2020-2021 First-Year Advising Guide

Contents:

Advising and Registration Resources 1
Important Dates 1
Schedule of Turning Titan: New Student Orientation Academic Sessions 2
Topics for Academics 101 Session 2
Suggested Topics for Departmental Information Session 3
Group Advising Session Outline 4
Orientation Individual Advising Appointment Outline 7
First-Year Advising Discussion Aids 8

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
- Second Language Placement Email
- List of Course Plan Website Links

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

Online Forms:  https://www.iwu.edu/registrar/forms.html

Advising and registration dates/Academic calendar:  https://www.iwu.edu/academics/calendar.html
Schedule of Turning Titan: New Student Orientation Academic Sessions

**Advising Related:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>Wednesday, August 12</td>
<td>10:00-10:45am</td>
<td>Academics 101</td>
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<tr>
<td>Wednesday, August 12</td>
<td>11:00-11:45am</td>
<td>Departmental Information Session</td>
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<tr>
<td>Wednesday, August 12</td>
<td>1:15-2:00pm</td>
<td>Group Advising Session</td>
</tr>
<tr>
<td>Thursday, August 13</td>
<td>1:15-2:00pm</td>
<td>Individual Advising Appointment</td>
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**Additional/Related Academic Sessions:**

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<tr>
<th>Date</th>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>Wednesday, August 12</td>
<td>8:00-10:00am (assigned)</td>
<td>Second Language Placement Exams</td>
</tr>
<tr>
<td>Wednesday, August 12</td>
<td>2:15-3:00pm</td>
<td>Professional and Secondary Education Mtgs.</td>
</tr>
<tr>
<td>Friday, August 12</td>
<td>10:00-10:50am</td>
<td>Academic Expectations Panel</td>
</tr>
<tr>
<td>Friday, August 12</td>
<td>1:15-2:30pm</td>
<td>Summer Reading Discussions</td>
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**Prior to Advising Sessions**

On Tuesday, students will receive an email with links to:

- 2020-2021 Catalog
- 2020-2021 Snapshot of Requirements, Advising, and Registration
- Registration Video Tutorials

**Topics for Academics 101 Session: Wednesday, August 12, 10-10:45am**

The incoming class of students will join a webinar facilitated by Prof. Joanne Diaz where they will learn about the academic program at IWU.

Topics covered in this session:

- Benefits of a Liberal Arts Education
- The Unit
- Shared Curriculum and Graduation Requirements
- Advising and Registration Tools
- Advising Assignment

For more detailed information on what will be presented, please see the Academics 101 PowerPoint sent to your email.
Suggested Topics for Departmental Information Session: Wednesday, August 12, 11:00-11:45am

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 12, 1:15pm-2:00pm

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 advisees – to be a sounding board.
   E. To share in advisees’ successes and encourage their active, balanced participation in the IWU community.

III. Review the advisor-advisee relationship expectations on page 6 of the *2020-2021 Snapshot of Requirements, Advising & Registration* handout. They will have been emailed a link to this.

IV. Review the *2020-2021 University Catalog* (screen share opportunity).

   A. The students living on campus will receive a paper copy when they move-in, but our commuter and remote students will have to rely on the online version.
   B. 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) Graduation requirements – pp. 53-56
         b) Grade designations and quality points – pp. 74-76
         c) Shared Curriculum – pp. 87-118
            (1) Table – p. 92
         d) Major requirements – various pages
V. Review how to read a course description in the catalog by looking at a couple of different courses:
   A. One that is a general education course, and how to look for the abbreviations (e.g. CSI).
   B. One that has prerequisites. Ensure they all understand what prerequisites are, and remind them that it is their responsibility to register for appropriate courses.

VI. Discuss the second language requirement if it’s required for your degree.
   A. If needed, you can refer to the Second Language Placement online: https://www.iwu.edu/advising/faculty/.
      1. Students will have already taken their placement exams on Wednesday morning before meeting with you. Students have been assigned a time and a location for their online exam, which is located on their personalized schedule orientation email.
   B. Students were sent this email to determine if they needed the placement test.

VII. Depending on major requirements and/or a student’s educational goal, discuss how the student might fulfill their Formal Reasoning requirement. Refer to the Formal Reasoning Guide online: https://www.iwu.edu/advising/faculty/.

VIII. Review your course plan online so that students have a sense of what they need to register for this semester.
   1. Go to the department/program’s website.
   2. Click on Academic Program Tab.
   3. Click on Course Plan.
   4. OR – use THIS document to find the direct link.

IX. Indicate what you would like them to have prepared for Thursday’s individual appointment – give them a homework assignment:
   A. Review course descriptions of general education courses in the catalog.
   B. Review how to access Banner Self-Service.
   C. Watch the video tutorials on the Registrar’s Website:
      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
      5. How to Find the Instructional Method
   D. Generate their degree evaluation to see if they have completed any requirements with credit by exams (e.g. AP/IB) or dual credit courses.
      1. How to Generate Degree Evaluation
      2. Download and save it to their computer for reference
E. View their Week-at-Glance schedule on MyIWU to determine what (if any) classes they have been pre-registered for.
F. Email them (or provide link) the “Course Selection Form” to draft a list of classes they are interested in taking.
G. Recommend that they come to their appointment with alternative courses (perhaps a list of 6 to 8 courses they might like to take).

X. Review the important/required academic events on their Orientation Schedule to see if there are any questions:

A. Professional/Secondary Education Information Sessions – Wednesday, the 12th from 2:15-3:00pm
B. Individualized Advising Appointment and Registration – Thursday, the 13th
   1. Appointment time is on their personalized orientation schedule email.
   2. You may want to double-check that they have this time.
   3. Links to virtual advising meetings will be sent to students in their Thursday morning’s orientation schedule email, but you are welcome to provide.
C. Academic Expectations Panel – Friday, the 14th from 10:00-10:50am
D. Summer Reading Program Discussion – Friday, the 14th from 1:15-2:30pm

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, logging into the course search on MyIWU.
1. Discuss student’s short-term and long-term academic and career goals.

2. **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 they plan to complete the second language general education requirement. Check the spreadsheet sent to you by the Director of Academic Advising if the student does not remember their placement.

4. 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.

5. 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.

6. Either update the “Course Selection Form” the student has completed, or fill out a new one found [HERE](#). Save a copy to print and put in the student’s advising folder, and send a copy with the student to use for registration.

7. Provide them with their PIN.
   - Email them their PIN after your meeting.

8. Check in with the student about where they are going to register.
   - Instruct the student that if they have been closed out of a class, they should rely on alternative choices discussed with you and to contact you for further assistance, if needed.

9. Conversely, you can have the student share their screen and assist them through registration.
Often the first opportunity a student has to develop a relationship with a faculty member is with their 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.

You are encouraged to read the Reflective Advising Packet for Advisors and use it to guide your conversations with your first-year advisees. In addition, please utilize the First-Year Advising Worksheet that you can download, save and print for the advising folder. The goal of the worksheet is to assist in the facilitation of reflective advising conversations.

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:
   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-six weeks and are the most cited reasons that students leave the university.
      i. If a student is indicating that they are struggling, a referral may be made to Counseling and Consultation Services (309-556-3052, lower level Magill Hall).
   d. Consequently, you might want to discuss with them how they are making the transition to dorm life and their new roommates.
      i. If a student is having roommate issues, you may refer them to their First-Year Resident Advisor (Advisor) or one the Office of Residential Life’s professional staff members,
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
- 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. Google calendar, MyHomework app).
c. Refer students to the various resources on campus:
   i. Academic Success Tutors (more info forthcoming)
   ii. Academic Skills Series (more info forthcoming)
   iii. Departmental Tutors
   iv. Writing Center
   v. Language Resource Center
   vi. 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.