2016-2017 FIRST-YEAR ADVISOR GUIDE

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

- Academic Advising Handbook
- Snapshot of Advising, Requirements, and 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 Dates:

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<tr>
<th>FALL 2016</th>
<th>SPRING 2017</th>
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<tr>
<td><strong>Friday, September 2</strong>: Last day to add a full semester or 1st 7-week class</td>
<td><strong>Tuesday, January 17</strong>: Last day to add a full semester or 1st 7-week class</td>
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<td><strong>Monday, September 19</strong>: Last day to withdraw from a 1st 7-week class</td>
<td><strong>Tuesday, January 31</strong>: Last day to withdraw from a 1st 7-week class</td>
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<td><strong>Friday, October 14</strong>: Mid-semester grades due</td>
<td><strong>Friday, February 24</strong>: Mid-semester grade reports due</td>
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<td><strong>Friday, October 21</strong>: Last day to withdraw from a full semester class</td>
<td><strong>Friday, March 3</strong>: Last day to withdraw from a full semester class</td>
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<td><strong>Friday, October 21</strong>: Last day to add a 2nd 7-week class</td>
<td><strong>Friday, March 3</strong>: Last day to add a 2nd 7-week class</td>
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<td><strong>Wednesday, October 26-Friday, November 4</strong>: Academic advising period for Spring/May 2017 registration*</td>
<td><strong>Friday, March 17</strong>: Last day to withdraw from a 2nd 7-week class</td>
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<td><strong>Friday, November 4</strong>: Last day to withdraw from a 2nd 7-week class</td>
<td><strong>Wednesday, March 22 - Friday, March 31</strong>: Academic advising period for Fall 2017 registration*</td>
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<td><strong>Monday, November 7 – Wednesday, November 16</strong>: Class registration for Spring 2017</td>
<td><strong>Monday, April 5 – Wednesday, April 12</strong>: Class Registration for Fall 2017</td>
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<td><strong>Monday, November 21</strong>: Class registration for May Term 2017</td>
<td>*Utilize “Discussion Aids” in the Academic Advising Handbook for these sessions/appointments.</td>
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Questions or Concerns?

Chandra M. Shipley, Director of Academic Advising & Coordinator of Disability Services
Academic Advising Center -- 110 Holmes Hall
309-556-3231
advising@iwu.edu or cshipley@iwu.edu
Outline for Orientation Group Advising Session
Wednesday, August 24, 2016

This 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 individual chair/director/advisors’ presentation styles.

I. **Introduction**

A. Introduction of faculty members facilitating the session.

B. Depending on the size of your group, facilitate an introduction and/or ice breaker activity. This will be the first time that these students are together as a group.

C. 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. **General Education and Graduation Requirements**

A. Distribute the contents of the advising box, which will have been delivered to your meeting room prior to your session. The box will have “Snapshot of Advising, Requirements and Registration” handouts, 2016-2017 *University Catalogs*, and pens (if students need them).

B. Utilize the “Snapshot of Advising, Requirements and Registration” (snapshot) handout.

   1. Review the advising assignment process.

   2. 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.

   3. Review expectations for the advisor-advisee relationship (outlined on p. 2 of the snapshot handout).
Outline for Orientation Group Advising Session (continued)

4. Discuss the following sections of the snapshot handout.
   a) Definition of a unit (p. 3)
   b) Graduation requirements (p. 3)

5. Review the 2016-2017 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.
   b) Recommend sections to note and have the students bookmark:
      (1) University calendar – pp. 2-3
      (2) Graduation requirements – pp. 49-51
      (3) Grade designations and quality points – pp. 69-70
      (4) General education – pp. 81-126
      (5) Your major requirements – various pages
   c) 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.

6. Review the different general education categories by using the chart on p. 84 of the catalog, or by degree listed on pp. 121-126 of the catalog.
   a) Provide an overview of the categories/flags, and inform the students how many units are needed for each.
   b) Utilize the “What are considerations to keep in mind when selecting general education courses?” section on the snapshot handout (p. 5).
      (1) Ensure students understand what requirements can overlap and what cannot.
      (2) Clarify some of the trickier points (e.g. the Natural Science category for the BA/BS degree requires one life science and one physical science AND also one lab and one issues, PE classes are required but are taken in addition to a full academic course load).
      (3) Review the courses (if any) that are required for your department/program/major, and that also overlap with the general education requirements.
7. Discuss the second language requirement and placement exams.
   a) Refer to the Second Language Placement Guide in the 2016-2017 Academic Advising Handbook or online: https://www.iwu.edu/advising/faculty/.
   b) 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.

8. 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 2016-2017 Academic Advising Handbook or online: https://www.iwu.edu/advising/faculty/.

9. Since the Physical Education general education requirement is often one that confuses students, please review the specifics (p. 5 of snapshot handout).

III. Department/Program/Major Requirements

   A. Introduce faculty members who are not present to provide an overview of the faculty members that they may/will be in contact with.

   B. 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).

   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).

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

      1. internship opportunities (e.g. typical time to complete, internships students have completed);
      2. research opportunities (e.g. typical time to become involved, what it entails);
      3. study abroad (e.g. best semester to go, places students in your program/department have been); and
      4. student organizations and/or honor societies.

   E. Please review and include any other activities and events required for your department/program/major.
Outline for Orientation Group Advising Session (continued)

IV. Academic Resources

A. Review the variety of academic resources students have access to (p. 6 on snapshot handout).

V. Registration

A. Point out the registration instructions on pp. 7-8 of the snapshot handout. Recommend students have this accessible on Thursday.

B. Remind students to watch the video tutorials “Looking Up Classes” and “Adding and Dropping Classes” on the Registrar’s Website or on the Academic Advising and Registration Moodle Course if they have not done so already.

C. Review the advising/registration tools on p. 10 of the snapshot handout.

VI. Smaller group session with assigned advisor (at this point divide into groups by assigned advisor)

A. If you are in a larger program/department, a short re-introduction could be beneficial.

B. Provide your contact information, and the ideal way(s) to get in touch with you.

C. Review any individual expectations you have of the advisor-advisee relationship.

D. Hand out the following documents from the advising folders:
   1. The “Student Schedule” sheet lists the courses they are pre-registered for.
   2. A blank “Course Selection Form” can be used to keep track of the courses they are interested in.
   3. If applicable, the letter indicating that they will be pre-registered for a Spring section of Gateway.
   4. DO NOT distribute the PINS (they should receive it in their one-on-one meeting).

E. If you decide to print degree evaluations before this session, review how to read the degree evaluation (this can also be completed in the individual advising appointment).

F. Indicate what you would like prepared for individual appointment:
   1. Watch the video tutorials “Looking Up Classes” and “Adding and Dropping Classes” on the Registrar’s Website or on the Academic Advising and Registration Moodle Course if they have not done so already.
   2. Complete a draft of the “Course Selection Form.”
3. Recommend that they come to their appointment with alternative courses (perhaps a list of 6 to 8 courses they might like to take), listing the course information in full (CRN, Title of course, Lab course no., meeting time, credits).

   a) 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.

   b) For today and tomorrow's purposes, an open course list will be provided; however, again the most accurate will be the Course Search function on MyIWU.

G. Review the important academic events on their Orientation Schedule to see if there are any questions.

1. Second Language Placement Exams – Wednesday, the 24th from 12:00-2:00pm
2. Summer Reading Program Discussion – Wednesday, the 24th from 6:15-7:15pm
3. Pre-Professional/Secondary Education Information Sessions OR Advising Preparation Time – Wednesday, the 24th from 2:15-3pm
4. Individualized advising appointment and registration – Thursday, the 25th
5. Academic Expectations Panel – Thursday, the 25th from 11am-12pm or 1-2pm

H. At this point in the meeting and until the end of the session, you can have the students think about/plan the remainder of their Fall classes by using the catalog, course plan (if distributed or if students have a laptop/tablet/smartphone with them to review it), open class list, and blank schedule worksheet.

1. To get to specific course plan online:

   a) Go to the department/program's website.

   b) Click on “Academic Program” Tab.

   c) Click on “Course Plan”.

   d) Click on “Course Plan”.
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 for any AP scores we have received, 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. Ask if the student took any dual credit coursework. If so, inform him/her to send final transcript and complete the form found in the Registrar’s Office.

4. 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.

5. Review 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.
   - Keep general education and elective courses that have only one meeting time and do not conflict with the above.
   - 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 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 p. 22 of the Academic Advising Handbook). 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?
   b. You might encourage students to get help with coursework early from their professors or specific resources (see Section 7 of the Academic Advising Handbook).
   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. 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 of the Academic Advising Handbook) 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
      3. Study Skills Information (menu on left): Virginia Tech Division of Student Affairs

8. Research assistance:
   a. Review the importance of utilizing our library faculty members. More information can be found on p. 82 of the Academic Advising Handbook.

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 of the 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 (instructions can be found on p. 37 of Academic Advising Handbook).