



Faculty Advising Guidelines

Spring 2013

Priority Registration begins November 8, 2012

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Dear Faculty:

This booklet contains advice on the most common challenges and issues we hear from students related to advising, as well as resources to help faculty identify the best class options for their particular advisee.

Other new resources that have been added this year include the ability to **e-mail all your advisees from WebAdvisor**, as well as the ability to **see a photo** of your advisee via WebAdvisor.

WebAdvisor “**Evaluate Program**” is an option under your advisee listing. Evaluate Program is an *unofficial* partial degree audit on your advisee. This can be used as both an advising tool and can also be copied and pasted into a Word document for your notes on advising decisions for future terms. There is also a “What If?” feature that you can run if a student is contemplating changing his or her major.

The “**Evaluate Program**” option has only been **added to students’ WebAdvisor** this semester. It may be helpful if you point out this feature to them.

Curriculum maps for all programs are available on the I: drive under the folder titled Curriculum Maps. In this folder, you will find a listing of curriculum maps by catalogue year. Choose the appropriate year and from there choose “department.” Finally, you will see a curriculum map for each program listed. Curriculum maps are also on the Portal and can be found at <https://portal.uu.edu/infosite/academiccenter/Pages/curriculummaps.aspx>.

Remember to educate students about the new **humanitarian minor** if appropriate. Also, we are excited to announce a class led by the Vocatio Center for Life Calling and Career entitled **PACE (UNI 295) Personalized Academic and Career Exploration**. This two credit hour class for continuing students will focus on gift assessment, learning styles and academic success, and career exploration. For students struggling to determine a major, or who may be having difficulty in their academic study, this course will provide the ongoing support and information needed this fall. More information about the course is listed in the back of this advising guide.

Another resource is our Student Retention Database found at <https://uu.pharos360.com> which allows you to see comprehensive demographic information on your advisee as well as track private notes from your advising session. For personal training or questions regarding the uu.pharos360.com resource, please contact Kimberly Thornbury at 731.661.5090 or kthornbury@uu.edu.

Thank you for your early alert referrals to Ryan Griffin rgriffin@uu.edu in the Academic Center. These notices have made a difference and we appreciate your partnership.

Finally, if there is information, resources, or instruction that would make advising better for you, please contact Hunter Baker or Kimberly Thornbury with questions or suggestions. We would love to create training sessions that are hands-on and address real world challenges you may be facing as an advisor.

Blessings to you as you begin the advising and registration process, and thank you again for your incredible care for our students.

Sincerely,

Dr. Hunter Baker, Acting Dean of the College of Arts and Sciences and Dean of Instruction

Dr. Kimberly Thornbury,
Senior Vice President for Student Services and Dean of Students

General Expectations for Faculty Advising

1. Faculty members should encourage students to accept primary responsibility for their progress toward the degree they are seeking. College students are young citizens of the republic and will take on responsibilities such as signing contracts, starting businesses, negotiating loans, understanding civic matters, and paying taxes. Learning how to read and understand the relevant portions of an academic catalog is an important part of becoming a mature adult. They should not passively assume that faculty members with several advisees will fulfill that responsibility for them. Faculty advisers are there to assist, not to plan out a student's path through the university.
2. Faculty members should make certain that they initiate contact with their advisees early each semester. While students are primarily responsible for knowing how to make appropriate progress toward graduation, they need to know that their instructors care and are eager to assist them.
3. Advising deals with important decisions about narrow issues such as what courses to take in pursuit of a degree. But the activity also extends to broader decisions such as how students should spend break times to improve job opportunities or even what careers they should consider. The goal of advising is to help students to be successful both in graduating from Union University and in building a foundation for a good life after Union.
4. While faculty advisers are not expected to be skilled in interpersonal counseling or helping students solve problems ranging from poor finances to unhealthy lifestyles, it is not unusual for the act of advising to cause students to broach those areas. Professors should be sure to find out which people and offices on campus are well-prepared to help students in crisis so they can make a timely referral if needed.

*The above expectations are general in nature. We recognize that some programs (especially pre-professional ones) will require more extensive interaction with advisees and more detailed planning.

General Advising Tips – Current Students

Student Questions/Items for Consideration When Registering Current Students

Note: Priority Registration begins Thursday, November 8, 2012

14 Successful Advising Best Practices

Below is a list of suggestions gathered from seasoned faculty and students as to “best practices” for advising sessions. During your upcoming time with your advisee, please remember to:

1. Send an email to your students with the **times you are available** and remind them to bring a draft schedule to the meeting. Please post a specific sign up schedule on your door or provide an electronic way to sign up for a time to meet with you.
2. Let the students know that they can schedule an appointment **even if they have a hold on their account**. These students may not be able to complete registration via WebAdvisor immediately, but when they are able to register they will have the benefit of having met with you.
3. **Check GPA’s** to see if the students have D’s and F’s from a past term as well as D’s and F’s posted at midterm. Remind students that the best way to improve their GPA quickly is to repeat the course in the summer or fall.
4. **Monitor students’ progress** toward the completion of
 - a. The general core—plan one composition and one math/science course in the first semester
 - b. The specific core—consider planning sequential courses in sequential semesters
 - c. Requirements for the major—make sure students are aware of prerequisites and take those classes first
 - d. Electives in the major
 - e. Requirements for the minor
 - f. Remind juniors who have earned at least 72 hours that they must have an audit during the junior year and can sign up at the Academic Center.
5. Remind students that **some courses are offered only once per year** or once every other year. Have them identify the courses that will be a challenge for them and thoughtfully consider which semester the course should be taken. January term, summer term, or accelerated classes may be an option as well. Encourage students to always have one course that they are excited about per semester.
6. If your advisee is an **athlete**, have the student consult with his/her coach regarding the travel/game schedule. Schedule classes and labs on days when the student is least likely to be away from campus.
7. Remember that **PEWS activity courses** are defined with an asterisk (*) in the catalogue. There have been times when students have been mis-advised that courses without an asterisk (*) could be used as an activity course. This is not the case. The PEWS course must have an asterisk to

count as an activity course.

8. Sometimes certain majors (e.g. Biology, Chemistry) hold off on core courses so students can take discipline-specific courses before the MCAT. **If a senior needs to take a core course** their senior year, strongly encourage them to register during the first two days of priority registration. Core classes fill up quickly, and the university may not provide special accommodations for seniors who have waited to register.
9. If a course section is closed, remember that many departments have and can continue to offer **wait listing options** for selected courses. This feature is available on WebAdvisor, and the students will be e-mailed if a particular class section opens. The students usually have 48 hours to respond. (The e-mail will define the response time, and the time is shortened the closer we get to the close of registration.) The Chairpersons of departments that currently do not have wait list options should contact Susan Hopper shopper@uu.edu to activate this helpful feature.
10. Explore **external study and internship opportunities**. Refer students to the Institute for International and Intercultural Studies (aopris@uu.edu, 731.661.5057) for more information about external study options. As a matter of institutional liability, all external travel—domestic and abroad—must be approved and initiated through this office.
11. Remind students to check credit-by-testing policies before pursuing such options (<http://www.uu.edu/academics/testing/>). Also, there are deadlines for such testing.
12. Remind students to obtain prior permission for plans to take **courses outside of Union**. Forms are available in the Academic Center.
13. Encourage students to be intentional with their summer plans and to get started early! The Vocatio Center for Life Calling & Career (formerly Career Services) can assist them with **internship possibilities, graduate school preparation, career search strategies, gifts assessment/interpretation, résumé development, and interview training**. Students can contact vocatio@uu.edu or 731.661.5421 to schedule an appointment.
14. Remind students who have the **Tennessee Education Lottery Scholarship (TELS/HOPE)** that they may request the **One-Time Repeat Option**, which allows them to replace one failed grade in one class. For more information or to complete the request for the One-Time Repeat Option, students may contact Heather Higdon in Student Financial Planning (hhigdon@uu.edu, 731.661.6574).

100-Level Mathematics Course Advising Guide

February 2013

General: While many majors/minors require particular mathematics courses, others do not. Students needing a math class only to fulfill core requirements should consider the information contained herein before choosing a mathematics course.

MAT 107 Mathematics for the Liberal Arts

- not simply a repeat of algebra
- often ideal for students needing a general core mathematics course

MAT 108 Invitation to Mathematical Thinking

- explores “great ideas” in mathematics
- might appeal to honors students and many in the humanities

MAT 111 College Algebra

- much overlap with high school Algebra II, but may contain some additional material
- problems of higher average difficulty than most high school Algebra II courses
- required by only a small number of programs of study
- students with a good high school algebra background are often successful on the CLEP test for this course, and are often bored when taking the course; the CLEP test or taking a different course (107, 108, 114, calculus) are usually better options for these students

MAT 114 Introduction to Statistics and Probability

- required by a large (and growing) number of majors/minors, therefore gives added flexibility when choosing a minor or changing majors
- highly applicable – covers ideas used every day in the modern world, ideas that may soon be considered essential to understand in order to be considered to be educated
- most material new to most students, so students with various levels of achievement in high school mathematics can benefit
- similar level of difficulty as that of college algebra, but fewer specific algebraic skills are required
- much overlap with many high school statistics courses; although there is currently no CLEP test, there is a DANTES test that is at a somewhat higher level than this course

Other lower-level mathematics courses

- MAT 101 Mathematics for Elementary Teachers: open to all students but designed for future elementary teachers, so the topics are generally not of interest to non-education majors; not less difficult than MAT 107; MAT 107 is a better choice for non-ed students
- MAT 112 Trigonometry: can be a good option for many students but offered only rarely
- MAT 116 Precalculus (4 credit hours): designed for students who plan to take calculus
- MAT 201 Applied Calculus: no trigonometry required; applications to business, biology, and other fields, much less emphasis on physics and engineering applications; less rigorous than the standard calculus sequence

Core Biology Advising Tips

100-Level Biology Course Advising Guide (March 2012)

General: All students are required to take a Biology course in order to fulfill their General Core requirements. This document is designed to be a guide to help advisors and students make decisions about which core biology class is most appropriate. Each of these courses has a corresponding laboratory time that must be registered for separately.

NOTE: Those students pursuing a Bachelor of Science *may* need an additional Biology course or two. Any course with a BIO prefix is applicable to the Specific Core. These additional courses will vary depending on the occupational goals of the student.

BIO 100 Survey of Biological Concepts

This course is for NON MAJORS. It is not required of any majors or minors. This is the course for which AP Biology credit is given. It focuses on basic principles which allow the student to appreciate the living world and their relationship to it such as the cell, the genetic basis of life and the 5 kingdoms of organisms (animals, plants etc.). No credit is given to BIO majors or minors.

BIO 110 Global Biology

This course is for NON MAJORS. It is required for the newly approved Humanitarian Studies minor and focuses on global issues in biology including human interaction and impact on nature, diseases of the developing and developed world, and the role of biotechnology in human society. No credit is given to BIO majors or minors.

BIO 112 Principles of Biology

This course is designed for science MAJORS AND MINORS plus all pre-health professions students regardless of major or minor. Most students who take this course are either Biology majors or minors as it is a required course for the Biology, Conservation Biology and Cell and Molecular Biology majors and the Biology minor as well as any student needing to take upper-level coursework in Biology. The basic characteristics of living organisms are studied, including, structure, reproduction and ecology. This course is more rigorous than BIO 100 or 110 and prepares the student for further study in the Biological Sciences. It is **STRONGLY RECOMMENDED** that ALL entering freshman BIO majors and minors take BIO 112 - this includes those students who declare as Pre-Medicine, Pre-Pharmacy, Pre-Dentistry, Pre-Physical Therapy, Pre-Veterinary Medicine, etc. regardless of their academic major. Biology majors who do not enroll in BIO 112 as an entering freshman will find it difficult to complete graduation requirements in four years.

BIO 121 Human Biology

Please note that BIO 121 is no longer being offered by the Biology Department.

BIO 221 Human Anatomy and Physiology I

This course is for NON MAJORS. It is required for nursing majors and athletic training majors. It will introduce the students to human anatomy and physiology, focusing on the Integumentary, Skeletal, Muscular and Cardiovascular Systems and basic physiological principles such as diffusion, osmosis and membrane function. No credit is given to BIO majors or minors.

Core Physics Advising Tips

100 & 200-Level Physics Course Advising Guide (March 2012)

General: While many majors/minors require particular physical science courses, others do not. Students needing a physical science class only to fulfill core requirements should consider the information contained herein before choosing a physical science course.

PHY 111 – Principles of Physical Science (non-science majors, Learning Foundation majors)

- Most students not needing PHY 213 or PHY 231 for their major take this to satisfy general core requirements
- Does not count for science credit (just general elective) if taken after CHE 105.
- Nursing students should take CHE 105, **other non-science students** should take **PHY 111**
- Rudimentary knowledge of algebra needed, but does not require as much algebra as PHY 213
- One section usually pilots a new approach to the course that is much more inquiry-based and emphasizes the process of “doing” science rather than going through a list of physical science facts and ideas. Learning Foundations students should try to take one of these sections.

PHY 213 – Introduction to Physics (OT, PT, Biology Ed, students with moderate science interest, Pre-professional Health, Computer Science)

- requires a good working knowledge of algebra and trigonometry
- begins with problems of comparative average difficulty to most high school physics courses but gets more difficult
- not as intensive as PHY 231
- required by a small number of programs of study
- credit given for appropriate AP test score
- minimum course required for Teacher Licensure in Biology

PHY 231 – University Physics I (Physics, Math, Chemistry, Engineering, Pre-Med, Pre-Pharmacy, Computer Science, Physics Ed endorsement)

- requires good working knowledge of algebra, trigonometry, and calculus
- required for majors in Chemistry, Mathematics, Physics, Engineering
- useful for pre-med, pre-pharmacy candidates
- most intense introductory physics course
- small overlap with good high school physics courses

Other lower-level Physics courses

PHY 112 – Earth and Space Science

- No pre-requisites but rudimentary knowledge of algebra recommended
- Currently does not count as general core science but can count for specific core
- Required for teacher licensure in Learning Foundations, Biology, Physics, other areas
- Lab science

Honors Students Advising Tips

General Honors FAQ

What is the General Honors program?

General Honors is an alternative path through the General Core requirements for a select group of highly motivated and talented freshmen and sophomores.

Isn't Honors a minor that must be undertaken in addition to core and major requirements?

No more. General Honors students now fulfill about half (24 hrs.) of the General Core requirements through this program.

Does that mean that General Honors is compatible with any major in any degree program?

YES. In fact, General Honors courses provide a more efficient path through General Core requirements, offering 6 hours of Core credit per class. Moreover, we work painstakingly with every department to schedule the General Honors courses around major courses required of freshmen and sophomores.

Which General Core requirements are satisfied by which General Honors courses?

Timing	General Honors courses	General Core fulfillments	Cr.
Fall freshman	HON 205A Wisdom: Honors Gateway	Gateway	3
Fall freshman	HON 205B Wisdom: Honors Comp I	Comp I (ENG 111)	3
Spring freshman	HON 215A Beauty: Honors Fine Arts	Fine Arts (ART 210)	3
Spring freshman	HON 215B Beauty: Honors Comp II	Comp II (ENG 112)	3
Fall sophomore	HON 225A Justice: Honors Social Science	Social Science/Humanities	3
Fall sophomore	HON 225B Justice: Honors World Civ II	World Civ II (HIS 102)	3
Spring sophomore	HON 235A Creation: Honors Science	Lab science, group B (for non-science majors only)	4
Spring sophomore	HON 235B Creation: Sophomore Honors	N/A	2

Is General Honors a four or eight–course sequence? Do students always register for both the A and the B version of a particular course?

General Honors is a four–course sequence, but some students will register for as many as eight courses in order to complete it. Here's why. Typically a General Honors course fulfills two different Core requirements. For example, students in HON 215 (Beauty) will satisfy the Core requirements for ART 210 (Arts in Western Civ) and the second half of freshman composition, ENG 112. Some students, however, may have already fulfilled the ENG 112 requirement through other means (e.g. transfer credit, dual-enrollment credit, or AP scores) and therefore will want to avoid paying tuition for three credit hours they don't need. In order to accommodate this wish,

we have split the course in two *for registration and bookkeeping purposes only*. Students who have already satisfied the General Core requirement for ENG 112 need only register for a section of HON 215A (Beauty: Fine Arts Honors). Students who have already satisfied the General Core requirement for ART 210 need only register for a section of HON 215B (Beauty: Comp II Honors). If students have satisfied neither requirement, they should register for both HON 215A and HON 215B. If they have satisfied both requirements, they may choose either course. Regardless of whether students register for one or both courses, *all Honors freshmen will experience the entirety of the Beauty course*, attending the same number of classes, completing the same readings and assignments, and enjoying the same experience of intellectual community. The only difference is that those who do not need the ENG 112 or ART 210 credit will not have to pay for it.

Does this mean that Honors students will sometimes be doing more coursework than is actually reflected on their transcript?

Yes. Regardless of how a particular student registers for it, HON 215 is still a demanding six-hour course. Consequently, we would strongly recommend that students, wherever possible, take *no more than ten additional hours* of courses in addition to HON 215.

Advising Quick Reference Guide

Academic Program	Student Profile (WA) or (SDF)
ACT score	Test Summary (WA)
Address & Campus box	Student Profile (WA) or (SDF)
Advisee Registration Check off	Faculty Menu (WA) Select current term. Must be selected for student to on-line register.
Advisees (list)	My Advisees (WA)
Advisor	Student Profile (WA) or (SDF)
AP Score (if passed)	Test Summary (WA)
CLEP Score (if passed)	Test Summary (WA)
Current Courses	Transcript (WA)
Curriculum Maps	"I" drive in Curriculum folders (note catalogue dates)
DANTES Score (if passed)	Test Summary (WA)
Degree	Student Profile (WA) or (SDF)
Degree Auditor	Student Profile (WA) An appt. was scheduled, but student may not have attended.
E-mail address of Student	Student Profile (WA) or (SDF)
E-mail addresses of Advisees	SDF sort by Advisor
Major (Specialization)	Student Profile (WA) or (SDF)
Mid-term grades	Student Profile (WA) or Mid-Term Grade List for Advisors (e-mail from Anita Todd)
Minor	Student Profile (WA) or (SDF)
Phone numbers	Student Profile (WA)
Priority Registration Information	E-mail from Anita Todd (week prior to Priority Registration.) Student Holds E-mail from Anita Todd (periodically throughout Priority Registration)
Probation or Suspension Status	Letter from Susan Hopper/Anita Todd (probation at end of major term and suspension at end)
SAT score	Test Summary (WA)
Student ID number	My Advisees (WA) or (SDF)
Transcript UU	Transcript (WA) Those with credits without grades and not in progress are transfer work or credit-by-exam. Also, total earned credits, Total grade points, UU Cumulative GPA. Note Repeat and Term columns.
Unofficial Program Evaluation Guide	Program Evaluation Select either the Active program or a "what if".

WA=Web Advisor

SDF=Student Data File sent to Deans, Department Chairs, and Departmental Secretaries (updated twice during major terms)

Important Deadlines

Credit-by-Exam (DANTES and CLEP):

For those graduating in May/July, official scores must be received by December 1 of prior year.

For those graduating in Dec./Jan., official scores must be received by May 15.

Degree Audits:

Please encourage your advisees who have earned 72 hours to apply for a Degree Audit.

Application for Graduation (traditional students):

All Junior and Senior level students are e-mailed the Application for Graduation each semester prior to priority registration. Graduation Applications for May/July are due prior to fall priority registration. Graduation Applications for Dec./Jan. are due prior to spring priority registration

Advisee/Advisor Schedule Agreement

_____TERM

ADVISEE: _____ ID: _____

Synonym #	Course Number	Course Title	Credit Hours

Alternative Schedule Options:

Synonym #	Course Number	Course Title	Credit Hours

Advisor Signature: _____

Date: _____

I understand that if I deviate from my advisor's suggested schedule, I do so at my own risk.

Advisee Signature: _____

Are you...

- a new freshman or transfer sophomore?
- the first in your family to go to college?
- undecided or wavering about your major or minor?
- anxious about succeeding at Union?
- wondering what God has called you to do?

If you answered YES to any of these questions, then it's time to get on...

PACE

UNI 295 - PACE: **P**ersonalized **A**cademic & **C**areer **E**xploration



EXCELLENCE-DRIVEN | CHRIST-CENTERED | PEOPLE-FOCUSED | FUTURE-DIRECTED

Personalized

2 WEEKS

Understanding Yourself: *Gifts Assessment*

- Embracing Your Personality & Giftedness
- Myers-Briggs Type Indicator (MBTI) Personality Assessment
- Introduction to Type Dynamics
- Introduction to Academic and Life Calling and Career Goal Setting

Academic

2 WEEKS

Understanding How You Learn: *Learning Styles Inventory*

- Embracing Your Learning Style
- Study Skills & Time Management; Test-taking & Note-taking Strategies
- Reading Speed & Comprehension
- Curriculum Map & Degree Audit; Academic Advising Strategies
- GPA Calculation & Course Selection/Management

Career

2 WEEKS

Understanding Your Major/Minor: *Interest Inventory*

- Embracing Your Interests: Strong Interest Inventory (SII) online
- Curriculum Map & Degree Audit
- Experiential Learning & Occupational Research
- 4-Year Goal Setting: Academic & Career Success Strategies
- Professional Development Documentation

Exploration

2 WEEKS

Understanding Your Life Calling & Career: *"Vocatio"*

- Embracing Your Calling (Vocatio)
- Graduate School Research & The Personal Mission Statement
- Leadership Development
- Developing Your 4-Year Academic Success & Life Calling and Career Path
- Capstone Self-Reflection: Pursuing Vocation as Ministry

This is an 8-week course; Mon. or Thurs.; 2:30-5:50 p.m.

UNI 295 - PACE: Personalized Academic & Career Exploration

This 2 credit hour course counts as a General Elective or towards the University Studies Minor.

Give us just 8 weeks to put you on... **PACE!**

For more information, email Assistant Dean Taylor
in the Vocatio Center for Life Calling and Career at jtaylor@uu.edu.