

LEE § UNIVERSITY



**ACADEMIC
ADVISING
HANDBOOK**

2015 - 2016

Academic Services

Centenary Administration Building, Room 316-B

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.

"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 4,400 students each semester. Each of these students brings unique potentials which can be enhanced through a 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, and 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.

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"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

Advisor Role and Responsibilities

- 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., 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, 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:

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

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.”

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 (iPhone, iPad, 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.

Academic Policies & Procedures

Graduation Requirements

Every Lee University student must complete at least 120 semester hours (130 prior to the 2014 academic catalog) 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 (2.75 for teacher education and 2.5 for nursing), even if the student has passed 120 (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. *Introduction to Theology*
- d. *Introduction to Christian Ethics*

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

*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 120 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	College Reading
ENGL-090	English as a 2nd Language
ENGL-091	Basic Writing Skills
MATH-098	Elementary Algebra
MATH-099	Intermediate Algebra

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 must 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 Dept. of Language & Literature for details.)

DAL (Division of Adult Learning)

Lee traditional campus students may not take Division of Adult Learning courses for credit towards traditional campus programs without prior approval from the appropriate Dean, Department Chair, and Advisor via a Petition for Exception to Academic Policy form. The DAL curriculum is specifically designed for working adult professionals to be experienced in an accelerated format.

Course Substitutions

Any substitutions for, changes in, or exceptions of courses which are required for the granting of a degree must be recommended by the Department Chair and approved by the School/College Dean. These requests are then submitted to the Director of Academic Services for entry on the degree audit. Students may be required to 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 a more recent course is calculated as a repeat, a "same as....." notation will appear next to the original transcript entry. (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 the University Catalog for information about the CLEP subject exams for which credit is given.

General Advising Information

Declaring/Changing Degree Programs

Students must go to the Center for Calling & Career (located in the Watkins Building Terrace Level) to officially declare or change their degree program.

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

Changing Academic Catalog Years

Students who wish to switch to a more recent catalog than the catalog they entered the university under can fill out a *Request for Academic Catalog Year Change* form found in Academic Services. This change may only be made once and the student must receive approval from the advisor before the change can be made (department chair approval is required for students with 60+ completed hours).

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. Music majors wishing to change to another discipline must first meet with the Dean of the School of Music.

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 degree audit evaluation report matches the degree requirements with courses taken. **Degree Audit substitutions or overrides in the major must have advisor and Dean/Dept. Chair approval, 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.

Advising Appointments

Ideally, students should meet with their advisors at least twice each semester: once for developmental advising, and once prior to 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 in Portico/WebAdvisor

Continuing students who are selecting classes for the next semester(s) should use the online **WebAdvisor** system, accessed through **Portico**. 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 must meet with their assigned advisor before registration, to discuss courses to be taken during the upcoming semester. Once that meeting has taken place, the advisor will note in **Portico** that the student has been advised and is cleared to register. The advisor is strongly encouraged to document specific information given to the student. After the student is cleared to register, s/he may enroll in classes online using **WebAdvisor**.

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 in the university catalog. **Reminder:** Students must have a 2.5 GPA and a 2.5 average in English composition and Math.

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.

LEEU-101

All freshmen (and most transfer students with fewer than 16 hours) must enroll in LEEU-101, regardless of marital status or age. A student transferring an orientation or student success course from another college *may* be exempt from LEEU-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 LEEU-101.**

English Composition

All freshmen should take the appropriate level of English composition each semester until the requirement is completed. Students placed directly into ENGL-110 by their ACT/SAT scores will NOT take a second composition class; however, they do not receive credit for the first 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), 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, Chair of the Department of Natural Sciences and Mathematics, if you have questions.)

Religion Placement

Old & New Testament Survey (101 & 102) are designed 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 LEEU-101.**

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

Depending on the major chosen by the student, some of the core requirements may vary slightly from those shown on this list.

DEVELOPING BIBLICAL FAITH & LIFESTYLE (12 hrs)

BIBL-110 Message of the New Testament (3)^R
BIBL-111 Message of the Old Testament (3)^R
THEO-230 Intro. to Theology (3)^R
THEO-231 Intro. to Christian Ethics (3)
Christian Service (80 clock hours)*

*Christian Service is not a course; the hours are earned by a combination of class, group, and individual service learning experiences.

^RStudents choosing majors in the School of Religion have different course requirements.

LEE UNIVERSITY FRESHMAN EXPERIENCE (3 hrs)

LEEU-101 Freshman Seminar: Gateway (1)
LEEU-102A Global Perspectives Seminar (1)
LEEU-102B Foundations of Benevolence (1)

ACQUIRING FUNDAMENTAL ACADEMIC SKILLS (6 - 10 hrs)

ENGLISH: ENGL-105 (4) and ENGL-110 (3)
Or ENGL-106 (3) and ENGL-110 (3)
Or ENGL-110 (3) [Depends on placement]
MATH-101 Contemporary Math (3) (higher math required for some majors)

EXPLORING THE HUMANITIES (12 hrs)

HUMN-201 Foundations of Western Culture (3)

Two of the following (6 hrs) (specific courses required for some majors)

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 Lit: Ancient to Renaissance (3)
ENGL-222 Western Lit: Enlightenment to Postmodern (3)

One of the following (3 hrs) (specific course required for some majors)

ARTS-244 Art History I
ARTS-245 Art History II
MUHL-211 Music in Culture
PHIL-241 Introduction to Philosophy
THEA-201 Theatre in Culture

UNDERSTANDING CONTEMPORARY SOCIETY (9 hrs)

One of the following (3 hrs) (specific course required for some majors)

HIST-212 Recent American History (3)
PLSC-250 American Government (3)

Two of the following (6 hrs) (specific courses required for some majors)

PSYC-200 Understanding Human Behavior (3)
SOCI-200 Understanding Contemporary Society (3)
ECON-200 Understanding Economic Issues (3)

RESPECTING THE NATURAL WORLD (4 hrs)

LAB SCIENCE: One (1) of the following courses and corresponding lab:

BIOL-103, 104, 108, CHEM-110, PHSC-111-112,
ASTR-111 (specific course required for some majors)

SEEKING A GLOBAL PERSPECTIVE (4 – 9 hrs)

GNST-250-253 Cross Cultural Experience (1-3)
LING-201* Language and Culture (3) *B.S. Degrees Only*
Intermediate (or higher) Foreign Language** (6) *B.A. Degrees Only*

*One semester of a foreign language at any level may substitute for LING-201.

** Lee University offers French, Spanish, Greek, Hebrew, Latin, and American Sign Language at the Intermediate Level.

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)
- LEEU-101 Gateway to University Success (1) [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 Critical Read 330 & below	ENGL-091 Basic Writing (4 hours) pre-core READ-101 College Reading (2 hours) pre-core
ACT English 13 / SAT Critical Read 350	ENGL-091 Basic Writing (4 hours) pre-core
ACT English 14-18 / SAT Critical Read 370 – 429	ENGL-105 College Writing Workshop (4 hours)
ACT English 19-24 / SAT Critical Read 430 – 569	ENGL-106 College Writing (3 hours)
ACT English 25 and up / SAT Critical Read 570 and up	ENGL-110 Rhetoric and Research (3 hours) (student does not receive credit for ENGL-106)

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), MATH-111 College Algebra (3), or MATH-161 Introduction to Statistics – depending on placement and major

- | | |
|---|---|
| Foreign language – B.A. programs (3) | Lab Science (4) |
| PSYC-200 Understanding Human Behavior (3) | ECON-200 Understanding Economic Issues (3) |
| SOCI-200 Understanding Contemporary Society (3) | HIST-212 Recent American History & Government (3) |
| PLSC-250 American Government (3) | |

TYPICAL SCHEDULES

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

- | | |
|---|--|
| BIBL-110 Message of the New Testament (3) | PSYC-200 Understanding Human Behavior (3) |
| LEEU-101 Gateway to University Success (1) | MATH-101 Contemporary Mathematics (3) or
higher level, depending on placement & major |
| English Comp -- See chart for placement (3-4) | Total: 13-14 |

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

- | | |
|---|----------------------------------|
| BIBL-110 Message of the New Testament (3) | SOCI-200/ PSYC-200/ ECON-200 (3) |
| LEEU-101 Gateway to University Success (1) | Introduction to the major (3) |
| English Comp -- See chart for placement (3-4) | Total: 13-14 |

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

- | | |
|---|----------------------------------|
| BIBL-110 Message of the New Testament (3) | SOCI-200/ PSYC-200/ ECON-200 (3) |
| LEEU-101 Gateway to University Success (1) | Lab Science (4) |
| English Comp -- See chart for placement (3-4) | Total: 14-15 |

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 PLSC-250. [NOTE: K-6 teacher licensure *requires* HIST-212, and PLSC-250 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	ENGL-110
5	ENGL-110 and ENGL-221	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	ENGL-110
5	ENGL-110 and ENGL-221	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. Students must still take HIST-212 or PLSC-250.
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 in 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

Desired Core Course	Mathematics Sub-Score**				
	Below 18 ACT / Below 440 SAT	18 ACT 440 – 450 SAT	19 ACT 460 – 470 SAT	20-26 ACT 480-610 SAT	27+ ACT / 620+ SAT*
MATH-161	Take MATH-098 then MATH-099 then MATH-161	Take MATH-099 then MATH-161	OK to Enroll	OK to Enroll	OK to Enroll
MATH-111	Take MATH-098 then MATH-099 then MATH-111	Take MATH-099 then MATH-111	Take MATH-099 then MATH-111	OK to enroll	Waived
MATH-101	Take MATH-098 then MATH-101	OK to Enroll	OK to Enroll	OK to Enroll	Waived
MATH-201 MATH-202§	Take MATH-098 then MATH-201	OK to Enroll	OK to Enroll	OK to enroll	OK to Enroll

* [Some majors require additional math courses beyond the gen ed core.]

**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.

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

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.

Core Math Requirements for Undergraduate Degree Programs

COLLEGE OF ARTS & SCIENCES

BEHAVIORAL & SOC. SCIENCES

ANTHR.BA	Any 100-level MATH*
PSYCH.BA/.BAT	MATH-161
SOCIO.BA	Any 100-level MATH*

BUSINESS

MATH-161 is required for all degree programs

COMMUNICATION ARTS

Any 100-level MATH* fulfills the core math requirement for all degree programs

LANGUAGE AND LITERATURE

Any 100-level MATH* fulfills the core math requirement for all degree programs

HISTORY, POL SCIENCE, & HUMANITIES

HSTRY.BA/BST	Any 100-level MATH*
HESTY.BST	Any 100-level MATH*
HUMNS.BA	Any 100-level MATH*
POLSC.BA	MATH-111

NATURAL SCIENCE & MATHEMATICS

BIOCH.BS	MATH-161 and 271
BIOCP.BS	MATH-161 and 271
BIOLS.BS	MATH-161 OR 271
BIOLS.BST	MATH-271
BIOLP.BS	MATH-161 and 271
CHEMS.BS	MATH-161, MATH-271 & 272
CHEMS.BST	MATH-161 and 271
HLSCI.BS	MATH-161
HSCPT.BS	MATH-161 and 271
HSCPA.BS	MATH-161
Math Majors	See mathematics advisors to determine beginning placement

* MATH-121 in the DAL will not fulfill the Undergraduate core math requirement.

MATH-101 or MATH-161 are suggested for majors requiring any 100-level math course.

DeVOS COLLEGE OF EDUCATION

HEALTH, EXERCISE SCIENCE, AND SECONDARY EDUCATION

ATEPR.BS	MATH-161
EXSCI.BS	MATH-161
HLTWL.BST	Any 100-level MATH*
PHYED.BS	Any 100-level MATH*

EARLY CHILDHOOD, ELEMENTARY, AND SPECIAL EDUCATION

HDBUS.BS	MATH-111
HDAST.BS	Any 100-level MATH*
ECHED.BST	MATH-201/202, MATH-111
IDSTU.BST	MATH-201/202, MATH-111
Middle Grades Education Majors: MATH-201/202, MATH-111 (Students with a Math emphasis should take MATH-231 instead of 202)	
SPEDU.BS	Any 100-level MATH*
Special Education Majors: MATH-201, MATH-111	

SCHOOL OF MUSIC

Any 100-level MATH* fulfills the core math requirement for all degree programs except **MUSIC BUSINESS, which requires MATH-161.**

SCHOOL OF RELIGION

Any 100-level MATH* fulfills the core math requirement for all degree programs

SCHOOL OF NURSING

MATH-161 is required for all Nursing majors (MATH-151 for RN-to-BSN students in the DAL)

Division of Adult Learning

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

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 Centenary Administration Building, Room 316-B (ext. 8121).

The final 30 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:

ENGL-090	<i>English as a Second Language</i>
ENGL-090L1	<i>English as a Second Language Lab</i>
READ-101	<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 Students on Academic Probation

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

**Hours Attempted includes withdrawn courses.*

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. Per NCAA regulations, a student-athlete can count up to 6 hours in the summer to meet the 24 hours rule.
2. Student Athletes must be enrolled full-time (at least 12 hours) in order to practice and play with their team. If they drop below full-time, they will be ineligible.

NOTE: Before changing schedules, student-athletes must get advisor and Director of Academic Services approval.

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.
4. Student Athletes must declare a degree program by the end of their second year at Lee. Failure to do so will make them ineligible to play.
5. Once a Student Athlete declares a degree program, they must only take classes that will count toward their degree. Prior to declaring a major, Student Athletes can take courses that would count towards any degree program. Failure to make progress towards their degree would make them ineligible to play.

Scholastic Standards

Once a year, prior to the beginning of the Fall semester, a student-athlete must be certified in compliance with the NCAA GPA requirements listed below:

24 to 47 semester hours – 1.800
48 to 71 semester hours – 1.900
72 or more semester hours – 2.000

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. Student Athletes cannot register or add/drop themselves via WebAdvisor. All schedules must be planned with their advisor on an *Athlete Registration Worksheet*, signed by the Director of Academic Services, and then hand-entered by the Records Office.

Advising “Undeclared” 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 often 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 or Exploratory (referred to as “Liberal Arts” majors) 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.

*Center for Calling & Career
Located in the Watkins Building, Terrace Level (side adjacent to School of Religion)
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. La-Juan Stout-Bradford, Director of Academic Support
Humanities Building, Room 105
Ext. 8181*

Tutorial Services

The Academic Support Office provides on campus academic tutoring to all Lee students. Although tutoring is not offered for 400 level classes, tutoring is available for most other courses. Tutoring is offered in various ways, including one-on-one tutoring, small group tutoring, and lab tutoring. Tutors are provided free of charge for any student who is having difficulty with a class and requests help. Tutors are recommended by faculty members, and are trained and carefully supervised as they deliver services. All tutorial services are monitored and evaluated for effectiveness.

*Located in Academic Support
Humanities Building, Room 105
Ext. 8221*

Counseling Center

The Counseling Center offers short-term personal counseling and psychological services to Lee University students and is staffed by licensed mental health practitioners and their supervisees. Services include individual, couples, and group counseling. Services are free of charge and confidential.

Issues commonly addressed in counseling at LUCC include (but are not limited to):

- depression
- anxiety
- experience(s) of abuse
- sexual trauma
- self-esteem and identity
- relational and social concerns
- eating disorders
- family of origin concerns
- spirituality
- sexuality
- pre-marital and other couples counseling

Staff members are also available to students, faculty, and staff for consultation and/or outreach programming on a wide variety of topics.

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. David Quagliana, Director of the Counseling Center
Located in the Watkins Building
Ext. 8415*

Writing Center

Lee University's Writing Center exists to help students improve as writers. Our trained writing tutors accomplish this goal through collaboration and conversation, not through editing or "correcting" students' papers for them. By working with students on their writing – by responding as readers to the drafts they've written or by asking questions about ideas they might have – our tutors aim to help students develop the ways of thinking and reading that can lead to effective writing. Our tutors are trained to work with a diverse population and thus welcome native and non-native English speakers as well as students from any major or discipline on campus.

The writing center is located in the Vest Building on the second floor. To sign up for an appointment, students should visit [My Writing Center](#) and login or register using their Lee University email address.

*Dr. Rachel Reneslakis, Director of the Writing Center
Vest Building 202
Ext. 8217*

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.

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://catalog.leeuniversity.edu/content.php?catoid=8&navoid=2859>

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

*Marian Dill, Director of Student Financial Aid
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

Approval /Application	Obtain Forms From	Required Signatures	Return Forms To
Academic Petition Use this form to request an exception to any academic policy.	Academic Services or School Dean's Office	Advisor Department Chair School Dean	School Dean (May require Academic Council approval)
Addition of Class after Deadline	Registrar Department Secretary	Teacher Advisor Vice President for Academic Affairs <i>Signatures must have current date.</i>	Registrar
Change in Academic Probation Requirements Student must submit Academic Petition to enroll in > 14 hours.	Academic Services	Advisor Dir. Academic Services School Dean	Academic Services
Change / Drop / Add Major	Center for Calling & Career		Center for Calling & Career
Change Advisor	Academic Services		Academic Services
Directed Studies (Independent study with a faculty supervisor.) See University catalog for a full description.	Department Secretary	Supervising Teacher Advisor Chair (where course is offered) <i>Dir. of Teacher Ed.*</i> School Dean	Registrar
Drop/ Add Class	Records Office Department Secretary Academic Services	Teacher Advisor	Registrar
Enrollment in a Closed Class (Restricted to situations which offer <i>no other solution.</i>)	Records Office	Advisor School Dean	
DAL (Division of Adult Learning) Department Chair / School Dean prior approval (Academic Petition) required.	Academic Services DAL Office	Advisor <i>Dir. of Teacher Ed.*</i> Department Chair School Dean	DAL Office
Graduation	Online		
Proficiency Exams	Department Secretary	Administering Teacher <i>Dir. of Teacher Ed.*</i> Department Chair School Dean	School Dean
Course Substitutions/Waivers in Major	Print a copy of your Degree Audit Evaluation from Portico.	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
Course Substitutions/Waivers in General Education	Academic Services	Dir. Academic Services	Academic Services
Taking More Than 17 Hours Additional tuition fees apply. Only students with exceptional academic records should attempt more than 17 hours.	Records Office	School Dean	
Transfer Credit Evaluation	Academic Services		Academic Services
Transient Student Permission 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
Withdrawal from Class after Deadline	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 with Publication of 2015 – 2016 University Catalog

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

COLLEGE OF ARTS & SCIENCES

BEHAVIORAL & SOCIAL SCIENCES

BA	Anthropology	ANTHR.BA
BA	Psychology	PSYCH.BA
BA	Psychology (9 – 12 Licensure)	PSYCH.BAT
BA	Sociology	SOCIO.BA

BUSINESS

BS	Accounting	ACCTG.BS
BA	Business Administration (Accounting Emphasis)	BUSAC.BA
BS	Business Administration (Accounting Emphasis)	BUSAC.BS
BA	Business Administration (Finance Emphasis)	BUSFN.BA
BS	Business Administration (Finance Emphasis)	BUSFN.BS
BS	Business Administration (International Business Emphasis)	BUSIB.BS
BA	Business Administration (International Business Emphasis)	BUSIB.BA
BA	Business Administration (Mgt. Information Systems Emphasis)	BUSIS.BA
BS	Business Administration (Mgt. Information Systems Emphasis)	BUSIS.BS
BA	Business Administration (Management Emphasis)	BUSMN.BA
BS	Business Administration (Management Emphasis)	BUSMN.BS
BS	Business (6 – 12 Licensure)	BUSED.BST
BA	Healthcare Administration	HLTHC.BA
BS	Healthcare Administration	HLTHC.BS
BS	Information Systems (Development Emphasis)	ISDEV.BS
BS	Information Systems (Operations Emphasis)	ISOPS.BS

COMMUNICATION ARTS

BA	Art (Studio Emphasis)	ARTSV.BA
BA	Art (Graphic Design Emphasis)	ARTSG.BA
BS	Art (K – 12 Licensure)	ARTSV.BST
BA	Communication	COMST.BA
BS	Communication	COMST.BS
BA	Communication (Advertising)	COMAD.BA
BS	Communication (Advertising)	COMAD.BS
BS	Communication (7 – 12 Licensure)	COMST.BST
BA	Digital Media Studies (Cinema Emphasis)	DGMCN.BA
BS	Digital Media Studies (Cinema Emphasis)	DGMCN.BS
BA	Digital Media Studies (Journalism Emphasis)	DGMJM.BA
BS	Digital Media Studies (Journalism Emphasis)	DGMJM.BS
BA	Digital Media Studies (Studio Production Emphasis)	DGMTV.BA
BS	Digital Media Studies (Studio Production Emphasis)	DGMTV.BS
BA	Public Relations	PUBRL.BA
BA	Theatre	THEAT.BA
BA	Theatre (K – 12 Licensure)	THEAT.BAT

HISTORY, POL.SCIENCE, & HUMANITIES

BA	History	HSTRY.BA
BS	History (Economics Emphasis, 6 – 12 Licensure)	HESTY.BST
BS	History (Political Science Emphasis, 6 – 12 Licensure)	HSTRY.BST
BA	Humanities	HUMNS.BA
BA	Political Science	POLSC.BA

LANGUAGE & LITERATURE

BA	English	ENGL.BA
BA	English (Writing Emphasis)	ENGLW.BA
BA	English (Teacher Licensure, Grades 6 – 12)	ENGL.BAT
BA	French	FRNCH.BA
BA	French (6 – 12 Licensure)	FRNCH.BAT

BA	Spanish	SPNSH.BA
BA	Spanish (6 – 12 Licensure)	SPNSH.BAT
BA	TESOL - Teaching English to Speakers of Other Languages	TESOL.BA
BA	TESOL (Pre-K – 12 Licensure)	TESOL.BAT
BA	Interdisciplinary Studies	IDSTU.BA

NATURAL SCIENCES & MATHEMATICS

BS	Biochemistry	BIOCH.BS
BS	Biochemistry (Pre-Professional Emphasis)	BIOCP.BS
BS	Biological Science	BIOLS.BS
BS	Biological Science (6 – 12 Licensure)	BIOLS.BST
BS	Biological Science (Pre-Professional Emphasis)	BIOLP.BS
BS	Chemistry	CHEMS.BS
BS	Chemistry (6 – 12 Licensure)	CHEMS.BST
BS	Health Science (Allied Health Emphasis)	HLSCI.BS
BS	Health Science (Pre-Physical Therapy Emphasis)	HSCPT.BS
BS	Health Science (Pre-Physician Assistant Emphasis)	HSCPA.BS
BS	Mathematics	MATHS.BS
BS	Mathematics (Actuarial Science Emphasis)	MATAS.BS
BS	Mathematics (6 – 12 Licensure)	MATHS.BST

HELEN DEVOS COLLEGE OF EDUCATION

HEALTH, EX. SCIENCE, & SECONDARY ED.

BS	Athletic Training	ATEPR.BS
BS	Exercise Science	EXSCI.BS
BS	Physical Education (Recreation Emphasis – Non Licensure)	PHYED.BS
BS	Health/Wellness (K – 12 Licensure)	HLTWL.BST

EARLY CHILDHOOD, ELEM. & SPECIAL ED.

BS	Human Development/Early Childhood (PreK – 3 Licensure)	ECHED.BST
BS	Human Development/Early Childhood and Interdisciplinary Studies (PreK – 3 and K – 6 Licensure)	ECIDS.BST
BS	Interdisciplinary Studies (K – 6 Licensure)	IDSTU.BST
BS	Human Development (Asian Studies Emphasis – Non-Licensure)	HDAST.BS
BS	Human Development (Business Emphasis – Non-Licensure)	HDBUS.BS
BS	Middle Grades (English/Lang.Arts & Math, 6 – 8 Licensure)	MGEMA.BST
BS	Middle Grades (English/Lang.Arts & Science, 6 – 8 Licensure)	MGESC.BST
BS	Middle Grades (English/Lang.Arts & Soc. Studies, 6 – 8 Licensure)	MGESS.BST
BS	Middle Grades (Math & Science, 6 – 8 Licensure)	MGMSC.BST
BS	Middle Grades (Math & Soc. Studies, 6 – 8 Licensure)	MGMSS.BST
BS	Middle Grades (Science & Soc. Studies, 6 – 8 Licensure)	MGSSS.BST
BS	Special Education (Comprehensive Disabilities, K – 12 Licensure)	SPEDC.BST
BS	Special Education (Interventionist I, K – 6 Licensure)	SPEDS.BST
BS	Special Education (Interventionist II, 6 – 12 Licensure)	SPEDS.BST
BS	Special Education (Early Childhood, PreK – 3 Licensure)	SPEDP.BST
BS	Special Education (Support Services – Non-Licensure)	SPEDU.BS

SCHOOL OF MUSIC (*Audition and acceptance required)

MUSICIANSHIP STUDIES

BA	Music (Instrumental)	MUSIA.BA*
BA	Music (Piano)	MUSKA.BA*
BA	Music (Voice)	MUSVA.BA*
BM	Church Music (Instrumental)	MUCIA.BM*
BM	Church Music (Piano)	MUCKA.BM*
BM	Church Music (Voice)	MUCVA.BM*
BS	Music – Business Emphasis (Instrumental)	MUSIA.BS*
BS	Music – Business Emphasis (Piano)	MUSKA.BS*
BS	Music – Business Emphasis (Voice)	MUSVA.BS*

MUSIC PERFORMANCE STUDIES

BM	Music Performance (Instrumental)	MUSIA.BM*
BM	Music Performance (Piano)	MUSKA.BM*
BM	Music Performance (Vocal)	MUSVA.BM*

MUSIC EDUCATION

BME	Music Education (Instrumental Non-Keyboards, K – 12 Licensure)	MUSIA.BME*
BME	Music Education (Vocal/General, Piano Emphasis, K – 12 Licensure)	MUSKA.BME*
BME	Music Education (Instrumental, Piano Emphasis, K – 12 Licensure)	MUSKI.BME*
BME	Music Education (Vocal/General, K – 12 Licensure)	MUSVA.BME*

SCHOOL OF RELIGION

THEOLOGY

BA	Biblical & Theological Studies	BTSTS.BA
BA	Biblical & Theological Studies (Ministry Studies Emphasis)	BTSPS.BA
BA	Theological Studies (Bi-Vocational Track)	THSBV.BA

(*Must be combined with an additional major – cannot stand alone)

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	Discipleship Ministry (Vocational Track)	DISVO.BA
BS	Discipleship Ministry (Vocational Track)	DISVO.BS
BA	Youth Ministry	YOUTH.BA
BS	Youth Ministry	YOUTH.BS
BA	Youth Ministry (Vocational Track)	YTHVO.BA
BS	Youth Ministry (Vocational Track)	YTHVO.BS

BA	Pastoral Ministry	PASTM.BA
BS	Pastoral Ministry	PASTM.BS
BS	Pastoral Ministry (Vocational Track)	PASVO.BS

BA	Intercultural Studies (General Missiology)	ICSMS.BA
BA	Intercultural Studies (Urban Missions: Int'l Relief & Comm. Dev.)	ICSMU.BA
BA	Intercultural Studies (Vocational Emphasis)	ICSVO.BA

*Declaration of *any* Music major requires audition and full acceptance by the School of Music. Withdrawal from *any* Music major requires the signature of the Dean of the School of Music.

SCHOOL OF NURSING

BSN	Nursing	NURSG.BSN
BSN	Nursing, RN-to-BSN Completion (offered only through DAL)	NRSRN.BSN



NOTES