



Wheaton College

*For Christ and His Kingdom*

**Application for Admission**

CONSERVATORY OF MUSIC

2012

# APPLYING TO THE WHEATON COLLEGE CONSERVATORY OF MUSIC

## THANK YOU FOR YOUR INTEREST!

We are pleased you are applying and look forward to working with you throughout the application and audition process. Please note that you may apply to the College of Arts and Sciences or to the Conservatory of Music, *but not both*. This is the application for the Conservatory of Music. If you are unsure of your desire to major in music, it is preferable that you apply to the College of Arts and Sciences.

**Freshman Applicants** are those students who have not yet graduated from high school, regardless of the number of college credits earned. College coursework is evaluated after acceptance. Freshman applicants are also those who, at the time of application, have graduated from high school but have earned less than 15 semester hours of post-high school college credit. Freshman applicants may not apply for spring or summer sessions. Transcripts of any college coursework should be submitted.

**Transfer Applicants** are those who, at the time of application, have graduated from high school and completed 15 post-graduation semester hours or more of college credit from an accredited institution and will have completed a full year of college (30 semester hours) before the time of enrollment at Wheaton College. Transfer applicants are required to submit transcripts from all post-secondary schools, whether credit was received or not. If you have already earned a Bachelor's degree, please contact the Admissions Office before applying.

**International Students:** If you are not a U.S. citizen or Permanent Resident, please complete the International Student Application and Conservatory Supplement.

**Test Scores:** You are required to submit either SAT or ACT scores, *including the writing section*. All test scores must be sent directly from the testing company. If you have not already done so, request that your scores be sent to Wheaton College. Wheaton's code number for the SAT is 1905; the code number for the ACT is 1160. *Do not send your student copy of the score report*. Wheaton uses the highest critical reading, math, and writing scores from any sitting of the SAT test and/or the highest composite and writing ACT scores. Please note that if you are applying during the Early Action round, the ACT or SAT test must be taken no later

than the October test date of your senior year. If you are applying during the Regular Action round, the ACT or SAT test must be taken no later than the December test date of your senior year.

**Transfers:** Test scores are required unless you have earned at least 60 (post-high school) college semester credit hours at the time of application.

**High School Transcript and High School Report:** The transcript should include grades earned, class rank (if available), and GPA. The High School Report found on pages 6 - 7 must be completed by the high school guidance office or another school official, and submitted with your official transcript and a school profile. If your high school allows, please send your official transcript and High School Report in a signed and sealed high school letterhead envelope with your application. Otherwise, please request that these items be sent directly to the Admissions Office from your high school. Regular Action applicants do not need to send a 7th semester grade report or 7th semester transcript.

**Homeschool Students:** If you were homeschooled for any part of high school, submit the Homeschool Information Form with a transcript signed by a homeschool official. Copies are available at [wheaton.edu/apply](http://wheaton.edu/apply) or contact our office to request one.

**Interviews** are an optional part of the application process that allow us to get to know applicants better. On-campus and telephone interviews can be scheduled by calling the Conservatory Admissions Counselor at **800 222 2419 ext. 3**. The Early Action interview deadline is November 1 and the Regular Action interview deadline is February 1.

Seeing a college first-hand is essential to making a good choice, and the Conservatory welcomes your visit. If you would like to schedule an individual visit without a Conservatory audition, contact the Visit Coordinator at **800 222 2419 ext. 2** or go to [wheaton.edu/visit](http://wheaton.edu/visit).

Once again, we welcome your application to the Wheaton College Conservatory of Music. If you have any questions or need advice, please feel free to contact any member of our staff.

# IMPORTANT DATES 2011 - 2012

## CONSERVATORY DEADLINES

APPLICATION TYPE	APPLICATION DEADLINE	INTERVIEW DEADLINE	AUDITION DEADLINE	DECISION BY	REPLY DATE
<b>FRESHMEN</b>					
Early Action	November 1	November 1	December 3	December 31	May 1
Regular Action	January 10	February 1	February 25	April 1	May 1
<b>TRANSFERS</b>					
Spring Semester	October 1	October 1	November 1	Beginning November 1	December 1
Fall Semester	March 1	March 1	March 18	Beginning April 1	May 1

## CONSERVATORY AUDITION DATES

An audition is required for application to the Conservatory of Music, and is used for scholarship consideration. On-campus auditions are strongly recommended, and are required for candidates living within 350 miles of Wheaton's campus. Instructions for on-campus and recorded auditions are found on pages v - vii.

Schedule your audition online at [wheaton.edu/conservatory](http://wheaton.edu/conservatory).

AUDITION DATE	REGISTRATION DEADLINE AND CONSERVATORY ADMISSIONS APPLICATION DUE	CONCERT OPPORTUNITY
November 12, 2011	October 1, 2011	Symphony Orchestra Concert (Saturday)
Saturday, December 3, 2011	November 1, 2011	Christmas Festival (Friday & Saturday) Featuring Conservatory Ensembles
Saturday, January 14, 2012	December 1, 2011	Opera Music Theater Production (Friday & Saturday Nights)
Saturday, February 4, 2012	January 10, 2012	Contact Admissions Counselor for Concert Options
Saturday, February 25, 2012	January 10, 2012	Men's Glee Club and Women's Chorale Pops Concert (Saturday)

# FINANCIAL INFORMATION

## MUSIC MERIT SCHOLARSHIPS

All applicants to the Conservatory degree programs (B.Mus. & B.Mus.Ed.) are considered for merit awards. Recipients will be notified by the Conservatory in February (for Early Action round applicants) and in April (for Regular Action round applicants). Awards are granted on the basis of outstanding musical and academic achievement. Certain restrictions apply. Awards may be combined; actual amounts usually range from \$4,000 - \$20,000 (for all four years); most are renewable. For renewable awards, students must maintain a minimum 3.0 GPA and maintain full time enrollment in a Bachelor of Music or Music Education degree program.

## ADDITIONAL CONSERVATORY EXPENSES

Conservatory of Music fees will vary from semester to semester depending on how many music courses a student takes. They include the following:

- General Music Fee: \$30 (per credit hour)
- Private Lessons - 2, 3 or 4 credits (60 minute lesson): \$565
- Ensemble Fee (per semester): \$145

See the catalog for a complete listing of undergraduate costs.

# CONSERVATORY ADMISSIONS CALENDAR 2011 - 2012

## FALL SEMESTER

### AUGUST

24.....Fall semester classes begin

### SEPTEMBER

5.....Labor Day—no classes/office closed

6.....Guest housing begins

**15 - 16 .... Wheaton Connection**

### OCTOBER

**1.....Spring transfer application deadline**  
*(All required items due in our office.)*

14 - 18 ....Fall Break—no guest housing

17 - 18.....Fall Break—no classes

**20 - 21 .... Wheaton Connection**

### NOVEMBER

**1.....Freshman Early Action deadline**  
*(All required items due in our office.)*

**1.....Early Action interview deadline**

**1.....Spring transfer notification begins**

**12.....Conservatory Auditions**  
*(Early Action round)*

22 - 27.....Thanksgiving Holiday—no guest housing

23 - 25 ....Thanksgiving Holiday—no classes

24 - 25.....Thanksgiving Holiday—office closed

### DECEMBER

**3.....Conservatory Auditions**  
*(Early Action round)*

9.....Last day of fall semester classes

16.....Christmas Break begins

23 - 31.....Office closed

**31.....Freshman Early Action notification**

## SPRING SEMESTER

### JANUARY

1 - 2.....New Year's Holiday—office closed

9.....Spring semester classes begin

**10.....Freshman Regular Action deadline**  
*(All required items due in our office.)*

**14.....Conservatory Auditions** *(Regular Action round)*

13 - 16.....Martin L. King Day—no guest housing

16.....Martin L. King Day—no classes/office closed

31.....Faculty Development Day—no classes/office open

### FEBRUARY

**1.....Freshman Regular Action interview deadline**

**4.....Conservatory Auditions** *(Regular Action round)*

15.....Priority deadline for submission of financial aid forms

17 - 20.....Presidents' Day—no guest housing

20.....Presidents' Day—no classes/office open

**25.....Conservatory Auditions** *(Regular Action round)*

### MARCH

**1.....Fall transfer application deadline**  
*(All required items due in our office.)*

2 - 11.....Spring Break—no guest housing

5 - 9.....Spring Break—no classes/office open

**22 - 23 .... Wheaton Connection**  
*(juniors and accepted seniors only)*

### APRIL

**1.....Freshman Regular Action notification**

**1.....Fall transfer notification begins**

5 - 8.....Easter Holiday—no guest housing

6.....Good Friday—no classes/office closed

**19 - 20 .... Wheaton Connection**  
*(juniors and accepted seniors only)*

27.....Last day of spring semester classes

### MAY

**1.....Reply deadline** *(\$300 deposit due in our office)*

# APPLICATION CHECKLIST

THE FOLLOWING CHECKLIST HAS BEEN DESIGNED TO HELP YOU COMPLETE THE APPLICATION THAT FOLLOWS.

## 1. Complete your application including:

- Application form
- Music information profile
- \$50.00 application fee
- Essays (*Please do not use staples.*)

## 2. Schedule:

- Audition date ([wheaton.edu/conservatory](http://wheaton.edu/conservatory))

## 3. Authorize the testing agency to send:

- ACT and/or SAT scores, including the writing section (*Note: Scores reported on your high school transcript are not considered official. However, if you received an application fee waiver, you may request that we make an exception.*)

## 4. Ask school officials to complete:

- High school transcript
- High school report and high school profile (*Freshman applicants only*)
- College transcripts (*if applicable*)
- Homeschool information form (*if applicable*)

## 5. Distribute recommendations:

- Academic recommendation (*core-subject teacher*)
- Pastoral recommendation (*may not be a relative*)
- Music Teacher recommendation

## 6. Miscellaneous:

- Repertoire List
- Composition Portfolio (*composition majors only, see page vii*)
- Recorded audition (*if applicable, see page vii*)
- Additional essay (*music history majors only, see page vii*)

## 7. Send application to Wheaton College:

- Include all application items from Step 1, along with transcripts and recommendations, if possible.
- Mail your application. (*Please allow at least one week for delivery to ensure that it arrives by the deadline.*)

## 8. Arrange:

- An admissions interview by the interview deadline date (*optional*)

# AUDITION INSTRUCTIONS

## AN AUDITION IS REQUIRED FOR THOSE APPLYING TO THE CONSERVATORY OF MUSIC.

On campus auditions are required if you live within 350 miles of campus and are recommended for all. The requirements that follow are for Performance Majors (levels adjusted for other music degrees). *Repertoire equivalent in difficulty is acceptable.* Memorization is required for Piano and Voice auditions and recommended for all others. See additional academic requirements for Composition and History/Literature.

**Bassoon:** Major and harmonic minor scales through four sharps and four flats; an etude that provides a good representation of technical development such as one of the Weissenborn Advanced Studies. A solo work demonstrating maturity as a musician: inclusion of both fast and slow movements preferred.

**Cello:** Three octave major and harmonic minor scales through four sharps and four flats; an etude of the applicant's choice; a first movement of a concerto, such as Haydn C Major or Boccherini Bb Major, or a work of comparable difficulty; a movement of a J.S. Bach suite; memorization is encouraged.

**Clarinet:** Major and harmonic minor scales through four sharps and four flats (two octaves, tongued) E, F and G scales should be three octaves. Two etudes of contrasting styles: one demonstrating technical development, the other a slow etude from the Rose 32 Etudes. One solo piece such as: Weber Concertino, Weber Concerto No 1 or 2 (one movement), Osborne Rhapsody, a Stamitz Concerto (one movement), or any work equivalent in difficulty.

**Doublebass:** Three two-octave scales and one three-octave scale. An etude of the applicant's choice, representing the highest level of technical achievement; two compositions of the applicant's choice, at least of the difficulty level of the Eccles Sonata, or a concerto first movement; an orchestral excerpt, Mozart or Beethoven are recommended.

**Euphonium:** Major scales A flat, D flat, G flat, B and chromatic scale through two octaves. An etude from Rochuet/Bordogni Melodious Etudes or equivalent. A technical etude from Tyrell, Kopprasch or Arbans. A solo such as Andante and Allegro by Barat, or Sonata by Hutchinson.

**Flute:** Prepare either: Exercise EJ#4, in its entirety, from Taffanel-Gaubert - 17 Grands Exercices Journaliers de Mecanisme—or—a complete exercise from Reichert - Seven Daily Exercises, op.5. Prepare an Etude or Caprice by Anderson, Berbiguier or Karg Elert. Prepare a work of your choice and one complete work by Bach, Mozart, or Handel.

**Guitar:** Etudes by Brouwer, Sor, Ca-cassi, Carulli, Giuliani or Aguado. Two contrasting pieces—one piece, slower in tempo, should demonstrate an ability to shape phrases and control rubatos, tenutos and dynamics. The second piece, faster in tempo, should demonstrate a technical command of scales, arpeggios, slurs, shifts, etc. Any dances from the Lute works or Cello works of J.S. Bach will be especially valuable at the audition, although not required. Please contact the Conservatory Admissions Counselor for more detailed instructions with suggested repertoire.

**Harp:** Scales and Tonic Glissandos in all Keys. Etudes such as Salzedo: Conditioning Exercises for Harp or Salzedo/Lawrence: Method for the Harp. Two contrasting pieces such as: Sonata in C minor by Peschetti, Sonata I, II by Dusek, The Harmonious Blacksmith by Handel/Salzedo, Impromptu Caprice by Pierne, A Ceremony of Carols by Britten, Concerto in B Flat by Handel or any of the following pieces by Salzedo: Suite of Eight Dances, Song in the Night, Tango or Rhumba.

**Horn:** Three pieces of contrasting styles by different composers and periods. Please demonstrate range, technique, lyrical style and dynamic contrast. Those auditioning for performance should prepare several varied orchestral excerpts.

## AUDITION INSTRUCTIONS, CONTINUED

**Oboe:** Major and harmonic minor scales through four sharps and four flats. Two pieces in contrasting styles by different composers and periods. Etudes by Barret or Ferling and movements from concertos or solos from the standard repertoire are all acceptable. Choose repertoire that demonstrates an understanding of style, musical interpretation, dynamics, range and technique. Performance majors should also prepare two orchestral excerpts.

**Organ:** Two organ works of contrasting periods and styles: one fast and articulate, and the other slow and lyrical, demonstrating the student's best efforts and abilities. Piano proficiency is required. Students with no previous organ study may elect to audition on piano with pieces such as 1) two J.S. Bach Two- or Three-part Inventions, 2) a fast movement from a Classical sonata (Haydn, Mozart, Beethoven, et al.), 3) a Romantic or 20th-century work.

**Percussion:** Performance on snare drum, keyboard percussion, and timpani. Any solo, etude, or excerpt that best reflects the student's experience and ability as a percussionist in these areas will be accepted.

**Piano (Bachelor of Music in Performance):** Three compositions: 1) a Bach three-part Sinfonia or a Prelude and Fugue from the Well-Tempered Clavier; 2) an Allegro movement from a sonata by Haydn, Mozart, or Beethoven (achievement level of at least Haydn D Major, Hob. XVI: 37, Mozart K. 282 or Beethoven Op. 79); 3) either a nineteenth or a twentieth century work (achievement level of at least Schubert Impromptu, Op. 142 No. 2, Bartok Sonatina, or Debussy Arabesque). Prepare four major and four harmonic minor scales. Two should begin on a black note and two on a white note. Each must be performed over a four-octave span, hands together, minimum quarter note = 84, 4 notes per beat. Major and minor triad arpeggios in the same sharp and flat keys, four-octave span, hands together, minimum quarter note = 72, 4 notes per beat. Applicants must submit a repertoire list of significant works performed over the last four years. Your music must be memorized.

**Piano (All other music degrees):** Three compositions: 1) a Bach two-part Invention; 2) an Allegro movement from an easier sonata by Haydn, Mozart, or Beethoven (achievement level of at least Beethoven Op. 49 No. 1 or Mozart K. 545); 3) either a 19th or 20th century work (achievement level of at least Chopin Prelude Op. 28 No. 6, Schumann Scenes of Childhood, Roy Harris Little Suite, Kabalevsky Sonatina Op. 13 No. 1) Prepare four major and four harmonic minor scales. Two should begin on a black note and two on a white note. Each must be performed over a four-octave span, hands together, minimum quarter note = 72, 4 notes per beat. Major and minor triad arpeggios in the same sharp and flat keys, four-octave span, hands together, minimum quarter note = 60, 4 notes per beat. Applicants must submit a repertoire list of significant works performed over the last four years. Your music must be memorized.

**Saxophone:** Major and harmonic minor scales through four sharps and four flats; these scales should be played the full range of the instrument. Chromatic scale throughout the full range of the instrument. Two etudes of contrasting styles: one demonstrating technical development, the other a slow etude. (i.e. the Ferling Studies.) These studies should demonstrate the fullest extent of the student's musical development. A major work: Glazounov Concerto, Creston Sonata or a piece of equal difficulty.

**Trombone:** All major and chromatic scales, two octaves. Select two etudes and one solo that demonstrates ability to play in time, in tune, with a characteristic sound, in a variety of styles including legato and marcato. Also be prepared to sightread and be able to read in alto and tenor clefs. Suggested repertoire includes but should not be limited to: Rochuet/Bordogni - Melodious Etudes, Tyrell, Koppasch, Arbans, Blazhevich - Studies in Clefs, Guilmant - Morceau Symphonique, David, Larsson, Saint-Saens and Galliard. Repertoire suggestions for bass trombonists include: Lebedev, McCarty, Three Easy Pieces by Hindemith, or Concertino by Lieb.

**Trumpet:** Three contrasting solos (selected excerpts are fine). Choose repertoire that demonstrates understanding of style, interpretation and phrasing as well as tone quality, dynamics, range, and technique. Performance majors should also include three orchestral excerpts.

## AUDITION INSTRUCTIONS, CONTINUED

**Tuba:** Major scales A flat, D flat, G flat, B and chromatic scale through two octaves. A legato etude from Concone, Fink or Bordegni/Rochnet. A technical etude from Tyrell, Kopprasch or Arbans. A solo such as Suite for Tuba by Hadad, Concertino by Frackenpuhl, Air and Bouree by Bach, Adagio and Allegro by Telemann.

**Viola:** Scales and Arpeggios: D major and D minor (harmonic or melodic) 3-octave scales and arpeggios to be played slurring three notes at a time. One etude from Druetzer, Mazas, Campagnoli, or Fuchs. Two contrasting movements from either: Bach - Cello Suites, Violin Sonatas and Partitas, or Telemann - Fantasies, or M. Reger Suite No 1 in G minor. One movement from a substantial work such as: Hoffmeister - Concerto in D Major (mvt I), Stamitz - Concerto in D Major (mvt I or III), Bloch - Suite Hebraique (mvt I), J.C Bach-Concerto (mvt I or III), Hindemith - Trauermusik (all mvts), Hindemith - Der Schwanendreher (mvt I or II), Schumann - Fairy Tales (any mvt), Schubert - Arpeggione Sonata (any mvt), Walton - Concerto for Viola (mvt I), Bartok - Concerto for Viola (mvt I), Brahms - Sonatas Op. 120 No. 1 or 2 (any mvt), Bruch - Romance.

**Violin:** Three octave major and melodic minor scales and arpeggios through four sharps and four flats; a movement of a solo Bach sonata or partita; an etude, such as Kreutzer, Dont or Rode; a first movement of a standard concerto, such as Mozart, Mendelssohn, Bruch, Lalo, Barber, or another of comparable difficulty; memorization is encouraged; applicants are welcome to demonstrate any work they may have done in improvisation or composition.

**Voice:** Three songs of contrasting nature, sung from memory: 1) an Italian, German or French art song; 2) an American or British art song; 3) own choice. Tonal quality, pitch perception, and poetic sense will be evaluated along with sight singing and rhythm. An accompanist is provided for all voice auditions.

## ACADEMIC STUDIES REQUIREMENTS

**Bachelor of Music - Composition:** In addition to the primary instrument audition, applicants should prepare a portfolio of at least three original works (no arrangements) showing a variety of performance media. Please include a recording of the works, if at all possible.

**Bachelor of Music - History and Literature:** In addition to the primary instrument audition, applicants should submit a paper (2 - 3 pages in length) demonstrating both writing skills and interest in historical music.

## RECORDED AUDITION INSTRUCTIONS

On-campus auditions are strongly recommended and are required for applicants living within 350 miles of Wheaton. If you live beyond 350 miles, you may submit a recording, which should be of the best possible sound quality. Both DVDs and CDs are accepted but DVDs are preferred. It is important that you present yourself as professionally as possible. For example, pianists and vocal accompanists should use the highest quality instrument available. Label the recording with your name, instrument or voice part, and audition repertoire. The recording may not be edited, except to add tracks or chapters.

A limited number of Skype audition slots may be available.

Repertoire requirements for recorded auditions are identical to those conducted on-campus. Note: Instrumentalists should play two scales and two arpeggios (four total).

Recorded auditions must be postmarked by November 15 for Early Action and February 15 for Regular Action.

**Mail to: Admissions Office Wheaton College,  
501 College Avenue, Wheaton, IL 60187**



**APPLICATION FOR ADMISSION**

This application is to be filled out by the applicant. Please type or print and mail to: Admissions Office, Wheaton College, 501 College Avenue, Wheaton, Illinois 60187. **If not a U.S. citizen or permanent resident, please request an international student application and Conservatory supplement.**

For office use only

Indicate year you wish to begin study: 20 \_\_\_\_  Fall  Spring

Instrument or voice type:	Have you applied to Wheaton before? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, for what term did you apply? _____	Classification <input type="checkbox"/> Freshman <input type="checkbox"/> Transfer <small>(See definition on page i)</small>
Second Instrument:	\$50 application fee enclosed <input type="checkbox"/> Yes <input type="checkbox"/> No <small>If no, attach a fee waiver</small>	Do you plan to apply for financial aid? <input type="checkbox"/> Yes <input type="checkbox"/> No

**PERSONAL INFORMATION**

Legal Name	Last	First	Middle	Preferred first name
<input type="checkbox"/> Mr. <input type="checkbox"/> Miss <input type="checkbox"/> Mrs.				
Mailing Address	Number & Street	City	State	Zip Code Country (if outside USA)
If this is not your home, how long will you be at this address?	Home Phone Number ( )	Cell Phone (if available) ( )	Personal Email Address (print clearly)	
Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Date of Birth	Social Security Number	State or Nation of Residency	
Citizenship <input type="checkbox"/> U.S. Citizen <input type="checkbox"/> Dual U.S. Citizen; Specify other country of citizenship _____ <input type="checkbox"/> U.S. Permanent Resident Visa*; citizen of _____ <small>If you do not have a Permanent Resident Visa, please contact Admissions for the appropriate application. *Please provide a copy of your Permanent Resident Visa.</small>	Race & Ethnicity (optional) Do you identify yourself ethnically as Hispanic/Latino? <small>If yes, you may specify origin.</small> <input type="checkbox"/> Yes _____ <input type="checkbox"/> No	In addition, please select one or more of the following racial categories to describe yourself: <i>You may specify origin.</i> <input type="checkbox"/> American Indian or Alaska Native _____ <input type="checkbox"/> Asian _____ <input type="checkbox"/> Black or African-American _____ <input type="checkbox"/> Native Hawaiian or Pacific Islander _____ <input type="checkbox"/> White _____		
Marital Status	Denomination	Church Name		

If your parents are Wheaton alumni, check accordingly.

Father:  Attended  Graduated Year \_\_\_\_\_ Mother:  Attended  Graduated Year \_\_\_\_\_

List family members other than parents who have attended Wheaton:

NAME	RELATIONSHIP	YEAR
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**FAMILY INFORMATION**

Are your parents career missionaries outside the U.S.? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, what country? _____	Are your parents divorced or separated? <input type="checkbox"/> No <input type="checkbox"/> Yes* Date _____ If yes, with whom do you primarily live? _____
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Father _____ <small>TITLE FIRST MIDDLE LAST SUFFIX</small>	Mother _____ <small>TITLE FIRST MAIDEN LAST</small>
If deceased, give date _____	If deceased, give date _____
Address _____	Address _____
City, State, Zip _____	City, State, Zip _____
Country _____	Country _____
Phone _____	Phone _____
Email _____	Email _____
Colleges attended _____	Colleges attended _____
Highest degree earned _____	Highest degree earned _____
Employer _____	Employer _____
Occupation/Position _____	Occupation/Position _____
*If remarried, spouse's name _____	*If remarried, spouse's name _____

## EDUCATIONAL INFORMATION AND EXTRACURRICULAR ACTIVITIES

1. List all high schools attended	City	State or Nation	Grade Level(s)				School Type <i>(Pub., Pri., Chr., Home)</i>
			9	10	11	12	

2. Date of Graduation \_\_\_\_\_  
(MONTH/YEAR)

3. List Advanced Placement or International Baccalaureate classes taken or currently in progress. Include AP or IB exam score.

CLASS	DATES TAKEN	AP/IB EXAM SCORE	GRADE EARNED

4. List all colleges or universities attended, even if you withdrew prior to earning credit. You must have official transcripts sent from each institution.

SCHOOL	CITY/STATE	DATES OF ATTENDANCE	CREDIT HOURS EARNED TO DATE	CREDIT HOURS IN PROGRESS

5. List any academic awards or honors you have received in high school in order of their importance to you (i.e. *National Merit, National Honors Society, other honors*). Transfers may also list college awards/honors.

Grade level or post-graduate					Honor	Level of Recognition			
9	10	11	12	PG		School	State/ Regional	National	Inter- national

6. Are you a National Merit semifinalist?  Yes  No

## EDUCATIONAL INFORMATION & EXTRACURRICULAR ACTIVITIES

7. List the principal **school-related** activities (*sports, music organizations, clubs, etc.*) in which you have participated. List them in order of their importance to you. Transfers may also list college activities. (*Attach a separate sheet if you wish.*)

Activities (in order of importance)	Check applicable year(s) of participation					Approximate time commitment		Indicate leadership position/main responsibilities	Plan to pursue in college? Please check ( X )
	9	10	11	12	PG	hours/week	weeks/year		
<i>e.g. Student Council Vice President</i>				x		2	24	<i>Organized 4 service projects</i>	

8. Of the school-related activities listed in question 7, which one is the most important to you and why? Please use the space provided for your answer.

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9. List the principal **non school-related** activities (*church, community, work, travel, etc.*) which have enhanced your life. List them in order of their importance to you. Transfers may also list college activities. (*Attach a separate sheet if you wish.*)

Activities (in order of importance)	Check applicable year(s) of participation					Approximate time commitment		Indicate leadership position/main responsibilities	Plan to pursue in college? Please check ( X )
	9	10	11	12	PG	hours/week	weeks/year		

10. Of the non school-related activities listed in question 9, which one is the most important to you and why? Please use the space provided for your answer.

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## AUTOBIOGRAPHICAL INFORMATION

Have you accepted Jesus Christ as your personal savior?  Yes  No

### REQUIRED ESSAYS

The essay section is a significant component of the application process. Essays are evaluated on the basis of content, writing skill, and creativity. They must be double-spaced and should not exceed the suggested length. Please put your full name on the top right-hand corner of each page. Essays must be submitted with your application. All applicants must answer Essay One and the Essay Two option of their choice. Transfers must also answer the Additional Essay for Transfers at the bottom of this section.

We are eager to get to know you, and your essays provide an opportunity for you to let us know who you are through your answers.

**Essay One:** In 500 words, share your personal story of faith in Jesus Christ and how your experiences over the past two to three years have been formative in growing your relationship with Him as your Savior and Lord.

**Essay Two:** Select a topic below and write a 500 - 750 word essay.

- Have you ever had the experience of having a strong opinion about something, and then changing your mind? What was that experience like?
- Given your desired major, what draws you to that area of study?
- What is the best advice you ever received but didn't follow? Why didn't you follow it?
- G. K. Chesterton once wrote, "An inconvenience is only an adventure wrongly considered; an adventure is an inconvenience rightly considered." Describe an experience you have had that illustrates this idea.
- What was your favorite childhood game? What does that say about who you are now?

**Additional Essay for Transfers:** In 500 words, describe your experience at your current school and explain the reasons you wish to transfer to Wheaton College. Also tell us why you see yourself as a good match with Wheaton.

### ADDITIONAL QUESTIONS

- Have you ever had to leave any educational institution for academic or disciplinary reasons?  Yes  No  
If yes, please explain on a separate sheet of paper.
- Have you ever been convicted of a felony?  Yes  No If yes, please explain on a separate sheet of paper.
- If you are not currently attending school, describe what you are doing. Attach an additional page, if necessary.

## COMMUNITY COVENANT

Please read Wheaton's Community Covenant printed at the back of this packet. This covenant is designed to express the crucial Christian convictions, aspirations, commitments and responsibilities shared by the members of the Wheaton College campus family. In applying for membership in this community, you should therefore weigh carefully whether these convictions, aspirations and commitments match your own, and whether you can gladly join in fulfilling the covenant's responsibilities.

**"I affirm by my signature below that I have carefully read Wheaton's Community Covenant, that this covenant expresses my own Christian convictions, aspirations and commitments, and that, if I am accepted and subsequently enroll as a student at Wheaton College, I will gladly join in fulfilling its responsibilities."** (Please explain any questions, reservations or disagreements in an attached statement.)

**"I also affirm by my signature that all the information contained in my application, including my essays, is my own work, factually true, and honestly presented."**

Print Full Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

## OVERSEAS STUDENTS ONLY

If you're currently living outside the United States, you may choose to have your decision letter faxed or emailed to you. Some students prefer that we do not fax or e-mail our decision to them due to possible loss of confidentiality. All decision letters will also be sent by air mail. Please check one:

\_\_\_\_ Please fax my decision letter. The best time to fax is \_\_\_\_\_ (local time). Fax # \_\_\_\_\_

\_\_\_\_ Please e-mail\* my decision letter to this e-mail address: \_\_\_\_\_

\*Emails to Early Action applicants will be sent by **January 6**, and emails to Regular Action applicants will be sent by **April 1**.

\_\_\_\_ Please do not fax or e-mail the letter. Send it only by air mail to the address listed on page 1.

# WHEATON COLLEGE (IL) – CONSERVATORY OF MUSIC

## MUSIC INFORMATION PROFILE

Name \_\_\_\_\_ Wheaton ID # (if known) \_\_\_\_\_  
LAST FIRST MIDDLE

Address \_\_\_\_\_  
NUMBER & STREET CITY STATE ZIP CODE COUNTRY

Primary Instrument or Voice Type \_\_\_\_\_

### MAJOR CHOICE (SELECT ONLY ONE)

- Bachelor of Music in Performance
- Bachelor of Music in Composition (*Portfolio required*)
- Bachelor of Music in Music History and Literature (*Essay required*)
- Bachelor of Music Education
- Bachelor of Music with Emphasis in a Music Related Field (*Indicate emphasis.*)
  - \_\_\_\_ Collaborative Piano    \_\_\_\_ Conducting    \_\_\_\_ Pedagogy
- Bachelor of Music with Elective Studies in an Outside Field (*Indicate elective track.*)
 

____ Arts Ministries	____ Math/Computer Science	____ Socio-cultural Studies
____ Biblical and Theological Studies	____ Media	____ Theater
____ Business	____ Modern Languages	____ Third-world Studies
____ Christian Education & Ministry	____ Pre-Law	____ Alternate field ( <i>design your own</i> )
____ English	____ Psychology	

### AUDITION

- I plan to come to Wheaton for an audition.     I plan to submit a recorded audition.
- Auditions are required for all students applying to the Conservatory of Music. On-campus auditions are strongly recommended and required for candidates living within 350 miles of Wheaton. Sign up online: [wheaton.edu/conservatory](http://wheaton.edu/conservatory) (*Note: Certain instruments may need to audition on alternate dates pending instructor availability. Please do not make travel reservations until you have confirmed your date and time.*)
- I plan to audition on:     Nov 12     Dec 3     Jan 14     Feb 4     Feb 25     \*Alternate day (*selected instruments*)
- Refer to pages v - vii or [wheaton.edu/conservatory](http://wheaton.edu/conservatory) for audition requirements by instrument.

### INSTRUMENTAL/VOCAL TRAINING

1. _____	2. _____
AUDITION INSTRUMENT	SECONDARY INSTRUMENT
TOTAL YEARS STUDIED	TOTAL YEARS STUDIED
YEARS OF PRIVATE LESSONS	YEARS OF PRIVATE LESSONS

**All Majors:** Please submit a repertoire list of significant works studied in the last four years on a separate sheet.

**Non-Piano Majors:** Please indicate the number of years you have studied piano:     None     2 years or less     More than 2 years

How many years of private lessons have you had? \_\_\_\_\_

### ACADEMIC MUSIC STUDIES

Which of the following subjects have you studied in high school or with your private teacher?

- Music Theory     AP Theory     Sight Singing     Music History/Appreciation     Other

Which, if any, of the following college-level music subjects have you studied?

- Music Theory     Aural Skills     Sight Singing     Music History     Other

**WHEATON COLLEGE (IL) - CONSERVATORY OF MUSIC  
HIGH SCHOOL REPORT**

**PART I - TO BE COMPLETED AND SIGNED BY APPLICANT**

Freshman Applicants, please print or type Part I. Have your guidance counselor or other school official complete Part II and submit it with your high school transcript and school profile.

Wheaton ID # (if known) \_\_\_\_\_ Date of Birth \_\_\_\_\_

Name of Applicant \_\_\_\_\_  
LAST FIRST MIDDLE

Address \_\_\_\_\_  
NUMBER & STREET CITY STATE ZIP CODE COUNTRY

School Name \_\_\_\_\_

I am applying (check one):  Early Action Freshman  Regular Action Freshman

**APPLICANT'S WAIVER OF RIGHT OF ACCESS TO CONFIDENTIAL STATEMENT:**

I hereby voluntarily waive my right of access to any information contained on this recommendation form and agree that the statement shall remain confidential.

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

**PART II - TO BE COMPLETED BY HIGH SCHOOL GUIDANCE OFFICE OR SCHOOL OFFICIAL AND SUBMITTED WITH TRANSCRIPT AND SCHOOL PROFILE**

This form is due in the Wheaton College Admissions Office by:

**Early Action:** November 1 **Regular Action:** January 10

Class rank: \_\_\_\_\_ Class size: \_\_\_\_\_ Covering a period from \_\_\_\_\_ to \_\_\_\_\_  
(MM/YYYY) (MM/YYYY)

The rank is  weighted  unweighted. How many students share this rank? \_\_\_\_\_

We do not rank. Instead, please indicate quartile \_\_\_\_\_ quintile \_\_\_\_\_ decile \_\_\_\_\_.

Cumulative GPA: \_\_\_\_\_ on a \_\_\_\_\_ scale, covering a period from \_\_\_\_\_ to \_\_\_\_\_  
(MM/YYYY) (MM/YYYY)

This GPA is  weighted  unweighted. The school's passing mark is \_\_\_\_\_.

Grading Scale: A+ = \_\_\_\_\_ to \_\_\_\_\_ B+ = \_\_\_\_\_ to \_\_\_\_\_ C+ = \_\_\_\_\_ to \_\_\_\_\_ D+ = \_\_\_\_\_ to \_\_\_\_\_ F = \_\_\_\_\_  
A = \_\_\_\_\_ to \_\_\_\_\_ B = \_\_\_\_\_ to \_\_\_\_\_ C = \_\_\_\_\_ to \_\_\_\_\_ D = \_\_\_\_\_ to \_\_\_\_\_  
A- = \_\_\_\_\_ to \_\_\_\_\_ B- = \_\_\_\_\_ to \_\_\_\_\_ C- = \_\_\_\_\_ to \_\_\_\_\_ D- = \_\_\_\_\_ to \_\_\_\_\_

Graduation date \_\_\_\_\_  
(MM/YYYY)

Percentage of graduating class attending: four-year \_\_\_\_\_ two-year \_\_\_\_\_ institutions

Indicate student's National Merit standing, if applicable. Commended \_\_\_\_\_ Semi-Finalist or Finalist \_\_\_\_\_

In what subjects are Honors, AP or IB courses available at your school? Please indicate Honors (H), AP, or IB beside the subject area.

English \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Social Science \_\_\_\_\_ Other (indicate) \_\_\_\_\_

For graduating seniors, please indicate the mean composite score (or mid 50% range) on the following exams:

SAT Critical Reading \_\_\_\_\_ SAT Math \_\_\_\_\_ ACT Composite \_\_\_\_\_

What percentage of the senior class has taken the SAT? \_\_\_\_\_ What percentage has taken the ACT? \_\_\_\_\_

**Please enclose a copy of the student's senior year courses/schedule if not already on the transcript.**

**PART II - CONTINUED**

What are the first words that come to your mind to describe this student?

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Using examples, please write a summary appraisal of the applicant assessing his or her academic ability and future promise as a student at Wheaton College. Any special talent or qualities of the applicant's can be noted, as well. We welcome any information that will help us differentiate this student from others.

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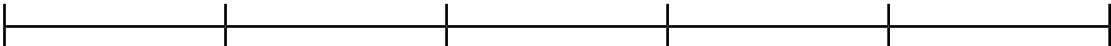
Has the applicant ever been found responsible for a disciplinary violation at your school from 9th grade forward?  Yes  No

To your knowledge, has the applicant ever been convicted of a misdemeanor, felony, or other crime?  Yes  No

If you answered yes to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

Check here if you would prefer to discuss this over the phone with the Admissions Office.

WITH ENTHUSIASM                      STRONGLY                      FAIRLY STRONGLY                      WITH RESERVATION                      NOT RECOMMENDED

Overall, I recommend this student: 

Name \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_ Telephone Number \_\_\_\_\_

Address \_\_\_\_\_ Fax Number \_\_\_\_\_

\_\_\_\_\_ College Board High School Code \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Thank you for completing this report.**

Please return with the transcript and school profile to the applicant (in a sealed envelope, signed across the flap).

If you prefer to mail it directly to us, please inform the applicant when it is sent and mail it to:

**Admissions Office, Wheaton College, 501 College Avenue, Wheaton, Illinois 60187**

**WHEATON COLLEGE (IL) – CONSERVATORY OF MUSIC  
ACADEMIC RECOMMENDATION**

**PART I – TO BE COMPLETED AND SIGNED BY APPLICANT**

Please print or type Part I. Part II must be completed by a teacher you have had in a **core academic subject** (*English, science, social science, math or foreign language*). Please do not choose anyone related to you, unless you are homeschooled.

**Homeschool Students:** While we prefer that someone other than your parent complete the recommendation, if there is no other teacher we will accept the academic recommendation from your parent. If you would like, you may submit a second recommendation from an individual outside your household who knows you well as a student and as a person: an employer, tutor, or coach, for example. This would be in addition to the required pastoral recommendation, which must also come from someone who is not related to you.

**Transfer Students:** Request that your faculty advisor or a college professor who knows you academically submit the recommendation. Current college freshmen may submit a recommendation from either a college professor or a high school teacher of one of your core academic courses.

Wheaton ID # (if known) \_\_\_\_\_ Date of Birth \_\_\_\_\_

Name of Applicant \_\_\_\_\_  
LAST FIRST MIDDLE

Address \_\_\_\_\_  
NUMBER & STREET CITY STATE ZIP CODE COUNTRY

School or College (attending/attended) \_\_\_\_\_

I am applying (check one):  Early Action Freshman  Regular Action Freshman  Spring Transfer  Fall Transfer

**APPLICANT’S WAIVER OF RIGHT OF ACCESS TO CONFIDENTIAL STATEMENT:**

I hereby voluntarily waive my right of access to any information contained on this recommendation form and agree that the statement shall remain confidential.

Applicant’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**PART II – TO BE COMPLETED BY ACADEMIC TEACHER**

This form is due in the Wheaton College Admissions Office by:

**Early Action:** November 1 **Regular Action:** January 10 **Spring Transfer:** October 1 **Fall Transfer:** March 1

The above student is applying for admission to Wheaton College. We value your comments highly and ask that you give a full and candid report so that fair consideration may be given to the applicant. You may submit a letter of recommendation in addition to this completed form. An incomplete or late report may lessen this applicant’s chances for admission.

1. How long have you known the applicant? \_\_\_\_\_

2. In what academic context have you known the applicant? \_\_\_\_\_

3. Academic Ratings: Of all the students I have known, this student ranks in the:

	TOP 1%	TOP 5%	TOP 10%	TOP 25%	TOP 50%	OTHER
Motivation						
Creative Qualities						
Self-discipline						
College Readiness						
Intellectual Curiosity						

4. Character and Personality Ratings:

	OUTSTANDING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
Leadership				
Self-confidence				
Warmth of Personality				
Concern for Others				
Personal Initiative				



**WHEATON COLLEGE (IL) – CONSERVATORY OF MUSIC  
PASTORAL RECOMMENDATION**

**PART I – TO BE COMPLETED AND SIGNED BY APPLICANT**

Please print or type Part I. Part II is to be completed by your pastor, youth pastor, former pastor, Bible study leader, Christian school teacher, or other mature Christian who knows you well and has had the opportunity to observe your spiritual life. *The individual must NOT be a relative.*

Wheaton ID # (if known) \_\_\_\_\_ Date of Birth \_\_\_\_\_

Name of Applicant \_\_\_\_\_  
LAST FIRST MIDDLE

Address \_\_\_\_\_  
NUMBER & STREET CITY STATE ZIP CODE COUNTRY

I am applying (check one):  Early Action Freshman  Regular Action Freshman  Spring Transfer  Fall Transfer

**APPLICANT’S WAIVER OF RIGHT OF ACCESS TO CONFIDENTIAL STATEMENT:**

I hereby voluntarily waive my right of access to any information contained on this recommendation form and agree that the statement shall remain confidential.

Applicant’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**PART II – TO BE COMPLETED BY PASTOR/YOUTH DIRECTOR**

This form is due in the Wheaton College Admissions Office by:

**Early Action:** November 1 **Regular Action:** January 10 **Spring Transfer:** October 1 **Fall Transfer:** March 1

In order to promote and maintain the principles and ideals of Wheaton College as a Christian educational institution, special care is exercised in the admission of students. The applicant is expected to evidence a sympathetic appreciation of the standards and the spirit of the College and be in harmony with its purposes. Serious consideration will be given to your recommendation and therefore we request that you complete this form carefully and thoroughly. An incomplete or late report may lessen this applicant’s chances for admission.

1. In what context have you known the applicant? \_\_\_\_\_

2. How long have you known the applicant? \_\_\_\_\_

3. How well do you know the applicant? Check on scale:

VERY WELL FAIRLY WELL CASUALLY

4. To the best of your knowledge has the applicant made a personal commitment to Jesus Christ?  Yes  No  I don’t know

5. To what extent is the applicant engaged in the activities of your church? Check on scale:

ENTHUSIASTICALLY PARTICIPATES IS COOPERATIVE AND USUALLY PARTICIPATES SELDOM PARTICIPATES

6. In social relationships, the applicant is: Check on scale:

SOUGHT OUT WELL RECEIVED TOLERATED

7. What is the applicant’s spiritual influence in your church? Check on scale:

POSITIVE NEUTRAL NEGATIVE

8. In your opinion, does this student possess any outstanding abilities or spiritual qualities? Please describe:

\_\_\_\_\_  
\_\_\_\_\_

9. Please list any leadership positions or significant roles the applicant has held in your church.

\_\_\_\_\_

**PART II – CONTINUED**

10. To your knowledge, does the applicant have any attitudes or behaviors that are inconsistent with biblical principles or with Wheaton's lifestyle expectations (for example, dishonesty, abuse of alcohol or illegal drugs, or inappropriate internet usage)? Please comment. See Wheaton's Community Covenant at [wheaton.edu/apply](http://wheaton.edu/apply)

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11. Please describe personal, home or family factors which might affect the applicant's success at Wheaton College.

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Please rate this student in the following areas, compared to his/her peer group:

	HIGH	AVERAGE	LOW	COMMENTS
Cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Disposition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Social Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Spiritual Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Based on your observations of the applicant's spiritual life and character, how strongly do you recommend this applicant to Wheaton College?

WITH ENTHUSIASM	STRONGLY	FAIRLY STRONGLY	WITH RESERVATION	NOT RECOMMENDED
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Please make further comments that will help us evaluate this student's application. We welcome any information that will help us differentiate him or her from others. If additional space is required, please attach another sheet.

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Name \_\_\_\_\_ Address \_\_\_\_\_

Church/Organization \_\_\_\_\_

Position \_\_\_\_\_ Telephone Number \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Thank you for completing this recommendation.**

**Please keep a copy for your records.** Be sure both sides have been completed and return to the applicant in a sealed envelope, signed across the flap. If you prefer to mail it directly to us, please inform the applicant when it is sent and mail it to:

**Admissions Office, Wheaton College, 501 College Avenue, Wheaton, Illinois 60187  
Fax: 630 752 5285**

**WHEATON COLLEGE (IL) – CONSERVATORY OF MUSIC  
MUSIC TEACHER RECOMMENDATION**

**PART I – TO BE COMPLETED AND SIGNED BY APPLICANT**

Wheaton ID # (if known) \_\_\_\_\_ Date of Birth \_\_\_\_\_

Name of Applicant \_\_\_\_\_

LAST

FIRST

MIDDLE

Address \_\_\_\_\_

NUMBER & STREET

CITY

STATE

ZIP CODE

COUNTRY

I am applying (check one):  Early Action Freshman  Regular Action Freshman  Spring Transfer  Fall Transfer

**APPLICANT’S WAIVER OF RIGHT OF ACCESS TO CONFIDENTIAL STATEMENT:**

I hereby voluntarily waive my right of access to any information contained on this recommendation form and agree that the statement shall remain confidential.

Applicant’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**PART II – TO BE COMPLETED BY THE TEACHER OF YOUR PRIMARY INSTRUMENT**

This form is due in the Wheaton College Admissions Office by:

**Early Action:** November 1 **Regular Action:** January 10 **Spring Transfer:** October 1 **Fall Transfer:** March 1

The student whose name is listed above has applied to the Wheaton Conservatory of Music to pursue a degree program in music.

We value your comments highly and ask that you give a full and candid assessment so that fair consideration may be given to the applicant.

**An incomplete or late report may lessen this applicant’s chances for admission.**

1. How long have you known the applicant in this relationship? \_\_\_\_\_

2. In what area or instrument is the applicant most proficient? \_\_\_\_\_

3. In what other areas does the applicant perform, and what is your estimate of his/her ability? \_\_\_\_\_

4. Please answer one of the two questions below regarding the applicant’s music ability:

**For Freshman Candidates:** Does the applicant possess a working knowledge of the basic fundamentals of music, such as keys, key signatures, musical signs, symbols and terminologies?

**For Transfer Students:** Please give a general indication of this student’s ability in the field of theory and music history.

5. Personal characteristics—Please rate the following:

	SUPERIOR	VERY GOOD	AVERAGE	BELOW AVERAGE
Personal Presentation ( <i>Appearance, voice, poise, manners</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moral, Ethical, Spiritual Values ( <i>Integrity, loyalty, character</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resourcefulness ( <i>Initiative, industry, motivation</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to Think and Act ( <i>Intelligence, judgement, insight</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Ability ( <i>Ability to get along with others, tact, enthusiam</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability ( <i>Self control, consistency</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use the space below for other comments you wish to make.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PART II – CONTINUED**

6. Please rate the applicant by checking the characteristics listed below:

<p><b>Musical Talent</b> (<i>Innate potential in music</i>)</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Outstanding ability</p> <p><input type="checkbox"/> Good ability</p> <p><input type="checkbox"/> Some musical ability</p> <p><input type="checkbox"/> Little musical ability</p>
<p><b>Musical Feeling</b> (<i>Artistry, sensitivity, imagination</i>)</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Outstanding imagination and understanding</p> <p><input type="checkbox"/> Good imagination an understanding</p> <p><input type="checkbox"/> Some imagination and insight</p> <p><input type="checkbox"/> Dull, unimaginative</p>
<p><b>Technique</b> (<i>Ability in performance—accuracy, dexterity</i>)</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Facile and extremely accurate</p> <p><input type="checkbox"/> Very good facility</p> <p><input type="checkbox"/> Generally accurate</p> <p><input type="checkbox"/> Frequent inaccuracies</p>
<p><b>Pitch Perception</b></p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Outstanding pitch perception</p> <p><input type="checkbox"/> Good pitch perception</p> <p><input type="checkbox"/> Some pitch perception</p> <p><input type="checkbox"/> Little pitch perception</p>
<p><b>Sense of Rhythm</b></p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Outstanding sense of rhythm</p> <p><input type="checkbox"/> Good sense of rhythm</p> <p><input type="checkbox"/> Some sense of rhythm</p> <p><input type="checkbox"/> Little sense of rhythm</p>
<p><b>Sight Reading</b></p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Reads accurately and quickly</p> <p><input type="checkbox"/> Reads moderately well</p> <p><input type="checkbox"/> Some sense of rhythm</p> <p><input type="checkbox"/> Reads poorly and slowly</p>
<p><b>Creative Ability</b> (<i>Composing, Arranging, Improvisation</i>)</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Decided creative ability</p> <p><input type="checkbox"/> Some creative ability</p> <p><input type="checkbox"/> Little creative ability</p>
<p><b>Lesson Preparation</b></p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Thorough in lesson preparation</p> <p><input type="checkbox"/> Fairly consistent in preparation</p> <p><input type="checkbox"/> Careless in practicing</p>
<p><b>Composure in Performance</b></p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Composed during public performance</p> <p><input type="checkbox"/> Somewhat nervous during public performance</p> <p><input type="checkbox"/> Extremely nervous during public performance</p>

Name \_\_\_\_\_ Position \_\_\_\_\_

School/College \_\_\_\_\_

Address \_\_\_\_\_ Telephone Number \_\_\_\_\_

\_\_\_\_\_ Email \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Thank you for completing this recommendation.**

**Please keep a copy for your records.** Be sure both sides have been completed and return to the applicant in a sealed envelope, signed across the flap. If you prefer to mail it directly to us, please inform the applicant when it is sent and mail it to:

**Admissions Office, Wheaton College, 501 College Avenue, Wheaton, Illinois 60187  
Fax: 630 752 5285**

# COMMUNITY COVENANT



## PREFACE

Wheaton College is an institution of higher learning, a rigorous academic community that takes seriously the life of the mind. But this description does not exhaust the College's understanding of itself. Wheaton College is also a largely residential community made up of Christians who, according to the College motto, are dedicated to the service of "Christ and His Kingdom."

These features in combination mean that Wheaton College is a complex Christian community of living, learning, and serving that cannot be reduced to a simple model. For example, while the College is not a church, it is yet a community of Christians who seek to live according to biblical standards laid down by Jesus Christ for his body, the church. Or again, while the College is not a religious

order, it yet demonstrates some features that are similar to religious orders, communities wherein, for the sake of fulfilling the community's purposes, its members voluntarily enter into a social compact. At Wheaton we call this social compact our community covenant.

For Wheaton's community covenant to serve its stated purpose, it is crucial that each member of the College family understand it clearly and embrace it sincerely. In joining this covenant we are, before the Lord, joining in a compact with other members of the Wheaton College community. If we do not wish to live under the provisions of this compact, we should not agree to it. But if we do agree to it, it should be with the full intention of living with integrity under its provisions.

The goal of campus life at Wheaton College is to live, work, serve, and worship together as an educational community centered around the Lord Jesus Christ. Our mission as an academic community is not merely the transmission of information; it is the development of whole and effective Christians who will impact the church and society worldwide "For Christ and His Kingdom." Along with the privileges and blessings of membership in such a community come responsibilities. The members of the Wheaton College campus community take these responsibilities seriously.

The biblical foundation of Christian community is expressed in Jesus' two great commandments: "Love the Lord your God with all your heart and with all your soul and with all your mind," and, "Love your neighbor as yourself" (Matt. 22:37-40). Jesus himself perfectly demonstrated the pattern: love for God, acted out in love for others, in obedience to God's Word. Acknowledging our dependence on the power and grace of God, the members of the Wheaton College campus community humbly covenant to live according to this ideal.

► **All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness.**

2 TIMOTHY 3:16

The purposes of this community covenant are as follows:

- to cultivate a campus atmosphere that encourages spiritual, moral and intellectual growth;
- to integrate our lives around Christian principles and devotion to Jesus Christ;
- to remove whatever may hinder us from our calling as a Christ-centered academic community;
- to encourage one another to see that living for Christ involves dependence on God's Spirit and obedience to his Word, rather than a passive acceptance of prevailing practices.

## Affirming Biblical Standards

We desire to build this covenant on basic biblical standards for godly Christian character and behavior. We understand that our calling includes the following:

- The call to acknowledge the Lordship of Christ over all of life and thought. This involves a wholehearted obedience to Jesus and careful stewardship in all dimensions of life: our time, our possessions, our God-given capacities, our opportunities (Deut. 6:5-6; 1 Cor. 10:31; Col. 1:18; 3:17);
- The call to love God with our whole being, including our minds, and to love our neighbor as ourselves. Christ-like love should be the motive in all decisions, actions, and relationships (Matt. 22:37-40; Rom. 13:8-10; 1 John 4:7-12);
- The call to pursue holiness in every aspect of our thought and behavior (2 Cor. 7:1; 1 Thess. 4:7; Heb. 12:14; 1 Pet. 1:15-16);
- The call to exercise our Christian freedom responsibly within the framework of God's Word, humbly submitting ourselves to one another (1 Pet. 5:5; Eph. 5:21) with loving regard for the needs of others (Phil. 2:3-11; Rom. 14:1-23; 1 Thess. 4:9);
- The call to treat our own bodies, and those of others, with the honor due the very temple of the Holy Spirit (1 Cor. 6:17-20);
- The call to participate in the worship and activities of the local church, which forms the basic biblically-mandated context for Christian living (Acts 2:42-47; Heb. 10:25; 1 Tim. 3:14-15).

## Living the Christian Life

We believe these biblical standards will show themselves in a distinctly Christian way of life, an approach to living we expect of ourselves and of one another. This lifestyle involves practicing those attitudes and actions the Bible portrays as virtues and avoiding those the Bible portrays as sinful.

According to the Scriptures, followers of Jesus Christ will:

- show evidence of the Holy Spirit who lives within them, such as "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Gal. 5:22);
- "put on" compassion, kindness, humility, gentleness, patience, forgiveness, and supremely, love (Col. 3:12-14);
- seek righteousness, mercy and justice, particularly for the helpless and oppressed (Prov. 21:3; 31:8-9; Micah 6:8; Matt. 23:23; Gal. 6:10);
- love and side with what is good in God's eyes, and abhor what is evil in God's eyes (Amos 5:15; Rom. 12:9, 16:19);
- uphold the God-given worth of human beings, from conception to death, as the unique image-bearers of God (Gen. 1:27; Psalm 8:3-8; 139:13-16);

- uphold chastity among the unmarried (1 Cor. 6:18) and the sanctity of marriage between a man and woman (Heb. 13:4);
- be people of integrity whose word can be fully trusted (Psalm 15:4; Matt. 5:33-37);
- give faithful witness to the Gospel (Acts 1:8; 1 Pet. 3:15), practice good works toward all (Gal. 6:10; Eph. 2:10; Heb. 10:24; 1 Pet. 2:11), and live lives of prayer and thanksgiving (1 Thess. 5:17-18; James 5:16; Titus 2:8).

By contrast, Scripture condemns the following:

- pride, dishonesty (such as stealing and lying, of which plagiarism is one form), injustice, prejudice, immodesty in dress or behavior, slander, gossip, vulgar or obscene language, blasphemy, greed and materialism (which may manifest themselves in gambling), covetousness, the taking of innocent life, and illegal activities (Prov. 16:18; 1 Cor. 6:10; Exod. 20:7; Rom. 13:9; Col. 3:8-9; James 2:1-13; Gal. 3:26-29; Rom. 13:1-2; 1 Tim. 2:8-10; Heb. 13:5-6);
- hypocrisy, self-righteousness, and legalism, understood as the imposition of extra-biblical standards of godliness by one person or group upon another (Acts 15:5-11; Matt. 16:6; 23:13-36);
- sinful attitudes and behaviors such as "impurity and debauchery; idolatry and witchcraft; hatred, discord, jealousy, fits of rage, selfish ambition, dissensions, factions and envy; drunkenness, orgies, and the like" (Gal. 5:19-21);
- sexual immorality, such as the use of pornography (Matt. 5:27-28), pre-marital sex, adultery, homosexual behavior and all other sexual relations outside the bounds of marriage between a man and woman (Rom. 1:21-27; 1 Cor. 6:9; Gen. 2:24; Eph. 5:31).

## Exercising Responsible Freedom

Beyond these explicit biblical issues, the Wheaton College community seeks to foster the practice of responsible Christian freedom (Gal. 5:13-14; 1 Pet. 2:16-17). This requires a wise stewardship of mind, body, time, abilities and resources on the part of every member of the community. Responsible freedom also requires thoughtful, biblically-guided choices in matters of behavior, entertainment, interpersonal relationships, and observance of the Lord's Day.

► **You are not your own. You were bought at a price. Therefore honor God with your body.**

I CORINTHIANS 6:20

Of particular concern in a collegiate environment are those issues related to alcohol, illegal drugs, and tobacco. While the use of illegal drugs or the abuse of legal drugs is by definition illicit, and the use of tobacco in any form has been shown to be injurious to health, the situation regarding beverage alcohol is more complex. The Bible requires moderation in the use of alcohol, not abstinence. Yet the fact that alcohol is addictive to many, coupled with the biblical warnings against its dangers, also suggests the need for caution. The abuse of alcohol constitutes by far our society's greatest substance abuse problem, not to mention the fact that many Christians avoid it as a matter of conscience. Thus the question of alcohol consumption represents a prime opportunity for Christians to exercise their freedom responsibly, carefully, and in Christ-like love.

The Wheaton College community also encourages responsible freedom in matters of entertainment, including the places where members of the College community may seek it, such as television, movies, video, theater, concerts, dances and the Internet. The College assumes its members will be guided in their entertainment choices by the godly wisdom of Philippians 4:8: "Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable, if anything is excellent or praiseworthy, think about such things."

### **Embracing College Standards**

To foster the kind of campus atmosphere most conducive to becoming the Christian community of living, learning, and serving that Wheaton College aspires to be, the College has adopted the following institutional standards. These standards embody such foundational principles as self-control, avoidance of harmful practices, the responsible use of freedom, sensitivity to the heritage and practices of other Christians, and honoring the name of Jesus Christ in all we do.

- Wheaton College and all Wheaton College-related functions will be alcohol-free and tobacco-free. This means that the possession or consumption of alcohol or the use of tobacco in any form will be prohibited in, on, or around all campus properties, owned or leased. The same prohibition applies to all Wheaton College vehicles, whether on or off campus, and to all Wheaton College events or programs, wherever they may be held.

While enrolled in Wheaton College, undergraduate members of the community will refrain from the consumption of alcohol or the use of tobacco in all settings.

Other adult members of the College community will use careful and loving discretion in any use of alcohol. They will avoid the serving or consumption of alcohol

in any situation in which undergraduate members of the Wheaton College family are or are likely to be present.

- On-campus dances will take place only with official College sponsorship. All members of the Wheaton College community will take care to avoid any entertainment or behavior, on or off campus, which may be immodest, sinfully erotic, or harmfully violent (Eph. 4:1-2, 17-24; I Tim. 5:2; Gal. 5:22-23).

### **Conclusion**

We, the Wheaton College community, desire to be a covenant community of Christians marked by integrity, responsible freedom, and dynamic, Christ-like love, a place where the name of Jesus Christ is honored in all we do. This requires that each of us keeps his or her word by taking the commitment to this covenant seriously as covenant keepers, whatever pressures we may face to do otherwise.

The issue of keeping one's word is for a Christian an important one. Being faithful to one's word is a matter of simple integrity and godliness. "Lord, who may live on your holy hill?" asks the Psalmist. "He who keeps his oath, even when it hurts" (15:4), comes the reply. Christian integrity dictates that if we have voluntarily placed ourselves under Wheaton's community covenant, we must make every effort to fulfill our commitment by living accordingly.

Keeping our covenant may also on occasion require that we take steps to hold one another accountable, confronting one another in love as we work together to live in faithfulness both to God's Word and to our own word. Such loving acts of confrontation are at times difficult, but when performed in the right spirit (Gal. 6:1), they serve to build godly character for both the individuals involved and the community as a whole (Matt. 18:15-17). Only in this way, as we are willing to speak the truth in love, will we "grow up into him who is the Head, that is, Christ" (Eph. 4:15).

► **Let the word of Christ dwell in you richly as you teach and admonish one another with all wisdom, ... And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through Him.**

COLOSSIANS 3:16-17



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