especially designed for May, or an elective, the distinctiveness of May Term lies in its emphasis on immersion in learning. It is typical for students to participate in at least one May Term experience, either on-campus or in a travel course.

Please visit pp. 62-66 in the University Catalog for detailed information regarding May Term.
Preparing Seniors for Graduation and Commencement

The following timeline has been developed to assist advisors in preparing their senior advisees for graduation and commencement.

1. **On the Monday prior to the first week of classes**, seniors will receive an email notification from the Registrar’s Office asking them to complete two tasks:
   a. complete an online graduation application;
   b. and pick up their Senior Fall Credit Check form in the Registrar's Office.

   - **The student must complete the online graduation application by the end of the first week of Fall classes.**
   - **The Senior Fall Credit Check form must be completed, approved by the advisor, and returned to the Registrar’s Office by the end of the first week of Fall classes.**

   - **Students are required to obtain their advisor’s approval on the Senior Fall Credit Check form.**
     o Students are instructed to attach a copy of their current degree evaluation to the form and take it to their advisor.
     o This is the time for students and advisors to review the degree evaluations and make notations next to any requirements that are marked “No” or “Not Yet” describing how the student plans to fulfill the requirement.
     o This is a good time for seniors to resolve any outstanding issues with their degree evaluation (i.e. substitution forms, transfer work, etc.) University requirements for graduation can be referenced in the [University Catalog](#) or on pp. 49-51.

   - If students are planning to graduate in December they should indicate that information on the online graduation application.

2. **During late October and early November**, seniors will complete their final required advising appointments and registration prior to graduation.
   - After seniors have completed their final registration for spring semester and May Term, all degree evaluation requirements should be marked “Yes.”
   - Please remind seniors to check their degree evaluations after they have completed registration.

3. **Late in the fall semester**, seniors will receive an email message from the President's Office providing information about commencement. This communication will include information on when and where students can order their cap and gown.

4. **After fall grades are posted**, the Registrar’s Office will send an email notification to any seniors that have a “No” or “Not Yet” indicator on their degree evaluation. Seniors wishing to graduate must resolve any outstanding issues with their degree evaluation at this time.

5. **In mid- to late- January**, two days will be set aside for seniors to order their cap and gown at the Hansen Student Center.

6. **Two weeks prior to the end of the spring semester**, seniors will receive an email notification from the Registrar’s Office asking them to pick up their Degree Clearance Card for approval of majors, minors and concentrations. These cards must be signed by the department chair and returned to the Registrar’s Office by the last day of final exams.

7. Immediately prior to Honors Convocation, seniors will pick up their cap and gown at the Hansen Student Center.
How does a student add or withdraw from a class?

Adding a class:

Students may add classes on My.IWU during the first 5 days during the Fall and Spring semesters and the first day of May Term. Please refer to the Academic Calendar for specific dates.

Students who wish to add a class after these dates must petition in the Registrar’s Office.

Withdrawing from a class:

Students may withdraw from a class on My.IWU anytime during the first 8 weeks of class during the Fall and Spring semesters and the first 3 days of May Term. Please refer to the Academic Calendar for specific dates.

Students who wish to withdraw from a class after these dates must petition in the Registrar’s Office.

NOTE: “W” is recorded on the transcript for any class a student withdraws from after the fifth day of class in the Fall and Spring semesters, and after the first day of May term. Classes that students drop during the first 5 days of the Fall and Spring semesters or on the first day of May term are not recorded on the transcript.

It is highly recommended that students consult with their advisor before making changes to their schedule.

For a video tutorial visit: https://www.iwu.edu/registrar/registration/tutorials.html
How does a student wait list for a closed class?

Online waitlisting is available through the MyIWU online registration system. Waitlists will be maintained through the add/drop period of each term (the first 5 days of classes during the fall and spring terms and the first day of May term). Students will be notified by an automated email if a student becomes available in a waitlisted class.

Students who have placed themselves on a waitlist must closely watch their email for notification of an open seat. Once the notification has been sent, the student has only 24 hours to act on the notification of the open seat will be offered to the next student on the waitlist.

For a video tutorial visit: https://www.iwu.edu/registrar/registration/tutorials.html
How does a student enroll in a closed class?

Student completes and submits a “Closed Class Authorization Form” found in the Registrar’s Office. This form must be signed by the Department Chair.
How does a student take a class CR/NCR (pass/fail)?

To elect this grading option a student must go to the Registrar's Office and complete the proper form to declare one course CR/NCR prior to the end of the first week of classes.

- First-year students may not take any course CR/NCR.
- Students must have completed 8 course units and be in good academic standing to take a course CR/NCR.
- Major, minor and general education courses CANNOT be taken CR/NCR.
- May term classes CANNOT be taken CR/NCR.
- Limited to one course per term and six courses total.
- In general, when in doubt about a course, the better strategy is to elect the CR/NCR option initially because a student has only the first week of classes to make that declaration. On the other hand, a student has until the drop date to DELETE that designation and take the course for a grade.

Students do not (and should not) notify the instructor. Regular grades are submitted to the Registrar who converts them according to the uniform standard of Credit for grades of “C-” and above, and No Credit for grades of “D” and “F”.
How does a student audit a course?

To elect to take a course as an audit the student must have the instructor’s permission and complete the declaration form in the Registrar’s Office prior to the start of the term. Only lecture classes can be taken as an audit.

No grade is given for auditing, nor is work counted toward a degree; the instructor is under no obligation to grade papers for an auditor. A student auditing a class may be dropped for non-attendance at the discretion of the instructor.
How does a student take an overload of classes?

The Registrar, in certain specific cases, may grant permission to selected upper-class students to enroll in an overload of up to one course unit of academic work in the fall or spring semester for no additional tuition charge. **No overloads will be granted for the May Term.**

**Students with first-year standing are not allowed to overload.**

The Registrar will evaluate applications for permission to take an overload on an individual basis. The primary general concern in judging applications is the academic welfare of the student involved. Specific criteria may involve the following:

- Demonstrated academic ability.
  - The faculty have established a GPA of 3.25 as a minimum requirement in this regard.
  - Applications from seniors whose cumulative GPA is below this standard may be considered, but only where there is a clear and compelling need which warrants an exception.
- A clear statement of the reasons for desiring to take the overload.
- The availability of other alternatives for achieving the individual's goals.
- The total planned course schedule for the term in which the overload is desired.
- The student's career plans and the extent to which the overload may be relevant to them.
- Other relevant information provided by the student.

Students must complete and return the *Academic Overload Application* form to the Registrar’s Office. **It must be signed by the academic advisor.**
How does a student change his/her degree?

A student must complete and submit a Declaration of Major-Minor-Degree/Change of Advisor Form in order to declare or change his/her degree. This form can be picked up in the Registrar’s Office, or can be found at: https://www.iwu.edu/registrar/dec-major-minor-adv.pdf.

The form must be signed by the student, the Department/Program Chair of the new degree, and an advisor in the new major department (if applicable) before it is returned and processed by the Registrar’s Office.
How does a student change/declare a major?

A student must complete and submit a *Declaration of Major-Minor-Degree/Change of Advisor Form* in order to declare or change his/her major(s). This form can be picked up in the Registrar’s Office, or can be found at [https://www.iwu.edu/registrar/dec-major-minor-adv.pdf](https://www.iwu.edu/registrar/dec-major-minor-adv.pdf).

The form must be signed by the student, the Department/Program Chair of the new major, and an advisor in the new major department before it is returned and processed by the Registrar’s Office.

*Note: To delete a second major, only the student's signature is needed.*
How does a student change his/her advisor?

A student must complete and submit a Declaration of Major-Minor-Degree/Change of Advisor Form in order to change his/her advisor. This form can be picked up in the Registrar’s Office, or can be found at: https://www.iwu.edu/registrar/dec-major-minor-adv.pdf.

The form must be signed by the student and the new advisor before it is returned and processed by the Registrar’s Office.
How does a student declare/change a minor(s)?

A student must complete and submit a Declaration of Major-Minor-Degree/Change of Advisor Form in order to declare or change his/her minor(s). This form can be picked up in the Registrar’s Office, or can be found at https://www.iwu.edu/registrar/dec-major-minor-adv.pdf.

The form must be signed by the student and the Department/Program Chair of the new minor before it is returned and processed by the Registrar's Office.

*Note: To delete a minor, only the student's signature is needed.
How does a student declare/change an educational goal/pre-professional program?

While the educational goals and pursuit of pre-professional programs (e.g. Occupational Therapy, Physician's Assistant, Physical Therapy, Pre-Dentistry, Pre-Engineering, Pre-Forestry, Pre-Law, Pre-Medicine, and Pre-Veterinary Medicine) of our students do not appear on a student's transcript, keeping accurate records of our students educational goals/pre-professional programs is essential for our students to receive up-to-date information, for the university to keep accurate records, and to assist our colleagues advising these students.

A student must sign and submit a “Declaration of Educational Goal/Pre-Professional Program” in order to declare or change his/her educational goal/pre-Professional program(s). This form can be picked up in the Registrar’s Office, or can be found at: https://www.iwu.edu/registrar/dec-educ-goal-ppp.pdf.
How does a student apply for an interdisciplinary or contract major or minor?

Students proposing a Special Interdisciplinary or Contract Major or Minor must submit the completed application and supporting documents to the Associate Dean of Curricular and Faculty Development no earlier than fall semester of the sophomore year and no later than March 1st of the junior year. Please reference the Special Interdisciplinary or Contract Majors and Minors section on pp. 55-56 of the University Catalog for a description of major/minor requirements.

The application can be picked up in the Registrar’s Office, or can be found at https://www.iwu.edu/registrar/InterMajorMinorApplication.pdf.
How does a student receive college credit for work completed prior to high school graduation?

The student must complete and submit the “College Credit Earned Prior to High School Graduation” form found at the Registrar’s Office. The student certifies that s/he did not use the courses for high school graduation credit. In addition, the student will have to arrange to have official college transcripts sent to IWU, and meet all requirements regarding transfer credit (see p. 71).

The form can be picked up in the Registrar’s Office or found at: https://www.iwu.edu/registrar/college-credit-earned-prior-to-hs-grad.pdf.
How does a student transfer credit from other institutions?

The student must complete and submit a “Request for Transfer of Credit” form found at the Registrar’s Office before taking the transfer course. The student will always need to attach a course description of the transfer course to this form, and will need to obtain the advisor’s signature. The department chair’s signature is required if the student is seeking approval for transfer credit to count in a major or minor.

Refer to “Credit for Work External to Illinois Wesleyan” on p. 39 for more information.

Notes regarding transfer credit:

- The college being attended must be accredited by the appropriate regional accrediting agency at the time of enrollment for any course work to be accepted by IWU.
- Courses to be transferred must be similar to courses that are now, or would be, offered at IWU. They need not be exactly the same or even substantially similar to current IWU courses, but they must be of the level, kind, and quality that the IWU faculty would offer here should circumstances warrant. All courses taken at the other institution will be transferred; students may NOT elect to transfer in only selected courses.
- Courses transfer as lower division or upper division based on the course designation at the teaching institution, regardless of the designation of a similar IWU course.
- Course credits with grades below a “C” will not transfer to IWU. Pass/Fail grades classes will not be accepted.
- Grades earned for transferred course work will not be calculated into IWU’s GPA; however, the grade will appear on the student’s IWU transcript.
- An IWU course unit is defined as being equal to 4 semester hours or 6 quarter hours. Therefore, a 3 semester hour course equals .75 course units. (Beware that course unit values vary among the schools using this type of system, hence a course unit earned elsewhere may not exactly equal one course unit earned here.)
- Any course that IWU values at less than .75 course units will NOT satisfy a general education, major, or minor requirement.
- Matriculated students at IWU may earn no more than four units of general education credit through a combination of exam credits (AP, IB, or Cambridge) and courses transferred from other institutions.
- Although ordinarily the transfer in of major/minor courses is not permitted, a student may, under extraordinary circumstances, seek the department chair’s approval for an exception to this rule. (Under no circumstances may more than 50% of a major or minor be taken elsewhere.)
- No course will be added to a student’s transcript if it would result in an overload unless permission to overload was previously granted for that term. Under no circumstances will an overload be approved for the May Term.
- A student must request that an official transcript be sent directly from the school at which the courses were taken to IWU (this does not happen automatically). A grade report is NOT sufficient.
How does a student petition for an exception?

Students should be familiar with the University's academic policies as stated in the University Catalog and in the Student Handbook. Requests for an exception to University regulations require justification. The “Petition for Academic Exception Guidelines” can be found in the Registrar’s Office. Petitions may be submitted for a number of different reasons; however the two most common are 1) dropping/adding/withdrawing a course after the deadline and 2) changing to/from credit/no credit (pass/fail).

DROP/ADD/WITHDRAW COURSE AFTER THE DEADLINE:

This petition is considered when the instructor confirms in writing that a student started or stopped attending a course before the deadline but failed to officially drop/add/withdraw the course in the Registrar’s Office. After the deadline a fee will be assessed in connection with the granting of the petition.

The Faculty have required strict enforcement of the deadlines. They have also established the following guidelines for allowing exceptions to them, however.

1. Verified medical excuses.
2. Substantiated serious personal or family problems.
3. Advisor error on prerequisites, placement, or judgment.

Since dates are clearly stated in the University Catalog, the University Calendar and on the Program of Classes, advisor error on this point is generally NOT an acceptable excuse. Nor are the following regarded by the Faculty as acceptable excuses:

1. Performance in the course.
2. Unexcused absences.
3. Short duration illness.

CHANGING TO/FROM CREDIT/NO CREDIT (PASS/FAIL):

The deadlines for changing to or from pass/fail are the same as the Add/Drop/Withdraw deadlines. Petitions after these deadlines will normally not be granted if a student has received any grades for work done in the course. After the deadline a fee will be assessed in connection with the granting of the petition.
How does a student take a leave of absence from the university?

A student who is considering taking a leave of absence from the University should discuss plans with the Dean of Students and his/her academic advisor. Notification of the leave will be considered official only after the student has completed and returned an “Application for Permission to Leave the University” to the Dean of Students Office, and the form has been processed by the Registrar’s Office.
How does a student withdraw from the university?

A student who is considering withdrawal from the University should discuss plans with the Dean of Students and his/her academic advisor. Notification of intent to withdraw will be considered official only after the student has completed and returned an “Application for Permission to Leave the University” to the Dean of Students Office, and the form has been processed by the Registrar’s Office. Further, if a student requests to withdraw after the last day to drop a class but before the end of the semester, s/he must also complete the “Petition for Academic Exception Form.”
How does a student request a copy of his/her transcript?

Student completes and submits the proper form located in the Registrar’s Office – 110 Holmes Hall.

Transcripts can also be ordered online through eScripSafe at: https://iwantmytranscript.com/iwu.

Electronic transcript delivery service is available through eScripSafe at: https://iwantmytranscript.com/iwu.

Requests take 1-2 working days to process.

Transcripts mailed directly to the student will be stamped “issued to student”. The Registrar’s Office does not issue unofficial transcripts.

Scholarship transcripts are free of charge if the student is currently enrolled, and we mail the transcript to the scholarship address. If the student wants to pick the transcript up themselves or have it sent to their address, they will be charged according to the fees listed below.

Transcript Prices

Transcripts are $10.00 per copy. Payment is by check or cash only. Credit and debit cards are accepted online only for an additional $3.00. Additional charges are incurred for expedited service and mailing.

For more information visit the Registrar’s Office website.
What are the requirements for athletics eligibility?

Athletes must fulfill the following requirements to compete in intercollegiate athletics:
- Full time status (3.0 or more units; **must be enrolled and attending**).
- 32 units (and courses) needed to graduate.

**GPA:**
To participate as a freshmen after the first term of enrollment 1.50
To participate as a sophomore 1.75
To participate as a junior/senior 2.00

**Units completed:**
First year (after first semester) 3.00
Second season of sport 6.00
Third season of sport 12.00
Fourth season of sport 18.00

More specific information may be obtained from the coaching staff, the athletic director or assistant athletic director.

**REMINDER:** Full season participants in a varsity sport will be given credit for PE 250X and their PE Fitness requirement. *Students can complete their Physical Education general education requirement by competing in two full seasons of a **varsity** sport.*
What happens to a student who has an academic dishonesty report filed against him or her?

Faculty are encouraged to report all cases of academic dishonesty to the Associate Provost, by filling out an “Academic Dishonesty Report Form.” Following such a report, the Associate Provost notifies the student that a report has been filed, and asks the student if he or she wishes to contest the charge. If the charge is contested, the procedures for an academic appeal are followed. If the charge is not contested then the following consequences are applied. For a first offense, the student is placed on disciplinary probation, and the instructor of the course in question can apply a sanction ranging up to an “F” in the course. For a second offense, the student’s case is referred to the Academic Appeals Board with a recommendation of separation from the University. A more comprehensive discussion of academic dishonesty, including the faculty’s statement on plagiarism, is published in the Student Handbook.
SECTION 7: CAMPUS RESOURCES AND PROGRAMS
THE MISSION OF THE ACADEMIC ADVISING CENTER:

The Academic Advising Center promotes quality and effective academic advising by serving as a readily accessible resource on all aspects of academic advising for the Illinois Wesleyan University community.

THE SERVICES OF THE ACADEMIC ADVISING CENTER ARE:

- Drop-in and academic advising by appointment
- Major exploration for undecided students or students considering changing majors
- Drafting of semester-by-semester plans
- Assistance for students experiencing academic difficulty
- Workshops and strategy sessions for advisors
- Programming for students
- Coordination of disability services and academic accommodations (see p. 85)
- Referral to campus resources
- Resource on advising/university policy/schedule planning/registration
A critical outcome of the liberal arts curriculum is that each student discovers how to learn. While every student at IWU has a record of academic achievement, the rigor of the college classroom often requires skills that exceed those fostered in high school. To be academically successful, students often strengthen existing academic skills or develop new learning strategies.

As an advisor, you will often know if a student is struggling with their academic skills (e.g. self-reporting, midterm grades reports) and can encourage the student to reach out for assistance. To assist students in the proactive development of a solid academic skill set, the Student Affairs and Academic Affairs collaborate to facilitate and implement the Academic Skills Series. The Academic Skills Series assists students in their development of and/or strengthening of the academic skills necessary for success at IWU.

The series will be presented by various IWU staff and faculty members. Students can attend individual sessions or the entire series; a RSVP is not required. The Fall 2017 Academic Skills Series will be held on the following **Wednesdays from 12-12:50pm* in CNS E101:**

- September 13: Time Management: Balancing Life & Academics
- September 20: Understanding Faculty Expectations
- September 27: Study Smart & Read Efficiently
- October 4: Enhancing Note & Test Taking Skills
- October 11: Manage Your Stress Before it Manages You
- October 18: Advising 101: Meeting Your Graduation Requirements
- October 25: The Ames Advantage: Research Skills For Success
- November 1: Writing 101: Crafting Strong Papers
- November 8: Podium Skills: Improving Your Presentations
- November 15: Procrastination: Getting Started on Getting Started
- November 29: Survival Tips For Finals

*Pizza will be provided for lunch; students should bring a beverage.

**Questions about the Academic Skills Series can be directed to:**

Brandon Common, Assistant Dean of Students for Campus Life at x3990 or bcommon@iwu.edu
Christina Armstrong, Staff Counselor/Outreach Coordinator at x3052 or carmstr1@iwu.edu
Chandra Shipley, Director of Academic Advising at x3231 or cshipley@iwu.edu
The Action Research Center connects the campus with the community. ARC facilitates opportunities for local and national engagement including volunteering, group projects, co-curricular service learning, and interdisciplinary Signature Work. Individual students, Registered Student Organizations, Greek life, athletics, faculty, and alumni are encouraged to use ARC as a resource. ARC also manages the Give a Day campaign to track and study community engagement. The form to report engagement activities and hours can be found in the office and online at https://www.iwu.edu/action/reportyourengagement.html.

Examples of projects and ideas can be found on the blog at http://blogs.iwu.edu/action/. The IWU Give a Day Campaign Facebook page lists current opportunities.
Hours during the fall and spring semesters:

Monday-Thursday  7:45 a.m.-1:30 a.m.
Friday  7:45 a.m.-10:00 p.m.
Saturday  10:00 a.m.-10:00 p.m.
Sunday  12:00 p.m.-1:30 a.m.

Support available:

Library faculty are available to consult with for all their information needs, whether they are course-related or not. We support students in the discovery and planning stages of projects; oral, written or visual presentations; and accessing collection resources regardless of where they are located. The Ames Library home page provides information about our librarians and their liaison areas. The library provides online access to over 90,000 scholarly journals and 90+ databases, and provides over 300,000 print titles. The Tate Archives offers access to special collections as well as university history. The Digital Commons hosts faculty web pages as well as student honors research and creative activity, student peer-reviewed journals, and access to faculty governance documents.

Students can contact librarians in the following ways:

- Office hours, individual appointments or by e-mail (Library Faculty and Staff Directory)

For general questions about the Library, the following options are available:

- Text-a-Question: (309) 468-4645
- Online chat service: Located at http://www.iwu.edu/library
- Library Services Desk: by phone, 556-3350 or stopping by (entry level)

Technology support, including the Help Desk, is available on the third floor of the Library in The Thorpe Center. This includes personal computer service & repair, assistance with e-mail and other software and hardware questions, and classroom support. Instructional Technologist Rick Lindquist, Technology Trainer Kate Browne, Media Services Coordinator Michael Limacher, and Instructional Support Specialist Ray Martinez are located in The Thorpe Center. In addition, Mac workstations for creating multi-media presentations (video-editing, CD-DVD burners) there.

- The ITS Help Desk phone number is 309-556-3900; online assistance is available as well: http://answers.iwu.edu/3900/ask

Services available:

1. All online resources are available to the IWU community while off-campus, using an IWU log-in and password.
2. Loan requests can be made for articles, books and other material not currently held in our collection.
3. Group study rooms are available on floors 2, 3, and 4 (available on a first-come, first-serve basis)
4. Project Rooms are available on the entry level, second and third floor. Each is equipped with a video/DVD player, networked computer, and projection capabilities. Call 309-556-3900 to reserve these rooms.
5. Assistive Services Technology: contact Chandra Shipley, Director of Academic Advising, 309-556-3231.

The Library Services Desk provides the following resources:

- Check out library materials including: books, DVDs, laptops, digital cameras, GoPro, Kindles, and camcorders and more
- Poster printer, color printer, laminator pick up reserve items
Arnold Health Services

Ground floor of Magill Hall (entrance on north side of building)
(309) 556-3107 phone
(309) 556-3805 fax
http://www.iwu.edu/health/

Hours:

Office hours are 8 am -11:30 am for walk in patients and 1 pm – 3:40 pm by appointment Monday through Friday during the academic year.

Services:

A Certified Nurse Practitioner is available to administer medical services in collaboration with the University Medical Director. Health Services offers all students, regardless of their insurance, basic accident and health care with appropriate medical consultation and referral to the students' primary health care provider or a local professional for advanced care. There are no charges for services rendered in Health Services. Immediate health care after office hours is available at local hospitals and urgent care clinics. Students must be aware of personal insurance plan requirements if they choose to seek non-urgent care at a location other than Illinois Wesleyan University Health Services or their primary care physician. In case of emergency dial 7-911 from campus phones or 911 from non-campus phones. Students residing on campus may also contact the Resident Assistant or Hall Director on call. The City of Bloomington Fire & Rescue charges a minimum of $250 for transportation to a local hospital.

Student Health Insurance:

Basic Accident Insurance is provided by the university and covers all full-time students for the academic year. In addition, all full-time students are automatically enrolled in a Hard Waiver Accident and Sickness Plan expanding the accident insurance to cover sickness as well as accidents for a full twelve months. The University feels it is very important for the student to have insurance protection: therefore, PARTICIPATION IS REQUIRED UNLESS A WAIVER FORM IS FILED ON LINE PRIOR TO THE DEADLINE DATE. No exceptions will be made for waiver cards filed after the deadline. The waiver form is available at the following website: http://www.eiia.org/illinoiswes

Absence and Medical Leave:

When a student is ill or injured, treatment is available at Arnold Health Services Monday through Friday during regular office hours. Health Service does not provide excuses for absence from classes or exams. Students are urged to contact their professors in regards to their absence. If a student is ill at home, hospitalized, or expects to be absent for an extended period of time, please notify the Dean of Students Office.

Medical History and Immunization Requirements/Forms:

All incoming college students are required by the State Of Illinois law to produce a copy of their immunization history to the university within six weeks of the first day of classes. IWU also requires a completed Medical History form. These forms can be found on the iwu.edu website. Enter “Medical History Form’ in the search box and you will find the three page form. Students must complete the Medical History and have a Health Care Provider sign in the designated area on page 3, following the immunization information.

Failure to comply with this requirement will cause the student's registration for the second semester to be placed on HOLD.
Counseling and Consultation Services

Ground floor of Magill Hall (entrance on north side of building)
(309) 556-3052
https://www.iwu.edu/counseling/

Counseling & Consultation Services serves to support and promote mental health among members of the Illinois Wesleyan University community.

Services include:

- **Group and individual counseling to students (up to 20 sessions)**
  Counseling is provided by licensed clinicians (psychologists, counselors and social workers) for a variety of concerns, including but not limited to: stress, anxiety, depression, relationship difficulties, maladaptive coping skills, trauma, loss, adjustment, self esteem, body image, eating issues, time management, and study skills.

- **Stress-free Zone**
  CCS provides a peaceful, safe and confidential space to enjoy a state-of-the-art massage chair, bio-feedback and light therapy, for the purposes of reducing stress and increasing your mental, emotional and spiritual health. Appointments can be made by calling CCS at 556-3052.

- **Indirect consultation with others (such as academic advisors)** who have concerns about particular students (e.g., "My advisee seems so sad and unmotivated. What should I do?").

- **After-hours crisis intervention** for mental health emergencies, shared with other professionals within the Division of Student Affairs.

- **Training and support** to Residential Life staff, advisors, faculty, and staff who can support student mental health.

- **Outreach/prevention programs to the campus community** (re: topics such as perfectionism, stress management, sexual assault prevention, alcohol education, etc). These programs can be presented to classes, residential hall floor meetings, fraternities/sororities, or other student organizations.

  *There is no charge for these services.*

Making appointments:

Counseling and Consultation Services offers counseling appointments weekdays from 8:00-12:00 and 1:00-4:00pm.

If students call during weekdays between 8:00 and 4:30, they are more likely to speak to someone who can schedule the appointment right then, typically for some time within the week. Those calling at other times are welcome to leave a message, and their call will be returned.

Please assure students that, to protect client confidentiality, only members of the Counseling and Consultation Services office staff answer the phone. No student workers work in the office. Additionally, your advisees should understand that what happens in counseling is **confidential**. Counseling records are not part of the educational record. Information will not be shared beyond Counseling and Consultation Services, without the student authorizing this type of communication in writing (unless the student is imminently at risk at hurting self or someone else).

*To make a counseling appointment, students should call 556-3052.*
In compliance with the Americans with Disabilities Act (ADA), it is the responsibility of Illinois Wesleyan University to provide reasonable accommodation to students with disabilities. Normally, such students will have identified themselves as requiring accommodations at the time of application or admission to the University. However, in some cases a student will not have made arrangements for needed accommodations until after having enrolled. If an advisee presents to you information concerning a disability, and you believe that an accommodation is important to the student’s academic success, please refer the students to the process below.

**NOTE:** IWU does not offer evaluations for diagnosing disabilities.

**Initial process for obtaining academic accommodations:**

1. The student must submit a verification form and/or applicable documentation, as well as a self-disclosure form to Chandra Shipley, Coordinator of Disability Services.

2. The student makes an appointment with the Coordinator of Disability Services.
   a. During this appointment the documentation will be reviewed, and a discussion regarding reasonable accommodations that the student is eligible for will occur.
   b. The student will sign a release form and the Request for Academic Accommodation and Faculty Notification form.

3. An email outlining accommodations will be created and sent to applicable faculty members. **Accommodations do not go into effect for that semester until the email has been sent.**

4. The student is responsible for contacting his/her faculty members to discuss/request specific accommodations.

**Continuing process for obtaining academic accommodation:**

1. Each semester the student requests accommodations, s/he must submit a Request for Academic Accommodation and Faculty Notification Form to Disability Services in 110 Holmes Hall.
   a. If the student does not need changes to his/her accommodations, this form can be dropped off.
   b. If the student would like to request changes to his/her accommodations, an appointment must be made with the Coordinator of Disability Services.

2. The email will be sent to applicable faculty members. **Accommodations do not go into effect for that semester until the email has been sent.**

3. The student is responsible for contacting the faculty members to discuss/request specific accommodations.

Forms and additional information can be found on the [Disability Services Website](https://www.iwu.edu/disability-services/).

If issues arise with faculty members or students not adhering to the accommodation letters, please contact Chandra Shipley, Director of Academic Advising and Coordinator of Disability Services at 309-556-3231 or cshipley@iwu.edu.
Illinois Wesleyan University has 9 active fraternities and sororities on campus. There are five fraternities and four sororities on campus, all of which are housed. The Office of Fraternity & Sorority Life provides advisory and programmatic support to these organizations, including leadership development and the promotion of chapter activities.

Illinois Wesleyan's fraternities recruit new members in a process known as open recruitment; however the chapters do have a formal fall recruitment. During this time the fraternities coordinate times for students to attend different chapter activities and find the best fit for them. Invitation to membership to first year students will not be extended until the third week of classes. Returning students may be extended bids on the first day of classes. For most Inter/national sororities, the minimum GPA to join is a 2.50 cumulative from either high school or college though many of our chapters have set higher GPA standards.

Illinois Wesleyan's sororities recruit new members through a process known as formal recruitment. This process occurs during the third week of the fall semester for our National Panhellenic Conference sororities and involves attending several required rounds designed to allow the chapters and students an opportunity to determine if they are a good fit for each other. For most Inter/national sororities, the minimum GPA to join is a 2.50 cumulative from either high school or college though many of our chapters have set higher GPA standards.

In participating in recruitment activities, students are expected to attend all classes and complete all academic commitments prior to their participation in the process. Membership in fraternities and sororities is intended to enhance the student’s academic experience rather than inhibit it. Any concerns about a particular student's academic performance or about potential hazing with regard to their membership in a fraternity or sorority may be directed to the Office of Fraternity & Sorority Life.

For more information on fraternities and sororities, contact the Office of Fraternity & Sorority Life at (309) 556-3555, fsl@iwu.edu or visit our website.
It is important that we encourage students to explore career possibilities and, as advisors, that we be willing to listen to students articulate their ideas about career paths. Advisors should also encourage students to continue their exploration using Career Center resources such as these:

- Three career professionals available to help students with career decision-making, internship opportunities, graduate school preparation and selection, and job searching.

- On-line and print resources designed to answer the question, “What can I do with a major in…?”, “How do I write an effective resume?”, “What internships exist in the field of…?”, and many other topics.

- Access to several assessment tools that help students assess their interests, values, and skills, explore and analyze occupational and educational options, map out realistic goals and plans, and identify training and development needs. The Center uses FOCUS, the Strong Interest Inventory, the Myers-Briggs Type Indicator, StrengthsQuest, along with other resources.

- Special programs including career planning workshops, alumni presentations, practice interviews, and other special events designed to help students explore the myriad of career options.

- Alumni mentors who volunteer their time and expertise to provide students with career guidance, informational interviews, job shadowing experiences, internships, and other forms of assistance. Early connections and engagement ensure future success.

- Services designed to connect students with employers. This includes on-campus interviews, career fairs, information sessions, and recruitment activities. Additional services are available through the Center’s membership in the Illinois Small College Placement Association (ISCPA).

- An annual internship/career fair and the Center's Titan CareerLink system provide students the opportunity to explore internship options. Students often enter the university with an expectation that they will complete at least one internship. However, today it is increasingly common for students to complete several internships before graduation.

- Since many of our students have the potential for graduate study, advisors should be willing to spend time discussing options with advisees. These discussions could be invaluable. Students with an interest in graduate study should be encouraged to take advantage of Career Center resources, such as:
  - Access to over 9,000 university catalogs through College Source, a web-based program. The Center library also contains many publications with information and rankings of graduate programs.
  - Application information for entrance exams and resources to assist in preparation for these exams.
  - Staff assistance with the graduate school application process, including reviewing personal statements, evaluating programs, and practicing interviewing skills.
  - Seminars on preparing for graduate study that address timelines, considerations, and strategies for success.

Students are encouraged to make appointments with the Career Center staff; however, drop-in hours are available on Tuesdays and Wednesdays 1:30-3:30pm.

For more information and a 4-year timeline for students to follow, please review:
https://www.iwu.edu/ccenter/steps-to-success.pdf
The opportunity to work one-on-one with faculty mentors on a research or performance project is the culminating academic experience for many IWU students. Advisors should encourage students to consider completing at least one independent project before finishing their studies at Illinois Wesleyan University. It is important for students to begin setting goals for independent research early. For example, advisors could challenge students to establish sufficiently high grades to qualify for the Research Honors Program (3.5 GPA in major and 3.25 GPA overall).

Here are some things that all students should understand about independent study:

- Most departments and professional schools at IWU support independent study through courses that carry academic credit.
- These courses are not restricted to seniors, even though they have upper-level course numbers.
- The names of the independent study courses and the prerequisites for these courses vary across departments. In the science departments, for example, there are two types of independent study courses are Directed Study and Research/Thesis. In The School of Art the independent study course is titled Special Individual Projects (ART 480).
- Many students link independent study to participation in the annual John Wesley Powell Research Conference in April and/or to the university honors research program.

The John Wesley Powell Research Conference is held in April. It gives all students, regardless of GPA, the opportunity to present the results of their independent research or performance project orally or through a poster presentation. Through careful planning, it is often possible for students to link an independent study course with research honors and participation in the student research conference.
The Office of Diversity and Inclusion (ODI) provides educational programming for all students that center around issues of diversity and social justice. Providing specific support services to students from underrepresented and marginalized populations including students who identify as MALANA (Multi-racial, African-American, Latino@, Native American, Asian-American), LBGQ (Lesbian, Bisexual, Gay and Queer) or TGNC (Transgender Non-Conforming), women and first generation college students; ODI helps these students in their academic and personal development. Staff within ODI work to provide an all-inclusive diversity program at Illinois Wesleyan University, one anchored in a campus climate that is welcoming, supportive, caring and inclusive.

Staff members in ODI are committed to supporting the overall mission of IWU and work collaboratively with the university community to offer inclusive, educational, cultural and social events and programs for students, faculty, and staff. Programs and initiatives are aimed at promoting academic excellence, institutional strength and campus unity. Key programs for ODI include MALANA Pre-Orientation, the Diversity, Dignity and Dialogue (3D) Series, the Summer Enrichment Program (SEP) and IWU Safe Zone.
RESIDENCE HALL STAFF DESCRIPTIONS

RESIDENCE DIRECTORS
Residence Directors, working to meet student needs, are integral members of the Student Affairs team. Residence Directors are professionals interested in the development of college students. Their major responsibility is to translate the philosophy of the IWU residence hall program into a practical and meaningful set of services, activities and programs for students. In addition to working with their residents concerning personal and/or academic issues, Residence Directors are responsible for promoting hall programs and activities, advising hall councils, and managing all aspects of the residential experience for students. In this process, Residence Directors promote the development of skills for leadership, decision-making, conflict resolution, fiscal management, problem solving, and self-discipline. Residence Directors live on the IWU campus in residence hall apartments.

RESIDENTIAL COMMUNITY ADVISOR (RCA)
Residential Community Advisors are third- and fourth-year student-staff members living in the residence halls. Residential Community Advisors work in each residence hall to build staff community through program coordination and staff development. They also manage the front desk area, co-advise hall council, and serve on various Office of Residential Life Committees. Finally, Residential Community Advisors mentor new student-staff members and serve as a contact in the absence of the Residence Director.

FIRST-YEAR RESIDENT ADVISOR (FYRA)
First-Year Resident Advisors are student-staff members living in first-year residence halls. These students live on each floor and are available to assist residents with problems and concerns. First-Year Resident Advisors are a primary source of continuing orientation of first-year students to the University community. First-Year Resident Advisors are specially trained to understand and address common transition issues common to first-year students. They work to create and maintain a sense of community on the floor and in the hall through initiating and encouraging campus and hall programs, answering questions and directing students to different campus services, counseling residents, confronting inappropriate behavior and interpreting the University policies to the residents.

RESIDENT ASSISTANT (RA)
Resident Assistants are student-staff members living in upper-division residence halls. These students live on each floor and are available to assist residents with problems and concerns. Resident Assistants work to create and maintain a sense of community on the floor and in the hall through initiating and encouraging campus and hall programs, counseling residents, confronting inappropriate behavior and interpreting the University policies to the residents.

STAFF ALTERNATE (SA)
(SAs) are student staff members hired to serve as helpers and resources for students. Ongoing training, professional development and campus-wide programming are essential elements of the position. The SA stands ready to step into an RA or FYRA position as called upon.
Religious and Spiritual Life

Evelyn Chapel
(309) 556-3179
http://www.iwu.edu/chaplain
chaplain@iwu.edu

Do all the good you can, by all the means you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can.

--John Wesley, Founder of the Methodist Church, and the one for whom Illinois Wesleyan University is named

IWU is a multicultural and multireligious community, and the Office of University Chaplain celebrates the religious and secular diversity of today’s students, faculty, and staff. Diverse beliefs, convictions, and spiritual practices are welcome here as are a diversity of questions. Questions—about who we are and what we are for—are perennial in and for the liberal arts tradition. At Evelyn Chapel, through weekly programming and special events, we seek to provide a venue for asking those questions, and we work at the crossroads of intellectual exploration, spiritual reflection, community service, and interfaith dialogue.

Illinois Wesleyan University is home to a wide range of religious and spiritual programs. A number of Registered Student Organizations represent different faith traditions. Active RSOs include: DRL (Death, Resurrection Life), Intervaristy Christian Fellowship, IWU Hillel, IWU Interfaith, Muslim Student Association, Pagan Student Association, Secular Student Alliance, and Titan Catholic. The Office of University Chaplain supports the work of these Registered Student Organizations and offers programming exploring and practicing faith and spirituality, interfaith community, and social justice. The Chapel is also home to the Multifaith Ambassador Program, a unique leadership program for students who represent a variety of religious and non-religious perspectives and beliefs, and who are passionate about understanding and engaging religious diversity on campus, in their own communities, and in the world. Signature programs include: ReligiosiTEA, the Chapel’s weekly interfaith dialogue group (Thursdays at 4:00pm); Light the Night: A Multicultural Celebration of the Season of Light (Dec. 1 at 7:00pm), where students who celebrate Diwali, Christmas, Hanukkah, Yule, and Kwanzaa share stories and songs, dramas and dances that point to the amazing religious and cultural diversity on our campus; and Harvesting Help: An Interfaith Service Day (November). Please see the Office of the University Chaplain Website for more information about these and other programs, including Alternative Fall and Spring Breaks led by Chaplain Nelson Winger.

Evelyn Chapel is also a place to just come and be. During the school year, the Chapel is open seven days a week from 8:00am to 11:00pm. There are always spaces available to study, gather for conversation, or make a cup of coffee, tea, or hot chocolate. Chaplain Nelson Winger is available to students, faculty, and staff for conversation, support, and spiritual care. Students may call or email to make an appointment, or just stop by during published office hours. IWU students are welcome to contact Elyse at enelsonw@iwu.edu or 309-556-3179. The Office of University Chaplain is a Safe Zone.
Student Activities and Leadership Programs

Hansen Student Center
(309) 556-3850
https://www.iwu.edu/activities/
OSA@iwu.edu

The Office of Student Activities and Leadership Programs (OSALP) provides activities, leadership development, student organization assistance, facilities services, resources programming, and opportunities to encourage student success. OSALP strives to create a sense of belonging for all students, encourage school pride, and provide opportunities for students to contribute toward creating a vibrant campus community. Students are at the center of all that we do from planning and implementing fun and entertaining programs to educational workshops geared toward leadership and personal development. OSALP offers leadership programming and service opportunities in order for students to learn more about themselves, develop leadership skills, work in teams, and gain hands on experience.

Every Friday and/or Saturday night there is something fun going on in the Hansen Student Center, Memorial Center, the Quad, and/or beyond. Most of these programs and events are put on by a prestigious student leadership board called CAB. The Campus Activities Board (CAB) is a student-run organization that serves as the student body voice for campus-wide programming. CAB hosts movies, comedians, bands, special events, and supports and collaborates with RSOs and Student Senate. CAB is open to all students looking for a great way to meet new friends, enjoy all campus has to offer, gain leadership experience, and take charge of planning and carrying out large scale events/programs.

For more information contact the Office of Student Activities and Leadership Programs at (309) 556-3850 or stop by the office in the Hansen Student Center, main level.

Save the dates for:

- **Saturday, August 26th, 2017 at 8pm**: Join us for the Titan Carnival, held at the Hansen Student Center, where we welcome the entire IWU campus back with music, inflatables, free food, interactive games, face painting & henna, an exotic petting zoo, and so much more.

- **Thursday, August 31st, 2017 from 4-6pm**: The Registered Student Organization (RSO) Fair will be held on the Eckley Quad (alternate rain location is Young Main Lounge) for students interested in learning more specific information about RSOs and ways to get involved.
Nationally, participation in semester and academic year study abroad programs has steadily increased, with over 313,415 students studying abroad in 2014–15 — a 2.9% increase from the previous year. At IWU, close to half of our students will participate in some education abroad experience (including May Term travel courses and summer internships) before they graduate.

Though IWU’s own programs in London and Barcelona, our exchange partnerships, and our affiliated organizations, students can choose from programs in over 70 countries/regions on 6 continents and we have options for nearly every program of study at IWU. Studying abroad allows students to complement their on-campus coursework, undertake research or an internship, and sharpen their interpersonal skills. In addition, research shows that study abroad students, relative to their non-study abroad peers, have stronger academic performance, graduate at higher rates, find employment sooner upon graduation, and enjoy higher starting salaries.

IWU students may study abroad for general education credit, elective credit, or major/minor credit with permission of the department. While the majority of students on semester programs tend to be juniors, large numbers of sophomores study abroad both during the semester and in May Term; and it is possible for students at IWU to study abroad in the senior year.

As you advise students, we encourage you to open a discussion early in the process about the possibility and benefits of studying abroad.

1. **Encourage advisees to plan early for a possible study abroad experience, starting in the first semester if possible.** The first year is a good time for students to attend study abroad information sessions and to meet with the Director of the International Office to explore possible programs. The International Office is located on the 3rd floor of CLA, and the office sponsors a Study Abroad Fair at the start of each semester.

2. **Study abroad comes in many forms.** Your advisees may not have a good understanding of the range of study abroad options available. Encourage advisees to explore a wide variety of options before making a choice. They need to understand that:
   - Some programs are for one semester and others for one year.
   - May Term offerings change from year to year.
   - Students do not necessarily need to speak a second language in order to study abroad. Instruction is sometimes in English and sometimes in a second language. Language prerequisites for programs in non-English speaking countries vary from no previous knowledge of the language to up to 5 semesters of college-level study (i.e., at least one 300-level course).
   - Admissions standards vary greatly, but IWU generally requires a 3.0 cumulative GPA. There is a petition process for students who believe their cumulative GPA does not reflect their ability to successfully study abroad.
   - Study abroad opportunities exist in many countries; we are affiliated with approximately 200 universities worldwide.
   - For some students, participation in a May Term travel course may be the best option (for those courses, students need to consult the Mellon Center, also on the 3rd floor of CLA).
Study Abroad (continued)

3. **Some majors require a study abroad experience.** Students who are considering a major in a language, international studies, or international business, for example, should early in their college career begin considering study abroad options that would meet their major program requirements. Advisors should encourage these students to consult with the Director of the International Office and Department Heads to obtain more information. Conversely, majors such as accounting advise their students to study abroad during the fall of the sophomore year due to upper-level course sequences.

4. **Study abroad may not be as costly as your advisees imagine.** It is important that students do not rule out study abroad opportunities for financial reasons without first exploring the alternatives and the real costs of those alternatives. When a student chooses one of IWU's affiliated study abroad programs, the student's need- and merit-based financial aid, along with state and federal aid and any outside scholarships, may be applied to a semester abroad. In addition, all of our affiliates have scholarship programs, and there are numerous external scholarships ranging from $500 to $5000. Students can find a partial list of scholarships on the Study Abroad website.

5. **The Director of the International Office, the Registrar, and the relevant department chairs must approve all plans for study abroad during the semester before participation in the program begins.** Descriptions of programs are available in the International Office. All students, except those joining the IWU London or IWU Spain programs for general education credit only, must complete a study abroad Course Approval Form, which can be picked up at the International Office. If a student in the IWU London or IWU Spain Program wishes to receive major/minor credit for a course, the student will also need to complete this form. Study abroad in the sophomore year on either IWU program may be particularly helpful for students whose junior and senior years must be devoted to major requirements. Note: students on the IWU London and IWU Spain programs may use their financial aid for a second semester abroad.

6. **IWU charges home-school tuition for study abroad.** All IWU students studying abroad on a semester or yearlong program will be charged IWU tuition, regardless of their program choice (unless the program tuition is higher, in which case the student will be responsible for that higher cost). Students studying abroad are generally not responsible for IWU room and board charges, but rather pay the room and board costs of the affiliated program. With the home-school tuition policy, IWU is able to allow the full transfer of financial for one semester study abroad. When discussing the tuition policy, please remind students both that their current aid can be used for study abroad and that additional aid—in the form of IWU loans, IWU study abroad scholarships, and/or scholarships from the study abroad program and external sources—may be available. Please refer questions to the Director of the International Office.

**Study Abroad Programs Offered at IWU**

For a complete list of affiliated programs see the [Study Abroad website](#).

**May Term Travel Courses**

Travel course offerings vary from year to year. Students interested in more information should contact the Mellon Center and attend the annual May Term Travel Information Fair, which is generally held in October.

**IWU-Affiliated Domestic Off-Campus Programs**

Please note that domestic off-campus programs are handled by various departments on campus, not by the International Office.
The Writing Center (WC) peer tutors serve as trained readers, model revising strategies, and ask questions which help student writers to:

- Think through and understand their writing assignment
- Consider the specific audience(s) for a writing task
- Build logical arguments and marshal evidence
- Tighten paper and paragraph structures
- Use language clearly with a consistent voice
- Edit and proofread effectively

WC tutors are undergraduates from diverse majors. They follow the writing process from invention to drafting to revision to editing. Initially, primary objectives like purpose, thesis, argument, content and structure are explored in discussions between tutor and student; later, secondary concerns like grammar, punctuation, and proofreading are discussed. The Writing Center is not remedial. Any writer can benefit from having a trained reader review his or her texts. From freshman papers to senior seminar theses, the Writing Center can help students produce better texts. **WC is open during the fall and spring semester; closed during May Term.**

**Hours:**

Sunday–Thursday  1:00–5:00, 7:00–10:00 p.m.
Friday  1:00 – 4:00 p.m.

**To make an appointment, students may:**

- Visit our website: https://www.iwu.edu/writingcenter/ for instructions on using the online appointment system
- Stop by Ames 105B during open hours