



ACADEMIC ADVISING HANDBOOK

2024-2025

Records and Academic Services
Higginbotham Administration Building, Room 124
Ext. 8200

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 3,600 students each semester. Each of these students brings unique potential 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 work effectively with them and lay the foundation for growth in conceptual, informational, and relational skills.

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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.
- Ensure students are aware of curricular and cocurricular opportunities.
- Encourage students to get involved in cocurricular activities. (e.g. hiking club, photography, dance club, diverse clubs, ensembles, art, knitting club etc.).
- Attentively engage with the student to fully understand their needs and perspectives.

"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

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

Source: Voller, J.G. Miller, A. M. and Neste, L. S. (2010). *Comprehensive Advisor Training and Development: Practices that Deliver*, 2nd Edition, p.41.

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.

Unless the student has signed a waiver 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 institutional resources or materials.
- Follow through on actions identified during each advising session.
- Evaluate the advising system to strengthen the advising process.
- Request re-assignment to a different advisor if necessary.
- Use resources to acquire information about courses.
- Use resources to acquire information about academic programs.
- **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.

Source: Voller, J.G. Miller, A. M. and Neste, L. S. (2010). Comprehensive Advisor Training and Development: Practices that Deliver, 2nd Edition, p.41.

Process of Developmental Advising

Exploring Life Goals

- Know students' characteristics and development
- Understand decision-making process
- Know principles of psychology and sociology
- Possess skill in counseling techniques
- Appreciate individual differences
- Believe in worth and dignity of all people
- Believe that all people have potential

Exploring Career Goals

- Know vocational fields
- Possess skill in test interpretation
- Understand the changing nature of work in society
- Accept all fields of work as worthy and dignified

Choosing Programs

- Know programs available at the University
- Know requirements of programs (special entrance requirements, fees, time commitments, etc.)
- Know university requirements for transfer programs
- Know how others have performed in the program
- Know the success of program graduates

Selecting Courses

- Know available courses
- Know special information about courses (prerequisites, etc.)
- Know rules and regulations of the University
- Know honors and developmental courses
- Know instructors and their teaching styles
- Know course content
- Know advisee's demonstrated abilities

Scheduling Courses

- Know course schedule
- Know all registration procedures
- 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? On behalf of the students who depend on you, the theme of your efforts to improve your advising might be to make meaningful community out of mere connections with students. The framework for advising as teaching is one practical and faculty-relevant way to add value and purpose to student-faculty contact.”

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

Hints for Successful Advising

- Appreciate the emotion behind your advisee's words (voice intonation and body language).
- Frequently try to check your understanding of what you hear (not hear what you want to).
- Fight off external distractions (phone, computer, 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.
- Be aware and recognize students' challenges, assist with development transitions, and acknowledge individual differences among students.
- Help students assess their values, explore alternatives, and clarify decisions relating to career development.
- Do not make hasty judgments. Wait until all of the facts are in before making a judgment.

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

Source: Voller, JG. Miller, A, M. and Neste, L, S. (2010). Comprehensive Advisor Training and Development: Practices that Deliver, 2nd Edition, p.55.

Academic Policies & Procedures

Graduation Requirements

Every Lee University student must complete at least 120 semester hours to graduate with a bachelors degree, even if all course requirements in the general core and major 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 semester hours and has fulfilled all course requirements.

Religion Core

Religion core courses should be taken in the following sequence, and a course should be taken each semester until the sequence is completed:

- a. Message/Survey of the Old/New Testament
- b. Message/Survey of the Old/New Testament
- c. Introduction to Theology
- d. Introduction to Christian Ethics

Developmental/Remedial Courses

These courses count toward the 120 hours required for graduation; however, they *do not meet any core or major requirements* and will only count as electives. Students need to repeat these courses if they receive a grade of NC or F. Students who pass these classes will receive a grade of P.

- MATH-098 Elementary Algebra
MATH-099 Intermediate Algebra

English Composition Sequence

Students are required to take English composition courses each semester until they complete ENGL-110 Rhetoric and Research. Based on placement from ACT, SAT, or High School GPA, students may be required to take ENGL-106 College Writing prior to moving on to ENGL-110. Students must obtain approval from the Registrar,

Assistant Registrar or Department Chair of Language and Literature if they want to drop/withdraw from a composition course.

Foreign Language Requirements

Bachelor of Arts programs require 6 hours of Intermediate Foreign Language. The Department of Language and Literature offers placement and proficiency exams for students with foreign language backgrounds. Bachelor of Science programs require 3 hours of a LING-201 Language in Culture class or any foreign language. Some majors require specific languages in the general core.

Service Learning

All campus students must complete 10 hours of service per full-time semester at Lee, with a maximum of 80 hours required. Fully online terms do not count toward this requirement.

Lee Online Courses

Traditional campus students may not take courses through Lee Online without approval from the appropriate academic administrator on the Online Course Approval Form. The Lee Online 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 Registrar or Assistant Registrar for entry on the degree audit. Students may be required to submit a Petition for Exception to Academic Policy form to the appropriate School/College Dean.

Repeating Courses

There are two types of “repeat” classes:

- Repeat without replace grade (ex: Special Topics courses or Music Ensembles) - 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. The original course and grade will remain on the transcript but will not be calculated in the GPA.

Directed Studies

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

Auditing 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.

Senior Testing

All students are required to take GNST-400 Senior Assessment and the SMFT Senior Major Field Test in their area of study. These tests should be taken at any time during the senior year and registered for during regular registration timeframes.

General Advising Information

Changing Degree Programs

Students must go to the *Center for Calling & Career* (located on the first floor of the Paul Conn Student Union) to change their degree program.

At the Center, students will complete an Academic Program Change form online and will have the opportunity to meet with a Strengths Vocational Advisor. Once the process is complete, Records and Academic Services processes the major change 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 the Records and Academic Services Office. 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. Music majors wishing to change to another discipline must receive approval from the School of Music.

Changing Advisors

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

Degree Audit Evaluation (Self-Service Progress)

The 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 be reviewed by the Registrar or Assistant Registrar. Students should reach out to the Records Office if they believe there are problems with their degree audit.

****Note:** The Degree Audit (Progress) 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. 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’.*

Advising in Self-Service

Continuing students who are selecting classes for the next semester(s) should use the online Self Service Student Planning system in Portico.

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 approve them to register in Portico. The advisor is strongly encouraged to document specific information given to the student. After the

student is cleared to register, the student may enroll in classes online using Self Service Student Planning when their classification opens during Advanced Class Selection.

The timetable for student access to class enrollment through Self-Service 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 2.75 GPA and a 2.75 average in English composition and Math along with an overall cumulative 2.75 GPA.

Advisor Evaluations

The advising program and individual advisors undergo a standardized evaluation each fall and 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 and is presented in the May commencement ceremony.

Advising Freshmen

Classification

Classification as a sophomore requires a student to have completed 30 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 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 Assistant Registrar or Registrar.

NOTE: Freshmen transferring in dual-enrollment college credits taken during high school are *not* exempt from LEEU-101, even if they have completed an Associate's degree.

Contact the Records office if you are unsure if a student needs to complete this requirement.

Religion Placement

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

Students who have a non-Christian background may be permitted to take RELG-100 Introduction to Christianity, offered in the Fall term. If completed, this class may take the place of either Old or New Testament (substitution must be entered by the Assistant Registrar or Registrar). Students must receive approval from the Dean of the School of Theology & Ministry to enroll in this class.

Lab Science Placement

Non-majors should take BIOS-110 (Human Biology), BIOS-112 (Environmental Science), GSCI-121 (Physical Science), or GSCI-122 (Earth & Space Science). BIOS-161 (Principles I) and CHYS-161 (General I) are designed for *science majors* and can fulfill the core science requirement, but non-majors should not elect to take these classes without substantial preparation in high school.

CHYS-161 and CHYS-162

All science majors requiring the General Chemistry sequence scoring below 24 (ACT) or 580 (RSAT) on the math portion of the respective tests must successfully complete the assigned developmental math courses and either MTHS-135 (Statistics) or MTHS-161 (Algebra for Calc) before enrolling in CHYS-161. The appropriate chemistry sequence for students with no high school chemistry preparation is CHYS-131 (Principles), CHYS-161, and CHYS-162.

CHYS-131/132 or CHYS-135

For those students needing the General, Organic, and Biochemistry 100-level chemistry content, the requirement can be fulfilled in two paths. Students below a composite score of 21 (ACT) or 1090 (RSAT) are eligible to enroll in the two-semester sequence CHYS-131 (Principles) and CHYS-132 (Organic and Biochem) to fulfill the chemistry requirement. Students with a composite 21 (ACT) or 1090 (RSAT) can elect to take CHYS-135, a one-semester coverage of the two-semester content.

PHYS-261

Students must complete MTHS-261 before enrolling in PHYS-261.

**Contact Dr. Paul DeLaLuz, Chair of the Department of Natural Sciences, if you have questions about lab science placement.*

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. Thomas Pope, Professor of Political Science.

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 hours are earned by a combination of class, group, and individual service learning experiences.

^RStudents choosing majors in the School of Theology & Ministry have different course requirements.

LEE UNIVERSITY FRESHMAN/SOPHOMORE EXPERIENCE (2 hrs)

| | |
|----------|--------------------------------|
| LEEU-101 | Freshman Gateway Seminar (1) |
| LEEU-202 | Foundations of Benevolence (1) |

ACQUIRING FUNDAMENTAL ACADEMIC SKILLS (6 - 9 hrs)

| | |
|----------|--|
| ENGLISH: | ENGL-106 (3) and ENGL-110 (3) |
| Or | ENGL-110 (3) (Depends on placement) |
| MTHS-135 | Intro to Statistics (3) (most majors require MTHS-135, but others may only require a college-level math) |

EXPLORING THE HUMANITIES (12 hrs)

| | |
|----------|------------------------------------|
| HUMN-201 | Foundations of Western Culture (3) |
|----------|------------------------------------|

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

| | |
|----------|--|
| HUMN-202 | Rise of Europe (3) |
| HUMN-301 | Foundations of the Modern World (3) |
| HUMN-302 | Modern 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 may be required for some majors)

| | |
|----------|----------------------------|
| ARTS-201 | Art in Culture |
| 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:

BIOS-110, 112, GSCI-121-122, (specific course may be required for some majors)

SEEKING A GLOBAL PERSPECTIVE (5 – 10 hrs)

| | |
|--------------|---|
| GNST-200 | Global Perspectives Seminar (1) |
| GNST-250-253 | Cross Cultural Experience (1-3) |
| LING-201* | Language and Culture (3) <i>B.S. Degrees Only</i> |

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

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)
*Old & New Testament Survey are for STM majors only.
- LEEU-101 Freshman Gateway Seminar (1) **[required even if student has dual-enrollment or AP credits]**
- English Composition – ENGL-106 or ENGL-110 (3) based on placement (visible at the bottom of degree audit)

Step Two: Add 5-9 additional hours to this base of required courses.

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:

- MTHS-110 Contemporary Mathematics (3), MTHS-123/161 College Algebra (3)/Algebra for Calculus (4), **or** MTHS-135 Introduction to Statistics – *depending on placement and major*
**Note: If students place in MTHS-098 or MTHS-099 and MTHS-123 or higher is required for their major, they should enroll in the remedial class(es) their first semester.
- Foreign language – B.A. programs (3)
- Lab Science (4)
- PSYC-200 Understanding Human Behavior (3), ECON-200 Understanding Economic Issues (3), or SOCI-200 Understanding Contemporary Society (3)
- HIST-212 Recent American History (3) or PLSC-250 American Government (3)
- MUHL-211 Music in Culture (3), ARTS-201 Art in Culture (3), PHIL-241 Intro to Philosophy (3), or THEA-201 Theatre in Culture (3)

Step Three: Consider higher level core requirements or beginning major requirements if student has dual enrollment credit for common general core courses.

- HUMN-201 or other Humanities options can be taken if students have completed ENGL-106 or ENGL-110

Transfer

Step One: New transfer students must take the following courses:

- *BIBL-110 Message of the New Testament **or** BIBL-111 Message of the Old Testament (3)
*Old & New Testament Survey are for STM majors only.
- LEEU-101 or LEEU-201 Transfer Gateway (1) if transferring less than 16 hours
 - LEEU-201 is required if admitted on Probation in the Fall semester
 - LEEU-201 is open to transfer students who want to familiarize themselves with Lee University. It is a modified version of LEEU-101 intended to create community for transfer students
- English if composition sequence is not completed with transfer coursework
- Math if core math requirement is not complete with transfer coursework
 - If students do not have a college-level math course or test scores to determine math placement, they should be referred to the Mathematical Sciences department for placement testing
- GNST-200 Global Perspectives Seminar (1) – Taking this course their first semester allows them to have the maximum amount of time to take their Cross-Cultural Experience during their shortened time at Lee

Step Two: Add additional hours to this base of required courses

Dual Enrollment or Transfer Coursework

All dual enrollment and/or transfer coursework that has been received by the university will be visible in Progress in Self-Service. If a student says they completed dual enrollment courses, but you do not see them filling in requirements, remind the student to request an official college transcript from the college/university they attended.

You can also view a term-by-term listing of transfer work for each institution attended on the Transfer Summary tab of the Advising menu in Self-Service for each student. This list includes equivalencies assigned to each course.

| Course Plan | Timeline | Progress | Course Catalog | Notes | Plan Archive | Test Scores | Unofficial Transcript | Transfer Summary | Grades | Petitions & Waivers | Graduation Application |
|-------------------------------------|----------|----------|-----------------|--|--------------|-------------|-----------------------|------------------|--------|---------------------|------------------------|
| Expand All | | | | | | | | | | | |
| Cleveland State Community College | | | | | | | | | | | |
| Transfer Course/Title | Credits | Grade | Completion Date | Equivalent Course/Subject/Course Level | Credits | Grade/Dept | Academic Level | | | | |
| GEN 1010/First Year Seminar | 3.00 | A | 12/30/2019 | LEEU-101 | 3.00 | A | Undergraduate Level | | | | |
| ENGL 1010/English Composition I | 3.00 | B | 4/30/2020 | ENGL-106 | 3.00 | B | Undergraduate Level | | | | |
| MATH 1000/Algebra Essentials | 3.00 | B | 4/30/2020 | MTHS-TRAN | 3.00 | B | Undergraduate Level | | | | |
| PHIL 1040/Introduction to Ethics | 3.00 | A | 4/30/2020 | PHIL-TRAN | 3.00 | A | Undergraduate Level | | | | |
| SOCI 1010/Introduction to Sociology | 3.00 | A | 4/30/2020 | SOCI-200 | 3.00 | A | Undergraduate Level | | | | |

Contact the Records Office if you have questions about transfer equivalency assignments or the status of a student's external transcripts.

Each course is evaluated by the Assistant Registrar, Registrar and/or appropriate academic administrator to determine the appropriate equivalencies.

Associate of Arts/Science Degree Transfer Policy

Any student entering Lee University for the first time in Fall 2009 or later is eligible to be considered for the A.A./A.S. Transfer Agreement. Under this agreement, any student who has completed an Associate of Arts or Associate of Science degree from an accredited post-secondary institution will be considered to have met all general education requirements at Lee University, with the following exceptions:

1. Students will be required to take one religion course each non-summer semester for up to 4 semesters. [The student teaching semester for education majors will be excluded.]
2. Students will be required to complete 10 clock hours of service for each non-summer semester they are enrolled at Lee up to 40 hours.
3. Students will be required to complete *GNST-200 Global Perspectives Seminar*, *LEEU-202 Foundations of Benevolence*, and either *GNST-251/2/3* (a study abroad experience offered through Lee) or *GNST-250* (an individually arranged and approved experience).
4. Students will be required to complete any pre-requisites for upper-division courses.
5. Students enrolled in Bachelor of Arts (BA) academic programs will be required to complete the Foreign Language requirement of two semesters at the intermediate level or higher. The intermediate level is the 200-level for French, Spanish, and American Sign Language, and the 300-level for Greek and Hebrew.
6. Students enrolled in teacher licensure programs (BST, BAT, BME) will be required to complete all courses necessary to meet state licensure standards, even if some of those courses are general education requirements that would otherwise be waived for students in non-licensure degree programs who have completed an Associate of Arts or Associate of Science degree.

NOTE: This agreement does not apply to students who have been awarded the *Associate of Applied Science* (A.A.S.) degree.

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 and enters them, the student can see the credit awarded in Self-Service. Credit earned by testing will be designated on the transcript with a grade of P. A maximum of 32 credit hours can be earned by advanced testing.

The official credit given to students for each accepted AP exam can be found in the catalog. No credit is awarded for a score below 3 in any subject area.

| AP Test | Score | Course/Credit Hours Awarded |
|-----------------------------------|--------------|---|
| Art History | 3-5 | ARTS-244, ARTS-245 (3, 3) |
| Biology | 3 4, 5 | BIOS-110 (4) BIOS-161, BIOS-162 (4, 4) To be reviewed by department |
| Calculus AB | 3 4, 5 | Place in MTHS-261 MTHS-261 (4) |
| Calculus BC | 3 4, 5 | MTHS-261 (4) MTHS-261, MATHS-262 (4, 4) |
| Chemistry | 3 4, 5 | CHYS-161 (4) CHYS-161, CHYS-162 (4, 4) With extensive lab documentation and department approval. |
| Computer Science Principles | 3-5 | CISS-201 (3) |
| Computer Science A | 3-5 | CISS-301 (3) |
| Economics - Macro | 3-5 | ECON-211 (3) |
| Economics - Micro | 3-5 | ECON-212 (3) |
| English Language/Composition | 3 | ENGL-106 (3) |
| | 4 | ENGL-106, ENGL-221 or ENGL-222 (3, 3) |
| | 5 | ENGL-110, ENGL-221 or ENGL-222 (3, 3) |
| English Literature/Composition | 3 | ENGL-106 (3) |
| | 4 | ENGL-106, ENGL-221 or ENGL-222 (3, 3) |
| | 5 | ENGL-110, ENGL-221 or ENGL-222 (3, 3) |
| Environmental Science | 3-5 | BIOS-112 (4) |

| | | |
|---|-----------|---|
| European History | 3 4, 5 | HIST-221 (3) HIST-221, HIST-222 (3, 3) |
| French Language | 3 4, 5 | FREN-211 (3) FREN-211, FREN-212 (3, 3) |
| French Literature | 3 4, 5 | FREN-211 (3) FREN-211, FREN-212 (3, 3) |
| German Language | 3 4, 5 | GERM-211 (3) GERM-211, 212 (3, 3) |
| Government and Politics (Comparative) | 3-5 | Contact Dept Chair for Elective PLSC Credit |
| Government and Politics (United States) | 3-5 | PLSC-250 (3) |
| Human Geography | 3-5 | GEOG/ANTH-312 (3) |
| Latin | 4-5 | LATN-211 (4) |
| Music Theory | 4, 5 | MUST-111 (3), MUST-112 (1) |
| Physics 1 | 3-5 | GSCI-121 (4) |
| Physics 2 | 3-5 | GSCI-121 (4) |
| Physics C: Electricity & Magnetism | 4, 5 | PHYS-261 (4) |
| Physics C: Mechanism | 4, 5 | PHYS-261 (4) |
| Psychology | 3-5 | PSYC-200 (3) |
| Spanish | 3 4, 5 | SPAN-211 (3) SPAN-211, SPAN-212 (3, 3) |
| Statistics | 4, 5 | MTHS-135 (4) |
| U.S. History | 3 4, 5 | HIST-211 (3) HIST-211, HIST-212 (3, 3) |

At the request of the student, exams not listed in this chart may be reviewed by the appropriate academic administrator to determine if credit can be awarded.

Other Advanced Academic Work for Credit

CLEP

The university also awards credit for a limited number of CLEP exams with a score of 50 or higher. CLEP transcripts must be sent directly to the university for evaluation. Credit is designated on the transcript with a grade of P. Credit is only awarded for the exams listed in this chart.

| Exam | Score | Course Earned | Credit |
|--------------------------------|-------|----------------------|--------------|
| Biology | 50 | BIOS-161 | Pass - 4 hrs |
| Calculus | 50 | MTHS-261 | Pass - 4 hrs |
| Chemistry | 50 | CHYS-161 | Pass - 4 hrs |
| College Algebra | 50 | MTHS-123 | Pass - 3 hrs |
| College Algebra - Trigonometry | 50 | MTHS-123 | Pass - 3 hrs |
| College Mathematics | 50 | MTHS-110 | Pass - 3 hrs |
| Natural Sciences | 50 | GSCI-121 | Pass - 4 hrs |
| Trigonometry | 50 | MTHS-162 | Pass - 3 hrs |
| Humanities | 50 | HUMN-202 or HUMN-301 | Pass - 3 hrs |
| College Composition | 50 | ENGL-106 | Pass - 3 hrs |
| German Level 2 | 55 | GERM-211 | Pass - 3 hrs |
| | 60 | GERM-212 | Pass - 3 hrs |
| Macroeconomics | 50 | ECON-211 | Pass - 3 hrs |
| Microeconomics | 50 | ECON-212 | Pass - 3 hrs |

Cambridge International Exams (CIE)/University of Cambridge Credit

The university recognizes the excellence of the CIE program and awards university credit. Students must request that original documentation of courses and scores be submitted to the university for evaluation. Only levels A and AS are accepted for review and below are the courses and grades required to receive credit. See corresponding chart for approved credit details.

| Exam | Level | Grade | Course/Credit Hours Awarded |
|------------|---------|---------|-----------------------------|
| Geography | A or AS | A,B,C,D | GEOG-311 (3), GEOG-312 (3) |
| Accounting | A | A,B,C | ACCT-241 (3), ACCT-242 (3) |

| | | | |
|---------------------|---------|--------------------|--|
| Economics | A | A,B,C | ECON-211 (3), ECON-212 (3) |
| Business Studies | A | A,B,C | BUSN-101 (3), MGMT-205 (3) |
| French | A or AS | A,B,C,D | FREN-211 (3), FREN-212 (3) |
| German | A or AS | A,B,C,D | GERM-211 (3), GERM-212 (3) |
| Spanish | A or AS | A,B,C,D | SPAN-211 (3), SPAN-212 (3) |
| Physics | A | A,B | PHYS-211, PHYS-211L (4), PHYS-212, PHYS-212L (4) |
| Chemistry | A | A,B,C | CHYS-161, CHYS-161L (4), CHYS-162, CHYS-162L (4) |
| Biology | A | A,B | BIOS-161, BIOS-161L (4), BIOS-162, BIOS-162L (4) |
| Computing | A | A,B,C | CISS-201 (3) |
| Sociology | A or AS | A,B,C,D | SOCI-200 (3) |
| Psychology | A or AS | A,B,C,D | PSYC-200 (3) |
| History | A or AS | A,B,C,D | HIST-221 (3), HIST-222 (3) |
| Mathematics | A | A,B,C | MTHS-261 (4) |
| Further Mathematics | A | A,B,C | MTHS-261 (4) |
| English Language | AS | A,B,C,D | ENGL-106 (3) |
| English Literature | AS A | A,B,C,D A,B,C,D | ENGL-221 (3) ENGL-221 (3), ENGL-222 (3) |

International Baccalaureate Programme (IBP)

The university recognizes and awards academic credit for IBP coursework. The student should request that original documentation directly from IBP be submitted to the university for evaluation. See corresponding chart for approved credit details.

| Course | IB Score | Course/Credit Hours Awarded |
|-------------|-----------------|---|
| Biology | HL 5 HL 6, 7 | BIOS-110 (4) BIOS-161, BIOS-162 (4,4) To be reviewed by department |
| Calculus AB | HL 5 HL 6, 7 | Place in MTHS-261 (4) MTHS-261 (4) |
| Calculus BC | HL 5 HL 6, 7 | MTHS-261 (4) MTHS-261, MTHS-262 (4, 4) |

| | | |
|---|----------------------|--|
| Chemistry | HL 5 HL 6, 7 | CHYS-161 (4) CHYS-161, CHYS-162 (4, 4) With extensive lab documentation and department approval |
| Economics - Macro | HL 5, 6, 7 | ECON-211 (3) |
| Economics - Micro | HL 5, 6, 7 | ECON-212 (3) |
| English Language/Composition | HL 5 HL 6, 7 | ENGL-106 (3) ENGL-106, ENGL-110 (3, 3) |
| English Literature/Composition | HL 5 HL 6 HL 7 | ENGL-106 (3) ENGL-106, ENGL-221 OR ENGL-222 (3, 3) ENGL-110, ENGL-221 OR ENGL-222 (3, 3) |
| Environmental Science | HL 5, 6, 7 | BIOS-112 (4) |
| European History | HL 5 HL 6, 7 | HIST-221 (3) HIST-221, HIST-222 (3, 3) |
| Film | HL 5 | General Elective Credit (3) DIGM credit requires review by department |
| French Language | HL 5 HL 6, 7 | FREN-211 (3) FREN-211, 212 (3, 3) |
| French Literature | HL 5 HL 6, 7 | FREN-211 (3) FREN-211, 212 (3, 3) |
| Geography | HL 4 | GEOG-311 (3) |
| German Language | HL 5 HL 6, 7 | GERM-211 (3) GERM-211, GERM-212 (3, 3) |
| Government and Politics (Comparative) | HL 5, 6, 7 | PLSC-231 (3) |
| Government and Politics (United States) | HL 5, 6, 7 | PLSC-250 (3) |
| Latin (higher level) | HL 4 | LATN-311 (3) |
| Latin (standard level) | SL 5 | LATN-311 (3) |
| Math | HL 4 | MTHS-123 (3) |
| Music Theory | HL 6, 7 | MUST-111, MUST-112 (3, 3) |
| Physics B | HL 5 HL 6, 7 | GSCI-121 (4) PHYS-211, PHYS-212 (4, 4) |
| Physics C | HL 5 HL 6, 7 | GSCI-121 (4) PHYS-261, PHYS-262 (4, 4) |
| Psychology | HL 5, 6, 7 | PSYC-200 (3) |
| Social and Cultural Anthropology | HL 4 | ANTH-310 (3) |
| Spanish | HL 5 HL 6, 7 | SPAN-211 (3) SPAN-211, SPAN-212 (3, 3) |

| | | |
|-----------------|-----------------|---|
| Statistics | HL 6, 7 | MTHS-135 (4) |
| Theatre | HL 4 | Theatre elective credit |
| US History | HL 5 HL 6, 7 | HIST-211 (3) HIST-211, HIST-212 (3, 3) |
| Visual Arts | HL 5 | ARTS 200-level Studio Elective (3) |
| World Religions | HL 4 | ICSP-352 (3) |

Mathematics Placement

| Desired Core Course | Mathematics Placement | | | | |
|--|---|--------------------------------|--------------------------------|--------------|--------------|
| | Below 18 ACT | 18 ACT | 19 ACT | 20-26 ACT | 27+ ACT |
| | Below 440 SAT | 440-450 SAT | 460-470 SAT | 480-640 SAT | 620+ SAT* |
| MTHS-121* | Take MTHS-098 then MTHS-121 | | OK to Enroll | OK to Enroll | Ok to Enroll |
| MTHS-122* | | | | | Ok to Enroll |
| MTHS-110 | Take MTHS-098 then MTHS-110 | OK to Enroll | OK to Enroll | Ok to Enroll | Waived |
| MTHS-135 | Take MTHS-098 then MTHS-099 then MTHS-135 | Take MTHS-099 then MTHS-135 | OK to Enroll | Ok to Enroll | Ok to Enroll |
| MTHS-123 | Take MTHS-098 then MTHS-099 then MTHS-123 | Take MTHS-099 then MTHS-123 | Take MTHS-099 then MTHS-123 | Ok to Enroll | Waived |
| MTHS-161 | Take MTHS-098 then MTHS-099 then MTHS-161 | Take MTHS-099 then MTHS-161 | Take MTHS-099 then MTHS-161 | Ok to Enroll | Waived |
| **If a student does not have a mathematics sub-score, they must take the mathematics placement examination. If the student has a score below 18 but does not want to enroll in MTHS-098, they may take the mathematics placement exam to see if a higher placement is possible. | | | | | |
| ***MTHS-121 & MTHS-122 are designated required courses for some of the Elementary Education Programs. They should be taken before MTHS-123 for students in these programs, if possible. NOTE that these courses do not satisfy the core math requirements of any other major. | | | | | |

It is important to note that some majors require additional math courses beyond the gen ed core.

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

MTHS-135 is the required math course for all degree programs

Communication Arts

MTHS-110 or any 100-level MTHS* course fulfills the core math requirement for all degree programs except ARTSV.BST, COMST.BST, THEAT.BAT, which require MTHS-135.

History, Political Science, & Humanities

| | |
|-----------|---------------------------------|
| CLASS.BA | MTHS-110 or any 100-level MTHS* |
| HSTRY.BA | MTHS-110 or any 100-level MTHS* |
| HSTRY.BAT | MTHS-135 |
| HSTRY.BST | MTHS-135 |
| HUMNS.BA | MTHS-110 or any 100-level MTHS* |
| INTLS.BA | MTHS-135 |
| PADMN.BS | MTHS-135 |
| POLSC.BA | MTHS-135 |

Language And Literature

MTHS-110 or any 100-level MTHS* course fulfills the core math requirement for all degree programs

Liberal Studies MTHS-135

Mathematical Sciences

Math, Engineering, and Computer Science Majors - See mathematics advisors to determine beginning placement

Natural Sciences

| | |
|-----------|------------------------------------|
| BIOCH.BS | MTHS-135 and 261 |
| BIOCP.BS | MTHS-135 and 261 |
| BIOLS.BS | MTHS-135 or 261 |
| BIOLS.BST | MTHS-261 |
| BIOLP.BS | MTHS-135 and 261 |
| BIOLB.BS | MTHS-135 or 261 |
| BIOPA.BS | MTHS-135 |
| BIOPM.BS | MTHS-135 or MTHS-235, and MTHS-261 |
| BIOPT.BS | MTHS-135 and 261 |
| CHEMS.BS | MTHS-135, MATH-261 & 262 |
| CHEMS.BST | MTHS-135 and 261 |
| HLSCI.BS | MTHS-135 |

SCHOOL OF BUSINESS

MTHS-135 is required for all degree programs

SCHOOL OF THEOLOGY & MINISTRY

MTHS-110 or any 100-level MTHS* fulfills the core math requirement for all degree programs

SCHOOL OF NURSING

MTHS-135 is required for all Nursing majors

HELEN DeVOS COLLEGE OF EDUCATION

Health, Exercise Science, and Secondary Education

| | |
|----------|----------|
| EXSAT.BS | MTHS-135 |
| EXSCI.BS | MTHS-135 |
| SPMGT.BS | MTHS-135 |

Early Childhood, Elementary, and Special Education

| | |
|-----------|---|
| HDBUS.BS | MTHS-123 |
| HDDFS.BA | MTHS-123, MTHS-135, or MTHS-161 |
| ECIDS.BST | MTHS-121, MTHS-122, & MTHS-123 |
| IDSTU.BST | MTHS-121, MTHS-122, & MTHS-123 |
| SPEDU.BS | MTHS-110 or any 100-level MTHS* |
| SPEDC.BST | MTHS-123 & MTHS-121 |
| SPEDE.BST | MTHS-123 & MTHS-121 |
| SPEDS.BST | MTHS-123 or MTHS-161 & MTHS-135, MTHS-162, & MTHS-221 for Math emphasis |
| SPEEDD.BS | MTHS-123 & MTHS-121 & MTHS-135 and MTHS-221 for Math emphasis |

Middle Grades Education Majors:

MTHS-161 (MTHS-162 highly recommended in Science emphasis programs)

Middle Grades Education Math emphasis programs:

MTHS-121, MTHS-135, MTHS-161, MTHS-162, MTHS-221, MTHS-261

SCHOOL OF MUSIC

MTHS-110 or any 100-level MTHS* fulfills the core math requirement for all degree programs except Music Business and Music Education programs, which require MTHS-135.

LEE ONLINE

MATH-121 is the core math course for General Studies, Christian Studies, Bible and Theology, Emergency Management, and Ministry Leadership programs

MATH-151 is the core math course for School of Business, Criminal Justice, and Human Services programs

* MATH-121 and MATH-151 offered through Lee Online *will not* fulfill the Undergraduate core math requirement. MTHS-110 or MTHS-135 are suggested for majors requiring any 100-level math course.

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. Contact the Assistant Registrar or Registrar if you are unsure about a student's admit status.

Evaluation of Transcripts

Transcripts are sent to the Office of Records and Academic Services from the Admissions Office after the student is officially accepted to the University. The transcript is initially evaluated and the credits are placed on a Lee University transcript. The student should take the following steps *during the first semester* to ensure the transfer work is satisfying as many Lee requirements as possible.

1. Meet with an advisor during registration. Go over transfer work with the advisor and review transfer coursework equivalencies and substitutions made to the degree audit. 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 and map out a plan for graduation.
3. Submit any requests about potential substitutions or equivalency changes to the Assistant Registrar or Registrar for consideration. Academic Administrator approval is needed for any substitutions in the major.

If there are any questions regarding transfer of general education credits, refer the student to the Office of Records and Academic Services, located in the Higginbotham Administration Building, Room 102 (ext. 8121).

The final 30 hours of work must be taken in residence at Lee University.

Advising Students on Academic Probation

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

*Hours Attempted includes withdrawn and failed courses.

A student whose cumulative GPA falls below these minimum levels will be considered to be on Academic Warning. Students on Academic Warning are required to meet with a Success Coach at the Hub to determine what services the university can offer to promote their success.

If the student does not bring their GPA above the minimum requirements at the end of the next semester, the student will be considered on **Academic Probation**. The Retention Committee reviews all students on academic probation. A student who has been authorized to continue on probation will receive notification 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. Students not pre-registered will need to create a schedule following the probation limits as stated in their letter and contract.
2. Students wishing to enroll in courses or hour limits other than instructed, must file a *Petition for Exception to Academic Policy* with their Dean.
3. Course load must be limited to **12 - 14 credit hours** for the semester.
4. Encourage students to repeat all failed courses as early as possible. *Successfully repeating failed classes raises the cumulative GPA faster than adding new classes.*
5. 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 student-athletes, so each department has designated athlete advisors. 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 pass 9 hours in each full-time term in order to be certified as eligible the next year.
3. 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 Assistant Registrar or Registrar approval outside of the ACS period.

4. 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.
5. 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.
6. Once a student-athlete declares a degree program, they must only take classes that will count toward their degree. Failure to make progress towards their degree would make them ineligible to play.

GPA Standards

Prior to the beginning of the Fall semester, a student-athlete must have a 2.0 cumulative GPA in order to be eligible for the next year.

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 are eligible to register for classes online in Self-Service during the Advanced Class Selection window but must receive advisor and Registrar's office approval in person for schedule changes after that.

Advising “Undecided” Students

Freshmen will usually arrive at Lee University either with an absolute, carved-in-stone idea about their major, or with no idea at all. Those who know what they want to do 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 (admitted in the Liberal Arts program) 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.

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.

Center For Calling & Career

Strengths Vocational Advisors are available to counsel students who are undecided about a major and advise students who 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. The Center also provides career assessment tools and schedules individual appointments for students to discuss career plans and possibilities.

Students wishing to declare or change their major must visit the Center for Calling and Career to begin this process, but the Academic Program Change form is online in Portico.

Center for Calling & Career

Located in the Paul Conn Student Union, Room 103

Ext. 8630

Support for Students with Documented Disabilities

The Academic Support Office acts as a liaison between students with disabilities and the Lee University academic community. In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990, and the amended ADA of 2011, the Academic Support Office works to ensure that students with disabilities, (physical, sensory, learning, and/or emotional), have equal access to educational opportunities. The Academic Support Office also provides information on issues of accessibility and reasonable accommodations. These services give students with disabilities equal access to academic programs. In addition to serving students who are permanently disabled, the Academic Support Office also serves students who have temporary disabilities.

Students who think they may qualify for these accommodations should contact the Office of Academic Support to set up accommodations. Lee University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973.

Dr. La-Juan Bradford, Director of Academic Support

Dixon Center, Room 103

Ext. 8181

Tutoring Services

The Hub provides on campus academic tutoring to all Lee students. Tutoring is available for most 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 at The Hub

Paul Conn Student Union, Room 304

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.

Direct clinical services begin on the first day of classes through the last day of classes for the fall and spring semesters. LUCC also provides clinical services during May and June. LUCC is closed during the entire month of July and when the university is closed for selected holidays.

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.

To sign up for an appointment, students should visit [My Writing Center](#) and login or register using their Lee University email address.

Dr. Rachel Reneslacis, Director of the Writing Center

Located in the Vest Building, Room 106E

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.

Course Program of Study/Degree Applicable Courses

Students receiving federal and/or state financial aid will only receive aid for classes that apply to a student's declared degree program at the census. For example, if only 9 of 12 registered hours apply toward a degree requirement (general core, major, or elective), then the student's aid would be adjusted to three-quarter time instead of full-time. If students have questions about a course's ability to apply to a program, refer them to the Records Office and Financial Aid Office for guidance.

Hope Scholarship/Tennessee Education Lottery Scholarships (TELS)

The Hope Scholarship/ 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 the Hope Scholarship 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:

[2024-2025 University Catalog - Undergraduate Financial Aid](#)

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

April Ford Peterson, 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 (Petition for Exception to Academic Policy) Use this form to request an exception to any academic policy. | Records and Academic Services School Dean's Office | Advisor Department Chair School Dean Vice President for Academic Affairs | School Dean |
| Academic Program Change | Portico – Campus Applications - Forms Center for Calling & Career | | Center for Calling & Career |
| Addition of Class after Deadline | Records and Academic Services Department Secretary | Teacher Advisor Vice President for Academic Affairs <i>Signatures must have current date.</i> | Records and Academic Services |
| Change Advisor | Records and Academic Services | | Records and 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 | Records and Academic Services |
| Drop/ Add Class | Records and Academic Services Department Secretary | Teacher Advisor | Records and Academic Services |
| Enrollment in a Closed Class (Restricted to situations which offer no other solution.) | Records and Academic Services | Advisor Appropriate Academic Administrator | Records and Academic Services |
| Lee Online Class Enrollment (for campus students) Online Course approval Form | Records and Academic Services Advisor | Advisor School Dean Other Deans as indicated on form | Records and Academic Services |
| Graduation | Online Graduation Office will field graduation questions | | |

| <u>Approval /Application</u> | <u>Obtain Forms From</u> | <u>Required Signatures</u> | <u>Return Forms To</u> |
|--|---|--|---|
| Course Substitutions/Waivers in Major | Email request to appropriate academic administrator | Substitutions should be approved by department chair and/or School Dean. | Email Assistant Registrar or Registrar for implementation |
| Course Substitutions/Waivers in General Education | Assistant Registrar or Registrar | Assistant Registrar, Registrar, and/or appropriate academic administrator depending on request | Records and Academic Services |
| Taking More Than 16 Hours Additional tuition fees apply. Only students with exceptional academic records should attempt more than 16 hours. | Records and Academic Services | Department Chair (17 hours) School Dean (18 hours) Vice President for Academic Affairs (19+ hours) | Records and Academic Services |
| Transfer Credit Evaluation | Records and Academic Services | | Records and Academic Services |
| Transient Student Permission For students who want to attend summer school or short-term courses at other institutions without transferring. | Records and Academic Services | Advisor Department Chair (if taking courses in the major) Other Academic Administrator in certain subject areas Athletics (if NCAA athlete) | Records and Academic Services |
| Withdrawal from Class after Deadline | Records and Academic Services Department Secretary | Advisor Vice President for Academic Affairs <i>Signatures must have current date.</i> | Records and Academic Services |

* 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 2024-2025 University Catalog

Programs within the same box may not be combined with one another to create a "double major."

COLLEGE OF ARTS & SCIENCES

| | | |
|----|-----------------|----------|
| BA | Liberal Studies | LIBST.BA |
|----|-----------------|----------|

BEHAVIORAL & SOCIAL SCIENCES

| | | |
|----|--|-----------|
| BA | Criminal Justice | CRJUS.BA |
| BA | Sociology | SOCIO.BA |
| BA | Psychology | PSYCH.BA |
| BA | Psychology (9-12 Licensure) | PSYCH.BAT |
| BA | Psychology (Psychological Research Emphasis) | PYRES.BA |
| BA | Psychology (Clinical/Counseling Psychology Emphasis) | PYCOU.BA |
| BA | Psychology (Developmental Psychology Emphasis) | PYDEV.BA |

COMMUNICATION ARTS

| | | |
|----|--|-----------|
| BA | Art (Graphic Design Emphasis) | ARTSG.BA |
| BA | Art (Studio Emphasis) | ARTSV.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 (6 – 12 Licensure) | COMST.BST |
| BA | Cinema | CINEM.BA |
| BS | Cinema | CINEM.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 |
| BS | Public Relations | PUBRL.BS |

| | | |
|----|-----------------------------------|-----------|
| BA | Theatre | THEAT.BA |
| BA | Theatre (K-12 Licensure) | THEAT.BAT |
| BA | Theatre, Musical Theatre Emphasis | THEMT.BA |

HISTORY, POLITICAL SCIENCE, HUMANITIES & CLASSICS

| | | |
|----|--|-----------|
| BA | Classics | CLASS.BA |
| BA | History | HSTRY.BA |
| BA | History (6 – 12 Licensure) | HSTRY.BAT |
| BS | History (Political Science Emphasis, 6 – 12 Licensure) | HSTRY.BST |
| BA | Humanities | HUMNS.BA |
| BA | International Studies | INTLS.BA |
| BA | Political Science | POLSC.BA |
| BS | Public Administration | PADMN.BS |

LANGUAGE & LITERATURE

| | | |
|----|----------------------------|-----------|
| BA | English | ENGLI.BA |
| BA | English (Writing Emphasis) | ENGLW.BA |
| BA | English (6-12 Licensure) | ENGLI.BAT |
| BA | Spanish | SPNSH.BA |
| BA | Spanish (6-12 Licensure) | SPNSH.BAT |
| BA | Linguistics | LINGU.BA |

| | | |
|--|--|-----------|
| BA | TESOL - Teaching English to Speakers of Other Languages | TESOL.BA |
| BA | TESOL (Pre-K-12 Licensure) | TESOL.BAT |
| MATHEMATICAL SCIENCES | | |
| BS | Computer Science | CMPSC.BS |
| BS | Engineering Dual Degree | EGRSC.BS |
| BS | Engineering Science | ENGSC.BS |
| BS | Mathematics (Actuarial Science) | MATAS.BS |
| BS | Mathematics | MATHS.BS |
| BS | Mathematics (6-12 Licensure) | MATHS.BST |
| NATURAL SCIENCES | | |
| BS | Biochemistry | BIOCH.BS |
| BS | Biochemistry (Pre-Professional Emphasis) | BIOCP.BS |
| BS | Biomedical Science, Pre-med | BIOPM.BS |
| BS | Biological Science | BIOLS.BS |
| BS | Biological Science (Ecology/Environmental Emphasis) | BIOLB.BS |
| BS | Biological Science (6-12 Licensure) | BIOLS.BST |
| BS | Biological Science (Pre-Professional Emphasis) | BIOLP.BS |
| BS | Biological Science (Pre-Physician Assistant Emphasis) | BIOPA.BS |
| BS | Biological Science (Pre-Physical Therapy Emphasis) | BIOPT.BS |
| BS | Chemistry | CHEMS.BS |
| BS | Chemistry (6 - 12 Licensure) | CHEMS.BST |
| BS | Health Science (Allied Health Emphasis) | HLSCI.BS |
| SCHOOL OF NURSING | | |
| BSN | Nursing | NURSG.BSN |
| BA | Disaster/Healthcare Mission Management | DHMMG.BA |
| BS | Disaster/Healthcare Mission Management | DHMMG.BS |
| HELEN DeVOS COLLEGE OF EDUCATION | | |
| EARLY CHILDHOOD, ELEMENTARY & SPECIAL EDUCATION | | |
| BS | Human Development/Early Childhood and Interdisciplinary Studies (PreK-3 & K-5 Licensure) | ECIDS.BST |
| BS | Integrated Early Childhood/Special Ed, (Pre-K -3 Licensure) | ECSPE.BST |
| BS | Interdisciplinary Studies (K-5 Licensure) | IDSTU.BST |
| BS | Human Development (Business Emphasis – Non-Licensure) | HDBUS.BS |
| BA | Human Development (Deaf Studies Emphasis – Non-Licensure) | HDDFS.BA |
| 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-8 Licensure) | SPEDE.BST |
| BS | Special Education (Interventionist II, 6-12 Licensure) | SPEDS.BST |
| BS | Special Education (Interv.I K-6 and Inverv.II 6-12 Dual Licensure) | SPEDD.BST |
| BS | Special Education (Support Services Non-Licensure) | SPEDU.BS |
| HEALTH, EXERCISE SCIENCE, & SECONDARY EDUCATION | | |
| BS | Exercise Science | EXSCI.BS |
| BS | Exercise Science (Pre-Athletic Training Emphasis) | EXSAT.BS |
| BS | Sports Management | SPMGT.BS |
| SCHOOL OF BUSINESS (Permission required for double major) | | |
| BS | Accounting | ACCTG.BS |
| BA | Business Administration | BUSAD.BA |

| | | |
|----|-------------------------------------|-----------|
| BS | Business Administration | BUSAD.BS |
| BS | Business Analytics | BUSAN.BS |
| BS | Finance | FINAN.BS |
| BS | Integrated Business Engineering | IBENG.BS |
| BS | Management | MGMNT.BS |
| BS | Marketing | MKTNG.BS |
| BS | Business Education (6-12 Licensure) | BUSED.BST |
| BA | Healthcare Administration | HLTHC.BA |
| BS | Healthcare Administration | HLTHC.BS |

SCHOOL OF MUSIC (*Auditions and SOM Acceptance required)

| | | |
|-----|---|------------|
| BA | Music (Instrumental) | MUSIA.BA* |
| BA | Music (Piano) | MUSKA.BA* |
| BA | Music (Voice) | MUSVA.BA* |
| BA | Music (Composition) | MUSMC.BA* |
| BM | Music and Worship (Instrumental) | MUCIA.BM* |
| BM | Music and Worship (Piano) | MUCKA.BM* |
| BM | Music and Worship (Voice) | MUCVA.BM* |
| BS | Music – Business Emphasis (Instrumental) | MUSIA.BS* |
| BS | Music – Business Emphasis (Piano) | MUSKA.BS* |
| BS | Music – Business Emphasis (Commercial Voice) | MUSCV.BS* |
| BM | Music Performance (Instrumental) | MUSIA.BM* |
| BM | Music Performance (Piano) | MUSKA.BM* |
| BM | Music Performance (Vocal) | MUSVA.BM* |
| BME | Music Education (Instrumental Non-Keyboard, 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 THEOLOGY & MINISTRY

| | | |
|----|--|----------|
| 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) | |
| BS | Theological Studies (Bi-Vocational Track) | THSBV.BS |
| | (Must be combined with an additional major – cannot stand alone) | |
| BS | Theological and Professional Studies | THSPS.BS |
| | (Must be combined with two additional minors - cannot stand alone) | |

| | | |
|----|--|----------|
| BA | Discipleship Ministry | DISMN.BA |
| BS | Discipleship Ministry | DISMN.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 (Global Transformation) | ICSGT.BA |
| BA | Intercultural Studies (Vocational Global Transformation) | ICGTV.BA |
| BA | Global Transformation & TESOL | GTTSL.BA |