

LEE § UNIVERSITY



**ACADEMIC  
ADVISING  
HANDBOOK**

**2008 - 2009**

**Academic Services**

*Counseling Center / Center for Calling & Career*

*Room 103 (rear entrance)*

**Ext. 8121**

# Academic Advising Handbook

Welcome to the ministry of academic advising at Lee University. Advising of this type is far more critical than just the selection of majors and minors and the scheduling of classes. At Lee University we see academic advising as a support service to the student, making available the best possible guidance tools, to assist him/her in making *life choices* which will be personally rewarding and fulfilling.

This handbook is designed for advisors as a resource and quick reference for useful and pertinent information. The handbook is by no means comprehensive and is intended to supplement the official University catalog and the student handbook.

*Suzy Deaton, Director of Academic Services*

*“Good advising may be the single most underestimated characteristic of a successful college experience...*

*Nearly without exception, the happiest and academically most successful undergraduates...have at least one intense relationship built around academic work with other people.”*

Dr. Richard J. Light, Harvard University  
from his book, *Making the Most of College*

**Lee University** is the academic home for over 4,000 students each semester. Each of these students brings unique potentials which can be enhanced through relationship with an academic advisor. Each also brings family and community responsibilities, careers and academic expectations which usually add up to more than 100% of available time, energy and resources.

**Because of this *you***, in your role as a faculty advisor, have unique opportunities to assist students in meeting these demands, challenges, stresses and opportunities constructively and creatively.

**The academic advising relationship** is a vehicle you can use to share yourself, your knowledge and your experience in a more personal way than is possible in the more formal class atmosphere. Good academic advising can help the student bridge the gaps between personal, academic and career requirements. Supported by good advising, students will clarify, plan, implement and monitor a program of study consistent with their values, goals, interests and strengths. This will, hopefully, lead to success and satisfaction in their personal, academic and career lives.

**When students meet with their advisors**, they come with varying needs and expectations. Generally, students want the following from an advisor:

1. **Accessibility** - an advisor who is reasonably available for advising appointments and who conveys an attitude that says "advising is an important educational task;"
2. **Accurate information** - an advisor who knows the current information regarding requirements, policies, procedures, or *where to find* the information; an advisor who knows when to refer to another person or office;
3. **Advice** - an advisor who is willing to challenge, recommend, encourage, **without imposing his/her preferences**; and
4. **Relationship** - an advisor who is willing to sit face-to-face and **care** about the educational and career plans of the student.

### **Effective advising will enhance the likelihood of:**

- Student major/career exploration and selection consistent with the student's values, goals, strengths, abilities
- Student satisfaction with their academic program, advising and Lee University
- Student/faculty advisor relationship that is positive
- Student persistence in academic programs (retention)
- Student success after graduation from Lee University

**The elemental core of good academic advising, as in good classroom teaching, is the care and competence that you, as a faculty advisor, bring to the relationship with students to help them develop their unique potentials.**

# Table of Contents

## *The Advisor's Role*

Advisor Role and Responsibilities .....	5
Confidentiality of Student Records.....	6
Advisee Responsibilities.....	6
Process of Developmental Advising.....	7
Academic Advising as Teaching.....	8
Hints for Successful Advising .....	9

## *Advising Policy & Procedure*

Academic Policies and Procedures .....	10
General Advising Information .....	11

## *Freshman Advising*

Advising Freshmen .....	12
The General Education Core.....	13
Designing Schedules for New Students.....	14
Advanced Placement Credits .....	15
Mathematics Placement.....	17
Core Math Recommendations .....	18

## *Advising Special Groups*

Advising Transfer Students .....	19
Advising Students with Non-English Background.....	19
Advising Probation Students.....	20
Advising Student Athletes .....	21
Advising "Undecided" Students.....	22

## *Campus Resources for Referral*

Center for Calling & Career .....	23
Academic Support.....	23
Tutorial Services .....	23
Counseling & Testing Office.....	24
Writing Center/Study Skills Lab .....	24
Financial Aid & Academic Progress.....	25
Referral Skills Summary .....	26

<i>Procedures for Application and Approval</i> .....	27
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<i>Undergraduate Degree Programs and Codes</i> .....	28
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# Advisor Role and Responsibilities

“The quality of academic advising has the potential to determine whether a student follows an efficient, goal-directed program of study. Although following the programs outlined in the University catalog is ultimately the student’s responsibility, problems in scheduling and even delays in graduation could often be prevented by good advisement from faculty who are thoroughly familiar with and up-to-date concerning University policies and curricula. And beyond the traditional – and very important – role of the advisor in assisting in program development, the advisor in today’s University must serve as a resource person in a broad variety of ways.”

*Faculty Advising Handbook, Lander University*

- Help students define and develop realistic educational career plans.
- Assist students in planning a program consistent with their strengths, abilities, goals, and interests.
- Monitor progress toward educational/career goals.
- Discuss and reinforce linkages and relationships between instructional program and occupation/career.
- Interpret and provide rationale for instructional policies, procedures, and requirements.
- Approve designated educational transactions (e.g., courses, drops and adds, withdrawals, waivers, graduation requirements, etc.).
- Maintain an advising file for each advisee.
- Refer students when academic, attitudinal, attendance, or other personal problems require intervention by other professionals.
- Inform students of the nature of the advisor/advisee relationship.
- Request re-assignment of advisee to another advisor, if necessary.
- Assist advisees in identifying career opportunities.
- Develop a caring relationship with advisees.
- Inform students of special services available to them for remediation, academic assistance, and other needs.

Source: *Williams-Crockett (1995). Defining the Essential Elements of Successful Advising Programs. Colorado: The Noel-Levitz Center for Enrollment Management, p.12.*

“After teaching, advising is the most important responsibility of the faculty. Done well, it results in students' utilizing campus resources to formulate sound educational, career, and life goal plans. In addition, studies show that advising is the cornerstone of retention. Effective advisors enjoy working with students, are good listeners, and are knowledgeable about campus resources and services. Satisfied and successful students are the products of good advising.”

*Faculty Advising Handbook, Wilkes University*

# Confidentiality of Student Records

In accordance with the Family Educational Rights and Privacy Act of 1974, Lee University students have the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the University, unless the student waives the right. The law further ensures that records cannot be released except in emergency situations without the written consent of the student. There are a few exceptions (*see p. 45 in the University catalog*), including faculty with a legitimate educational interest and other school officials.

In practical terms: *Unless the student has signed a waiver which is on file in the Records Office, advisors are prohibited by law from releasing confidential student records (grades, transcript information, etc.) to parents.*

## Advisee Responsibilities

- Clarify their personal values, abilities, interests, and goals.
- Contact and make an appointment with the advisor when required or when in need of assistance. If the student finds it impossible to keep the appointment, the student will notify the advisor.
- Become knowledgeable and adhere to institutional policies, procedures, and requirements.
- Prepare for advising sessions and bring appropriate resources or materials.
- Follow through on actions identified during each advising session.
- Evaluate the advising system, when requested, in order to strengthen the advising process.
- Request re-assignment of a different advisor if necessary.
- **Accept final responsibility for all decisions.**

Source: *Williams-Crockett (1995)*. Defining the Essential Elements of Successful Advising Programs. *Colorado: The Noel-Levitz Center for Enrollment Management*, p.13.

# Process of Developmental Advising

1. **Exploring Life Goals**
  - a) *Know students' characteristics and development*
  - b) *Understand decision-making process*
  - c) *Know principles of psychology and sociology*
  - d) *Possess skill in counseling techniques*
  - e) *Appreciate individual differences*
  - f) *Believe in worth and dignity of all people*
  - g) *Believe that all people have potential*
  
2. **Exploring Career Goals**
  - a) *Know vocational fields*
  - b) *Possess skill in test interpretation*
  - c) *Understand the changing nature of work in society*
  - d) *Accept all fields of work as worthy and dignified*
  
3. **Choosing Programs**
  - a) *Know programs available at University*
  - b) *Know requirements of programs (special entrance requirements, fees, time commitments, etc.)*
  - c) *Know university requirements for transfer programs*
  - d) *Know how others have performed in the program*
  - e) *Know the success of program graduates*
  
4. **Selecting Courses**
  - a) *Know available courses*
  - b) *Know special information about courses (prerequisites, etc.)*
  - c) *Know rules and regulations of the University*
  - d) *Know honors and developmental courses*
  - e) *Know instructors and their teaching styles*
  - f) *Know course content*
  - g) *Know advisee's demonstrated abilities*
  
5. **Scheduling Courses**
  - a) *Know course schedule*
  - b) *Know all registration procedures*
  - c) *Know advisee's work and commuting schedule*

Source: Noel, L. and Levitz, R. (1989). *Managing Retention Through Early Intervention. (adapted from T. O'Banion Developmental Advising Model). Iowa: Noel Levitz Centers for Institutional Effectiveness and Innovation, Inc. p.20.*

# A Developmental View of Academic Advising as Teaching

Burns Crookston, a University of Utah faculty member, introduced the terms and expanded the model for **developmental advising**. He distinguished between prescriptive learning, a much-used and trite form of teaching that still plagues higher education today, and developmental teaching or advising, a more holistic and learner-centered approach. His description separated the tenets of prescriptive learning from developmental teaching, as shown below:

<b>Prescriptive Learning</b>	<b>Developmental Advising-Teaching</b>
<ul style="list-style-type: none"> <li>• Advisor has primary responsibility</li> <li>• Focus is on limitations</li> <li>• Effort is problem-oriented</li> <li>• Relationship is based on status</li> <li>• Relationship is based on authority and the giving of advice</li> <li>• Evaluation is done by advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Advisor and student share responsibility</li> <li>• Focus is on potentialities</li> <li>• Effort is growth-oriented</li> <li>• Relationship is based on trust and respect</li> <li>• Relationship is based on equal and shared problem solving</li> <li>• Evaluation is a shared process</li> </ul>

Dr. Richard Light of Harvard University has suggested (2001) that quality faculty advising is distinguished from poor advising by the asking of hard and personally meaningful questions. Graduating seniors in an assessment study reported that the kind of advising critical for their success was the result of advisors asking unexpected questions that helped them connect their personal, academic, and career interests. These three concepts of shared responsibility – aligning institutional and student goals, helping students increase their capacity to take charge of their educational career, and showing concern for students by asking questions that help them make connections – sum up the basis of developmental advising.

**“How can you, as a faculty advisor, make a difference in the lives of the students whose lives you touch? In behalf of the students who depend on you, the theme of your efforts to improve your advising might be to make meaningful community out of mere connections with students. The framework for advising as teaching is one practical and faculty-relevant way to add value and purpose to student-faculty contact.”**

Source: *Kramer, Gary L., Ed. (2003). Faculty Advising Examined: Enhancing the Potential of College Faculty as Advisors. Boston: Anker Publishing Company, Inc. (for NACADA), pp. 4 – 5, 20 – 21.*

# Hints for Successful Advising

- Appreciate the emotion behind your advisee's words (voice intonation and body language).
- Constantly try to check your understanding of what you hear (not hear what you want to).
- Fight off external distractions (phone, e-mail, etc.)
- Establish good eye contact.
- Use affirmative head nods and appropriate facial expressions.
- Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they are saying). Do not ask questions that could be potentially embarrassing.
- Recognize verbal behavior of advisee. Be an active listener and listen for feelings and content behind the words. This will enable you to respond accurately and effectively to the advisee in full perspective.
- Engage in self-disclosure which can support the student's experience. Example: "I remember how nervous I was the first time I went in to see an advisor."
- Ask the students "what" or "how" questions to steer them away from giving simple "yes", "no," or "I don't know" answers.
- Empathize with the advisee. Try to put yourself in his/her place to better understand what the advisee is thinking.
- Try to push your worries, fears and problems outside the meeting room. They may prevent you from listening well.
- Try to hide your emotions if you are irritated or frustrated with the advisee.
- Do not make hasty judgments. Wait until all of the facts are in before making a judgment.

Source: Adapted from *Guidebook for Advising Undergraduate Students* (1994). Shippensburg University, pp. 9 - 10.

# Academic Policies & Procedures

## **Graduation Requirements**

Every Lee University student must complete at least 130 semester hours in order to graduate, even if all course requirements have been met. A 2.0 cumulative GPA, as well as a 2.0 GPA in the major, are required for graduation (2.5 for teacher education), even if the student has passed 130 semester hours and has fulfilled all course requirements.

## **Religion Core**

Courses should be taken in the following sequence:

- a. *Message/Survey of the New Testament*
- b. *Message/Survey of the Old Testament*
- c. *Biblical/Theo. Found. Of Benevolence*
- d. *Introduction to Theology*
- e. *Introduction to Christian Ethics*

**Full-time students should register for a religion course each semester until the above sequence is completed.\***

- f. *Department Capstone or Elective*

\*A student who takes a religion course over the summer may be permitted to skip a religion course the following semester.

## **Developmental Courses**

These courses *do* count in the GPA calculation and toward the 130 hours required for graduation; however, they *do not meet any core or major requirements* and will only count as electives. The following courses are considered developmental:

READ-101	<i>College Reading</i>
ENGL-090	<i>English as a 2nd Language</i>
ENGL-091	<i>Basic Writing Skills</i>
MATH-098	<i>Elementary Algebra</i>
MATH-099	<i>Intermediate Algebra</i>

## **Foreign Language (B.A. programs only)**

Students with one year or less of high school foreign language should enroll in the elementary course (111-112). Those with 2-3 years of high school foreign language should be advised to take the placement examination. Students may take a proficiency exam for credit in a foreign language and receive a grade of "P". (Check with the English / Modern Foreign Language Dept. for details.)

## **CAPS (Center for Adult & Professional Studies)**

The following guidelines are established to manage enrollment in Online and semester-based Independent Study (ZS) courses offered through CAPS:

- Traditional campus students may enroll in one CAPS Online course as part of their regular 12 - 17 hour semester load.
- Traditional campus students *may not* enroll in ZS courses as part of their regular 12 - 17 hour semester load.
- Traditional campus students *may* enroll in *summer* CAPS Online and ZS courses.
- Enrollment in CAPS Online classes *closes* on the scheduled first day of class. That is, *students may not add an online course after the start of classes.*

## **Course Substitutions**

Any substitutions for, changes in, or exceptions to courses which are required for the granting of a degree must be recommended by the Department Chair and approved by the School/College Dean. Students should submit a completed *Academic Petition* form to the appropriate School/College Dean.

## **Repeating Courses**

There are two types of "repeat" classes:

- Repeat without replace grade (ex: History Seminar or Music Ensemble) - both enrollments count in calculation of GPA.
- Repeat / replace grade - enroll second time to raise poor grade.

When repeat / replacing a course, the most recent grade will be calculated in the student's cumulative GPA, even if it is lower than the earlier grade. If the course is calculated as a repeat, an "R" will appear next to the repeated course on the transcript. (Check with Records for problems.)

## **Directed Studies**

Students wishing to enroll in an independent study should see the department secretary of the desired course for a *Directed Studies* form.

## **Audit of Classes**

Students enrolled in a course as audit status may change to credit and vice versa *only through the last "Add" date*. Audits do not count in the quality points and GPA calculation, *nor* do they replace grades for repeated courses. Some courses (e.g., applied music lessons) cannot be taken as audits.

## **CLEP Tests**

See p. 19 of the University Catalog for information about the CLEP subject exams for which credit is given.

# General Advising Information

## *Declaring/Changing Degree Programs*

### **Students must come to the Center for Calling & Career to officially declare or change their degree program.**

At the Center, students will complete a Change of Major form and will have the opportunity to meet with a Strengths Vocational Advisor. Once the process is complete, the Center will notify the Office of Academic Services, which will assign the student to a faculty advisor in the new major area.

## *Music Majors*

Students who wish to major in any area of music must audition and be notified of acceptance by the School of Music before being permitted to declare a music major.

## *Changing Advisors*

The advisor-advisee relationship should be mutually comfortable. A student or an advisor may request a reassignment in the Office of Academic Services. Due to advisor workload profiles, we cannot always guarantee a student's request for a specific advisor.

## *Degree Audit Evaluation*

This computer program matches the degree requirements with courses taken. **Degree Audit substitutions or overrides in the major must have advisor and Dean/Dept. Chair initials, then be sent to Academic Services to be entered into the computer.** Substitutions for general education courses may also be marked by advisors for review.

**The Degree Audit is only an organization document of what is on the transcript. The transcript is the official record of the student enrollment, and course listings & calculations are identical on both documents.**

## *Advising Appointments*

Ideally, students should meet with their advisors at least twice each semester: once for developmental advising, and once during advance class selection for course selection guidance.

## *Using the Trial Schedule Form*

Students enrolling at Lee University for the first time are required to register manually, using the Trial Schedule Form. Advisors should check forms carefully for overlapping times, prerequisites and closed classes. **Please ensure the student enters the correct degree program code in the blocks provided and signs and dates the form.** The advisor must also sign the form.

## *Advising with WebAdvisor*

Continuing students who are selecting classes for the next semester(s) should use the on-line **WebAdvisor** system. Advisors may choose their own method of contacting advisees and assisting them in planning for the new semester(s); however, *advisors are strongly encouraged to meet personally with each advisee for developmental, long-range planning – not just 'scheduling'.*

Students will select their *courses* (not specific sections) through **WebAdvisor** and submit them to the advisor for approval. Using the advisee's Educational Plan in **WebAdvisor**, advisors will approve / disapprove the *courses* chosen, and may also *add* courses in which the student should enroll. Students will then build their schedules (e.g., enroll in actual class sections) through **WebAdvisor**. Students are not able to enroll in courses that have not been approved or added by the advisor.

The timetable for student access to class enrollment through **WebAdvisor** is set by the Registrar. However, *advising can – and should – take place at any time during the semester, not just during advance class selection periods.*

## *Teacher Ed. Requirements*

When advising a student in Teacher Ed., check requirements carefully on pp. 85 – 86 of the university catalog. **Reminder: Students must have a 2.5 GPA and a 2.5 average in English composition.**

## *Advisor Evaluations*

The advising program and individual advisors undergo a standardized evaluation each Spring by the advisees. Individual results are provided to each advisor, and one faculty advisor is honored each year as the recipient of the *Excellence in Advising Award*. The winner of this award is chosen by a committee composed of students, faculty, and administrators.

# Advising Freshmen

## *Classification*

Classification as a sophomore requires a student to have completed 29 credit hours. Freshmen should not be permitted to take a course numbered 300 or above, unless they have advanced placement credit.

## *GNST-101*

All freshmen (and transfer students with fewer than 16 hours) must enroll in GNST-101, regardless of marital status or age. A student transferring an orientation or student success course from another college *may* be exempt from GNST-101. Any exceptions to this policy must be given by the Director of Academic Services. **NOTE: Freshmen transferring in dual-enrollment college credits taken during high school are *not* exempt from GNST-101.**

## *English Composition*

All freshmen should take the appropriate level of English composition each semester until the six-hour requirement is completed. Students placed directly into ENGL-110 by their ACT/SAT scores will NOT take a second composition class. A minimum grade of C is required in English composition courses.

## *Lab Science Placement*

BIOL-109 (Principles I) & BIOL-110 (Principles II) are for *science majors only*. Non-majors should take BIOL-103 (Human Biology), BIOL-104 (Environmental Science), BIOL-108 (Intro to Biotechnology), BIOL-123 (Ornamental Horticulture, offered Summer only), or PHSC-111 (Physical Science). Students enrolling in ASTR-111 (Astronomy) must pre-register for MATH-111 (College Algebra). **Elementary Education majors should take PHSC-112 (Earth & Space Science).**

## **CHEM-110/CHEM-111 and PHYS-281**

All science majors scoring below 18 (ACT) or 440 (SAT) on the math portion of the respective tests must successfully complete the assigned developmental math courses and MATH-111 before enrolling in CHEM-111. They must complete MATH-111/112 or MATH-144 before enrolling in PHYS-281. (It is highly *recommended* on completion of MATH-111 that they take the sequence: CHEM-110, 111, 112.)

For those scoring above the 18/440 cutoff - it is highly *recommended* that students with a combined score below 880 (SAT) / 22 (ACT) enroll in CHEM-110 and MATH-111 in the fall and follow the sequence: CHEM-111 spring; CHEM-112 summer. (Contact Dr. Paul DeLaLuz if you have questions.)

## *Religion Placement*

Old & New Testament Survey (101 & 102) are for *religion majors only*. Non-majors should take Message of the New & Old Testament (110 & 111).

## *Summer Honors*

Students completing courses during Summer Honors will have these credits counted as *general electives only*. **Summer Honors courses do not exempt a beginning freshman from GST101.**

## *Kairos Scholars Honors Program*

Students accepted into the Kairos Scholars Honors Program will take a block of specially designated courses that use various pedagogies, employ a variety of assessment tools, and offer flexible and creative assignments. These students must discuss schedule changes for these block courses with program director Dr. Matthew Melton, Dean of the College of Arts & Sciences.

# The General Education Core

## **DEVELOPING BIBLICAL FAITH & LIFESTYLE**

BIBL-110 Message of the New Testament (3)

BIBL-111 Message of the Old Testament (3)

RELG-200 Biblical/Theological Foundations of Benevolence (1)

THEO-230 Introduction to Theology (3)

THEO-231 Introduction to Christian Ethics (3)

Christian Service (2)

(This represents approximately 80 hours of service, earned in 10 clock-hour or .25 credit hour increments through service-enhanced courses or individual/group service projects)

Religion Capstone Course (3)

## **ACQUIRING FUNDAMENTAL ACADEMIC SKILLS**

ENGL-105 College Writing Workshop (4) and ENGL-110 Rhetoric & Research (3)

or ENGL-106 College Writing (3) and ENGL-110 Rhetoric & Research (3)

or ENGL-110 Rhetoric & Research (3)

MATH-101 Contemporary Math (3) or higher level, depending on major

CISS-100 Computer Literacy (2) or higher level, depending on major

GNST-101 Freshman Seminar: Gateway to University Success (2)

## **EXPLORING THE HUMANITIES**

HUMN-201 Foundations of Western Culture (3)

**Choose two of the following (6 hrs)**

HUMN-202 Rise of Europe (3)

HUMN-301 Foundations of the Modern World (3)

HUMN-302 Twentieth Century Western Culture (3)

HIST-221 Western Civilization I (3)

HIST-222 Western Civilization II (3)

ENGL-221 Western Literature: Ancient to Renaissance (3)

ENGL-222 Western Literature: Enlightenment to Postmodern (3)

**Choose one of the following (3 hrs)**

ARTS-244 Art History I (3)

ARTS-245 Art History II (3)

DRAM-332 Survey of Drama Literature (3)

MUHL-211 Music Survey (3)

PHIL-241 Introduction to Philosophy (3)

## **UNDERSTANDING CONTEMPORARY SOCIETY**

**Choose one of the following (3 hrs)**

HIST-212 Recent American History & Govt. (3)

POLS-200 Understanding Contemporary Politics (3)

**Choose two of the following (6 hrs)**

PSYC-200 Understanding Human Behavior (3)

SOCI-200 Understanding Contemporary Society (3)

ECON-200 Understanding Economic Issues (3)

## **EXPLORING THE NATURAL WORLD**

Lab Science (4): BIOL-103, 104, 108, 123; CHY 110-112

PHS 111-112

PHED-100 Healthy & Effective Lifestyles (1)

## **SEEKING A GLOBAL PERSPECTIVE**

GNST-/ANTH-200 Global Perspectives Seminar (1)

GNST-250, 251, 252, 253 Cross Cultural Experience (1-3) [graded on a pass/fail basis]

LING-201 Language and Culture (3 Hrs. *B. S. Only*)

Intermediate Foreign Language (6 Hrs. *B. A. Only*)

# Designing Schedules for New Students

(FRESHMEN AND TRANSFER)

**Step One: All new freshmen must take the following courses:**

- \*BIBL-110 Message of the New Testament **or** BIBL-111 Message of the Old Testament (3)
- GNST-101 Gateway to University Success (2) [required even if student has dual-enrollment or AP credits]
- English Composition -- See chart below for placement (3-4)
- \*Old & New Testament Survey are for *religion majors only*.

Score	Placement
ACT English 12 & below / SAT Verbal 330 & below	ENGL-091 Basic Writing (4 hours) pre-core READ-101 College Reading (2 hours) pre-core
ACT English 13 / SAT Verbal 350	ENGL-091 Basic Writing (4 hours) pre-core
ACT English 14-19/ SAT Verbal 370 – 470	ENGL-105 College Writing Workshop (4 hours)
ACT English 20-28/ SAT Verbal 490 – 630	ENGL-106 College Writing (3 hours)
ACT English 29 and up / SAT Verbal 660 and up	ENGL-110 Rhetoric and Research (3 hours)

**Step Two: To this base of required classes, add 4-9 additional hours.**

Only students with high entrance scores should take more than 15 hours during their first semester.

**Additional core classes may be chosen from the following:**

- MATH-101 Contemporary Mathematics (3) **or** MATH-111 College Algebra (3) - *depending on placement and major*
- CISS-100 Computer Lit & Applications (2) **or** CISS-101 Intro to Computer-Based Systems (3) - *depending on major*
- Foreign language - B.A. programs (3)
- PSYC-200 Understanding Human Behavior (3)
- SOCI-200 Understanding Contemporary Society (3)
- PHED-100 Healthy & Effective Lifestyles (1)
- Lab Science (4)
- ECON-200 Understanding Economic Issues (3)
- HIST-212 Recent American History & Government (3)
- POLS-200 Understanding Contemporary Politics (3)

## TYPICAL SCHEDULES

**Example One: Add foreign language for strong students in B.A. programs.**

- BIBL-110 Message of the New Testament (3)
- GNST-101 Gateway to University Success (2)
- English Comp -- See chart for placement (3-4)
- CISS-100 Computer Literacy & Applications (2) or higher level, depending on major
- MATH-101 Contemporary Mathematics (3) or higher level, depending on placement & major
- Total: 13-14

**Example Two: Add foreign language for students in B.A. programs.**

- BIBL-110 Message of the New Testament (3)
- GNST-101 Gateway to University Success (2)
- English Comp -- See chart for placement (3-4)
- SOCI-200/ PSYC-200/ ECON-200 (3)
- Introduction to the major (3)
- Total: 14-15

**Example Three: Recommended only for students with strong entrance scores.**

- BIBL-110 Message of the New Testament (3)
- GNST-101 Gateway to University Success (2)
- English Comp -- See chart for placement (3-4)
- SOCI-200/ PSYC-200/ ECON-200 (3)
- Lab Science (4)
- Total: 15-16

## DUAL ENROLLMENT OR TRANSFER:

### English Composition:

- 3 hours of *non-remedial* credit count as ENGL-106. Students must take ENGL-110.
- 6 hours of *non-remedial* credit count as ENGL-106 and ENGL-110.  
The composition requirement has been fulfilled.

### American History:

- Credit for the first half of American History does *not* fulfill core credit although it may count toward some majors. Students must still take HIST-212 or POLS-200. [NOTE: K-6 teacher licensure *requires* HIST-212, and POLS-200 will be a general elective.]
- Credit for the second half of American History counts as HIST-212.

### Humanities:

Discipline	Hours Transferred	This Credit Counts As:
Western Civilization or World History	3	3 hrs of the Humanities / History / Literature Option
Western Civilization or World History	6	The 6 – hr Humanities / History / Literature Option is complete
Western World Literature	3	3 hrs of the Humanities / History / Literature Option
Western World Literature	6	The 6 – hr Humanities / History / Literature Option is complete
Art, Drama, Music History / Survey, or Philosophy	3	The 3 – hr Philosophy / Fine Arts Option is complete

## Advanced Placement Credits

High school students who take national Advanced Placement exams and have their scores sent directly to Lee University may be able to receive proficiency credit for their AP work. After the Registrar receives the official scores, a letter will be sent to the student informing him/her of the credit received. A copy will be placed in the student's advising file.

### INTERPRETATION AND APPLICATION OF AP CREDITS:

#### English Language and Composition:

AP Score	Credit Awarded	Remaining Composition Requirement:
3	ENGL-106	ENGL-110
4	ENGL-106 and ENGL-221 <b>OR</b> ENGL-106 and ENGL-222	ENGL-110
5	ENGL-110 and ENGL-221 <b>OR</b> ENGL-110 and ENGL-222	None.

**English *Literature* and Composition (a separate test from Language):**

AP Score	Credit Awarded	Remaining Composition Requirement
3	ENGL-106	ENGL-110
4	ENGL-106 and ENGL-221 <b>OR</b> ENGL-106 and ENGL-222	ENGL-110
5	ENGL-110 and ENGL-221 <b>OR</b> ENGL-110 and ENGL-222	None

**American History:**

AP Score	Credit Awarded	This Credit Counts As:
3	HIST-211	This does not count toward the core although it may fulfill requirements in some majors. <b>Students must still take HIST-212 or POLS-200.</b>
4 or 5	HIST-211, HIST-212	Fulfills the core requirement.

**Literature and/or European History:**

AP Score	Credit Hrs. Awarded	This Credit Counts As:
Literature 3	3	3 hrs of the Humanities / History / Literature Option
Literature 4 or 5	6	The 6 – hr Humanities / History / Literature Option is complete
European / World History 3	3	3 hrs of the Humanities / History / Literature Option
European / World History 4 or 5	6	The 6 – hr Humanities / History / Literature Option is complete
Lit 3 and European / World History 3	6	The 6 – hr Humanities / History / Literature Option is complete
Lit 4 and European / World History 3	9	The 6 – hr Humanities / History / Literature Option is complete
Lit 3 and European / World History 4 or 5	9	The 6 – hr Humanities / History / Literature Option is complete
Lit 4 or 5 and European / World History 4 or 5	12	The 6 – hr Humanities / History / Literature Option is complete

**Foreign Language:**

AP Score	Credit Awarded
3	211 (Completes the core Foreign Language requirement for B.S. degrees)
4 or 5	211, 212 (Completes the core Foreign Language requirement for B.A. degrees)

A score of 3 or above on *any* AP lab science examination will fulfill the core science requirement (unless higher level science is required for the major).

A score of 3 or above on *any* AP math examination will fulfill the core mathematics requirement (unless higher level math is required for the major).

**Additional AP exams for which we award credit are listed on p. 16 of the University Catalog.** Students can expect at least 3 credit hours for a score of 3 or higher on exams in the subject areas listed (except for AB Calculus, Statistics, and Music Theory, where the minimum score for credit is 4). No credit is awarded for a score below 3 in any subject area.

# Mathematics Placement

Mathematics Sub-Score	Placement
Below 18 ACT / Below 440 SAT	MATH-098*
18 - 19 ACT / 440 – 479 SAT	MATH-101, MATH-099, MATH-201**, MATH-202**
20+ ACT/ 480+ SAT	MATH-101 or MATH-111, MATH-201**, MATH-202**

\*If a student does not have a mathematics sub-score, s/he must take the mathematics placement examination. If the student has a score below 18 but does not want to enroll in MATH-098, s/he may take the mathematics placement exam to see if a higher placement is possible.

If a student has an ACT score significantly higher than 20 or SAT score significantly higher than 480 with appropriate background studies, s/he may enroll in a higher level math course. See math advisors for appropriate placement.

\*\*MATH-201 and MATH-202 are designated required courses for some of the Elementary Education Programs. They should be taken before MATH-111 for those students in these programs. **Note that these courses do not satisfy the core math requirements of any other major.**

*Before a student registers for any mathematics classes, please check to see if the prerequisites for the course have been met.* The prerequisites as described in the university catalog are:

## **MATH-099 Intermediate Algebra**

ACT math score of at least 18 / SAT math score of at least 440 or completion of MATH-098 with a minimum grade of C.  
*NOTE: The student should have had at least one (1) year of high school algebra if MATH-098 has not been taken.*

## **MATH-111 College Algebra**

ACT math score of at least 20 / SAT math score of at least 480 or completion of MATH-099 with a minimum grade of C.  
*NOTE: The student should have had at least two (2) years of high school algebra if MATH-099 has not been taken.*

## **MATH-101 Contemporary Mathematics**

ACT math score of at least 18 / SAT math score of at least 440 or completion of MATH-098 with a minimum grade of C.  
*NOTE: This course does not prepare students for MATH-111.*  
*Placement in MATH-101 is comparable to placement in MATH-099 for students in programs requiring MATH-111 College Algebra.*

## **MATH-201 Concepts of Mathematics**

ACT math score of at least 18 / SAT math score of at least 440 or completion of MATH-098 with a minimum grade of C.  
*NOTE: This course is designed primarily for students pursuing degrees with elementary teaching certification. This course will not satisfy the general core mathematics requirement for other students.*

## **MATH-202 Concepts of Mathematics**

Completion of MATH-201 with a minimum grade of C, or ACT math score of at least 18 / SAT math score of at least 440 or completion of MATH-098 with a minimum grade of C.  
*NOTE: This course is designed primarily for students pursuing degrees with elementary teaching certification. This course will not satisfy the general core mathematics requirement for other students.*

# Core Math Requirements for Undergraduate Degree Programs

## COLLEGE OF ARTS & SCIENCES

### **BEHAVIORAL & SOC. SCIENCES**

PSYCH.BA/.BAT MATH-111  
SOCIO.BA MATH-101

### **BUSINESS**

MATH-111 is required for all degree programs

### **COMMUNICATION & THE ARTS**

MATH-101 fulfills the core math requirement for all degree programs

### **ENGLISH & MOD.FOREIGN LANGUAGES**

MATH-101 fulfills the core math requirement for all degree programs

### **HISTORY & POLITICAL SCIENCE**

MATH-101 fulfills the core math requirement for all degree programs

### **NATURAL SCIENCE & MATHEMATICS**

BIOCH.BS MATH-144 and 271 OR  
MATH-111, 112, and 271  
MATH-241  
BIOCP.BS MATH-144 and 271 OR  
MATH-111, 112, and 271  
MATH-241  
BIOLS.BS MATH-111, 112, and 261 OR  
MATH-144 and 271  
MATH-241  
BIOLB.BS MATH-111, 112, and 261 OR  
MATH-144 and 271  
MATH-241  
BIOLS.BST MATH-111, 112, and 271 OR  
MATH-144 and 271  
MATH-241  
BIOLP.BS MATH-111, 112, and 271 OR  
MATH-144 and 271  
MATH-241  
CHEMS.BS MATH-111 and 112 OR  
MATH-144  
MATH-241, MATH-271 & 272  
CHEMS.BST MATH-111 and 112 OR  
MATH-144  
MATH-241, MATH-271

### **NATURAL SCIENCE & MATHEMATICS (cont.)**

CHEMP.BS MATH-111 and 112 OR  
MATH-144  
MATH-241, MATH-271,  
MATH-272  
HLSCI.BS MATH-111  
Math Majors See mathematics advisors to  
determine beginning  
placement

## DeVOS COLLEGE OF EDUCATION

### **HEALTH, EXERCISE SCIENCE, AND SECONDARY EDUCATION**

ATEPR.BS MATH-111  
HLFWS.BS MATH-111  
HLSCI.BST MATH-101  
PHYED.BS MATH-101  
PHYED.BST MATH-101

### **EARLY CHILDHOOD, ELEMENTARY, AND SPECIAL EDUCATION**

HDBUS.BS MATH-111  
ECHED.BST MATH-201/202, MATH-111  
IDSTU.BST MATH-201/202, MATH-111  
MGEDU.BST MATH-201/202, MATH-111  
(Students with a Math emphasis should take  
MATH-231 instead of 202)  
SPEDU.BS MATH-101  
SPEDU.BST MATH-201, MATH-111

### **SCHOOL OF MUSIC**

MATH-101 fulfills the core math requirement for all degree programs

### **SCHOOL OF RELIGION**

MATH-101 fulfills the core math requirement for all degree programs

### **CAPS**

MATH-121 is the core math course for all degree programs

# Advising Transfer Students

## *Classification*

A minimum of 16 hours of *college transfer credit* (not counting remedial courses, dual enrollment, CLEP, or AP credit) is necessary to be considered a transfer student for advising purposes. Otherwise, the student is considered to be a freshman, and placement information should be in the advising file as well as on the Degree Audit Evaluation.

## *Evaluation of Transcripts*

Transfer transcripts are sent to the Director of Academic Services from the Admissions Office after the student is officially accepted to the University. The transcript is initially evaluated and then sent to the Records Office, where the credits are placed on a Lee University transcript. The student should take the following steps *during the first semester* to have his/her transcript fully evaluated and determine which Lee courses, if any, the transfer work will satisfy.

1. Meet with an advisor during registration. Go over transfer work with the advisor and Degree Audit Evaluation document with transfer work substitutions completed as of that time, to develop a class schedule which includes courses the student has not taken previously.
2. Meet with officially assigned advisor following registration (before next term's advance class selection) to go over the transfer work in detail. At that time the advisor should make notations on the student's Degree Audit Evaluation to request additional substitutions of transfer credit toward Lee program of study. *Any such request in major area must have department chair initials.* Advisor sends Degree Audit with such initials to the Director of Academic Services to have computer substitutions made.
3. *It is the student's responsibility to initiate the above process. Advisors should encourage students to have their transcripts evaluated as early as possible.*

If there are any questions regarding transfer of general education credits, refer the student to the Director of Academic Services, located in the Center for Calling & Career (rear entrance), Room 103 (ext. 8121).

**The final 33 hours of work must be taken in residence at Lee University.**

# Advising Students with Non-English Background

## *TOEFL*

The Test of English as a Foreign Language (TOEFL) is required of all non-English-speaking students. A minimum score of **500 paper-based / 173 computer-based / 61 internet-based** is required on the TOEFL before students may enroll in ENGL-105.

Non-native speakers who score below the minimum scores on the TOEFL must take the following intensive program:

<i>ENGL-090</i>	<i>English as a Second Language</i>
<i>ENGL-090L</i>	<i>English as a Second Language Lab</i>
<i>READ-101</i>	<i>College Reading</i>

Students must enroll for all of these courses at the same time (fall semester). Upon successful completion, students will progress to ENGL-091 in the spring semester, and then to ENGL-105 the following fall semester.

# Advising Probation Students

<b>Academic Probation Minimum GPA Scale</b>	
<b><i>Hours Attempted</i></b>	<b><i>Grade Point Average Required</i></b>
0 – 29	1.5
30 – 59	1.7
60 – 89	1.9
90 and above	2.0

A student whose cumulative GPA falls below these minimum levels will be considered to be on **ACADEMIC PROBATION**. At the end of the Spring semester, the Retention Committee reviews all students on academic probation. A student who has been authorized to continue on probation will receive a letter and contract from this Committee.

The student's Advance Class Selection schedule will be modified, if necessary, to bring it into compliance with the Retention Committee's specific requirements for that student.

1. Probation students who wish to make further schedule revisions at registration **must meet with the Director of Academic Services before meeting with an advisor.**
2. Students not pre-registered will need to create a schedule following the probation limits as stated in their letter and contract.
3. Students wishing to enroll in courses or hour limits other than instructed, must file a *Petition for Exception to Academic Policy* with their Dean.
4. Course load must be limited to **12 - 14 CREDIT HOURS** for the semester.
5. Encourage students to **REPEAT ALL FAILED COURSES** as early as possible, and those classes specifically noted. *Successfully repeating failed classes raises the cumulative GPA faster than adding new classes.*
6. Do a mid-semester follow-up for advisees on probation to check on progress and offer support.

# Advising Student-Athletes

Several factors must be considered when advising the student-athlete. These factors include the following:

## *Minimum Academic Requirements*

1. To be eligible to compete, academic requirements must be met. Any change in class schedule may change eligibility. A student-athlete remains or becomes eligible by earning a minimum of 24 semester hours toward graduation each year. The student must earn 12 credit hours each semester. Courses taken in the summer go toward the 24 total needed to be eligible in the fall.  
(2nd year of eligibility = 24 passed hours on transcript; 3rd year = 48 hours; 4th year = 72 hours)
2. A student-athlete who registers for 12 or more credit hours at the beginning of a semester and subsequently drops enough hours to become part-time (less than 12 credit hours) immediately loses eligibility. A student may not participate in a game/match if he/she is not carrying at least 12 credit hours at that time.

*NOTE: Before changing schedules, student-athletes must check with their coaches and with Athletic Director Larry Carpenter, who clears eligibility for all student athletes. The Athletic Director's signature is required on all drop/add transactions for student athletes.*

3. Student-athletes who are graduating seniors are not required to be enrolled full time during their final semester of enrollment if their graduation requirements call for fewer than 12 credit hours.

## *Scholastic Standards*

If a student-athlete has passed **60 credit hours** OR has used **two years** of eligibility, he/she must have a cumulative G.P.A. of 2.0 or higher to be eligible.

## *Scheduling Classes*

The student-athlete should schedule classes around established practice times during the season of competition. Such practices usually begin around 3:00 p.m. each weekday. Schedule morning classes as often as possible, because most classes missed due to away games are in the afternoon. Students must get the coach's permission to schedule an evening class.

*For questions regarding athletic eligibility, call  
Larry Carpenter, Athletic Director  
Ext. 8440*

# Advising “Undecided” Students

Freshmen will usually arrive at Lee University either with an absolute, carved-in-stone idea about their major, or with no idea at all. Those who know what they want to do will usually change their minds after one or two semesters, and they may become frustrated by this and by their indecision.

Those who come in as “Undeclared/Exploratory” may think they're the only one in that situation. Make sure they know it's OK to be undecided for a while, and make sure they are made aware of career and major exploration opportunities available through the Center for Calling & Career (see next page for more information), as well as the availability of Strengths Vocational Advisors in the Center. Also, encourage them to visit departments that they might be interested in to get more information about majors and careers, and to attend the Majors Fair held during the fall semester each year.

## *You may want to ask some of the following questions:*

- What kinds of courses did you like best in high school ?
- Which courses were easy or difficult for you ?
- What kinds of work experience have you had/enjoyed ?
- Which courses at Lee have been the most interesting for you so far ?
- In which courses have you done best ?
- What kinds of extracurricular activities do you enjoy ?
- Do you like working with people ? Alone ? In an office setting ? Outdoors ? Routine work ? A variety of different tasks, etc. ?
- How important is a high salary ? How important is the value of your work ?

## *Suggestions:*

- Use electives to explore possible interest areas.
- Talk with people in careers that seem interesting to you.
- Talk with professors/advisors in departments that seem interesting to you.
- Talk with people who seem to enjoy what they're doing.
- Talk with parents and friends.
- Use the services of the Center for Calling & Career.
- Keep your options open by working as hard as possible to earn the best grade point average. Many schools/colleges within Lee have minimum GPA requirements.

Adapted from Advising Handbook, The University of Georgia.

# Center for Calling & Career

**Strengths Vocational Advisors** are available to counsel students who are undecided about a major, or to advise students who are ready to declare or wish to change their major. The SVAs are also available to have open-ended conversations with students who just need to have an interested and informed person listen to them. The Center approaches advising from a strengths-based philosophy, guiding students to focus on who they are, what they enjoy, what they do best, and what they believe God is calling them to do with their lives.

**Students wishing to declare or change their major must come to the Center to begin this process.**

The Center also provides career assessment tools and schedules individual appointments for students to discuss career plans and possibilities.

*Dr. Debby White, Director of the Center for Calling & Career*  
*Stacy D. Ballinger, Assistant Director of Career Services*  
*Located in the Counseling Center / Center for Calling & Career, Room 301*  
*Ext. 8630*

## Support for At-Risk Students & Students with Documented Disabilities

- Talk with the student about his/her needs for academic counseling, physical accommodations, additional testing, etc.
- Review academic advising folder for appropriate testing and test scores, previous grades, attendance, documentation of educational evaluations, IEPs, transition plans, etc.
- Refer the student to the Academic Support Program before registration is completed.

*If you have any questions concerning students with disabilities, contact*  
*Dr. Gayle Gallaher, Director of Academic Support*  
*Higginbotham Administration Building 322*  
*Ext. 8181 or 8182*

## Tutorial Services

Tutorial services are offered **free of charge** through the Academic Support Program. Students with disabilities are given first priority, followed by students on academic probation, but all students are eligible. **Students do not have to be members of the Academic Support Program to take advantage of tutorial services.** Tutoring is available in all subjects. Students should contact Academic Support as early as possible in the semester if they are interested in taking advantage of these services.

*Gloria Brownlee, Tutorial Coordinator*  
*Higginbotham Administration Building 322*  
*Ext. 8181*

# Counseling Center

*Personal counseling* is provided for a wide range of needs, including:

- depression
- drugs & alcohol
- pre-marital counseling
- test performance
- stress reduction
- support groups
- anxiety
- loneliness
- physical/emotional/sexual abuse
- grief
- faith crisis

*Personality testing* is provided upon request, and the office serves as a distribution center for the following national tests:

- NTE (National Teacher's exam)
- GRE (Graduate Record Exam)
- GMAT (Graduate Management Admissions Test)
- PPST (Pre-professional Skills Test)
- MCAT (Medical College Admission Test)
- TOEFL (Test of English as a Foreign Language)

*Computer-based testing* of the MAT (Miller's Analogy Test) is offered **by appointment only**.

More detailed information on services provided by the Counseling Center may be viewed at <http://www.leeuniversity.edu/counseling/>

*Dr. Christen Logue, Director of Counseling Center*  
*Located in the Counseling Center/ Center for Calling & Career Building*  
*Ext. 8415*

# Writing Center/Study Skills Lab

*Writing Assistance is offered on the following four levels:*

1. Students with basic writing problems can find help with grammar and mechanics.
2. Intermediate students are assisted in organization and paragraph and theme development.
3. More advanced students are assisted in research techniques, documentation and planning the long paper.
4. Students may bring in creative works for evaluation and professional suggestions.

Students may also view videos and use computer programs designed to help improve study skills and techniques.

The Writing/Study Skills Center is available to all students and is staffed by one faculty member and several senior English majors. Students are encouraged to schedule appointments at least one day before the desired lab session. Sign-up sheets are posted outside the door to Walker Memorial 202.

*Dr. Rachel Reneslakis, Director of the Writing Center*  
*Walker Memorial Building 202*  
*Ext. 8207*

# Financial Aid & Academic Progress

## *Satisfactory Academic Progress*

The Federal Higher Education Act of 1965, as amended by Congress in 1980, mandates institutions of higher education to establish standards of satisfactory progress for students receiving financial aid. The standard is both qualitative and quantitative, and follows the exact hours attempted / minimum GPA scale as that of academic probation (*see page 26 of the University catalog*).

## *Semester Course Load*

If a student drops below full time or below half time (6 hours) his/her financial aid may or may not be affected. The effect of course withdrawal is determined by several factors, including type of aid and time of withdrawal. If a student is receiving financial aid and is considering dropping below full or half time, refer the student to the Office of Student Financial Aid to check his/her individual status before withdrawing from the course.

## *Tennessee Education Lottery Scholarships (TELS)*

The Tennessee Education Lottery Scholarship (TELS) Program offers grants and scholarships for Tennessee students in pursuit of a baccalaureate degree at Lee University. **Student eligibility for TELS is based on the student's cumulative GPA for all attempted hours after high school graduation** (dual enrollment and AP courses taken during high school are NOT considered as "attempted hours" for TELS purposes). **Attempted hours include withdrawn, incomplete, remedial, repeated, and developmental courses which are taken after high school.**

After 24 attempted hours, students must have a 2.75 cumulative GPA. After 48 attempted hours, the requirement is a 3.00 GPA. **Any student who loses TELS eligibility because his/her GPA falls below the minimum requirement cannot have it reinstated for future semesters, and the GPA requirement cannot be appealed.**

TELS eligibility may also be lost if students do not maintain continuous enrollment in college, or if the student drops from full-time to part-time. Complete information on TELS eligibility and academic progress may be found at the following web link:

<http://www.leeuniversity.edu/financial-aid/info/satisfactory-academic-tels.asp>

Information about TELS is subject to change frequently. The Financial Aid Office will update faculty regularly as changes occur.

*Michael Ellis, Director of Student Financial Aid  
Marian Malone Huffman, Associate Director  
Centenary Building 217  
Ext. 8300*

# Referral Skills Summary

## HOW TO REFER STUDENTS

1. **Referral Decision** -- ability to determine whether a referral should be made.
  - A. Determination of problem(s)
  - B. Determination of whether or not you can help and/or are qualified to offer the assistance needed.
  - C. Determination of possible agencies or persons to whom the student may be referred.
  
2. **Referral Process** -- ability to professionally refer the student to the proper person or agency for help.
  - A. Explain in a clear and open manner why you feel it desirable or necessary to refer.
    1. Take into account the student's emotional and psychological reaction to the referral.
    2. Get the student to discuss his/her problem(s), consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or agency.
  - B. Explain fully the services which can be obtained from the resource person or agency you are recommending.
  - C. Reassure student about capability and qualifications of resource to help meet the particular need expressed.
  - D. Attempt to personalize the experience by giving the student the name of a contact person to ask for or help by calling for an appointment for the student. Give directions to the office if necessary.
  - E. Discuss with the student any need for transfer of data and obtain consent and approval for the transfer.
  - F. Assist the student in formulating questions to ask or approaches to take.
  - G. Transmit to the person or agency who will assist the student all the information essential for helping the student.
  
3. **Follow Up** -- ability to evaluate the appropriateness and effectiveness of the referral.
  - A. Determine if the student kept the appointment.
  - B. Discuss with the student his/her evaluation of the help received from the agency or person.
  - C. Determine whether you selected the appropriate source of help for the student.

Source: *Crockett, David S. Advising Skills, Techniques, and Resources. Iowa City, Iowa: The American College Testing Program, 1988. p.331*

## Procedures for Application and Approval

<b>Approval /Application</b>	<b>Obtain Forms From</b>	<b>Required Signatures</b>	<b>Return Forms To</b>
<b>Academic Petition</b> Use this form to request an exception to any academic policy.	Academic Services or School Dean's Office	Advisor School Dean	School Dean (May require Academic Council approval)
<b>Addition of Class after Deadline</b>	Registrar Department Secretary	Teacher Advisor <i>Signatures must have current date.</i>	Business Office Registrar
<b>Change in Academic Probation Requirements</b> Student must submit Academic Petition to enroll in > 14 hours.		Advisor Dir. Academic Services School Dean	Academic Services
<b>Change / Drop / Add Major</b>	Center for Calling & Career		Center for Calling & Career
<b>Change Advisor</b>	Academic Services		Academic Services
<b>Directed Studies</b> (Independent study with a faculty supervisor.) See catalog p. 63 for a full description.	Department Secretary	Supervising Teacher Advisor Chair (where course is offered) <i>Dir. of Teacher Ed.*</i> School Dean	Registrar
<b>Drop/ Add Class</b>	Records Office Department Secretary Academic Services	Teacher Advisor	Business Office Registrar
<b>Enrollment in a Closed Class</b> (Restricted to situations which offer <i>no other solution.</i> )		Advisor School Dean	
<b>CAPS (Adult &amp; Prof. Studies)</b> See catalog p. 55 for restrictions. Seniors within their last 33 hours must also submit an Academic Petition form.	CAPS Office	Advisor <i>Dir. of Teacher Ed.*</i> Department Chair School Dean	CAPS Office
<b>Graduation</b>	On-Line		School Dean
<b>Proficiency Exams</b>	Department Secretary	Administering Teacher <i>Dir. of Teacher Ed.*</i> Department Chair School Dean	School Dean
<b>Course Substitutions/Waivers in Major</b>	Print a copy of your Degree Audit Evaluation from your WebAdvisor account.	Substitutions should be suggested on the Degree Audit by advisor, then approved by department chair and/or School Dean.	Corrected Degree Audit should be returned to Academic Services
<b>Course Substitutions/Waivers in General Education</b>	Academic Services	Dir. Academic Services	Academic Services
<b>Taking More Than 18 Hours</b> Additional tuition fees apply. Only students with exceptional academic records should attempt more than 18 hours.		School Dean	
<b>Transfer Credit Evaluation</b>	Academic Services		Academic Services
<b>Transient Student Permission</b> For students who want to attend summer school or short-term courses at other institutions without transferring.	Academic Services	Advisor Department Chair (if taking courses in the major)	Academic Services
<b>Withdrawal from Class after Deadline</b>	Registrar Department Secretary	Teacher Advisor Dir. Academic Services <i>Signatures must have current date.</i>	Registrar

\* The signature of the Director of Teacher Education is required for students in *any* teacher education program.

# Undergraduate Degree Programs and Codes

Effective July 1, 2008

## COLLEGE OF ARTS & SCIENCES

BA	Interdisciplinary Studies	IDSTU.BA
<b><u>BEHAVIORAL &amp; SOCIAL SCIENCES</u></b>		
BA	Psychology	PSYCH.BA
BA	Psychology (Teacher Licensure, Grades 9-12)	PSYCH.BAT
BA	Sociology	SOCIO.BA
<b><u>BUSINESS</u></b>		
BS	Accounting	ACCTG.BS
BA	Business Administration	BUSAD.BA
BS	Business Administration	BUSAD.BS
BS	Business Education (Teacher Licensure in Business Technology, Grades 7-12)	BUSAD.BST
BS	Computer Information Systems	CISYS.BS
<b><u>COMMUNICATION &amp; THE ARTS</u></b>		
BA	Communication (Communications Studies/Pre-Grad)	COMST.BA
BA	Communication (Journalism/Media Writing)	COMJM.BA
BA	Communication (Advertising)	COMAD.BA
BA	Public Relations	PUBRL.BA
BA	Telecommunications	TLCOM.BA
BS	Telecommunications	TLCOM.BS
BA	Telecommunications (Church Media)	TLCHM.BA
BS	Telecommunications (Church Media)	TLCHM.BS
BA	Drama	DRAMA.BA
<b><u>ENGLISH &amp; MOD. FOREIGN LANGUAGES</u></b>		
BA	English	ENGLI.BA
BA	English (Teacher Licensure, Grades 7-12)	ENGLI.BAT
BA	English (Writing Emphasis)	ENGLW.BA
BA	French	FRNCH.BA
BA	French (Teacher Licensure, Grades 7-12)	FRNCH.BAT
BA	Spanish	SPNSH.BA
BA	Spanish (Teacher Licensure, Grades 7-12)	SPNSH.BAT
<b><u>HISTORY &amp; POLITICAL SCIENCE</u></b>		
BA	Anthropology	ANTHR.BA
BA	History	HSTRY.BA
BS	History (Economics Emphasis Teacher Licensure, Grades 7-12)	HESTY.BST
BS	History (Political Science Emphasis Teacher Licensure, Grades 7-12)	HSTRY.BST
BA	Humanities (Emphases in Art History or Philosophy)	HUMNS.BA
BA	Political Science	POLSC.BA
<b><u>NATURAL SCIENCES &amp; MATHEMATICS</u></b>		
BS	Biochemistry	BIOCH.BS
BS	Biochemistry (Pre-Med)	BHICP.BS
BS	Biological Science	BIOLS.BS
BS	Biological Science (Teacher Licensure, Grades 7-12)	BIOLS.BST
BS	Biological Science (Pre-Med, Pre-Dental, Pre-Vet, or Pre-Pharmacology Emphasis)	BIOLP.BS
BS	Biological Science (Ecology/ Biodiversity Emphasis)	BIOLB.BS
BS	Chemistry	CHEMS.BS
BS	Chemistry (Teacher Licensure, Grades 7-12)	CHEMS.BST
BS	Chemistry (Pre-Med, Pre-Dental, Pre-Vet, or Pre-Pharmacology Emphasis)	CHEMP.BS
BS	Health Science	HLSCI.BS
BS	Mathematics	MATHS.BS
BS	Mathematics Education (Teacher Licensure, Grades 7-12)	MATHS.BST

**PROGRAMS WITHIN THE SAME BOX MAY NOT BE COMBINED WITH ONE ANOTHER TO CREATE A "DOUBLE MAJOR"**

\*Declaration of *any* Music major requires audition and full acceptance by School of Music.

\*\*Students changing to / from programs in the Center for Adult & Professional Studies must do so by completing a transition form in the CAPS Office. These program/major changes are not handled through the Center for Calling & Career.

## HELEN DeVOS COLLEGE OF EDUCATION

### **HEALTH, EXERCISE SCIENCE, & SECONDARY EDUCATION**

BS	Athletic Training	ATEPR.BS
BS	Health Science (Fitness / Wellness Emphasis)	HLFWS.BS
BS	Health Education (Teacher Licensure, Grades K – 12)	HLSCI.BST
BS	Physical Education (Teacher Licensure, Grades K – 8)	PHYED.BST
BS	Physical Education (Recreation Emphasis – Non Licensure)	PHYED.BS

### **EARLY CHILDHOOD, ELEMENTARY & SPECIAL EDUCATION**

BS	Human Development/Early Childhood (Teacher Licensure, Grades PreK – 3)	ECHED.BST
BS	Interdisciplinary Studies (Teacher Licensure, Grades K-6)	IDSTU.BST
BS	Middle Grades Education (Teacher Licensure, Grades 4 – 8)	MGEDU.BST
BS	Human Development (Business Emphasis)	HDBUS.BS
BS	Special Education Mild/Moderate Disabilities (Teacher Licensure, Grades K-12)	SPEDU.BST
BS	Special Education (Support Services Emphasis – Non Licensure)	SPEDU.BS

### **SCHOOL OF MUSIC** (\*Audition and acceptance required)

#### **INSTRUMENTAL**

BA	Music (Instrumental)	MUSIA.BA*
BA	Music (Piano)	MUSKA.BA*
BA	Church Music (Instrumental)	MUCIA.BA*
BA	Church Music (Piano)	MUCKA.BA*
BM	Instrumental Performance	MUSIA.BM*
BM	Piano Performance	MUSKA.BM*
BM	Church Music (Instrumental)	MUCIA.BM*
BM	Church Music (Piano)	MUCKA.BM*
BME	Music Education (Instrumental, Teacher Licensure K-12)	MUSIA.BME*
BME	Music Education (Keyboard, Teacher Licensure K-12)	MUSKA.BME*
BME	Music Education (Keyboard/Inst, Teacher Lic. K-12)	MUSKLBME*
BS	Music – Business Emphasis (Instrumental)	MUSIA.BS*
BS	Music – Business Emphasis (Keyboard)	MUSKA.BS*

#### **VOCAL**

BA	Music	MUSVA.BA*
BA	Church Music	MUCVA.BA*
BM	Vocal Performance	MUSVA.BM*
BM	Church Music	MUCVA.BM*
BME	Music Education (Vocal/General Teacher Licensure K-12)	MUSVA.BME*
BS	Music – Business Emphasis (Vocal)	MUSVA.BS*

### **SCHOOL OF RELIGION**

#### **THEOLOGY**

BA	Biblical & Theological Studies (Pre-Graduate Studies Emphasis)	BTSTS.BA
BA	Biblical & Theological Studies (Pastoral Studies Emphasis)	BTSPS.BA

#### **CHRISTIAN MINISTRIES**

BA	Children's Ministry	CHLDM.BA
BS	Children's Ministry	CHLDM.BS
BA	Discipleship Ministry	DSMIN.BA
BS	Discipleship Ministry	DSMIN.BS
BA	Youth Ministry	YOUTH.BA
BS	Youth Ministry	YOUTH.BS

BA	Pastoral Ministry	PASTM.BA
BS	Pastoral Ministry	PASTM.BS

BA	Intercultural Studies (Missiology)	ICSMI.BA
BA	Intercultural Studies (Urban Missiology)	ICSUS.BA
BA	Intercultural Studies (Vocational Emphasis)	ICSVS.BA

#### **CENTER FOR ADULT & PROFESSIONAL STUDIES\*\***

BA	Christian Ministries (Bible)	CMINB.BA
BS	Christian Ministries (Bible)	CMINB.BS
BA	Christian Ministries (Christian Ed.)	CMINC.BA
BS	Christian Ministries (Christian Ed.)	CMINC.BS
BA	Christian Ministries (Pastoral Ministry)	CMINP.BA
BS	Christian Ministries (Pastoral Ministry)	CMINP.BS
BA	Christian Ministries (Theology)	CMINT.BA
BS	Christian Ministries (Theology)	CMINT.BS
BS	Christian Leadership [Degree Completion Program]	CLDRS.BS

BCM	Christian Ministry (Bible – Charlotte Center)	CMINB.BCM
BCM	Christian Ministry (Pastoral)	CMINP.BCM
BCM	Christian Ministry (Theology)	CMINT.BCM
BCM	Christian Ministry (Christian Ed.)	CMINC.BCM