2018-2019 First-Year Advising Guide

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Resources found on https://www.iwu.edu/advising/faculty/:

- Academic Advising Handbook
- Snapshot of Requirements, Advising & Registration Handout
- Mathematics Placement Guide
- Formal Reasoning Placement Guide
- Second Language Placement Guide
- List of Course Plan Website Links

Registration resources and video tutorials: https://www.iwu.edu/registrar/registration/

Important advising and registration dates:

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<thead>
<tr>
<th>FALL 2018</th>
<th>SPRING 2019</th>
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<tr>
<td>Friday, August 31: Last day to add or drop a full semester or 1st 7-week class</td>
<td>Tuesday, January 15: Last day to add a full semester or 1st 7-week class</td>
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<td>Monday, September 17: Last day to withdraw from a 1st 7-week class</td>
<td>Tuesday, January 29: Last day to withdraw from a 1st 7-week class</td>
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<td>Friday, October 12: Mid-semester grades due</td>
<td>Friday, February 22: Mid-semester grade reports due</td>
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<td>Monday, October 22: Last day to withdraw from a full semester class</td>
<td>Friday, March 1: Last day to withdraw from a full semester class</td>
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<tr>
<td>Monday, October 22: Last day to add or drop a 2nd 7-week class</td>
<td>Friday, March 1: Last day to add or drop a 2nd 7-week class</td>
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<td>Wednesday, October 24 – Friday, November 2: Academic advising period for Spring/May 2019 registration</td>
<td>Wednesday, March 20 – Friday, March 29: Academic advising period for Fall 2018 registration</td>
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<td>Monday, November 5: Last day to withdraw from a 2nd 7-week class</td>
<td>Friday, March 22: Last day to withdraw from a 2nd 7-week class</td>
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<td>Monday, November 5 – Wednesday, November 14: Class registration for Spring 2019</td>
<td>Monday, April 3 – Wednesday, April 10: Class Registration for Fall 2019</td>
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<tr>
<td>Monday, November 2019: Class registration for May Term 2018</td>
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The incoming class of students will be divided into five large groups to learn about the academic program at IWU. Each presenter has been provided with a PowerPoint template to provide topical continuity and consistency across the five sessions.

When entering this session, each student will pick up a 2018-2019 University Catalog and the “Snapshot of Advising, Requirements & Registration” handout that will be referred to in this session, but that will/can also be referred to in the Departmental Information Session, Group Advising Session, and individual advising appointments that will follow.

Topics covered in this session:

▪ Benefits of a Liberal Arts Education
▪ The Unit
▪ General Education and Graduation Requirements
▪ Registration Tools
▪ Academic Resources
▪ Academic Advising Assignment

For more detailed information on what will be presented, please see the Academics 101 PowerPoint template sent to your email.
Suggested Topics for Departmental Information Session: Wednesday, August 22, 10-10:50am

This list of suggested topics is offered in the spirit of helpfulness, and to provide some *topical continuity and consistency* for first-year students’ advising experience during Turning Titan: New Student Orientation. Please feel free to modify it to meet the needs of your department/program/major requirements, as well as your individual chair/director/advisors’ presentation styles. A PowerPoint template has been provided to your email.

I. Provide an introduction of departmental faculty who are (and are not) present.

II. Review the department/program/major requirements.

   A. Review the major course requirements (e.g. number of courses/units required, courses required for the major that are outside of the major, and required versus recommended courses).

   B. Bring up and review the online Course Plan(s).
      1. Go to the department/program’s website.
      2. Click on Academic Program Tab.
      3. Click on Course Plan.

   C. Discuss how to balance major requirements with general education and graduation requirements (e.g. general education courses that can be fulfilled with major requirements, specific semesters certain general education requirements are recommended to be completed).

III. Provide an overview of out-of-classroom academic activities for your department/program/major -- examples include, but are not limited to:

   A. internship opportunities (e.g. typical time to complete, internships students have completed);

   B. research opportunities (e.g. typical time to become involved, what it entails);

   C. study abroad (e.g. best semester to go, places students in your program/department have been); and

   D. student organizations and/or honor societies.

IV. Please review and include any other activities and events required for your department/program/major.
Suggested Group Advising Session Outline: Wednesday, August 22, 11-11:50am

This suggested outline is offered in the spirit of helpfulness, and to provide some *topical continuity and consistency* for first-year students’ advising experience during Turning Titan: New Student Orientation. Please feel free to modify it to meet the needs of your department/program/major requirements, as well as your presentation style. A PowerPoint template has been provided to your email.

I. Provide an introduction.
   A. Provide your contact information, and the ideal way(s) to get in touch with you.
   B. Facilitate an introduction and/or ice breaker activity. This will be the first time that these students are together as a group.
      1. Have the students introduce themselves. Perhaps they can share their hometown, their reason for choosing IWU, activities they would like to get involved with at IWU, etc.

II. Discuss the role of the academic advisor.
   A. To assist students in academic decisions and provide guidance in their selection of courses.
   B. To encourage advisees to think strategically about their progress through college and to start developing a cohesive academic plan.
   C. To communicate the values of a liberal arts education.
   D. To provide a source of assistance in cases of academic difficulty and to listen sympathetically to the advisees’ problems.
   E. To share in advisees’ successes and encourage their active, balanced participation in the IWU community.


IV. Review the 2018-2019 University Catalog.
   A. Remind students that they should keep a copy of this catalog during their tenure at IWU – do not lose it! It is THE reference for academic policy, major, degree, and graduation requirements, and other invaluable information.
      1. Recommend sections to note and have the students bookmark:
         a) University calendar – pp. 2-3
         b) Graduation requirements – pp. 51-53
         c) Grade designations and quality points – pp. 72-73
         d) General education – pp. 83-132
            (1) General education table – p. 87
         e) Major requirements – various pages
B. Pick one of your department/program/major courses in the catalog, and review how to read a course description and look for course prerequisites. Ensure they all understand what prerequisites are, and remind them that it is their responsibility to register for appropriate courses.

V. Discuss the second language requirement and placement exams.

A. Refer to the Second Language Placement Guide in the 2018-2019 Academic Advising Handbook or online: https://www.iwu.edu/advising/faculty/.
   1. Students will take their placement exams on Wednesday. Students have been assigned a time and a location for their online exam, which is located on their personalized schedule sticker.
   2. **Reminder:** If they need to take a placement exam for Latin or Italian, they ignore the sticker and go to CNS E210 at noon.

VI. Depending on major requirements and/or a student’s educational goal, discuss how the student might fulfill their Formal Reasoning requirement. Refer to the Mathematics Placement and Formal Reasoning Guides in the 2018-2019 Academic Advising Handbook or online: https://www.iwu.edu/advising/faculty/.

A. Students can still take the Math Placement Exam for Math 176: Calculus if they did not over the summer on Wednesday the 22nd from 3-4pm in CNS E204/E210.

VII. Hand out the following documents from the advising folders:

A. A blank “Course Selection Form” can be used to keep track of the courses they are interested in.
B. If applicable, the letter indicating that they will be pre-registered for a Spring section of Gateway.
C. DO NOT distribute the PINS (they should receive it in their one-on-one meeting).
D. If you decide to print degree evaluations before this session, distribute them and review how to read them (this can also be completed in the individual advising appointment).

VIII. Indicate what you would like prepared for the individual appointment:

A. Review the course plan and/or major section in the catalog for the major.
B. Review the lists and course descriptions of general education courses in the catalog.
C. Watch the video tutorials on the Registrar’s Website or in the Advising and Registration Moodle Course:
   1. How to Look up Classes
   2. How to Add/Drop a Class
   3. How to Wait List a Closed Class
   4. How to View Week at a Glance
D. View their Week-at-Glance schedule on MyIWU to determine what (if any) classes they have been pre-registered for.
E. Use the “Course Selection Form” to draft a list of classes they are interested in taking.
F. Recommend that they come to their appointment with alternative courses (perhaps a list of 6 to 8 courses they might like to take).
   1. Course information can be found in the PDF of the Schedule of Classes on the Registrar’s website, but the most accurate is for the students to go into their MyIWU account and use the **Course Search** function.

IX. Go over times when the students can prepare for their individual appointment.
   A. Students have open time on Wednesday either from 2-5pm or 3-5pm to prepare for Thursday’s advising appointment (depending on if they go to a pre-professional session).
   B. Depending on their appointment time, they also may have time on Thursday before their appointment.

X. Review the important academic events on their Orientation Schedule to see if there are any questions:
   A. Second Language Placement Exams – Wednesday, the 22nd from 12:00-2:00pm
   B. Summer Reading Program Discussion – Wednesday, the 22nd from 6:00-7:15pm
   C. Pre-Professional/Secondary Education Information Sessions – Wednesday, the 22nd from 2:00-2:50pm
   D. Mathematics Placement Exam – Wednesday, the 22nd from 3:00-4:00pm
   E. Individualized Advising Appointment and Registration – Thursday, the 23rd
   F. Academic Expectations Session – Thursday, the 23rd from 11:00-11:50am

XI. At this point in the meeting and until the end of the session, you can have the students think about/plan their Fall classes by using the catalog, course plan (if distributed or if students have a laptop/tablet/smartphone with them to review it), logging into the course search on MyIWU (if students have a laptop/tablet/smartphone with them to review it), and blank schedule worksheet.
   A. To get to specific course plan online:
      1. Go to the department/program’s website.
      2. Click on Academic Program Tab.
      3. Click on Course Plan.
Outline for Orientation Individual Advising Appointment: Thursday, August 23, 2018

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

2. If you did not do so in the group advising session, **review student’s degree evaluation** – it will include credit by exam scores we have received, dual credit courses we have received transcripts and a completed form for, completion of the second language requirement with placement exam or TOEFL scores, and the courses (if any) the students have been pre-registered for.

3. If applicable, review the student’s second language placement exam results or how s/he plans to complete the second language general education requirement. Students should have their second language placement exam results printed out and with them, or you can check the spreadsheet sent to you by the Director of Academic of Advising.

4. If applicable, review the student’s math placement exam results or what math and/or formal reasoning course they are going to complete. If students are unaware of their placement, you can check the spreadsheet sent to you by the Director of Academic of Advising.

5. Review the student’s Week-At-A-Glance Schedule (only available through the student’s MyIWU account) and compare it to the student’s proposed schedule on their “Course Selection Form” for any time conflicts or inappropriate course selections.
   - Eliminate any courses which have time conflicts with the student’s preregistered courses.
   - Keep courses that are needed for the major, prerequisites, or otherwise.
   - Be aware of time commitments for student-athletes and students majoring in music who have to keep times open for ensembles.
   - Work in any lab sections, general education classes, and elective courses that have more than one meeting time and do not conflict with the above.

6. Use the Course Search function on MyIWU to check for the availability of the student’s desired courses. If a desired course is closed, help the student select another course.

7. Either update the “Course Selection Form” the student has brought, or fill out a new one found here: https://www.iwu.edu/advising/scheduling/. Keep a copy in the student’s advising folder, and send a copy with the student to use for registration.

8. Provide him/her with his/her PIN letter.
   - Have them take a picture of his/her PIN – this PIN will be needed to make any changes to his/her schedule for the rest of the semester.

9. Check in with the student about where s/he is going to register. Students can use any computer with internet access to register.
   - Instruct the student that if s/he has been closed out of a class, s/he should rely on alternative choices discussed with you and to contact you for further assistance, if needed.

10. Conversely, you can have the student log into your computer (or request they bring a personal computer/laptop/tablet) and assist them through registration.
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 throughout the academic year 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 ancillary offices (see 2018-2019 Referral List and Campus Resources). If you are unsure about where to refer the student, you can contact the Director of Academic Advising.

   a. How are classes? How does the workload compare with high school?
   b. You might encourage students to get help with coursework early from their professors or specific campus resources.
   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.
   d. 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 Alternative Break Trips
- 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. 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 (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 the Ames Library Website.

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 Academic Advising Handbook).
   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.
Questions to Facilitate Reflective Advising

This is an initial list of questions to help advisors facilitate reflective advising; it will continue to be edited and updated.

General:

- What are your short-term goals?
- What are your long-term goals?
- What are your strengths?
- What are your interests?
- What values are important to you?
- What do you want/need to develop/improve?
- Do you feel emotionally content?
- What do you fear the most?
- What is your “go-to” activity when you need to relax or relieve stress?
- Can you “draw” your life right now? Use a pie chart to represent how your life looks right now (i.e.: family, school work, personal, social, leisure, professional life, etc.).
  - Does it seem right to you? How would you like your life to look? Why? How can you get there?

IWU:

- What are your goals for your time here at IWU?
- What types of experiences do you hope to have while you are at IWU?
  - Internships?
  - Study Abroad?
  - Research?
  - Leadership?
  - Campus Involvement?
  - Community Involvement?
  - Volunteer work?
- What RSOs or other student activities most excite you?
- Are you choosing your extra-curricular activities wisely so you are not over-extended?
- What type of events (e.g. sporting events, recitals, presentations) do you attend (or hope to/plan to attend)?
- Is IWU what you expected it to be? If not, why not?
- What do you like or dislike about Bloomington-Normal?
- How do you find the climate here on campus? What would you change about it?
- What have you enjoyed the most about being at IWU? The least?

Future:

- In four years, what do you want to be able to say about your experience at IWU?
- What would you ideally be doing after your first year at IWU?
- What about after 5? 10?
- Do you plan to continue your education after IWU?
- If you have a declared major, what makes you want to pursue that major?
- How will your major choice provide for your future professional pursuits?
- What skills are needed for your future professional pursuits, and how can we help you to cultivate those for your resume?
Questions to Facilitate Reflective Advising (continued)

- Have you been to the Hart Career Center?
  o Are you familiar with the services provided by the Center?
  o If so, what did you learn?
  o If not, what is stopping you?
- Have you explored summer opportunities like an internship or a job that helps you to build research or resume experience?
  o If not, why not?
  o If yes, what types of opportunities do you hope to pursue?

Classes:

- What types of classes do you enjoy?
  o Why do you enjoy those classes?
  o What makes you not enjoy others?
- If requirements weren’t in place, what kinds of classes would you fill your schedule with?
- What is your current grade in each class/what grades did you get on your most recent assignments/quizzes/tests?
  o Are you happy with those grades?
  o If not, what are you doing to improve them?
- What’s the weirdest thing you’ve seen on your syllabus this semester? (Encourages them to actually look at them.)

Study Strategies:

- What is your biggest stumbling block as a student?
- Do you feel confident regarding your:
  o Study skills?
  o Reading comprehension?
  o Writing skills?
  o Ability to solve quantitative problems?
- Do you consider yourself a procrastinator?
  o If so, what strategies do you have for getting started?
- How many hours per week do you spend studying?
- What time of day and where do you study?
- How do you prioritize homework/studying?
- Do you keep a calendar? A planner? A to-do list?
- What is the best way that you have found to keep track of your coursework/activities?
- What are the 3 most important items on your current “to-do” list?

Interacting with Faculty:

- Which faculty office hours have you been to?
  o What has caused you to go or not go to each?
- How can you make the most out of attending your faculty office hours?
- What do you wish more faculty realized about students?
- What is the hardest thing for you to share with your professors about you as a student? As a person?