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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.

Helpful resources recently added to WebAdvisor are 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 can 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 is available to **students** on **WebAdvisor**. 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](https://portal uu.edu/infosite/academiccenter/Pages/curriculummaps.aspx).

Another resource is our Student Retention Database found at [https://uu.pharos360.com](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 Pharos resource, please contact Bryan Carrier at 731.661.5090 or [bcarrier@uu.edu](mailto:bcarrier@uu.edu).

Thank you for your early alert referrals to Ryan Griffin [rgriffin@uu.edu](mailto: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 Bryan Carrier 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, Dean of Instruction

Dr. Bryan Carrier, Vice President for Student Life 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 6, 2014

15 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 of their 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. Emphasize that students must attend an advising appointment before being cleared for registration in WebAdvisor.

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 or 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 winter or a subsequent semester.

4. Monitor students’ progress toward the completion of:
   a. The general core—plan one composition course, one math/science course, and HIS 101 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 for this on the portal (student resources tab.)

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 their coach regarding the travel/game schedule. Schedule classes and labs on days when the student is least likely to be away from campus.

7. PEWS activity courses are no longer defined with an asterisk (*) in the catalogue. Any one-hour activity course will fulfill the PEWS activity requirement.

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. It is very important (especially for freshmen) to have at least two alternate class choices, as some sections will close before freshman registration begins.

10. 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 emailed if a particular class section opens. The students usually have 48 hours to respond. (The email 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 Anita Todd atodd@uu.edu to activate this helpful feature.

11. Explore **external study and internship opportunities**. Refer students to the Institute for International and Intercultural Studies (sbolyard@uu.edu) 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.

12. Remind students to check credit-by-testing policies before pursuing such options. ([http://www.uu.edu/academics/testing/](http://www.uu.edu/academics/testing/)). There are deadlines for such testing. Strongly advise students to pursue all credit-by-testing options prior to their senior year.

13. Remind students to obtain prior permission for plans to take **courses outside of Union**. The form is available on the portal (student resources tab.)

14. 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.

15. 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 Betty Pennington in Student Financial Planning (bpennington@uu.edu, 731.661.5405).
Core Mathematics Advising Tips  
100-Level Mathematics Course Advising Guide

**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**
- Does not require as much algebra as MAT 111  
- Some sections are piloting a new approach to the course that is much more idea-oriented and contains more modern, thought-provoking, intriguing, yet very accessible material; all sections emphasize conceptual rather than procedural understanding

**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, 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 an educated person  
- 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 MAT107  
- **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 eventually 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

*February 2013*
Core Biology Advising Tips

100-Level Biology Course Advising Guide

**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 ALL OF THE 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, athletic training, and exercise science 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.

October ‘14
Core Physics Advising Tips

100 & 200-Level Physics Course Advising Guide

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

March 2012
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?
Five years ago it was, but no longer. General Honors students now fulfill about half (22 hrs.) of the General Core requirements through this program.

Does that mean that General Honors is compatible with any major in any degree program?
In theory, every major on campus is compatible with General Honors except the Pharmacy 3+1 program. Plus we have creative ways to accommodate demanding schedules, so don’t counsel any student to drop Honors without speaking to us first!

May any student take General Honors courses?
No. Only students admitted to the General Honors program, or other students with permission of the Director of the Honors Community, may do so.

How many courses must a student complete in order to earn General Honors?
Any 3 courses with the HON prefix.

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

<table>
<thead>
<tr>
<th>Timing</th>
<th>General Honors courses</th>
<th>General Core fulfillments</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall freshman</td>
<td>HON 205 Wisdom/Gateway/ENG 111</td>
<td>Gateway (UNI 195) Comp I (ENG 111)</td>
<td>6</td>
</tr>
<tr>
<td>Spring freshman</td>
<td>HON 215 Beauty/ART 210/ENG 112</td>
<td>Fine Arts (ART 210) Comp II (ENG 112)</td>
<td>6</td>
</tr>
<tr>
<td>Fall sophomore</td>
<td>HON 225 Justice/SocSci/HIS 102</td>
<td>Social Science/Humanities World Civ II (HIS 102)</td>
<td>6</td>
</tr>
<tr>
<td>Spring sophomore</td>
<td>HON 235 Creation/Honors Science</td>
<td>Lab science, either group A or B (for non-science majors only)</td>
<td>4</td>
</tr>
</tbody>
</table>

What if the inclusion of a General Honors course in a schedule pushes it above 16 hours?
General Honors students are invited to apply for scholarship money to offset overload fees incurred due to a General Honors course.

What if I have an advisee not currently enrolled in General Honors who wants to join?
We have a midyear application process for such folks. Typically we admit 3-5 freshmen for spring semester. Interested students should see either Dr. Huelin or Dr. Webb for more information.

What about Discipline-specific Honors?
Our junior/senior program, Discipline-specific Honors, is run out of the various departments. Interested students should check with their department chairs for more information.

October ‘14
## Advising Quick Reference Guide

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Student Profile (WA) or (SDF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT score</td>
<td>Test Summary (WA)</td>
</tr>
<tr>
<td>Address &amp; Campus box</td>
<td>Student Profile (WA) or (SDF)</td>
</tr>
<tr>
<td>Advisee Registration Check off</td>
<td>Faculty Menu (WA) Select current term. Must be selected for student to on-line register.</td>
</tr>
<tr>
<td>Advisees (list)</td>
<td>My Advisees (WA)</td>
</tr>
<tr>
<td>Advisor</td>
<td>Student Profile (WA) or (SDF)</td>
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<tr>
<td>AP Score (if passed)</td>
<td>Test Summary (WA)</td>
</tr>
<tr>
<td>CLEP Score (if passed)</td>
<td>Test Summary (WA)</td>
</tr>
<tr>
<td>Current Courses</td>
<td>Transcript (WA)</td>
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<tr>
<td>Curriculum Maps</td>
<td>“I” drive in Curriculum folders (note catalogue dates)</td>
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<tr>
<td>DANTES Score (if passed)</td>
<td>Test Summary (WA)</td>
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<tr>
<td>Degree</td>
<td>Student Profile (WA) or (SDF)</td>
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<tr>
<td>Degree Auditor</td>
<td>Student Profile (WA) An appt. was scheduled, but student may not have attended.</td>
</tr>
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<td>E-mail address of Student</td>
<td>Student Profile (WA) or (SDF)</td>
</tr>
<tr>
<td>E-mail addresses of Advisees</td>
<td>SDF sort by Advisor</td>
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<tr>
<td>Major (Specialization)</td>
<td>Student Profile (WA) or (SDF)</td>
</tr>
<tr>
<td>Mid-term grades</td>
<td>Student Profile (WA) or Mid-Term Grade List for Advisors (e-mail from Anita Todd)</td>
</tr>
<tr>
<td>Minor</td>
<td>Student Profile (WA) or (SDF)</td>
</tr>
<tr>
<td>Phone numbers</td>
<td>Student Profile (WA)</td>
</tr>
<tr>
<td>Priority Registration Information</td>
<td>E-mail from Anita Todd (week prior to Priority Registration.) Student Holds E-mail from Anita Todd (periodically throughout Priority Registration)</td>
</tr>
<tr>
<td>Probation or Suspension Status</td>
<td>Letter from Susan Hopper/Anita Todd (probation at end of major term and suspension at end</td>
</tr>
<tr>
<td>SAT score</td>
<td>Test Summary (WA)</td>
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<tr>
<td>Student ID number</td>
<td>My Advisees (WA) or (SDF)</td>
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<tr>
<td>Transcript UU</td>
<td>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.</td>
</tr>
<tr>
<td>Unofficial Program Evaluation Guide</td>
<td>Program Evaluation Select either the Active program or a “what if”.</td>
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</table>

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: ____________________________

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<thead>
<tr>
<th>Synonym #</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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**Alternative Schedule Options:**

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<th>Course Title</th>
<th>Credit Hours</th>
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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: Personalized Academic & Career Exploration

UNION UNIVERSITY

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

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

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

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.