



ACADEMIC ADVISOR HANDBOOK

2024-2025

Office of Academic Affairs

Presbyterian College



Colleagues,

Academic advising is critical for recruiting, creating, and retaining successful students, as well as ensuring that they have a quality educational experience on campus. The personal connections and academic guidance you provide, and the developmental assistance you share during students' transition to college life, yield powerful growth experiences and prepare students to create and implement academic plans consistent with their personal values, educational goals, and career choices.

For advising to be effective, it is essential that you are familiar with the basics of course registration and the tools at their disposal to provide effective advice (such as DegreeWorks and BannerWeb itself, as well as the different forms and the catalog). It is also crucial that you recognize the expectations involved with connecting with students and the characteristics of effective advising. Revised annually, the Academic Advisor Handbook is provided as a resource for advising incoming students and will be made available to those advising upperclassmen. Please review the handbook and contact me if you have any questions.

Thank you for serving our students and Presbyterian College in this important endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Alicia Askew".

Dr. Alicia Askew
Dean of Academic Programs



**Office of Academic Affairs
Presbyterian College**

2024-2025 ACADEMIC ADVISOR HANDBOOK

Revised 4/18/2024

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SCHEDULE FOR ADVISING INCOMING STUDENTS

Advisors will begin receiving advisee assignments in early May. Each advisor will receive an electronic copy of the advising folder containing the student's application to PC, contact information, high school transcript, and any other pertinent information for each advisee. *After reviewing this information, advisors should contact their advisees and begin working with them to design a first-semester schedule.* Advisors are encouraged to meet with advisees after they arrive on campus to address any potential course changes or problems.

Important Dates

May

- 28.....Tuesday.....Residential Facilities Open for All Students
29.....Wednesday.....Regular Class Schedule Begins, Summer School Session I

July

- 1.....Monday.....Residential Facilities Open for All Students
2.....Tuesday.....Regular Class Schedule Begins, Summer School Session II

August

- 14..... Wednesday.....Residential Facilities Open for New Students
14-16..... Wednesday-Friday.....New Student Orientation
17.....Saturday.....Residential Facilities Open for All Students
19..... Monday.....Opening Convocation
20.....Tuesday.....Regular Class Schedule Begins
28..... Wednesday.....Last Day for Late Registration or Change of Schedule (Drop/Add)

September

- 27.....Friday.....Incompletes from Spring & Summer DUE to Registrar

October

- 18.....Friday.....Mid-Term Grades Due-9:00 a.m.

November

- 8.....Friday.....Last Day to Drop a Course with a Grade of "W"

December

- 3..... Tuesday.....Last Day of Classes
5-9..... Thursday-Monday.....Final Exams
12.....Friday.....Final Grades Due-9:00 a.m.

NEW STUDENT ORIENTATION

For information about New Student Orientation, see <https://www.presby.edu/campus-life/orientation-programs/>.

INTRODUCTION

Academic advising is an integral part of the learning process at Presbyterian College. As a holistic and developmental process, academic advising requires a collaborative approach to help students identify, clarify, pursue, and achieve their academic, personal, and vocational goals, and prepare them for a “lifetime of contribution to democratic society and the world community.” (PC Mission Statement).

PHILOSOPHY OF ADVISING

Academic advisors play a vital role in student success beyond answering questions and approving course schedules. Academic advisors serve as critical resources for students: aiding in achieving academic success; fostering academic and personal growth; and providing support during difficult times. An effective advisor can significantly impact student achievement, helping students overcome obstacles and achieve their goals.

ACADEMIC ADVISING VISION STATEMENT

Presbyterian College academic advising aims to promote students’ academic success by inspiring and empowering them to engage in a transformative educational journey that fosters intellectual, ethical, and personal growth as they develop into responsible global citizens and leaders.

ACADEMIC ADVISING MISSION STATEMENT

Academic advising at Presbyterian College fosters dynamic and continuous collaborations between students and advisors, facilitating substantial personal and academic growth. This process equips students to develop and implement academic plans aligned with their interests, values, and educational objectives, setting the stage for a "lifetime of contribution to democratic society and the world community.” ([PC Mission Statement](#))

ACADEMIC ADVISING PROGRAM GOALS

The Academic Advising Program at Presbyterian College aims to

- Equip students with the means to successfully navigate and manage their college experience and achieve their educational goals by
 - providing students with the tools, resources, and guidance needed to discover their interests, identify and clarify their educational goals, and develop academic plans compatible with these goals.
 - teaching and empowering students to make informed decisions and assume responsibility for developing and clarifying their academic plans.
 - helping students understand the purpose and value of the general education curriculum, their program curriculum, and their educational experiences.
 - engaging in collaborative efforts to connect students with appropriate campus resources and meaningful learning and co-curricular opportunities.
- Provide students with an advising environment that encourages self-exploration and self-evaluation, thereby fostering a sense of personal identity by creating
 - an inclusive environment that values and respects the diverse backgrounds, perspectives, and experiences of all campus community members.
 - an open environment characterized by meaningful conversations, opportunities to encourage critical thinking and reflection, and constructive feedback.
 - a positive environment by establishing trust and maintaining confidentiality, allowing students to comfortably share, interests, aspirations, concerns, and relevant personal information.
 - a welcoming environment through reasonable availability and accessibility of advisors.

RESPONSIBILITIES OF AN ACADEMIC ADVISOR

An advisor is central to the academic success of each student. While no single advisor can be expected to provide all of the information a student may need, academic advisors have the following responsibilities:

- **Orientation to PC:** Advisors help students become familiar with the college's academic rigor and social experiences. Advisors will find themselves discussing the mission of higher education and PC, the purpose of academic requirements, the expected standards of achievement, the amount of work to reach those standards, and how and why things happen as they do at PC.
- **Dissemination of Information:** Advisors provide advice and consultation about registering for classes, educational opportunities, support services and programs, co-curricular programs, degree requirements, academic policies and procedures, and other administrative information.
- **Academic Guidance and Success:** Advisors aspire to develop supportive, mentoring relationships with advisees by empowering them to discover their interests and strengths and develop their unique paths to success. Advisors help students understand the avenues to success, recognize their individual needs and concerns related to academic progress, define their personal and educational goals, and monitor their progress toward degree. Through this individualized guidance, advisors encourage critical thinking, a desire for knowledge, and a lifelong commitment to learning.
- **Short-Term Educational Planning:** Advisors assist students with semester planning, selection of specific courses, registration, and schedule adjustments.
- **Long-Term Educational Planning:** Advisors advise and consult about career and professional objectives and the relationship between courses, majors, and occupations.
- **Referral to Campus Resources:** When needed, advisors refer students to campus resources for additional assistance with academic support, career planning, wellness, financial aid, roommate concerns, social challenges, and/or personal problems.
- **Inclusivity:** Advisors create an inclusive advising environment that values and respects all campus community members' diverse backgrounds, perspectives, and experiences.
- **Maintaining records:** Advisors maintain accurate records of advising meetings that provide a history of interactions with each student, documentation of academic guidance given, and an assessment of the student's progress toward meeting their goals.
- **Confidentiality:** Advisors maintain confidentiality by adhering to the Family Educational Rights and Privacy Act (FERPA) and other regulations. [FERPA guidance is available on the faculty resources page of the PC website.](#)

RESPONSIBILITIES OF THE ADVISEE

Academic advising is a partnership. Discuss with your advisees that understanding their role and responsibilities in the advising process is essential in developing a productive advisor-advisee relationship. Here are the responsibilities you might share with your advisees:

- **Be Proactive:** Contact your advisor to schedule meetings. Don't forget to schedule an advising meeting prior to registration week—check the [academic calendar](#) for the advising week dates!!
- **Be Prepared:** Come to your advising meetings ready to communicate your interests and goals. Review the requirements for graduation, including general education requirements. When you declare a major or minor, learn the requirements for that major or minor. If an upcoming meeting will include semester planning, construct a tentative course plan and bring it to the meeting.
- **Be Receptive:** Your advisor will likely refer you to another resource or office on campus at some point. While advisors are expected to understand graduation requirements and be knowledgeable about academic policies, no single advisor can be expected to provide all of the information students will need during their years at PC. Be sure to note these recommendations and share with your advisor the steps you took and the guidance you received.

- **Be Engaged:** Take time to think about the goals you would like to accomplish this year and beyond. Actively seeking information needed for your academic success and appropriately using academic and other campus resources Use DegreeWorks to chart your progress toward your degree.
- **Be Connected:** Advisors and administrative offices send important information to students' PC email addresses, so check your PC email regularly. Share your goals, thoughts, questions, and concerns with your advisor, and update your advisor if there are changes in your academic progress, schedule, or goals. Using DegreeWorks, review your progress toward your degree with your advisor.

**Modified from the source: <http://www.bu.edu/history/advising/>*

CHARACTERISTICS OF FIRST-YEAR STUDENTS

Freshmen have characteristics and concerns that are unique to their position as they enter higher education. Everything is new to them despite the posturing they may take. Some of their characteristics may include:

- Anxiety about fulfilling the expectations of parents, peers, or faculty
- Exposure to a new culture with new norms and expectations
- Personal issues with family
- Breaking away from the familiar
- Uncertainty or confusion about a major or career
- Inability to manage time concerning the work required for a successful college career
- Academic under-preparedness
- Increased social distractions
- Incompatibility with a roommate, the small-town environment, or even the college itself

PROCESS FOR ADVISING INCOMING STUDENTS

Initial Contact: *Connect with your advisee soon after receiving the assignment.*

- Welcome your advisee to PC.
- Briefly introduce yourself and explain the role of the advisor.
- Remember to provide your contact information.
-
- Provide an opportunity for the advisee to ask questions.
- Set a future appointment when the student can be advised.
- See pages 20-22 for examples of a first-contact email.

Follow-up Contacts

- Review and discuss responses to the advising questionnaire Answer questions and direct them to the appropriate resources when necessary.
- Assist with the creation of the course schedule.
- Approve the course schedule via BannerWeb.
- Assist with registration (see page 14).

ADVISING QUESTIONNAIRE

Before advisor assignments are made, students are expected to complete an advising questionnaire. Responses to the questionnaire are included in the advising folder if the questionnaire is submitted before the assignment, and they should provide information about the advisee's academic interests and educational goals. A list of these questions can be found on page 23.

BASIC INFORMATION FOR ADVISORS

Degree Requirements

Courses and credit hours

Students must successfully complete

- required general education courses,
- requirements for an academic major,
- **and** 122 semester hours with a minimum of 48 hours successfully completed at PC (Note: Credit hour requirements for some majors may increase required hours to more than 122 for these areas of study).

Cumulative Grade Point Average

Students must complete

- all academic work with a minimum 2.00 cumulative grade point average (GPA),
- all general education requirements with a minimum 2.00 cumulative GPA,
- **and** all major requirements with a minimum 2.00 cumulative GPA.

Majors

PC offers 48 majors and nine pre-professional programs. Visit PC's website for information about our majors and programs: <https://www.presby.edu/academics/undergraduate/academic-departments-programs/>.

- **One Degree with Multiple majors:** A student selecting two majors with the completion of 122 hours is awarded only one degree (Bachelor of Arts or Bachelor of Science).
- **Two Degrees:** A student working simultaneously for two bachelor's degrees shall earn a minimum of 152 semester hours with a 2.00 GPA.

Credit Hours

To complete their degree in four years, students should aim for an average of approximately 15 credit hours per semester with 12 credit hours being the minimum requirement to be classified as full-time.

Transfer Credit

Transfer students will be granted appropriate credit for courses that correspond to or are the equivalent of courses offered by Presbyterian College and that have been satisfactorily completed. Courses that do not correspond to courses offered by PC may be accepted, with approval from the Provost, as "free electives."

- A maximum number of 68 hours can be transferred from a two-year college.
- Transfer students must complete general education requirements for the year in which they enter.

Transfer Hours: All applicable transfer hours accepted by PC are included as hours attempted as well as hours earned.

- Hours transferred into PC are not used in computing the cumulative Presbyterian College GPA.
- Students with academic scholarships may be required to complete 30 semester hours per academic year to remain eligible for funding.
- Transfer hours are included in the calculation of Latin honors at the time of graduation.

Financial Aid

Students are sent information about their financial aid package, including scholarship requirements, to their home addresses. For details about types of scholarships and scholarship eligibility and requirements see <https://www.presby.edu/admissions/tuition-aid/scholarships/> or contact the Office of Financial Aid at finaid@presby.edu or 864-833-8288.

Additional financial aid resources:

- [Presbyterian College Financial Aid Handbook](#)
- [Financial Aid Forms & FAQs](#)

Classification

Student classification is based on the number of hours **earned** and is updated at the end of every academic term:

0-27 hours earned	Freshman
28-59 hours earned	Sophomore
60-89 hours earned	Junior
90 and above hours earned	Senior

Academic Standing

Minimum standards for good academic standing:

0-31 hours attempted	1.6 GPA
32-61 hours attempted	1.8 GPA
62+ hours attempted	2.0 GPA

PRE-EXISTING ACADEMIC CREDIT

Some students will arrive at PC with pre-existing academic credit. This may come from a variety of sources: Advanced Placement credit (AP), International Baccalaureate Degree Program (IB), College Level Examination Program (CLEP), or courses that have transferred in from another institution. For more information about our AP, IB, and CLEP policies: <https://www.presby.edu/academics/registrar/student-resources/testing-acceptance-scores/>.

Official Transcripts From Other Institutions

Students must have their official high school transcript sent to the Admissions Office. However, if your advisee has dual enrollment or transfer credit completed at another institution, the student must request to have an official transcript sent from this institution to our Admissions Office.

Other Pre-existing Academic Credit

Students need to make sure that AP, IP, and CLEP scores are sent to PC so that they receive the appropriate academic credit.

- **Advanced Placement Scores:** Advanced Placement (AP) scores do not arrive until early July. If a student is waiting on AP scores for a general education course, the Registrar's Office recommends advising the student to register for the course and then drop the course if AP credit is given. If credit is given and the student is registered for the course, the Registrar's Office will contact the student and advise him/her to drop the course. The advisor will be copied on the email.
- **International Baccalaureate:** Students who attend an International Baccalaureate (IB) high school will have results uploaded to the IB site on July 5th. The Registrar will download any results for students who list PC as a recipient after this date. If credit is given and the student is registered for the course, the Registrar's Office will contact the student and advise him/her to drop the course. The advisor will be copied on the email.

Students and advisors may view credit awarded on BannerWeb and DegreeWorks. After a new student deposits, the available information will be imported into BannerWeb and DegreeWorks and will be ready for review by advisors and advisees. Students and advisors will receive an email from the registrar outlining the academic credit received. If you suspect a discrepancy, please notify the Registrar's Office at vwwilson@presby.edu, ext. 8219.

GENERAL EDUCATION REQUIREMENTS

PC requires all students seeking an undergraduate degree to complete courses or be proficient in the humanities, natural sciences, mathematics, and social sciences. General education courses are designed to provide a foundation in skills and content needed for further academic study. Where possible, general education requirements should be completed during the first two years of college. The specific course requirements in these areas are:

Department	Hours	Designated Courses
English	6	ENGL 1001 & 1002
Fine Arts following:	3	One course from the ART 101, 110, 120, 274 ARTH 110, 120 MUSC 1100, 1101, 1450 THEA 1000 or 2101
Foreign Language*	3-9*	SPAN 1001 & 1002 & 2001 FREN 1001 & 1002 & 2001 CHIN 101, 102, & 201 GREK 301, 302, & 401
History	6	HIST 1100 & 1101
Mathematics	3	MATH 110, 120, 199, 201, 202, 210 or 221
Religion	6	RELG 200 One course from the following: RELG 202, 203, 210, 212, 215, 359; PHIL 301, 304, 309, 333, 359; WGST 202
Natural Sciences**	8	Any two 3-hour courses and associated labs: BIOL 1000 or 1150, 1150L or, 1151, 1151L CHEM 100, 101-101L, 102-102L PHYS 1000, 1100, 1500, 1510, 1600, or 1610
Social Sciences	6	One course from two different departments: BADM 371, ECON 205 or 206 EDUC 201 or 202 GEOG 301 or 302 PLSC 1001 or 1002 PSYC 1001 SOC 201 or 207
First Year Exploration	1	COLS 1000
Second Year Exploration	1	COLS 2200
Intercultural / Internship	varies	See PC Catalog

***Foreign Language**
May be necessary to complete sequence FREN/SPAN/CHIN 1001/101 and 1002/102 **OR** only FREN/SPAN/CHIN 1002/102 to satisfy the 2001/201 level requirement.

See page 10 for more information.

****Natural Sciences**

- Students cannot receive GE credit for BIOL 1000 and BIOL 1150-1150L.
- Students cannot receive GE credit for CHEM 100 and CHEM 101-101L.
- Students cannot receive GE credit for PHYS 1000 and PHYS 1500.

CONSTRUCTING A FIRST-SEMESTER SCHEDULE

Advisors and advisees should work together to draft a first-semester schedule. As part of ongoing discussions, advisors should review the *general education requirements* with each advisee and determine their interests in *specific majors and/or pre-professional programs*.

General Education Courses: First Semester

While students may take any course for which they meet the prerequisite(s), advisors should strongly encourage advisees to focus initially on the general education requirements. General education courses are designed to provide a foundation in skills and content needed for further academic study. For most students, the following guidelines apply:

- **Required:** First-Year Exploration
- **Strongly Recommended:** English
Foreign Language
- **Recommended:** Fine Arts
History
Mathematics
Religion
Natural Science
Social Science

Placement in Foreign Language and Mathematics

For certain general education requirements, advisors assist by recommending the appropriate course. Those programs and how to place students are as follows:

Foreign Language: The Registrar's Office will process the placement of incoming students for this academic year; please note that placement determines what classes to complete in Chinese, French, Greek, or Spanish. *A student's Foreign Language Placement may be found on Degree Works/Worksheets/Student View, in the bottom left corner of the first section, and is labeled "For Lang Placement."*

If this placement reads "n/a", please contact the Registrar's Office. Placement appeals should be directed to the chair of the Department of Modern Foreign Languages. Transfer students must request that their high school transcript be sent to the Registrar's Office to determine placement.

To determine initial placement in Chinese, French, and Spanish courses in online and traditional formats, the Office of the Registrar uses students' final high school transcripts and matrices developed by the Department of Modern Foreign Languages.

Mathematics: All students must successfully complete one mathematics course. The following chart is provided as a resource for you and your advisees.

Student Interest	Recommended Mathematics Course					
	110	120	199	201*	202*	210
Art, Art with Art History	●	○	○	○	○	○
Biochemistry				●	●	○
Biology: Forestry/Environmental Management		●	●	○	○	○
Biology, Medicine, Allied Health Interests			●	○	○	●
Biology: Pharmacy Concentration		●	●	○	○	●
Business Administration—Accounting, Management	●	●	●	●	●	
Business Administration—Data Analytics	●	●	●	●	●	○
Business Administration—Marketing	●	●	●	●	●	○
Chemistry				●	●	○
Chemistry—Pharmacy Concentration						●
Computational Biology				●	●	●
Computer Science				●		
Early Childhood Education	●	●	●	●	●	●
Economics			●	●	●	○
Elementary Education	●	●	●	●	●	●
ELL (English Language Learner) PK-12	●	●	●	●	●	●
English	●		○	○	○	○
English—Communication Studies	●		○	○	○	○
English with Creative Writing	●		○	○	○	○
French, Spanish, Modern Foreign Languages	●	○	○	○	○	○
History	●	○	○	○	○	○
International Studies	●		○	○	○	○
Mathematics – Mathematics				●	●	○
Medical Physics				●	●	○
Middle School – Language Arts	●	●	●	●	●	●
Middle School – Mathematics	●	●	●	●	●	●
Middle School – Science	●	●	●	●	●	●
Middle School – Social Science	●	●	●	●	●	●
Music	●	○	○	○	○	○
Physics, Physics Engineering Dual Degree				●	●	○
Political Science and Public Policy	●	●	○	○	○	○
Psychology	●	○				○
Religion-Philosophy	●		○	○	○	○
Religion: Leadership, Service, and Ministry	●	○	○	○	○	○
Secondary School – English	●	●	●	●	●	●
Secondary School – History/Social Studies	●	●	●	●	●	●
Secondary School – Mathematics	●	●	●	●	●	●
Special Education (certification)	●	●	●	●	●	●
Special Education Inquiry and Analysis	●	●	●	●	●	●
Sociology		●	●	○	○	

● **Highly recommended for consideration** ○ Recommended for consideration

Majors and Pre-professional Programs

Students focusing on certain majors or programs will need to take specific courses during their first semester to stay on track for graduating in four years. See pages 24-35 for guidelines created by faculty for each major and pre-professional program. The guidelines contain the following information:

- Required or strongly recommended major/program courses for the fall of freshman year
- Required or strongly recommended major/program courses for the spring of freshman year
- Suggested major/program courses for the fall or spring of freshman year
- Department/program courses appropriate for non-majors
- Additional comments to be shared with the advisor and advisee

Pre-professional Program Advisors

If you have questions about a specific pre-professional program, please direct queries to the appropriate pre-professional program advisor.

Pre-Health Science Program

Chair: Dr. Austin Shull, ayshull@presby.edu, Ext. 8401

Pre-Dental

Dr. Latha Gearheart
gearhear@presby.edu
Ext. 8407

Pre-Occupational Therapy

Dr. Jim Wetzel
jwetzel@presby.edu
Ext. 8412

Pre-Physician Assistant

Dr. Jim Wetzel
jwetzel@presby.edu
Ext. 8412

Pre-Medical

Dr. Austin Shull
ayshull@presby.edu
Ext. 8401

Pre-Optometry

Dr. Michael Rischbieter
miker@presby.edu
Ext. 8403

Pre-Physical Therapy

Dr. Jim Wetzel
jwetzel@presby.edu
Ext. 8412

Pre-Nursing

Dr. Jim Wetzel
jwetzel@presby.edu
Ext. 8412

Pre-Pharmacy

Dr. Michael Rischbieter
miker@presby.edu
Ext. 8403

Pre-Veterinary Medicine

Dr. Stuart Gordon
sggordon@presby.edu
Ext. 8405

Additional Pre-Professional Programs

Engineering Dual-Degree

Dr. Eli Owens
etowens@presby.edu
Ext. 8409

Forestry & Environmental Studies

Dr. Jim Wetzel
jwetzel@presby.edu
Ext. 8412

Pre-Law & Criminal Justice

Dr. Erin McAdams
esmcadams@presby.edu
Ext. 8347

Pre-Theological

Dr. Craig Vondergeest
cavonderg@presby.edu
Ext. 8271

Teacher Education & Certification

Dr. Patricia Jones
pljones@presby.edu
Ext. 8369

DAILY CLASS SCHEDULE

DAYS AND TIMES					
Period	M	T	W	R	F
A	8:30-9:20		8:30-9:20		8:30-9:20
B		8:00-9:15		8:00-9:15	
C	9:30-10:20		9:30-10:20		9:30-10:20
D		9:30-10:45		9:30-10:45	
E	10:30-11:20		10:30-11:20		10:30-11:20
F	11:30-12:20		11:30-12:20		11:30-12:20
G	12:30-1:20		12:30-1:20		12:30-1:20
H		12:00-1:15		12:00-1:15	
I	1:30-2:45		1:30-2:45		
J		1:30-2:45		1:30-2:45	
K	3:00-4:15		3:00-4:15		
L		3:00-4:15		3:00-4:15	
LAB-S		8:00-11:00			
LAB-T				8:00-11:00	
LAB-V	1:30-4:30				
LAB-W		1:30-4:30			
LAB-X			1:30-4:30		
LAB-Y				1:30-4:30	
LAB-Z					1:30-4:30

Link to the daily class schedule: <https://www.presby.edu/doc/registrar/Daily-Class-Schedule-Spring2022.pdf>

COURSE LISTINGS

Course listings for the upcoming semester are available on our website: https://banners.presby.edu/prod/hzskschd.P_SelectSubject. These listings provide the following for each course: course registration number (CRN), course number and title, credit hours, instructor, scheduling information, availability, and waitlist information.

English [View Catalog](#)

CRN	Course	Credits	Title	Instructor	Day	Time	Room	Seats Avail	Wait List
12027	ENGL 1001 J	3	Introduction to Composition	Stutts, Robert	T R	1:30-2:45pm	NEVILL 221	4	
12028	ENGL 1001 L	3	Introduction to Composition	Stutts, Robert	T R	3:00-4:15pm	NEVILL 221	7	
12029	ENGL 1002 C	3	Introduction to Literature	Thompson, Harold	T W F	9:00-9:50am	NEVILL 205	2	

COURSE REGISTRATION

Developing and Reviewing Course Registration Plans

Academic advisors play a central role in assisting advisees with creating course schedules and charting their future course of study. Advisees are required to meet with their advisor to discuss their academic progress and identify courses they need. While advisees register for classes by themselves, they must communicate first with and receive clearance from their advisor. The following is the recommended step-by-step process.

- Incoming students should review the [New Student Advising and Registration Guide](#) before meeting with their advisors to discuss course options. A link to this document is via PC's [academic advising web pages](#). During subsequent advising meetings, advisors should review academic progress and goals with their advisees and address any concerns or questions either may have.
- Advisors and advisees should use DegreeWorks and BannerWeb to review any pre-existing academic credit (AP, IP, CLEP, dual degree, and transfer credit) and progress toward degree.
- A fillable course registration plan (CRP) is available to assist advisors and advisees in the planning process. The CRP form is available through this [link](#) and via the [First-Year Students webpage](#). ***Advisors are not required to have their advisees complete this form.***
- Advisors should review their advisees' registration plans to verify that incoming students have selected an appropriate number of credit hours and courses suited for their particular levels and goals. Students are expected to work with their advisors to revise registration plans as needed.
- ***Advisor approval of a registration plan will not, however, guarantee registration for specific courses. Students will need to be flexible and have a few alternatives in their course plans. Please note that incoming students are not permitted to register for more than 18 hours for their first semester***

Registration Using BannerWeb

- To clear advisees for registration, advisors must check the corresponding "Advised" box under their "Advisee Listing" page on BannerWeb and hit "submit". *An advisor should review the advisee's course registration plan before clearing the advisee for registration.*
- For more directions for registration via Banner Web, see <http://www.presby.edu/academics/registrar/course-schedules-registration/>.
- BannerWeb resources
 - [BannerWeb User Guide for Students](#): Provided by the Registrar's Office; advisors may find this resource helpful when advisees ask questions about registering via BannerWeb.
 - [BannerWeb Video: Registration Instructions for Students](#): This video walks you through the BannerWeb registration process from the student's perspective.
- For more information about BannerWeb: [BannerWeb FAQ](#)

Registration for Summer School

Incoming students are not able to register themselves for summer courses. If your advisees wish to take courses this summer, they must contact the Admissions Office to complete a one-page application to update their admission term to the summer term. Completed applications will list the summer course(s) the students would like to take.

Once the admission term has been updated, the application form will be forwarded to the Registrar's Office, and they will register the student for the course(s). You and your advisee will receive an email notification once the registration has been completed.

Wait-listing Policies and Procedures

- When wait-listing courses, students should keep in mind the number of hours they have added to their schedules. Students cannot exceed 18 hours without the required GPA from the previous semester.
- ***Wait-listed students need to check their PC email for updates.*** Once a spot opens in a course, the student at the top of the list will receive an email informing him/her of the open spot. The student will have 72 hours from the time of the email to register for the course. If the process is not completed within the 72-hour time frame, the student will lose the spot and be removed from the waitlist. During drop/add week, the time frame given to students to respond changes to 24 hours. The Registrar's Office should be contacted if there are problems adding the course.
- Students will be able to waitlist only one section of a given course. There is no way to limit the number of hours a student wait-lists, but removing the duplicate course option should alleviate some wait-list inflation.
- Students must register for the class and lab sections simultaneously for courses that require a separate lab. Please note that one cannot register for an open spot in one and then waitlist the other. The student must contact the Registrar's Office for assistance with this matter.
- Any requests for wait-list overrides sent to the Registrar's Office will be directed to the chair of the department for the respective course. The chair should review the request and, if the request is supported, forward it to the Provost. If not, the chair will notify the faculty member making the request. The Provost will have the final say in approving any override. ***Only overrides that are a result of technical issues or those indicating the student was at a disadvantage should be considered.***
- If an override is approved by the Provost, the chair or respective faculty member should email the students on the waitlist to notify them of the override, copying the Registrar's office on the email.
- The waitlist is NOT used for summer sessions, as Banner cannot run two waitlist terms at the same time.
- ***Contact the [Registrar's Office](#) if you have questions about the waitlist process or policies.***

CHANGING ADVISORS AND DECLARING A MAJOR

While students may change advisors at any point after arriving on campus, students will usually remain with their initial academic advisor until they decide upon a major. ***Declaring a major should occur no later than the second semester of their sophomore year to ensure that students will have adequate time to meet graduation requirements in the major.*** Advisors should encourage students to think about potential majors and assist them in connecting with a faculty member in that area. For some majors, students need to pursue very specific courses of study or should plan to take more than four years to graduate.

- **Declaring a Major:** Students complete a Major Form, located on the Registrar's page of the PC website, and return it to the Registrar's Office. Major forms are found here: <http://www.presby.edu/academics/registrar/forms/>.
- **Changing Advisors:** Students must complete the Advisor Change Form, located on the Registrar's page of the PC website, and return it to the Registrar's Office. Additionally, advisors should make sure any paperwork they have with advisee information is transferred to the new advisor. The Advisor Change Form may be found here: <https://www.presby.edu/doc/registrar/AdvisorChange-Form.pdf>.

ADVISING STUDENT-ATHLETES

NCAA Academic Eligibility

NCAA academic eligibility requires student-athletes to meet specific requirements each year of college enrollment. Academic eligibility is a shared responsibility between the student-athlete, the advisor, and the coach. Student-athletes must meet the following NCAA requirements to be eligible:

- **Initial eligibility requirement:**
 - 16 high school core courses completed and certified by the NCAA Eligibility Center
- **Entering 2nd year of collegiate enrollment:**
 - 24 semester hours completed
 - 18 hours earned during the previous academic year
 - 6 hours earned during the previous semester
 - 1.8 cumulative GPA
- **Entering 3rd year of collegiate enrollment:**
 - 40% of degree requirements completed (49 degree-applicable hours)
 - 18 hours earned during the previous academic year
 - 6 hours earned during the previous semester
 - 1.9 cumulative GPA
 - Declaration of degree
- **Entering 4th year of collegiate enrollment:**
 - 60% of degree requirements completed (74 degree-applicable hours)
 - 18 hours earned during the previous academic year
 - 6 hours earned during the previous semester
 - 2.0 cumulative GPA
- **Entering 5th year of collegiate enrollment:**
 - 80% of degree requirements completed (98 degree-applicable hours)
 - 18 hours earned during the previous academic year
 - 6 hours earned during the previous semester
 - 2.0 cumulative GP

HINTS FOR ADVISORS OF STUDENT-ATHLETES

- Be conscious of student-athletes' seasons when assisting with schedules.
- Please consider potential absences when constructing a schedule. *Student-athletes are responsible for monitoring class absences and communicating with professors about class absences due to athletic travel.*
- Most teams have late afternoon practices, so earlier classes are typically best.
- Some student-athletes have recommendations on times to avoid when scheduling classes. This is a recommendation as not all conflicts can be avoided.
- Coaches are in contact with these student-athletes almost every day and can be a great link for communicating with a student-athlete if needed.

If you have questions about NCAA eligibility or the academic requirements for student-athletes, please contact Josie Rollins at jmrollins@presby.edu or ext. 7117.

ACADEMIC CHALLENGES

It will be helpful to recognize and understand the typical traits and behaviors of students who may be experiencing academic challenges. These students may exhibit any or all of the following characteristics:

- Low academic self-concept or an unwarranted high academic self-concept
- Lack of specific educational goals
- Weak basic academic skills (reading, writing, and/or math)
- Inadequate understanding of the work required for college success
- Failure to make studying the first priority
- Unsure of when, where, or how to study
- Failure to assume responsibility for learning and success
- Reluctance to ask for assistance
- Inadequate communication skills
- An excessive tendency to avoid what they perceive as painful or threatening
- Motivational problems due to lack of academic success
- Unwillingness to take responsibility for their behavior

Students experiencing academic difficulty should, first and foremost, speak with their professor(s) and academic advisors. For additional assistance, please connect with Dr. Karen Compton, Coordinator of Academic Success, at klcompton@presby.edu, academicsuccess@presby.edu, or Ext. 8145 and review the academic resources available on the Academic Success Brightspace modules and [Academic Resources and Support](#) webpages.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

It is the policy of Presbyterian College to protect confidential information contained within student records against improper or illegal disclosure. The Family Education Rights and Privacy Act (FERPA), passed by Congress in 1974, requires educational institutions to provide students access to their educational records, allow students to correct inaccurate or misleading information in these records, and limit the release of information to third parties. The rights parents exercise concerning their children's education records *transfer to the student* when he or she reaches the age of 18 or attends a school beyond the high school level. Students may choose to complete and submit a FERPA waiver to the Registrar allowing the release of their education records to specified third parties. Please contact the Registrar's Office for a copy of the waiver form.

Advisors should maintain confidentiality by adhering to FERPA regulations. Before sharing student information with third parties, advisors should confirm with the Registrar's Office that the appropriate FERPA waiver is on file. FERPA guidance is available on the PC website:

- <https://www.presby.edu/academics/registrar/ferpa/>
- <https://www.presby.edu/doc/FERPA-Standards-Presentation>

NATIONAL ACADEMIC ADVISING ASSOCIATION (NACADA)

The National Academic Advising Association (NACADA) has published standards and guidelines for academic advising. According to these standards, the primary purpose of an academic advisor is to assist students in the development of meaningful educational plans that are compatible with their life goals. Academic advising should be viewed as an ongoing, continuous process of helping students clarify and evaluate their personal goals and determine how their academic program will help them achieve their desired success. Visit the NACADA site at <http://www.nacada.ksu.edu/>.

ADVISING NOTES: STANDARDS AND GUIDELINES

The recording of accurate advising notes after meeting with a student is considered a “best practice” in academic advising. Advising notes assist the advisor and advisee by:

- Providing a history of the information that advisors will use as they work the student in the future
- Serving as documentation of the advice given to the student if a dispute should occur about a previous advising encounter
- Keeping track of the advising learning outcomes the student has mastered

These notes are considered part of a student’s educational record, and students can obtain copies upon request. Advising notes should always DESCRIBE the meeting with the student, but should not be written as an evaluation of the advising session. Examples of appropriate and inappropriate notes follow.

1. Include notes that will help the student.

- Student should review their foreign language placement prior to registration for the spring semester.
- Asked student to bring list of possible courses for next semester to our advising session.
- Reminded student to get transcripts from USC sent to the Registrar’s Office.
- Student did not come to scheduled appointment. Needs to reschedule as soon as possible.
- Discussed importance of repeating COURSE 102 and COURSE 201 in spring semester.

2. Include notes that will help future advisors understand the student or the advice that you gave.

- Encouraged student to enroll in COURSE 201 because of interest in elementary education.
- Student took COURSE 201 out of interest, even though he already has credit for COURSE 202. Understands COURSE 201 will be a general elective.
- Reviewed progress in completing general education requirement.
- Student intends to pursue a graduate degree in engineering at Clemson. Enrolled in prerequisite courses for admission.

3. Include list of courses approved, along with alternatives.

- We agreed to the following 15 hours for spring semester: COURSE 101, COURSE 102, COURSE 201, COURSE 301, and COURSE 1100.
- Summer classes we discussed were COURSE 1150 and COURSE 1001 for six hours. Will take COURSE 101 if COURSE 1150 fills.

4. Include notes that will facilitate the relationship with the student.

- Encouraged student to make an appointment to come see me after midterm grades are posted.
- Reminded student to make appointment well in advance of her registration date for summer & fall.
- We agreed to meet once a month during the spring semester to monitor progress.
- Commended student for excellent grades last semester.

5. Include possible consequences of not following advice given.

- Discussed need to take COURSE 201 during spring semester so COURSE 301 can be taken in fall. Explained degree hindrance if this is not done.
- Student wants to enroll in 19 hours. Cautioned regarding heavy academic load.
- Reminded student to finish 30 hours for the academic year in order to keep scholarship.

6. Include referrals of a non-sensitive nature.

- Encouraged student to use academic support resources.
- Encouraged student to contact Registrar's Office for questions about general education credit for transfer courses.
- Encouraged student to make appointment with Career and Professional Development.
- Student is interested in becoming an orientation leader; referred to Student Involvement to learn about the application process.

7. Include comments that help you in future interactions with student. (Perhaps in helping students with reference letters or scholarship applications.)

- Student was well-prepared for advising session; had already created tentative schedule.
- Student has consistently expressed an interest in attending dental school at MUSC.

8. Exclude your subjective judgments about the student, especially when they are negative.

- Student is not motivated to succeed in classes this semester.
- Student struggling in all classes; I think he would have been better off at community college.
- I doubt student's ability to succeed in this major.

9. Exclude referrals of a sensitive or personal nature.

- Recommended student seek psychological assistance through the Counseling Center.
- Asked student to confer with Disability Services about difficulty getting accommodations for visual disability.
- Student will see the Dean of Students and VP of JEDI about experiences of being harassed by ex-girlfriend.
- Student plans to appeal the grade he received in his English class last semester.

10. Exclude comments regarding student's instructors, especially when they are negative.

- Student is having a personality conflict with COURSE 101 instructor.
- Student is considering dropping COURSE 102 because of a problem with the professor.
- Student indicated that she is considering filing a sexual harassment charge against her professor.

11. Exclude personal concerns of the student.

- Parents are going through a divorce this semester.
- Student was assaulted earlier this academic year.
- Sister has cancer; student is having a very difficult time staying focused on academics.
- Student has to go to court next week; will miss classes.
- Student shared problems she is having with motivation and time management.

Modified from source:

https://www.missouristate.edu/Advising/_Files/AdvisingNotesGuidelinesUP2020.pdf

EXAMPLES OF FIRST CONTACT EMAIL

Provided below are the first contact emails used by Dr. Carla Alphonso, Dr. Caleb Tatebe, and Dr. Justin Brent. If you use these emails as templates to craft your first contact emails, please review this advising guide before doing so. **Important details and processes may have changed from previous years, so update where needed.**

Hello and welcome to PC!

I have been assigned as your academic advisor. I look forward to serving in this role and hope that you are enjoying this exciting time as you transition from high school to college. We are glad that you have chosen PC! This email is a blanket message that I send to all of my new first-year advisees. For most of you, this message is my first contact.

You have been designated for early advising ahead of other incoming first year students. As such, time is of the essence. Students who qualify for early advising can register for fall courses beginning Thursday, June 7 at 1:00 p.m., a few weeks ahead of other freshmen. Doing so typically means getting a better course schedule for fall with fewer hassles as you will register earlier along with a much smaller, select group of students. In order for early course registration to occur, we must meet/connect prior to June 7. I am currently available during the following times for Zoom meetings (all times listed are for Eastern daylight time):

Thursday, May 25: 8 a.m. - 6 p.m.

Friday, May 26: 8 a.m. - 11 a.m.

Tuesday, May 30: 8 a.m. - 9 a.m.

Thursday, June 1: 10 a.m. - 6 p.m.

Friday, June 2: 8 a.m. - 11 a.m.

Monday, June 5: 8 a.m. - 5:30 p.m.

Tuesday, June 6: 8 a.m. - 11 a.m., 4:30 p.m. - 6 p.m.

Wednesday, June 7: 8 a.m. - noon

My availability will change, of course, as some of you make appointments with me during the above times. To that end, please reply to this email with at least two times/dates that you are available to meet via Zoom. Note that an advising session often takes around a half hour (and could be a little shorter or a little longer), and should be a time when you can give undivided attention (so, for instance, not while driving, at work, or in class, etc.). Please try to respond to this email at least 24-36 hours prior to when you would like to meet (if possible) so that I can provide you with some additional information in a separate email. If you cannot meet during any of the above times, please let me know that as well, and we will work something out.

One resource that you may find very helpful during this process is PC's first year advising website: <https://www.presby.edu/academics/academic-advising/first-year-students/>. Included on this website are a New Student Advising and Registration Guide (please look over) and a link to a Course Registration Plan (CRP worksheet). Once you have a chance, please read through this info. It explains the registration process fairly well.

One last thing I would like to include in this first contact email is a brief introduction to myself. My name is Dr. Carla Alphonso, and I am a Professor of Sociology at PC. I just completed my twenty-second year of service here. I teach courses in support of general education as well as sociology courses on aging, families, criminology, medical sociology, demography, social problems, and more. I am also a mom of a 17 year-old and a 19 year-old so I can also relate to this time of transition for you in a more personal way unrelated to my job.

In my role as a first-year advisor, it is my job to help you to craft an academic schedule for the fall term and possibly for a few terms thereafter. To the extent possible I will also assist in more long-term academic planning. Students must declare a major by the end of their sophomore year; at that time students normally find an advisor who teaches courses in their academic major. If you are undecided, please do not worry as you still have plenty of time. While my role is primarily to assist you and provide guidance regarding academics and career planning, I also am a point person for you on campus. I may not have all of the answers to questions outside of my area but will try to lead you to someone else on campus who can help.

I will provide additional info regarding next steps for advising and class registration after you reply to this message and in advance of our advising Zoom meeting. I look forward to meeting you in the near future and helping you with this most exciting journey.

~ Dr. Alphonso

Hello there!

My name is Dr. Caleb Tatebe and I have the privilege of serving as your first academic advisor! Let me take a moment to welcome you into the PC family! I have just finished my second year as a professor of chemistry and biochemistry. I teach general chemistry and inorganic chemistry. I am most interested in studying organometallic and coordination chemistry and learning how bonds form!

My role as your academic advisor includes helping to orient you to the College by guiding you in course selections, alerting you to the rigors of college academics, informing you of required courses and educational opportunities (such as internships and study abroad), and guiding you along a path for successful vocational discernment.

Here are some basics the academic side of college:

- Most scholarships require you to maintain full-time (12 credit hours) status. You might have financial aid that requires you to have 30 total hours between the fall and spring.
- Courses average 3-4 credit hours. Many foreign language and science classes are 4 hours, because of the required lab sections.
- To graduate, you will need 122 total credit hours, which averages to 15-16 per semester (if you have no transfer/AP credit). For your first semester, 12-15 credit hours is a good target, so that you can get more accustomed to the pace and balance of college courses.
- There is a tendency to focus on your intended major, but I want to make sure you get a full picture of your college experience. Most colleges, PC included, have a “general education program” which all students need to complete before graduation. The mission of the gen ed program is to provide all PC students with a common learning experience and to provide you with a knowledge base from which to pursue a fulfilling vocation. Therefore, you should concentrate on mixing general education requirements in your first semesters. This information may vary from your acquaintances, depending on what their focus is going to be.

A few days ago, Dean Askew sent an email to you about “Registration Guidelines.” Read that email in its entirety! It contains vital information you may need to make choices for your first semester of classes.

Once you have read the Registration Guidelines, go to my Appointment Schedule and we can meet over Zoom to build a course plan. Anticipate a conversation of 30-45 minutes. During that meeting, we will determine which courses you should take in your first semester at PC. If you do not have access to the internet, we can coordinate a phone call.

You are embarking on a new adventure. Over the next four years, you will learn more than you dreamed possible, you will establish relationships that may last a lifetime, and you will create memories that will guide you for years into the future. I look forward to helping you get started on the journey!

If you have any questions, do not hesitate to ask them.

Greetings, I am your PC academic advisor! This means that over the next two years you will be meeting with me regularly to talk about courses to register for, pros and cons for various majors, and perhaps different career paths.

Most important for now, I am here to help you enroll in classes for the fall semester. This process can be stressful because classes fill up and become unavailable, but with a little help from me, you will have a workable schedule for the fall in no time.

For the next week or so, I'd like you to spend some time learning about the registration process. Here's what you need to do:

- First and foremost, sign up for a Zoom appointment with me. In the calendar that appears when you click the link, scroll forward to June 5-7 (Mon-Wed) and select a time slot that works for you. If none of the times work, email me.
- Prior to our meeting, I'd like you to read through the following documents:
 - [The First-Year Students](#) web page
 - [New Student Advising and Registration Guide](#) (read the following sections):
 - Basic Information for Incoming Students (p 4-5)
 - Pre-Existing Academic Credit (p 5)
 - General Education Courses (p 6)
 - Constructing a First-Semester Schedule (p 7)
- Then open up and complete the CRP Worksheet. You should email me a completed version of this prior to our scheduled appointment.

That's all you need to know for now! Feel free to email me with any questions, although my response may be a bit slow, since I will be out of town from May 27-June 3.

Take care,
Dr. Justin Brent

ADVISING QUESTIONNAIRE

Advising Questionnaire, Fall 2024

Students will be expected to complete an advising questionnaire before the advisor assignment. Responses to the questionnaire will be included in the advising folder if they are available and should provide information about advisees' academic interests and educational goals.

1. What are your strengths and qualities that you believe will help you succeed in college?
2. I feel less confident about . . .
3. Describe an experience in a class in which you excelled and explain what led to your success.
4. What language(s) other than English would you like to study at PC? (Chinese, French, Greek, Spanish)
5. What are your areas of academic interest and why are they attractive?
6. Some students will arrive at PC with preexisting academic credit from a variety of sources: Advanced Placement credit (AP), International Baccalaureate Degree Program (IB), College Level Examination Program (CLEP), or courses that have transferred in from another college or university.

Please indicate if this applies to you. _____

If yes, please note that if you have dual enrollment or transfer credit completed at another institution, you will need to request to have an official transcript sent from this institution to our Admissions Office.

Office of Admissions
Presbyterian College
503 South Broad Street
Clinton, SC 29325

7. What are your goals for your first year at PC?
8. Will you be a student-athlete? If so, what is your sport?
9. Will you be participating in our Army ROTC program?
10. Have you been awarded a PC music scholarship?
11. What else would you like your advisor to know about you?

RECOMMENDED MAJOR AND PRE-PROFESSIONAL COURSES FOR FIRST-YEAR STUDENTS

Majors/Programs	Department Chair, Director, or Program Advisor (Department)	<i>Required or strongly recommended</i> major/program courses for the <u>fall</u> of the freshman year	<i>Required or strongly recommended</i> major/program courses for the <u>spring</u> of the freshman year	<i>Suggested</i> major/program courses for the <u>fall or spring</u> of the freshman year	Department/program courses appropriate for non-majors	Comments
Art	Prof. Ralph Paquin (Art)	ART110	ART110 (if not taken in the Fall)	ART120, ARTH110, ARTH120	ART110, ART 274, any ARTH courses at the 100 or 200 level	
Art- History Concentration	Prof. Ralph Paquin (Art)	ARTH110	ARTH120	ART274, ARTH110, ARTH120, any ARTH at 200 level	ART110, ART 274, any ARTH courses at the 100 or 200 level	
Biochemistry	Dr. Latha Gearheart (Chemistry and Biochemistry)	CHEM 101-CHEM 101L, BIOL 1150,-BIOL 1150L	CHEM 102-CHEM 102L, BIOL 1151-BIOL 1151L			
Biology	Dr. Stuart Gordon (Biology) Dr. Mike Rischbieter (Biology)	BIOL 1150-BIOL 1150L and Chem 101-Chem 101L if pre-med, pre-vet or pre-dental	BIOL 1151-BIOL 1151L and Chem102-Chem102L if pre-med, pre-vet or pre-dental		BIOL1000	PHYS 2000 will help prepare for PHYS 1500. The MCAT covers material from both PHYS 1500 and 1510. Chem 101&102 w/Lab are recommended for all biology majors during their first year and are essential for those interested in dental, medical, or veterinary school.
Biology-Forestry/Environmental Management	Dr. Stuart Gordon (Biology)- Dr. Mike Rischbieter (Biology)	BIOL 1150-BIOL 1150L	BIOL 1151-BIOL 1151L			

Majors/Programs	Department Chair, Director, or Program Advisor (Department)	<i>Required or strongly recommended</i> major/program courses for the <u>fall</u> of the freshman year	<i>Required or strongly recommended</i> major/program courses for the <u>spring</u> of the freshman year	<i>Suggested</i> major/program courses for the <u>fall or spring</u> of the freshman year	Department/program courses appropriate for non-majors	Comments
Biology-Pharmacy Concentration	Dr. Stuart Gordon (Biology)	CHEM 101-CHEM 101L, BIOL 1150-BIOL 1150L	CHEM 102-CHEM 102L, BIOL 1151-BIOL 1151L			
Business Administration-Accounting	Prof. Karen Mattison (Economics and Business Administration)			ECON 205, ECON 206 or ACCT 203		By the end of the Sophomore year, students should have completed: ECON 205, ECON 206, ACCT 203, BADM 307, and BADM 315
Business Administration-Data Analytics	Prof. Karen Mattison (Economics and Business Administration)			BADM 371, ECON 205, ECON 206 or ACCT 203		By the end of the Sophomore year, students should have completed: BADM 371, ECON 205, ECON 206, ACCT 203, BADM 307, and BADM 315
Business Administration-Management	Prof. Karen Mattison (Economics and Business Administration)			ECON 205, ECON 206 or ACCT 203		By the end of the Sophomore year, students should have completed: ECON 205, ECON 206, ACCT 203, BADM 307, and BADM 315
Business Administration-Marketing	Prof. Karen Mattison (Economics and Business Administration)			ECON 205, ECON 206 or ACCT 203		By the end of the Sophomore year, students should have completed: ECON 205, ECON 206, ACCT 203, BADM 307, and BADM 315

Majors/Programs	Department Chair, Director, or Program Advisor (Department)	<i>Required or strongly recommended</i> major/program courses for the <u>fall</u> of the freshman year	<i>Required or strongly recommended</i> major/program courses for the <u>spring</u> of the freshman year	<i>Suggested</i> major/program courses for the <u>fall or spring</u> of the freshman year	Department/program courses appropriate for non-majors	Comments
Chemistry	Dr. Latha Gearheart (Chemistry and Biochemistry)	CHEM 101-CHEM 101L	CHEM 102-CHEM 102L	Math 201 for the fall and Math 202 for the spring		
Chemistry-Pharmacy Concentration	Dr. Latha Gearheart (Chemistry and Biochemistry)	CHEM 101-CHEM 101L, BIOL 1150-BIOL 1150L	CHEM 102-CHEM 102L, BIOL 1151-BIOL 1151L	Math 201 for the fall and Math 202 for the spring		
Computational Biology	Dr. Stuart Gordon (Biology)	BIOL 1150-BIOL 1150L, MATH 201 Calculus I & Analytical Geometry	BIOL 1151-BIOL 1151L	CHEM 101-CHEM 101L (fall), CHEM 102-CHEM 102L (spring)		
Computer Science	Dr. Greg Goeckel (Computer Science) Dr. Olivia Nche (Computer Science)	CSC 2205	CSC 2255	Math 199 or 201	CSC 1235	Required mathematics course is either MATH 201 (Calculus I) or MATH 199 (Applied Calculus). Students leaning towards a computer science major are recommended to take MATH 201, especially if they are also thinking about majors or minor in Mathematics, Chemistry, or Physics. Otherwise, MATH 199 is a good choice.
Economics	Prof. Karen Mattison (Economics and Business Administration)			MATH 199 or 201, ECON 205 or 206		By the end of the Sophomore year, students should have completed: ECON 205, ECON 206, MATH 199 or 201, ACCT 203

Majors/Programs	Department Chair, Director, or Program Advisor (Department)	<i>Required or strongly recommended</i> major/program courses for the <u>fall</u> of the freshman year	<i>Required or strongly recommended</i> major/program courses for the <u>spring</u> of the freshman year	<i>Suggested</i> major/program courses for the <u>fall or spring</u> of the freshman year	Department/program courses appropriate for non-majors	Comments
Education-Early Childhood	Dr. Patti Jones (Education)	EDUC 201		PSYC 1001 Introductory Psychology	EDUC 210	Education majors should take PSYC 1001 to prepare them for EDUC 241/PSYC 2041, Educational Psychology
Education-Elementary	Dr. Patti Jones (Education)	EDUC 201		PSYC 1001 Introductory Psychology	EDUC 210	Education majors should take PSYC 1001 to prepare them for EDUC 241/PSYC 2041, Educational Psychology
Education-Middle School-Specializations in Language Arts, Mathematics, Science, and Social Science	Dr. Patti Jones (Education)	EDUC 201		PSYC 1001 Introductory Psychology	EDUC 210	Education majors should take PSYC 1001 to prepare them for EDUC 241/PSYC 2041, Educational Psychology
Education-Special Education	Dr. Tammy Graham (Education)	EDUC 201		PSYC 1001 Introductory Psychology	EDUC 201, EDUC 210, EDUC 371	Education majors should take PSYC 1001 to prepare them for EDUC 241/PSYC 2041, Educational Psychology
Special Education Inquiry and Analysis	Dr. Tammy Graham (Education)	EDUC 201		PSYC 1001 Introductory Psychology	EDUC 201, EDUC 210, EDUC 371	Contact Dr. Tammy Graham for information.
ELL (English Language Learner) PK-12	Dr. Patti Jones (Education)	EDUC 201 and ENGL 1001 OR for those students with AP, IB, or transfer credit for ENGL 1001-1002, take a foundation course (ENGL 2101 is required; 2102 or 2103 is required) or a survey course (ENGL 2201, 2203, 2205, or 2207.)		PSYC 1001 Introductory Psychology	EDUC 210	Contact Dr. Patti Jones for information.

Majors/Programs	Department Chair, Director, or Program Advisor (Department)	<u>Required or strongly recommended</u> major/program courses for the <u>fall</u> of the freshman year	<u>Required or strongly recommended</u> major/program courses for the <u>spring</u> of the freshman year	<u>Suggested</u> major/program courses for the <u>fall or spring</u> of the freshman year	Department/program courses appropriate for non-majors	Comments
English	Dr. Lynne Simpson (English)	ENGL 1001 OR for those students with AP, IB, or transfer credit for ENGL 1001-1002, take a foundation course (ENGL 2101) or a survey course (ENGL 2201, 2203, or 2206)	ENGL 1002 OR for those students with AP, IB, or transfer credit for ENGL 1001-1002, take a foundation course (ENGL 2102) or a survey course (ENGL 2202, 2204, or 2207)	For those students with AP, IB, or transfer credit for ENGL 1001-1002, take a foundation course (ENGL 2101, 2102, or 2103) or a survey course (ENGL 2201, 2202, 2203, 2204, 2205, 2206, or 2207).	Courses that count for intercultural credit (with ENGL 1001-1002 as prerequisites): ENGL 2205, 3371, 3380, or 3520	Students who have fulfilled the 1001/1002 prerequisites should consider a foundation or survey course. If they have an interest in an upper-level course, we recommend they email the professor and have a chat, but as long as they are prepared for the workload, we are happy to have them.
English--Communication Studies Concentration	Dr. Lynne Simpson (English)	ENGL 1001 OR for those students with AP, IB, or transfer credit for ENGL 1001, take COMM 2100 or ENGL 1002.	ENGL 1002 OR for those students with AP, IB, or transfer credit for ENGL 1001-1002, take a foundation course (ENGL 2101, 2102, or 2103) or a survey course (ENGL 2202, 2204, or 2206.)	For those students with AP, IB, or transfer credit for ENGL 1001-1002, we recommend COMM 2100, COMM 2200, MDST 230, a foundation course (ENGL 2101, 2102, 2103,) or a survey course (ENGL 2201, 2202, 2203, 2204, 2205, 2206, or 2207.)	COMM 2100	Students who have fulfilled the 1001/1002 prerequisites should consider COMM 2100, COMM 2200, a foundation course, or a survey course. If they have an interest in an upper-level course, we recommend they email the professor and have a chat, but as long as they are prepared for the workload, we are happy to have them.
English-Creative Writing Concentration	Dr. Lynne Simpson (English)	ENGL 1001 OR for those students with AP, IB, or transfer credit for ENGL 1001-1002, take CRWR 2100 or 2300.	ENGL 1002 OR for those students with AP, IB, or transfer credit for ENGL 1001-1002, take CRWR 2200.	For those students with AP, IB, or transfer credit for ENGL 1001-1002, take a workshop course (CRWR 2100, 2200, 2300, or 2400) or a foundation course (ENGL 2101, 2102, or 2103) or a survey course (ENGL 2201, 2202, 2203, 2204, 2206, or 2207.)	CRWR 2100, 2200, 2300, or 2400	If the student has fulfilled the 1001/1002 prerequisites, then we recommend CRWR 2100, 2200, 2300, or 2400. Often, if a student has credit for 1001, they can "dual enroll" in ENGL 1002 and a 2000-level CRWR course. Contact Prof. Robert Stutts about CRWR courses and options.

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English--Secondary Education Minor	Dr. Lynne Simpson (English)	EDUC 201 and ENGL 1001 OR for those students with AP, IB, or transfer credit for ENGL 1001-1002, take a foundation course (ENGL 2101 is required; 2102 or 2103 is required) or a survey course (ENGL 2201, 2203, 2205, or 2207.)	EDUC 201 and ENGL 1002 OR for those students with AP, IB, or transfer credit for ENGL 1001-1002, take a foundation course (ENGL 2101, 2102, 2103) or a survey course (ENGL 2202, 2204, or 2206.)	For those students with AP, IB, or transfer credit for ENGL 1001-1002, take a foundation course (ENGL 2101, 2102, or 2103) or a survey course (ENGL 2201, 2202, 2203, 2204, 2206, or 2207.)	Courses that count for intercultural credit (with ENGL 1001-1002 as prerequisites): ENGL 2205, 3371, 3380, or 3520	PSYC 1001 must be completed before students can enroll in any other elective psychology courses
French	Dr. Sharon Knight (Modern Foreign Languages)	Any FREN course, according to FL placement. FREN 2002 for heritage speakers. Any 3000- or 4000-level FREN course for native speakers.	Any FREN course, according to FL placement. FREN 2002 for heritage speakers. Any 3000- or 4000-level FREN course for native speakers.	Any FREN course according to FL placement	FREN 1001 , FREN 1002, or FREN 2001 in Fall. The next course in the FREN series (1001-1002-2001) is recommended for Spring.	For most students, FL placement is located in Degree Works. Check the bottom left of the Worksheets dashboard. FREN 2002 counts for Intercultural coursework credit.
History	Dr. Jackie Sumner (History)	HIST 1100 or HIST 1101	HIST 1100 or HIST 1101			
History--Secondary Education Minor	Dr. Jackie Sumner (History)	HIST 1100 or HIST 1101	HIST 1100 or HIST 1101			
International Studies	Dr. Patrick Kiley (Modern Foreign Languages)	FREN 2002, SPAN 2002, or CHIN 202 or above for core requirements				

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Mathematics	Dr. Doug Daniel (Mathematics)	Math 201, Math 202 or Math 301 depending upon preparation level and AP credit earned.	Math 202 or Math 302	Math 221 should be completed by the end of the sophomore year.	Math 110, Math 120, Math 199, Math 201, Math 202	Math 201 and higher assumes competence in pre-calculus and trigonometry.
Mathematics---Secondary Education Minor	Dr. Doug Daniel (Mathematics)	Same as for Mathematics majors	Same as for Mathematics majors	Same as for Mathematics majors	Math 110, Math 120, Math 199, Math 201, Math 202	Math 201 and higher assumes competence in pre-calculus and trigonometry.
Medical Physics	Dr. Eli Owens (Physics)	MATH 201	MATH 202 & PHYS 1600	PHYS 1000 or 1500 as an introduction to physics for those who have not had physics in high school		
Military Science Program	LTC Janet Pete-Fox (Military Science)	MILS 101-101L	MILS 201-201L		MILS 101/201	incoming ROTC scholarship Cadets and those students who wish to be commissioned should take both the 100/200 level courses in order to be a progression Cadet and meet commissioning requirements
Modern Foreign Languages	Dr. Sharon Knight (Modern Foreign Languages)	Any FREN and/or SPAN course (according to FL placement)	Any FREN and/or SPAN course (according to FL placement)	Any FREN and/or SPAN course (according to FL placement)	n/a (there are no courses with MFL suffix)	For most students, FL placement is located in Degree Works. Check the bottom left of the Worksheets dashboard.

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Music	Dr. Richard Thomas (Music)	MUSC 1201 and 1202 (co-requisites). MUSC 1551. MUSC 1000. MUSC 1701. Designated Applied Lessons and Ensembles are based on the area of concentration and Music Scholarship requirements.	MUSC 1203 and 1204 (co-requisites), MUSC 1552, MUSC 1000, MUSC 1702. Ensembles. Designated Applied Lessons and Ensembles are based on the area of concentration and Music Scholarship requirements. - See comments	MUSC 1201 and 1202 (Fall) and MUSC 1203 and 1204 (Spring). MUSC 1701 (Fall) and MUSC 1702 (Spring). MUSC 1000 (both Fall and Spring). MUSC 1551 (Fall) and MUSC 1552 Spring. Applied Lessons and Ensembles are based on the area of concentration, are required for the major, and Music Scholarship requirements. All of the courses are required for a music major.	MUSC 1000 (both Fall and Spring). MUSC 1100, MUSC 1101 (Gen. Ed. course) and MUSC 1151 (Intercultural Gen. Ed.) can be taken by all students. Applied Lessons (MUSC 1500 and 1510) and ensembles (areas dependent upon the individual student) can be taken by any PC student. Students with a Music Scholarship are required to register for ensembles.	All of these are requirements for a Music Major or Music Minor. Some of these requirements are for a Music Scholarship. [Taken from 4-year plan posted on website]
Physics	Dr. Eli Owens (Physics)	MATH 201	MATH 202 & PHYS 1600	PHYS 1000 or 1500 as an introduction to physics for those who have not had physics in high school	PHYS 2000 for Biology majors before they take PHYS 1500	
Physics-Dual Degree Engineering	Dr. Eli Owens (Physics)	MATH 201	MATH 202 & PHYS 1600	PHYS 1000 or 1500 as an introduction to physics for those who have not had physics in high school		

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Political Science and Public Policy	Dr. David Liu (Political Science)	PLSC 1001 & 1002	PLSC 1001 & 1002	PLSC 1001 & 1002	PLSC 1001 & 1002	
Pre-Law and Criminal Justice Program	Dr. Erin McAdams (Political Science)	POLS 1001 (strongly recommended in either fall or spring of first-year)	POLS 1001 (strongly recommended in either fall or spring of first-year)			POLS / PRLW 3030: Intro to Legal Studies is offered every Spring, and is the first primary pre-law course. <u>Only strong first-year students tend to be successful in this course</u> , so advisors should work with advisees to determine if the spring in the first- or sophomore year is most appropriate.
Pre-Theological Program	Dr. Craig Vondergeest (Religion and Philosophy)	RELG 200	PHIL 301 or 309, or RELG 202, 203, 210, 212 or 215	Any 200-level course	Any 200-level course	
Psychology	Dr. Kate Anderson (Psychology)			PSYC 1001	PSYC 1001	If students have already completed PSYC 1001 (or equivalent), then the most appropriate Psychology courses for them to take in their first year at PC would be PSYC 2010, 2020, 2030, 2040, and/or 2050.
Religion and Philosophy	Dr. Craig Vondergeest (Religion and Philosophy)	RELG 200	PHIL 301 or 309, or RELG 202, 203, 210, 212 or 215	Any 200-level course	Any 200-level course	

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Religion and Philosophy-Christian Studies Concentration	Dr. Craig Vondergeest (Religion and Philosophy)	RELG 200	PHIL 301 or 309, or RELG 202, 203, 210, 212 or 215	Any 200-level course	Any 200-level course	
Religion and Philosophy-Philosophy Concentration	Dr. Craig Vondergeest (Religion and Philosophy)	RELG 200; PHIL 205	PHIL 301 or 309, or RELG 202, 203, 210, 212 or 215; PHIL 205 (if not taken during the fall)	PHIL 203	Any 200-level course	
Religion and Philosophy-Religious Studies Concentration	Dr. Craig Vondergeest (Religion and Philosophy)	RELG 200	PHIL 301 or 309, or RELG 202, 203, 210, 212 or 215	Any 200-level course	Any 200-level course	
Religion-Leadership, Service and Ministry	Dr. Craig Vondergeest (Religion and Philosophy)	RELG 200	PHIL 301 or 309, or RELG 202, 203, 210, 212 or 215	Any 200-level course	Any 200-level course	
Sociology	Dr. Carla Alphonso (Sociology)	SOC 201	SOC 201	SOC 201	SOC 201, SOC 206	

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Spanish	Dr. Sharon Knight (Modern Foreign Languages)	Any SPAN course, according to FL placement. SPAN 2002 for heritage speakers. Any 3000- or 4000-level SPAN course for native speakers.	Any SPAN course, according to FL placement. SPAN 2002 for heritage speakers. Any 3000- or 4000-level SPAN course for native speakers.	Any SPAN course, according to FL placement. SPAN 2002 for heritage speakers. Any 3000- or 4000-level SPAN course for native speakers.	SPAN 1001, SPAN 1002, or SPAN 2001 in Fall. The next course in the FREN series (1001-1002-2001) is recommended for Spring. SPAN 2002 counts for Intercultural coursework credit.	For most students, FL placement is located in Degree Works. Check the bottom left of the Worksheets dashboard. SPAN 1051 is discontinued. SPAN 2002 counts for Intercultural coursework credit.
Pre-Health Science Program*	Dr. Austin Shull, Chair of Health Science Advisory Committee (Biology)					
*Pre-Dental	Dr. Latha Gearheart (Chemistry and Biochemistry)	BIOL 1150-1150L, CHEM 101-101L	BIOL 1151-1151L, CHEM 102-102L			
*Pre-Medical	Dr. Austin Shull (Biology)	BIOL 1150-1150L, CHEM 101-101L	BIOL 1151-1151L, CHEM 102-102L			
*Pre-Nursing	Dr. Jim Wetzel (Biology)					
*Pre-Occupational Therapy	Dr. Jim Wetzel (Biology)	BIOL 1150-1150L & CHEM 101-101L	BIOL 1151-1151L, CHEM 102-102L (if completed CHEM 101-101L in fall)			While students are encouraged to take both BIOL 1150-BIOL 1150L and CHEM 101-CHEM 101 together, students in this track may be able take just one of these during the fall semester and stay on track.

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<u>*Pre-Optometry</u>	<u>Dr. Mike Rischbieter (Biology)</u>	BIOL 1150-1150L & CHEM 101-101L*	BIOL 1151-1151L, CHEM 102-102L (if completed CHEM 101-101L in fall)			Check this site out for all of the recommended pre-requisites by State (where a School of Optometry is located): https://www.optomcas.org/information-about-schools-colleges/school-college-prerequisites
<u>*Pre-Pharmacy (Suggested Course Schedule for Completion of Pre-Pharmacy Coursework in 2+ Years)</u>	<u>Dr. Mike Rischbieter, Pre-Pharmacy advisor (Biology)</u>	BIOL 1150-1150L, CHEM 101-101L, ENGL 1001, COLS 1000, any HIST or PLSC (recommend HIST 1100, HIST 1101, PLSC 201, or PLSC 202)	BIOL 1151-1151L, CHEM 102-102L, ENGL 1002, MATH 199 or Math 201, any PSYC or SOC (recommend PSYC 1001, SOC 201, or SOC 207)			
<u>*Pre-Physical Therapy</u>	<u>Dr. Jim Wetzel (Biology)</u>	BIOL 1150-1150L & CHEM 101-101L	BIOL 1151-1151L, CHEM 102-102L (if completed CHEM 101-101L in fall)			While students are encouraged to take both BIOL 1150-BIOL 1150L and CHEM 101-CHEM 101 together, students in this track may be able take just one of these during the fall semester and stay on track.
<u>*Pre-Physician Assistant</u>	<u>Dr. Jim Wetzel (Biology)</u>	BIOL 1150-1150L & CHEM 101-101L	BIOL 1151-1151L, CHEM 102-102L (if completed CHEM 101-101L in fall)			While students are encouraged to take both BIOL 1150-BIOL 1150L and CHEM 101-CHEM 101 together, students in this track may be able take just one of these during the fall semester and stay on track.
<u>*Pre-Veterinary Medicine</u>	<u>Dr. Stuart Gordon (Biology)</u>	BIOL 1150-1150L, CHEM 101-101L	BIOL 1151-1151L, CHEM 102-102L			

IMPORTANT CONTACTS

Area	Contact Information
Academic Concerns	Dr. Karen Compton, Coordinator of Academic Success klcompton@presby.edu , academicsuccess@presby.edu , Ext. 8145
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Accessible Education	Janna Barnes, Accessible Education Coordinator jcbranes@presby.edu , Ext. 8322
Athletic Academic Services	Josie Rollins, Assistant Athletic Director for Academic Services & Compliance jmrollins@presby.edu Ext. 7117
Campus Police Department	Emergency: Call 911 or Campus Police at Ext. 8911 Emergency: (after hours 9 am-5pm or off-campus): 864.833.8911 Non-emergency: Ext. 8301/864.833-8301; <i>Call emergency line if no answer and need immediate assistance.</i> Text message: 864.872.4050, <i>Campus Police Duty phone number</i>
Career & Professional Development	Kim Lane, Associate Dean of Students & Director. for Career & Professional Development, kalane@presby.edu , Ext. 8379
Counseling Services	Susan Gentry, LMSW, LISW-CP-S, Director of Counseling Services sgentry@presby.edu , Ext. 8100
Financial Aid	April Baur, Director. of Financial Aid agbaur@presby.edu , Ext. 8288
First-Generation College Students (Presby First+ Program)	Dr. Joleesa Johnson, Director of Presby First+ jojohanson@presby.edu , Ext. 7157
Health Services Center	Jackie Waldron, Nurse Practitioner 864.833.8400 or 864.833.5986
Information Technology	Help Desk: helpdesk@presby.edu or Call: Ext. 7100
International Programs	Viet Ha, Director of International Programs vxha@presby.edu , Ext. 8193
Jacob Scholars Program	Dr. Selena Blair, VP for Justice Equity, Diversity & Inclusion, Title IX Coordinator sblair@presby.edu , Ext. 8206
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Media Services	Doug Wallace, Director of Media Services dwallace@presby.edu , Ext. 8312
Online Bookstore	https://presby.textbookx.com/institutional/index.php
Registrar's Office	Vicky Wilson, Registrar and Director of Records vwwilson@presby.edu , Ext. 8219
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