



**Faculty Advising Guidelines
for Fall 2025**

Priority Registration Begins Thursday, March 20

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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.

In **SelfService** you can see a small photo of your advisees and you can also click on a link to start an email in Outlook to all your advisees. By default, their email addresses will be placed into the bcc field of the draft email and should be left there when sending.

In **Student Planning**, the Progress tab provides easy access to the degree audit. This is an unofficial audit on your advisee but is a very useful tool for advising. Students and advisors can also utilize the “view a new program” feature to explore other possible majors.

Curriculum Guides for many programs are available on the University website and can be found at <https://www.uu.edu/academics/undergraduate/curriculumguides/>

Another resource is our Retention Early Alert system found at uu.edu/sos which provides a quick and easy way for you to send an alert to the Student Life team about a student (class absences, struggling with coursework, etc.) and allows you to see comprehensive demographic information on your advisee as well as track private notes from your advising session. For questions regarding this Early Alert resource, please contact Dr. Ken Litscher at 731.661.5433 or klitscher@uu.edu. Thank you for your early alert referrals when students are absent from your classes. 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 us 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. Jacob Shatzer, Provost and Vice President for Academic Affairs

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 will fulfill that responsibility for them. Faculty advisers are there to assist and support students in their programs of study.
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 Guidelines – Current Students

Student Questions/Items for Consideration When Registering Current Students

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** to meet. Students have been instructed to go to <https://selfservice.uu.edu/Student/Planning/DegreePlans>, complete a draft schedule, and click on **Request Advisor Review** at least 24 hours before their scheduled meeting with you. Emphasize that students *must* attend an advising appointment before being cleared for registration in Student Planning.
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 immediately, but when they are able to register, they will have the benefit of having met with you and completed their advising appointment.
3. Check progress report grades in Self-Service to see if there were any Ds and Fs posted. Also check with the student to see if they had any Ds and Fs from a past term. Remind students that the best way to improve their GPA quickly is to repeat the course in the summer 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 (*except for EDU majors)
 - 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 at [Degree Audit Appointment Application | Dynamic Forms \(ngwebsolutions.com\)](#) By the beginning of the junior year, each student is required to select one subject as his/her major and one as his/her minor, with the exceptions of B.M., B.S.N., B.S.E., B.S.W., B.F.A. degrees and majors in Cell and Molecular Biology, Chemical Physics, Conservation Biology, Engineering, Exercise Science/ Wellness, Sport Management, and Athletic Training. See [Undergraduate Catalogue](#) for more information.
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. Summer terms may be options for them 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. Remind them that they still need to make up the work for the classes they miss (per their professors’ instructions).
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 offer **wait-listing options** for selected courses. If a student chooses to be wait-listed for a course, the student will be emailed if a particular class section opens. The students usually have 48 hours to respond as long as the academic calendar will allow the adding of the class. (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 Center for Intercultural Engagement (vmalone@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 at (www.uu.edu/academics/testing/) before pursuing such options. 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 Student Homesite at <https://myuu.sharepoint.com/sites/StudentHomesite> under University Forms.
14. Encourage students to be intentional with their summer plans and to get started early. The Vocatio Center for Life Calling & Career 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 Course Repeat Option** which allows them to replace one grade in one class. The form is available at <https://www.uu.edu/financialaid/forms/>. Students may contact Colby Benefield in Student Financial Planning at cbenefield@uu.edu or 731.661.5212 or Kelly Rowland at krowland@uu.edu or 731.661.6574.

The GPA Benchmarks are as follows:

- 24 and 48-hour benchmark - student must have a minimum 2.75 TELS GPA
- 72 and 96-hour benchmark - student must maintain a minimum 3.0 TELS GPA. Or between a 2.75-2.99 TELS GPA and a 3.0 semester GPA (this puts them on provisional status)
- 120 hours or over - the student must have a minimum 3.0

Core Biology Advising Guidelines

General Instructions: All students pursuing a Bachelor of Science degree are required to take a biology course in order to fulfill their General Core requirements. Students pursuing a Bachelor of Arts may take life science to fulfill their General Core science requirement and should consult with their advisor about which course is best for them. 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.**

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 Humanitarian Studies minor but any student may use this course. It 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 General Biology, Botany, Zoology, 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 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 Nervous Systems and basic physiological principles such as diffusion, osmosis and membrane function. No credit is given to BIO majors or minors.

February 2025

Advising Guidelines for CHE102, Chemistry of Common Consumer Products, CHE105, Fundamentals of Chemistry, and CHE111, General Chemistry

CHE102 (Chemistry of Common Consumer Products; 4 credit hours) has in the past been available only to adult students but effective Spring 2024 will be open to traditional undergraduates. The course will count as an elective and may be of interest due to the increased opportunity for students to choose electives with the upcoming elimination of requirements for a minor for degrees. CHE102 is fully online, is offered during 8-week semesters, and is of subject matter that is likely to be of interest across a wide range of student interests. It could be of particular value to students who need to drop a course mid-semester but need another to replace the dropped load. No prior study of chemistry is required. This course is an elective so does not count for core science credit for traditional undergraduates.

CHE105 or CHE111 will satisfy requirements for the Nursing program and the Engineering program. CHE111 is required for students majoring in Biology, Chemistry, or who are pursuing pre-medicine, pre-pharmacy, or other pre-professional science programs.

For students not majoring in the sciences, CHE105 can be an attractive option to satisfy the physical science laboratory core requirement. It does not require a previous course in Chemistry. Students interested in CHE111 should have a strong background in mathematics as well as a high school Chemistry course.

In addition to the above-mentioned courses, the Department of Chemistry offers CHE111E, General Chemistry (Enhanced). See the “Advising Summary of CHE-111 Prerequisites” included below for information concerning which section should be chosen based on relevant test results.

Regardless of whether a student enrolls in CHE-111 or CHE-111E, students may enroll in any CHE-111 lab section.

Advising Summary of CHE-111 Prerequisites

General Chemistry (CHE-111) is a comprehensive study of the fundamental experiments, principles, and theories of chemistry with emphasis on quantitative relationships. The structure and properties of matter with their energy relationships are stressed. Three (four for enhanced sections) 1-hour lectures and one 3-hour laboratory/week. Prerequisites are summarized as follows. The complete placement decision tree is available upon request.

Primary Placement Criteria	
ACT Math (SAT will be converted)	Section
>25	Standard
21-25	Enhanced
<21	Enhanced, upon completion of College Algebra with grade of B or better

Notes:

1. All sections of CHE-111 cover the same material, are evaluated using the same exams, and are equivalent in terms of degree progress. Enhanced sections of CHE-111 differ from standard sections primarily in the amount of classroom time available for review and problem-solving activities.
2. For those without ACT or SAT scores, results from the Calculus Readiness Test and/or high school math courses will be evaluated by the instructor for appropriate placement.

October 2023

Core English Advising Guidelines

ENG 111 and 112 – Written Composition I and II

- ENG 111 and 112 satisfy the core requirement for Written Composition. These courses must be taken in sequence.
- Successful completion of ENG 111—or transfer equivalent—is a pre-requisite for enrollment in ENG 112.
- It is highly recommended that students take ENG 111 and 112 in their first year and certainly no later than their sophomore year.

ENG 201 and 202 – World Literature I and II

- ENG 201 and 202 satisfy the core requirement for literature.
- Completion of ENG 111 and 112 (or transfer equivalents) is the pre-requisite for enrollment in either 201 or 202.
- ENG 201 and 202 may be taken in either order. They need not be taken in historical sequence.
- A sufficient score on the CLEP American Literature exam gives credit for ENG 202. (Score of 50 or above.)

October 2022

Core Mathematics Advising Guidelines

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
- Often ideal for students needing a general core mathematics course; emphasizes 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; 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 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 150 Mathematics for Teachers:** designed for future elementary teachers, so the topics are generally not of interest to non-education majors.
- **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; offered only rarely

October 2024

Calculus Advising Guidelines

Key to course numbers:

MAT 111: College Algebra

MAT 112: Trigonometry

MAT 116: Precalculus

MAT 116P: Calculus Placement

MAT 211: Calculus and Analytic Geometry I

MAT 212: Calculus and Analytic Geometry II

MAT 213: Calculus and Analytic Geometry III

Students scoring 29 or higher on the mathematics portion of the ACT (or SAT math 650 or higher):

1. Students may enroll today in MAT 211 (assuming they have learned some trigonometry).
2. If the student has taken an AP calculus exam and have received their score, see the section “AP enrollment guide” for possible additional options.
3. If the student has taken a calculus course for college credit, see the section “Students with college mathematics credit” below for possible additional options.

Students scoring 22 or below on the mathematics portion of the ACT (or SAT math 530 or below):

1. We highly recommend that the student completes credit for MAT 116 (or for both of MAT 111 and MAT 112) before taking calculus at Union.
2. If the student has taken a mathematics course for college credit, see the section “Students with college mathematics credit” for possible additional options.
3. If (2) does not apply, enroll in MAT 116 today.

Students scoring 23–28 on the mathematics portion of the ACT (or SAT math 540-640):

1. Knowledge of trigonometry is required for calculus. If the student has not learned trigonometry, then enroll in MAT 116 today.
2. If the student has taken a mathematics course for college credit, see the section “Students with college mathematics credit” below for possible options.
3. If the student has knowledge of trigonometry but does not have college credit for prerequisites for calculus, then the student may take the Calculus Readiness Test (CRT) in order to determine if they are ready to take calculus. Proceed as follows:
 - a. Choose a time slot when the student would like to take calculus (MAT 211). Then enroll today in the section of MAT 116P Calculus Placement that lists the same time slot as the calculus course the student wishes to take.
 - b. The student will be enrolled in the Calculus Readiness Test, MAT 000PT. This is a 0-credit course for which the student will not be charged.
 - c. During the first week of the student’s scheduled CRT session, the student should receive an email from Lindsey Robinson, CRT Coordinator, letting them know how to access the Calculus Readiness Test. This online test should take approximately 40 minutes, and results are immediate. Students are allowed two attempts at the test. Further information will be available at that time. **If the student does not receive an email by the end of the first week, they should contact Lindsey Robinson at lrobinson@uu.edu.**
 - d. After the student’s scheduled CRT session, when all results from the CRT are complete, students will be moved to the section of MAT 116 or MAT 211, as appropriate, that meets in the same time slot as the MAT 116P in which the student was enrolled. If, due to high enrollment in a particular section, we need to place the student into a section meeting at a different time, we will do so without changing other courses they are taking; the student will be notified of the change by an email from the CRT Coordinator.

Students taking an AP calculus exam:

1. If the student has already received their AP calculus results, then they may enroll today in the appropriate calculus class; see the AP enrollment guide below.
2. If the student has not yet taken the exam or if they have taken it but have not yet received their score, then proceed as follows:
 - a. Enroll today as per the instructions for your ACT score.
 - b. When their AP results are received and recorded by Union, students may contact their enrollment counselor regarding changing their schedule to enroll in the appropriate course as per the AP enrollment guide below.

AP enrollment guide:

1. A student scoring 4 or 5 on the Calculus AB exam may enroll in MAT 212.
2. We recommend that a student scoring 3 on the Calculus AB exam take MAT 211 before taking MAT 212, but the student is allowed to enroll in MAT 212.
3. A student scoring 4 or 5 on the Calculus BC exam may enroll in MAT 213. Enrollment in MAT 212 is also chosen by many such students and should be considered as an option.
4. We strongly recommend that a student scoring 3 on the Calculus BC exam begin with MAT 211 or MAT 212, but the student is also allowed to enroll in MAT 213.

Students with college mathematics credit:

1. If the student's college transcript has been received, evaluated and recorded by Union, then they may enroll as per the course prerequisite guide below.
2. If the student is currently taking a college mathematics course, or if they have completed a college mathematics course but have not yet had their college transcript sent to Union or it has not yet arrived, proceed as follows:
 - a. Sign up for the course the student is eligible to take based on other criteria or enroll in MAT 116P to reserve a time in their schedule without committing to a particular course.
 - b. Have their college transcript sent to Union as soon as possible.
 - c. When they receive their transcript evaluation, if they did not receive the credit they expected, contact the enrollment counselor to make the appropriate enrollment change.

Course prerequisite guide

Course	Prerequisite
MAT 213	MAT 212
MAT 212	MAT 211
MAT 211	One of the following: (1) MAT 116; (2) MAT 111 and MAT 112; (3) Math ACT score of 29 or higher; or (4) a passing score on the calculus readiness test

Course transfer guide

1. In order to transfer in as MAT 116, a precalculus course must serve as that college's prerequisite to their mainstream calculus I course.
2. "Precalculus Algebra" usually transfers in as MAT 111 College Algebra.
3. "Precalculus Trigonometry" usually transfers in as MAT 112 Trigonometry.
4. "Business Calculus" and "Calculus for the Social Sciences" usually transfer in as MAT 201 Applied Calculus, which is not equivalent to MAT 211 and does not serve as a prerequisite for MAT 211.
5. A score of 3 or higher on the Calculus AB exam gives credit for MAT 211.
6. A score of 3 or higher on the Calculus BC exam gives credit for both MAT 211 and MAT 212.
7. A sufficient score on the CLEP College Algebra exam gives credit for MAT 111. (Score of 50 or above.)
8. A sufficient score on the CLEP Precalculus exam gives credit for MAT 116. (Score of 50 or above.)
9. A sufficient score on the CLEP Calculus with Elementary Functions exam gives credit for MAT 211. (Score of 50 or above.)

Core History Advising Tips

MEETING CORE CURRICULUM REQUIREMENTS

As the gatekeeper of the history requirements (HIS 101 and HIS 102) in Union University's General Core Curriculum, the history department has adopted the following guidelines for use by the university registrar, history department members, and others in determining which courses will be accepted for HIS 101 (World Civilization to the 18th Century) and HIS 102 (World Civilization from the 18th Century) credit and which ones will not.

ENTERING FIRST-YEAR STUDENTS

1. Students who have completed the Advanced Placement Test in World History with a minimum score of 3 have met the 6-hour history requirement (HIS 101-102) in Union's General Core Curriculum.
2. Students who have completed a year-long high-school dual-enrollment course in the history of world civilization have met the 6-hour history requirement (HIS 101-102) in Union's General Core Curriculum.
3. Students who have completed the Advanced Placement Test in European History (1450-present) must take both HIS 101 and HIS 102 to meet the 6-hour history requirement in Union's General Core Curriculum.
4. Students who have completed only the Advanced Placement Test in American History must take both HIS 101 and HIS 102 to meet the 6-hour history requirement in Union's General Core Curriculum.
5. Students who have successfully completed a high school dual-credit course in American history must take both HIS 101 and HIS 102 to meet the 6-hour history requirement in Union's General Core Curriculum.
6. For International Baccalaureate exam credit in history, students will be evaluated on a case-by-case basis to determine if their IB history course may be substituted for a history of world civilization class (HIS 101 or HIS 102) at Union. Students who take the appropriate examination must make a score of 5 for consideration.

TRANSFER STUDENTS

1. Transfers who have completed Advanced Placement tests in history will be subject to the same requirements listed above for entering first-year students at Union.
2. Transfers who have taken no history must take both HIS 101 and HIS 102 to meet Union's General Core Curriculum requirement in history.
3. Transfers who have taken only United States history courses and not completed a college degree program, such as an Associate of Arts, will generally be required to take both HIS 101 and HIS 102 to meet the 6-hour history requirement in Union's General Core Curriculum.
4. Transfers who have taken 6 semester hours of world history, i.e., courses of a broad scope and chronological character, will have met the 6-hour history requirement in Union's Core Curriculum. Courses that are limited in chronology or subject matter (a national or cultural history course, for example, and/or one with a restricted time frame, such as Modern Russian History) will not be accepted as meeting any part of Union's core requirement in world history. The same standards apply to students who wish to transfer in 3 semester hours of history credit as a substitute for one of Union's world civilization courses in the university's General Core Curriculum.

UNION UNIVERSITY STUDENTS

1. Union University students must secure the approval of the registrar before taking a world civilization course off campus to meet part or all the history requirements in Union's General Core Curriculum.
2. The transfer of western civilization or United States history courses taken by currently enrolled Union University students at another institution to serve as substitutes for HIS 101 and/or HIS 102 will not be approved.

3. Students may not use a passed CLEP exam in western civilization as a substitute for HIS 101 or HIS 102 in Union's General Core Curriculum. The one exception will be students in Union's BSOL program who may substitute one successfully passed CLEP exam in western civilization for the HIS 101 or HIS 102 course that corresponds chronologically to the exam they have taken to meet a BSOL requirement in the social sciences.
4. Because of teacher licensure regulations set by the State of Tennessee, HIS 211 (The United States to 1877) and HIS 212 (The United States from 1877) fulfill the 6-hour history requirement that students in the elementary education program must meet in Union's General Core Curriculum. Students seeking an elementary education license may substitute one successfully passed United States history CLEP exam for the equivalent HIS 211 or HIS 212 courses at Union. These students must take the other half of United States history (HIS 211 or HIS 212) in a regularly scheduled class. Elementary education students with a score of 3 or higher on the Advanced Placement Test in American History will also meet the general core history requirement.
5. Students who have successfully completed HON 225 (Justice) may substitute that course for the HIS 102 requirement in Union's General Core Curriculum. On the other hand, history majors and history minors who have completed HON 225 must still take HIS 102 or have met the requirement through a dual enrollment course in the history of world civilization or through the Advanced Placement Test in World History with a score of at least 3.

Updated October 2022

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?

Ten years ago, it was, but no longer. General Honors students now fulfill just under half (19 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?

Timing	General Honors courses	General Core fulfillments	Credit Hours
Fall freshman	HON 205 Wisdom/Gateway/ENG 111	Comp I (ENG 111)	6
Spring freshman	HON 215 Beauty/ART 210/ENG 112	Fine Arts (ART 210) Comp II (ENG 112)	6
Fall sophomore	HON 235 Creation	Lab science, either group A (physical sciences) or B (biological sciences)	4
Spring sophomore	HON 225 Justice/SocSci/HIS 102	Social Science/Humanities World Civ II (HIS 102)	6

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 fewer than 5 freshmen for spring semester. Interested students should see either Dr. Huelin or Prof. Moore 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.

Updated October 2021

Core Modern Languages Advising Tips

Note: Students choosing to take Modern Languages to satisfy the core language requirement should refer to the below. Students choosing to take Ancient Languages to satisfy this requirement should begin at the start of those sequences (Elementary Greek, Hebrew, or Latin) or contact Dr. Ray Van Neste if they seek advanced standing.

Overview:

1. If the student has three or more years of high school credit, place the student in 112, 211, or 212. *
 2. If the student has AP credit:
 - a. With 6 hours of AP credit, place the student in 211 or 212
 - b. With 12 hours of AP credit, place the student in 213
- * Contact Spanish Faculty for placement testing and course selection to begin language classes at the 300 level.

Recommendation:

It is strongly recommended that students begin their language study as early in their program of study as possible in order to benefit from the work they have done in high school. Waiting until the senior year to take a language course is not as productive as being able to build on work from high school and can place unnecessary stress on the student due to schedule conflicts.

Language Placement

Students who have had three or more secondary school credits in a language may not receive college credit for the 111 in the language studied. They should be advised to begin at least in 112. A department placement exam is available for those students to verify the appropriate level. This exam is also given the first day of class in all 100 and 200 level classes to students beginning in the language program at Union.

If students have a strong high school language background and multiple years of language study, they may enter the program at the 200 level. With the advisement of a language professor, a student may be permitted to begin in a 300-level course if they have had extensive background and preparation in the language.

AP Credit

- For AP credit, twelve hours of credit is given for a score of 4 or 5 on the Advanced Placement exam.
- The 200-level credit will count towards the major or minor.
- The 100-level credit will be applied as lower-level elective credit if the student is a major or minor.
- A student receiving a 3 on the AP may receive credit for 111 and 112 (6 hours).

Literature Requirement in the Core:

The sequence of literature surveys in Spanish, SPA 311, 312, 316, 317 may be taken in place of the World Literature sequence for the core. These courses count toward the major or minor in Spanish.

February 2024

Core Physics Advising Guidelines

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, Teaching and Learning majors)

- Most students not needing PHY 213 or PHY 231 for their major take this to satisfy general core requirements
- Lab science; students must also register for a lab section (except for special inquiry-based section; it has a fixed lab time)
- 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 per year utilizes an approach to physical science that is inquiry-based and emphasizes the process of “doing” science rather than going through a list of physical science facts and ideas. Teaching and Learning 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
- Lab science; students must also register for a lab section
- 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
- Lab science, but lab is built into the schedule
- 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 Teaching and Learning, Biology, Physics, other areas
- Lab science; students must also register for a lab section

March 2018

Advising Quick Reference Guide

Academic Program	Student Profile (SP) or (SDF)
ACT score	Test Summary (SP) or (SDF)
Address & Campus box	Student Profile (WA) or (SDF)
Advisee Registration Check off	(SP)
Advisees (list)	My Advisees (SP)
Advisor	Student Profile (SP) or (SDF)
AP Score (if passed)	Test Summary (SP)
CLEP Score (if passed)	Test Summary (SP)
Current Courses	Transcript (SP)
Curriculum Maps	Curriculum Guides Undergraduate Studies Academics Union University, a Christian
DANTES Score (if passed)	Test Summary (SP)
Degree	Student Profile (SP) or (SDF)
Degree Auditor	Student Profile (SP) An appt. was scheduled, but student may not have attended.
E-mail address of Student	Student Profile (SP) or (SDF)
E-mail addresses of Advisees	SDF sort by Advisor
Major (Specialization)	Student Profile (SP) or (SDF)
Mid-term grades	Student Profile (SP)
Minor	Student Profile (SP) or (SDF)
Phone numbers	Student Profile (WA)
Priority Registration Information	E-mail from Anita Todd (week prior to 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 (SP)
Student ID number	My Advisees (SP) or (SDF)
Transcript UU	Transcript (SP) 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”. (SP)

SP=Student Planning

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, exams must be taken by November 1 of prior year.

For those graduating in December, exams must be taken by April 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 December are due prior to spring priority registration.

UNION UNIVERSITY FALL/SPRING DAY SCHEDULE

Monday (M)	Tuesday (T)	Wednesday (W)	Thursday (R)	Friday (F)
8:00-8:50	8:00-9:15	8:00-8:50	8:00-9:15	8:00-8:50
9:00-9:50	9:25-10:40	9:00-9:50	9:25-10:40	9:00-9:50
10:00-10:50	10:50-12:05	10:00-10:50	10:50-12:05	10:00-10:50
11:00-11:50		11:00-11:50		11:00-11:50
12:00-12:50	12:15-1:30	12:00-12:50	12:15-1:30	12:00-12:50
1:00-1:50	1:40-2:55	1:00-1:50	1:40-2:55	1:00-1:50
2:00-2:50		2:00-2:50		2:00-2:50
3:00-3:50	3:05-4:20	3:00-3:50	3:05-4:20	3:00-3:50
4:00-4:50		4:00-4:50		4:00-4:50

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: _____ Date: _____