



**2021-2022 ACADEMIC ADVISOR HANDBOOK**

**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, Starfish, 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 black ink that reads "Alicia Askew".

Dr. Alicia Askew  
Dean of Academic Programs



Office of Academic Affairs  
Presbyterian College

2021-2022 ACADEMIC ADVISOR HANDBOOK

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## SCHEDULE FOR ADVISING INCOMING STUDENTS

*Advisors will begin receiving advisee assignments in May, after the conclusion of the spring semester. For each advisee, the 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. After reviewing this information, advisors should make contact with their advisees and begin to work with them to design a first-semester schedule. Advisors are also encouraged to meet with advisees after they arrive on campus to address any potential changes or problems regarding courses.*

### **Important Dates**

#### **June**

2.....Wednesday..... Regular Class Schedule Begins, Summer School Session

#### **July**

6.....Tuesday.....Registration Opens at 9 a.m. for New/Transfer Students

8.....Thursday.....Regular Class Schedule Begins, Summer School Session II

#### **August**

20.....Friday.....Orientation for New/Transfer Students

24.....Tuesday.....Opening Convocation

25.....Wednesday.....Regular Class Schedule Begins

31.....Tuesday.....Last Day for Late Registration or Change of Schedule  
(Drop/Add)

#### **September**

24.....Friday..... Incompletes from Spring & Summer DUE to Registrar

#### **October**

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

#### **November**

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

#### **December**

7.....Tuesday.....Last Day of Classes

9-14..... Thursday-Tuesday..... Final Exams

17.....Friday.....Final Grades Due-9:00 a.m.

### **NEW STUDENT ORIENTATION**

Campus Life has organized virtual New Student Orientation sessions. For more information, see <https://www.presby.edu/campus-life/orientation-programs/>.

## INTRODUCTION

Academic advising is an integral part of the learning process at PC. At its best, it is a vibrant partnership between students and faculty. Although students are responsible for planning their coursework to meet all graduation requirements, academic advisors help students make choices that are compatible with their life goals and that prepare them for a “lifetime of contribution to democratic society and the world community.” (PC Mission Statement)

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, then, should be viewed as an on-going, continuous process of helping the student to clarify and evaluate their personal goals and to determine how their academic program will help them achieve the success they desire. Visit the NACADA site at <http://www.nacada.ksu.edu/>.

## PHILOSOPHY OF ADVISING

An academic advisor’s responsibility is not simply to answer questions when approached, nor is it just to approve course schedules. Rather, the best advising is active rather than passive. The advisor functions as a personal resource for individual students: someone who assists with academic success, fosters personal growth, and comforts in a time of need. A good advisor can make the difference between failure and success.

## 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 academic rigor and social experiences of the college. 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:** This involves advisors developing supportive, mentoring relationships with advisees. Advisors help students understand the avenues to success, recognize their individual needs and concerns as these relate to academic progress, and monitor their progress toward degree and GPA requirements.
- **Short-Term Educational Planning:** Advisors assist students with semester planning, selection of specific courses, registration, and schedule adjustments.
- **Long-Term Educational Planning:** Advisors provide advice and consultation about career and professional objectives and the relationship between courses, majors, and occupations.
- **Student Referrals:** When needed, advisors refer students to campus resources for additional assistance with academic support, career planning and development, wellness, financial aid, roommate concerns, social challenges and/or personal problems.
- **Confidentiality:** Advisors should maintain confidentiality by adhering to Family Educational Rights and Privacy Act FERPA regulations. FERPA guidance is available on the faculty resources page of the PC website: <https://www.presby.edu/doc/FERPA-Standards-Presentation.pdf>.

## CHARACTERISTICS OF A GOOD ADVISOR

- Commits personally and professionally to advising
- Sets aside enough time to meet advising needs of students
- Listens actively and attentively
- Attempts to understand a student's point of view
- Provides accurate, usable information
- Recognizes importance of long-term planning and immediate problem-solving
- Refers students to other sources when necessary
- Continually strives to improve skills as an advisor

## 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 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 in relation to 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

## 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 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 the 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!** While advisors are expected to understand graduation requirements and to 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. It is likely that at some point your advisor will refer you to another resource or office on campus. 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. Be an advocate for your own education and future by actively seeking information needed for your academic success and appropriately using academic and other campus resources. Use DegreeWorks to chart your own progress toward degree.
- **Be Connected!** Share your goals, thoughts, questions, and concerns with your advisor. Your advisor and administrative offices send important information to students' PC email addresses, so check your PC email regularly. Update your advisor if there are changes in your academic progress, schedule, or goals. Using DegreeWorks, review your progress toward degree with your advisor.

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

## 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 of the role of the advisor.
- Remember to provide your contact information.
- Review and discuss responses to the advising questionnaire
- Provide an opportunity for advisee to ask questions.
- Set a future appointment when the student can be advised.
- See pages 28-33 for examples of a first-contact email.

### Follow-up Contacts

- Answer questions and direct to the appropriate resources when necessary.
- Assist with creation of the course schedule.
- Approve the course schedule via BannerWeb.
- Assist with registration (see page 14).
- Introduce advisee to the Starfish Connect and Early Alert System.

## ADVISING QUESTIONNAIRE

Prior to advisor assignment, students will be expected to complete an advising questionnaire. Responses to the questionnaire will assist with advisor assignment, will be included in the advising folder if the questionnaire is submitted prior to advisor assignment, and should provide information about advisees' academic interests and educational goals. A list of these questions can be found on page 34.

## 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 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 45 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/>.

- **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).
- **Dual Degrees:** A candidate who already holds a Presbyterian College degree or who is working simultaneously for two bachelor's degrees shall earn a minimum of 152 semester hours with a 2.00 GPA.



## Credit Hours

Students need to average roughly 15 hours per semester to graduate in four years and 12 semester hours to be considered a full-time student.

## 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 of 24 credit hours of said elective courses may count toward graduation requirements.
- 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 in order to remain eligible for funding.

## Financial Aid

Students are sent info about their financial aid package, including scholarship requirements, to their home address. 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](mailto:finaid@presby.edu) or 864-833-8288.

## Classification

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

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

## Academic Standing

Minimum standards for good academic standing:

0-31 hours <b>attempted</b>	1.6 GPA
32-61 hours <b>attempted</b>	1.8 GPA
62+ hours <b>attempted</b>	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 from 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 Registrar's Office. Also, 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 Registrar's Office.

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

### **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 to advise the student to register for the course and then drop the course if AP credit is given. If credit is given and 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 5<sup>th</sup>. The Registrar will download any results for students who list PC as a recipient after this date. If credit is given and 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](mailto: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:

<b>Department</b>	<b>Hours</b>	<b>Designated Courses</b>
<b>English</b>	6	ENGL 1001 & 1002
<b>Fine Arts</b>	3	One course from the following: ART 101, 110, 120, 246, 274 ARTH 110, 120 MUSC 1100, 1101 THEA 1000 or 2101
<b>Foreign Language*</b> Completion of only one sequence is required.	0-7	SPAN 1001 & 1002 & 2001 or 1051 & 2001 FREN 1001 & 1002 & 2001 or 1051 & 2001 CHIN 101, 102, & 201 GREK 301, 302, & 401
<b>History</b>	6	HIST 1100 & 1101
<b>Mathematics</b>	3	MATH 110, 120, 199, 201, 202, 210 or 221
<b>Religion</b>	6	RELG 200 One course from the following: RELG 202, 203, 210, 212, 215; PHIL 301, 309; WGST 202
<b>Natural Sciences</b>	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
<b>Social Sciences</b>	6	One course from two different departments: BADM 371 ECON 205 or 206 EDUC 201 or 202 GEOG 301 or 302 PLSC 201 or 202 PSYC 201 SOC 201 or 207
<b>First Year Exploration</b>	1	COLS 1000
<b>Second Year Exploration</b>	1	COLS 2200
<b>Intercultural / Internship</b>	varies	See PC Catalog

\*Requirement for Spanish, French is 2001, but prerequisites may need to be completed.  
\*Requirement for Chinese is 201, but prerequisites may need to be completed.  
**See page 10 for more information.**

## 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 will assist advisees by making a recommendation for the appropriate course. Those programs and how to place students are as follows:

**Foreign Language:** The Registrar's Office will process 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				○	○	●
Chemistry				●	●	○
Computational Biology				●	●	●
Computer Science				●		
Early Childhood		●				
Economics			●	●	●	○
Elementary Education		●				
English—Communication Studies	●		○	○	○	○
English, English with Creative Writing	●		○	○	○	○
French, Spanish, Modern Foreign Languages	●	○	○	○	○	○
History	●	○	○	○	○	○
International Studies	●		○	○	○	○
Mathematics – Mathematics				●	●	○
Mathematics – Mathematics Education				●	●	○
Medical Physics				●	●	○
Middle School – Language Arts	●	●	○	○	○	○
Middle School – Mathematics		●	○	●	●	○
Middle School – Science		●	●	○	○	●
Middle School – Social Science	○	●	●	○	○	●
Music	●	○	○	○	○	○
Physics, Physics Engineering Dual Degree				●	●	○
Political Science	●	●	○	○	○	○
Psychology	○	○	○	○	○	○
Religion-Philosophy	●		○	○	○	○
Religion: Leadership, Service, and Ministry	●	○	○	○	○	○
Secondary School – History/Social Studies	●		○	○	○	○
Secondary School – Science	●		●	○	○	●
Special Education		●				
Sociology		●	●	○	○	

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

\*Students who have experienced the AP Calculus curriculum, AB or BC, through the class and exam should take Math 202- Calculus II. All such students are prepared for the course. A student with AP Calculus experience should only consider Math 201 after consultation with a member of the mathematics department. Students who have had a strong course in calculus, but perhaps not the AP curriculum, should also consider taking Math 202. Anyone with questions should feel free to contact a member of the math department.

## **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 34-45 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 fall of freshman year
- Required or strongly recommended major/program courses for spring of freshman year
- Suggested major/program courses for 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.

<b><u>Pre-Health Science Program</u></b>		
Chair: Dr. Austin Shull, <a href="mailto:ayshull@presby.edu">ayshull@presby.edu</a> , Ext. 8401		
<b>Pre-Dental</b> Dr. Evelyn Swain <a href="mailto:ejswain@presby.edu">ejswain@presby.edu</a> Ext. 8406	<b>Pre-Occupational Therapy</b> Dr. Jim Wetzel <a href="mailto:jwetzel@presby.edu">jwetzel@presby.edu</a> Ext. 8412	<b>Pre-Physician Assistant</b> Dr. Jim Wetzel <a href="mailto:jwetzel@presby.edu">jwetzel@presby.edu</a> Ext. 8412
<b>Pre-Medical</b> Dr. Austin Shull <a href="mailto:ayshull@presby.edu">ayshull@presby.edu</a> Ext. 8401	<b>Pre-Optometry</b> Dr. Mike Rischbieter <a href="mailto:miker@presby.edu">miker@presby.edu</a> Ext. 8403	<b>Pre-Physical Therapy</b> Dr. Jim Wetzel <a href="mailto:jwetzel@presby.edu">jwetzel@presby.edu</a> Ext. 8412
<b>Pre-Nursing</b> Dr. Jim Wetzel <a href="mailto:jwetzel@presby.edu">jwetzel@presby.edu</a> Ext. 8412	<b>Pre-Pharmacy</b> Dr. Mike Rischbieter <a href="mailto:miker@presby.edu">miker@presby.edu</a> Ext. 8403	<b>Pre-Veterinary Medicine</b> Dr. Stuart Gordon <a href="mailto:sggordon@presby.edu">sggordon@presby.edu</a> Ext. 8405

<b><u>Additional Pre-Professional Programs</u></b>	
<b>Engineering Dual-Degree</b> Dr. Chad Rodekohr <a href="mailto:clrodekoh@presby.edu">clrodekoh@presby.edu</a> Ext. 7160	<b>Pre-Theological</b> Dr. Bob Bryant <a href="mailto:rbryant@presby.edu">rbryant@presby.edu</a> Ext. 8348
<b>Forestry &amp; Environmental Studies</b> Dr. Jim Wetzel <a href="mailto:jwetzel@presby.edu">jwetzel@presby.edu</a> Ext. 8412	<b>Teacher Education &amp; Certification</b> Dr. Patricia Jones <a href="mailto:pljones@presby.edu">pljones@presby.edu</a> Ext. 8369
<b>Pre-Law</b> Dr. Erin McAdams <a href="mailto:esmcadams@presby.edu">esmcadams@presby.edu</a> Ext. 8347	

## 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		8:30-9:45		8:30-9:45	
C	9:30-10:20		9:30-10:20		9:30-10:20
D		10:00-11:15		10:00-11:15	
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		12:30-1:45		12:30-1:45	
I	1:30-2:45		1:30-2:45		
J		2:00-3:15		2:00-3:15	
K	3:00-4:15		3:00-4:15		
L		3:30-4:45		3:30-4:45	
LAB-S		8:30-11:30			
LAB-T				8:30-11:30	
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-Fall2021.pdf>

## COURSE LISTINGS

Course listings for the upcoming semester are available on our website: [https://banners.presby.edu/prod/hzskschd.P\\_SelectSubject](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	

After registration opens, your advisees will be able to search for classes in BannerWeb, our online registration system.

## COURSE REGISTRATION

### Developing and Reviewing Course Registration Plans

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 actually register for classes by themselves, they must communicate first with and receive clearance from their advisor. The following is a step-by-step process that should take place:

- Incoming students should review the information in the document titled *New Student Advising and Registration Guide*. The link to this document is found on the advising website: <https://www.presby.edu/academics/academic-advising/new-student-advising-and-registration-guide-pdf/>.
- Advisees should discuss their academic progress, goals with their advisors and address any concerns or questions either may have. Use DegreeWorks and BannerWeb to review any pre-existing academic credit (AP, IP, CLEP, dual degree and transfer credit) and the advisee's progress toward degree.
- When developing a registration plan for the upcoming semester, incoming students should consider completing a course registration plan (CRP) form after they have reviewed information in the *New Student Advising and Registration Guide* and discussed options with their academic advisors. Students are able to access the online form through the [student portal](#) after they receive their advisor assignment. The advisor will receive a copy of the completed form via email. Alternatively, a fillable CRP worksheet is available on the advising website and can be used to prepare a course plan. ***Academic advisors are not required to have their advisees complete this form. The CRP form is a resource provided to assist advisors and advisees in the planning process.***
- Advisors should review their advisees' registration plans to verify that 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 the plans as needed. **CRP submission and 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 plan.**

### 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". *Advisors should clear their advisees for registration after reviewing the advisee's course registration plan.*
- For more directions for students registering via Banner Web, see: <http://www.presby.edu/academics/registrar/course-schedules-registration/>.
- The Registrar's Office has developed BannerWeb user guide for students. Advisors may find it helpful to refer this guide if advisees ask questions about registering via BannerWeb: <https://www.presby.edu/doc/registrar/Banner-Registration.pdf>.
- For more information about BannerWeb: [BannerWeb FAQ](#)

#### REGISTRATION DATE FOR INCOMING STUDENTS

**Incoming students will be allowed to register for the fall semester starting at 9:00 a.m. on July 6, 2021, but only if their advisors have cleared them to register via BannerWeb.**



## **Registration for Summer School**

Incoming students are not able 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 have their admission term updated 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 wait list. 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 wait list 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 a some wait-list inflation.
- 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 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 wait list to notify them of the override, copying the Registrar's office on the email.
- The wait list is NOT used for summer sessions, as Banner cannot run two wait list terms at the same time.
- ***Contact the Registrar's Office if you have questions about the wait list 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>.

## ACADEMIC RESOURCES

### Academic Success Office

#### *General Services and Staff*

The Academic Success Office, located on 5<sup>th</sup> Avenue (beside Campus Police), is a valuable resource for PC students. The Academic Success staff provide high-quality academic support services with a goal of maximizing students' chances of academic success. The staff works with students and faculty members to identify key strategies that can be reinforced to promote academic achievement.

Dr. Amy Davis, Director of Academic Success and Retention  
[aadavis@presby.edu](mailto:aadavis@presby.edu), Ext. 8321

Stephanie Keene, Associate Director of Academic Success and Presby First+ Coordinator  
[skeene@presby.edu](mailto:skeene@presby.edu), Ext. 8145

Destiny Chandler, Coordinator of Academic Success  
[dchandler@presby.edu](mailto:dchandler@presby.edu), Ext. 8322

#### **Services provided by the Academic Success Office include:**

- Presentation of strategies for motivation, organization, procrastination-avoidance, goal-setting, time management skills, study skills, establishment of good habits, note-taking and test-taking
- Academic Success Planning
- Tutoring session coordination
- Workshops designed for academic student success
- First-generation college student support services (also known as Presby First+)
- Assistance with [Starfish Early Alert and Connect](#) software
- Disability services coordination
- Books and course materials assistance to qualified students
- Laptop loan program
- Hygiene Closet supplies to qualified students

#### *Academic Advising Support*

Academic Success Office staff offer assistance to both incoming students and their academic advisors. In this role, staff in the Academic Success Office

- assist in connecting incoming students with their academic advisor, as needed
- serve as an advocate and guide for students using advising and registration resources
- meet with incoming students for course planning, as needed (*The advisor will be notified via email.*)

#### *Presby First+*

The Presby First+ program, housed within the Academic Success Office, provides a campus network of support and opportunities exclusively for our first-generation college students. PC defines first-generation college students as those students for whom neither parent or guardian has earned a four-year college degree. More information can be found on our [Presby First+](#) webpage or by contacting the program coordinator, Stephanie Keene at [skeene@presby.edu](mailto:skeene@presby.edu) or ext. 8145.

## ***Starfish Early Alert and Connect***

Starfish is an early alert and appointment scheduling system Presbyterian College uses to enhance student success by:

- Giving students a way to ask for help with academic, financial, or personal concerns
- Helping faculty and staff make referrals for tutoring or other academic concerns
- Providing students with feedback from faculty
- Making appointments with faculty and student support services
- Providing information about campus resources

The Starfish software offers faculty, staff, and students a convenient system to monitor progress toward academic goals. Requests for Starfish training and questions about using Starfish should be sent to [starfishhelp@presby.edu](mailto:starfishhelp@presby.edu).

Login access and user guides: <https://www.presby.edu/academics/academic-resources-support/starfish/>

## ***Disability Services***

The College makes every effort to provide reasonable accommodations for students with documented disabilities and to assist those students in obtaining their education. Students who request reasonable accommodations based on a disability must submit appropriate documentation from a healthcare provider to the Academic Success Office. Once an *Initial Intake Form* and documentation of a disability has been received, our Coordinator for Disability Services reviews this information and approves reasonable accommodations based on this documentation. The Academic Success Office is responsible for notifying the student of his/her approved accommodations. While the Academic Success Office also notifies the student's instructors of approved accommodations via campus email, the student is encouraged to communicate with each of his/her instructors regarding these accommodations, as they have a copy of this approval as well. New students are encouraged to submit the *Initial Intake Form* and documentation as early as possible before enrollment begins, but at least two working days prior to the first official day of the semester.

- **Student Accommodations:** <https://www.presby.edu/academics/academic-resources-support/accommodations-for-disabilities/>
- **Initial Intake Form:** <https://www.presby.edu/academics/academic-resources-support/accommodations-for-disabilities/accommodations-initial-intake-form/>
- **Accommodation Guidelines:** <https://www.presby.edu/academics/academic-resources-support/accommodations-for-disabilities/accommodation-guidelines/>

Once a student is approved for accommodations for the initial semester, the student must submit an *Authorization of Accommodations Form* each semester they intend to receive accommodations, or to notify the Office if any changes have occurred to the student's final class schedule. This form should be submitted by the student at least two working days prior to the first official day of the semester. In other words, accommodations are not automatically approved or sent to any instructors unless the student initiates this request by submitting the *Authorization of Accommodations Form*. The original documentation will already be on file with the Academic Success Office. No other documentation will be needed unless a student is asking for additional accommodations that were not part of their initial approval. Contact the Academic Success Office for more details: Dr. Amy Davis, [aadavis@presby.edu](mailto:aadavis@presby.edu) or ext. 8321.

## **Advising Specific Student Groups**

### ***At-risk Students***

It is a good idea to know and understand the typical traits and behaviors of “at-risk” students. Students who are “at-risk” 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. However, faculty are not able to meet every student’s needs. Presbyterian College has developed an in-house referral system to alert appropriate individuals and offices of students who may be at risk of failure and non-persistence. Faculty members are strongly encouraged to refer these students to the Academic Success Office. Located on 5<sup>th</sup> Avenue (beside Campus Police), this office can assist students with basic study skills, time management skills, arranging tutors, and connecting students to the various resources offered by PC.

### ***First Generation College Students***

Many, but not all, first-generation college students often present higher risks for retention and persistence. Be mindful of using terminology in your conversations and written correspondence that would most likely be unfamiliar to these students, especially during their first-semester advising. These terms might include, but are not limited to, things such as general education core, co-requisite, credit hours, convocation, sabbatical, etc. The Academic Success Office has created a glossary of common college terminology used at Presbyterian College: <https://www.presby.edu/doc/academicresources/College-Terminology.pdf>.

### ***Student Athletes***

**Athletic Academic Services:** This office coordinates services for academic support for all athletic teams and student-athletes, including the athletic tutor program, and is the primary contact in the Athletic Department for issues relating to the academic well-being of the student-athletes. This office monitors NCAA academic eligibility, and can help student-athletes with issues relating to academic eligibility and progress-toward-degree requirements.

Megan Trimpe Whitaker, Associate Athletic Director for Compliance and Academic Services  
Templeton Center  
[mdtrimpe@presby.edu](mailto:mdtrimpe@presby.edu), Ext. 7117

Jonathan Butler, Athletic Tutoring Coordinator  
Neville, 2nd floor  
[jbutler@presby.edu](mailto:jbutler@presby.edu), Ext. 8372

## 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 in order to be eligible:

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

### HINTS FOR ADVISORS OF STUDENT-ATHLETES

- Be conscious of the student-athletes' seasons when assisting with schedules.
- Student-athletes are responsible for monitoring class absences and communicating with professors about class absences due to athletic travel, so consider potential absences when constructing a schedule.
- Most teams have late afternoon practices, so earlier classes are typically best.
- 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 Megan Whitaker at [mdtrimpe@presby.edu](mailto:mdtrimpe@presby.edu) or ext. 7117.

## Athletic Department Contacts

### Athletic Director (AD)

Rob Acunto  
[rlacunto@presby.edu](mailto:rlacunto@presby.edu)  
Ext. 8242

### Senior Associate AD for Internal Operations and SWA

Dee Nichols  
[danichols@presby.edu](mailto:danichols@presby.edu)  
Ext. 8254

### Associate AD for Compliance and Academic Services

Megan Trimpe Whitaker  
[mdtrimpe@presby.edu](mailto:mdtrimpe@presby.edu)  
Ext. 7117

### Acrobatics and Tumbling

Amber King, Head Coach  
[avking@presby.edu](mailto:avking@presby.edu)

### Baseball

Elton Pollock, Head Coach  
[epollock@presby.edu](mailto:epollock@presby.edu)  
Ext. 8236

### Men's Basketball

Quinton Ferrell, Head Coach  
[qmferrell@presby.edu](mailto:qmferrell@presby.edu)  
Ext. 8245

### Women's Basketball

Alaura Sharp, Head Coach  
[alsharp@presby.edu](mailto:alsharp@presby.edu)  
Ext. 8248

### Men's/Women's Cross Country

GJ Hudgens, Head Coach  
[gjhudgens@presby.edu](mailto:gjhudgens@presby.edu)

### Football

Kevin Kelley, Head Coach

### Cheerleading

Shana Belden, Head Coach  
[sbelden@presby.edu](mailto:sbelden@presby.edu)

### Men's Golf

Thomas Addison, Head Coach  
[teaddiso@presby.edu](mailto:teaddiso@presby.edu)  
Ext. 8537

### Women's Golf

Anne Marie Covar, Head Coach  
[amcovar@presby.edu](mailto:amcovar@presby.edu)  
Ext. 7122

### Women's Lacrosse

Eric Clakeley, Head Coach  
[eclakeley@presby.edu](mailto:eclakeley@presby.edu)  
Ext. 8518

### Men's Soccer

Jonathan Potter, Head Coach  
[jgpotter@presby.edu](mailto:jgpotter@presby.edu)  
Ext. 8255

### Women's Soccer

Brian Purcell, Head Coach  
[bpurcell@presby.edu](mailto:bpurcell@presby.edu)  
Ext. 8327

### Softball

David Williams, Head Coach  
[dawilliam@presby.edu](mailto:dawilliam@presby.edu)  
Ext. 7142

### Men's Tennis

John Collins, Head Coach  
[jpcollins@presby.edu](mailto:jpcollins@presby.edu)  
Ext. 8250

### Women's Tennis

Joel Roberts, Head Coach  
[jroberts@presby.edu](mailto:jroberts@presby.edu)  
Ext. 8251

### Volleyball

Korrinn Burgess, Head Coach  
[kkburgess@presby.edu](mailto:kkburgess@presby.edu)  
Ext. 8538

### Men's/Women's Wrestling

Mark Cody, Director of Wrestling  
[mcody@presby.edu](mailto:mcody@presby.edu)

## **Compass: Chart Your Course**

The *Compass* director can help advisors create and develop FYE and SYE courses. The *Compass* Team reviews FYE and SYE proposals for QEP-related content and offers training on pedagogy and assessment. The *Compass* Toolbox contains sample syllabi and instructional resources on vocation and calling, diversity and inclusion, plagiarism, the Honor Code, and Starfish.

Dr. Sharon Knight, QEP Director  
[compass@presby.edu](mailto:compass@presby.edu), Ext. 8994

## **Information Technology**

Located in James H. Thomason Library (Library 11, downstairs) **Information Technology** (IT) can assist students with specific technical questions regarding academic computers and computer labs. If you have any questions, please take a look at their FAQ page or contact them via email or phone.

Email: [helpdesk@presby.edu](mailto:helpdesk@presby.edu) or  
Call: Ext. 7100

IT Resources:  
<https://www.presby.edu/about/offices-services/information-technology/resources/>

IT Help Desk  
<https://www.presby.edu/about/offices-services/information-technology/it-help-desk/>

IT Help Desk FAQ:  
<https://www.presby.edu/about/offices-services/information-technology/it-help-desk/it-help-desk-faq/>

## **James H. Thomason Library**

The James H. Thomason Library is dedicated to student success and provides academic support in a variety of ways. The Reference Librarians offer formal instruction in library research and critical thinking skills through Freshman Year Exploration (COLS 1000) library sessions, as well as discipline-specific classes focusing on a particular assignment. Research consultations scheduled in advance allow the librarians to provide more in-depth assistance to students, while walk-up reference services provide informal point of need instruction. For information about these and additional services, see <http://lib.presby.edu/home>.

Betsy Byrd, Interim Library Director  
[eebyrd@presby.edu](mailto:eebyrd@presby.edu), Ext. 8313

Library Staff Directory: <http://lib.presby.edu/library-staff>

## **Media Services**

Located in the bottom floor of the James H. Thomason Library, Media Services can assist you with a variety of media needs, including printing, material preparation, and event technology. For more information, see <https://www.presby.edu/about/offices-services/information-technology/resources/>.

Doug Wallace, Director of Media Services  
[dwallace@presby.edu](mailto:dwallace@presby.edu), Ext. 8312

## **Office of Financial Aid**

Located in Smith Administration, this office assists students with questions or concerns regarding scholarships and student loans.

Financial Aid Staff Directory: <https://www.presby.edu/admissions/tuition-aid/office-of-financial-aid/finaid@presby.edu>, Ext. 828

## **Office of International Programs**

Located in the Brown Commons, this office assists students in planning and applying to study abroad.

Viet Ha, Director of International Programs  
[vxha@presby.edu](mailto:vxha@presby.edu), Ext. 8193

## **Office of the Provost**

Located in Smith Administration, the Provost's Office can help students, parents, and faculty navigate academic programs, policies, and procedures at PC.

Dr. Kerry Pannell, Provost and Vice President of Academic Affairs  
Ext. 8233

Dr. Alicia Askew, Dean of Academic Programs  
[jaaskew@presby.edu](mailto:jaaskew@presby.edu), Ext. 8215

Shannon Lattimore, Senior Administrative Assistant, Office of the Provost  
[slattimor@presby.edu](mailto:slattimor@presby.edu), Ext. 8297

Katherine Reid, Administrative Assistant, Office of the Provost  
[klreid@presby.edu](mailto:klreid@presby.edu), Ext. 8234

## **Office of the Registrar**

Located in Smith Administration, the Registrar's Office assists in course scheduling, declaring a major, changing advisors, and handling other academic procedures.

Vicky Wilson, Registrar and Director of Records  
[vwwilson@presby.edu](mailto:vwwilson@presby.edu), Ext. 8219

Ellen Armstrong, Assistant Registrar  
[earmstron@presby.edu](mailto:earmstron@presby.edu), Ext. 8220

April Storey, Administrative Assistant to the Registrar  
[apstorey@presby.edu](mailto:apstorey@presby.edu), Ext. 8224

## **Writing Center**

Located in Neville Hall, the Writing Center, the Presbyterian College Writing Center's purpose is to help students improve as writers by working one-to-one with them on papers in progress. Students may bring papers from any class at any time in the process of writing from brainstorming to editing. Writing tutors, students recommended by faculty and instructed in a course, ask questions as readers, make suggestions, and help students learn to revise and edit.

Jonathan Butler, Writing Center Coordinator  
[jbutler@presby.edu](mailto:jbutler@presby.edu), Ext. 8372



## CAMPUS LIFE RESOURCES

### Campus Police Department

Located on Fifth Avenue, the Campus Police Department coordinates college safety efforts ranging from emergency preparedness and crime prevention to law enforcement and campus crime reporting.

PC emergency procedures:	<a href="https://www.presby.edu/doc/police/2018-EmergencyProcedures-PresbyterianCollege.pdf">https://www.presby.edu/doc/police/2018-EmergencyProcedures-PresbyterianCollege.pdf</a>
Emergency	Call 911 <b>or</b> Campus Police at Ext. 8911
Emergency	(864) 833-8911, <i>after hours 9am-5pm or off campus</i>
Non-emergency	Ext. 8301/(864)-833-8301
Text message	(864) 872-4050, <i>Campus Police Duty phone number</i>
Emergency Call Box	Push the button to talk to Campus Police
Campus Police Department Staff:	<a href="https://www.presby.edu/campus-life/campus-police/campus-police-staff/">https://www.presby.edu/campus-life/campus-police/campus-police-staff/</a>

### Career & Professional Development

The mission of Career & Professional Development is to support students and recent graduates in planning and preparing for a career after graduation. We offer individual coaching appointments and career events to help develop career goals and job search skills. Located in Springs Student Center, Career & Professional Development connects employers to our students and recent graduates to fill potential internships and employment opportunities across the United States. Every year the office collects post-graduation outcomes for the graduating class. All students regardless of major and class year are welcome to use our resources and services.

Kim Lane, Associate Dean of Students & Director for Career & Professional Development,  
[kalane@presby.edu](mailto:kalane@presby.edu), Ext. 8379

Lynn Downie, Associate Director for Career & Professional Development  
[ldownie@presby.edu](mailto:ldownie@presby.edu), Ext. 8381

Amy Kalayjian, Assistant Director for Career & Professional Development  
Ext. 8380

### Counseling Services

**Counseling Services** is located in the Alumni House at 506 S. Broad Street. Full-time PC students can receive counseling on campus at no charge. Individual and group counseling options are available. Counseling is available on campus on Mondays from 8:30 a.m. to 5:00 p.m. and Tuesdays through Fridays from 8:30 a.m. to 6:30 p.m. Counseling Services offers in-person counseling and virtual appointments depending on the students' level of comfort.

To schedule an appointment, please call, 864-833-8263 or email [counselingandhealth@presby.edu](mailto:counselingandhealth@presby.edu).

In case of an emergency, contact Presbyterian College Campus Police, 864-833-8911.

Susan Gentry, LISW-CP-S  
Director of Counseling Services  
[sgentry@presby.edu](mailto:sgentry@presby.edu), Ext. 8100

Debra "Joe" Franks, LPC, LAC, LMSW, MAC  
Counselor  
[djfranks@presby.edu](mailto:djfranks@presby.edu), Ext. 8377

Deidra Stewart, LISW-CP  
Part-time Counselor  
[dsstewart@presby.edu](mailto:dsstewart@presby.edu)

Administrative Assistant,  
Ext. 8263

## **Religious Life & Community Engagement**

Located on the 2<sup>nd</sup> floor of Laurens Hall, Religious Life and Community Engagement supports the development of student groups to explore religion, faith, spirituality, service, volunteer opportunities, Multicultural student communities, and LGBTQ+ communities. The Director/Chaplain and the Assistant Chaplain are available to students as a confidential resource and support person.

Rev. Racquel Gill, Interim Director of Religious Life and Community Engagement & Assistant Chaplain for Multicultural Community Engagement  
[rcgill@presby.edu](mailto:rcgill@presby.edu), Ext. 8484

## **Residence Life**

Staff in Residence Life assist students with conflicts regarding roommates or floor mates and other concerns of a personal nature. Residence Life staff are also responsible for adjudicating any violations of College policy as listed in the Garnet Book.

Residence Life offices can be found on the 2<sup>nd</sup> floor of Laurens Hall and can be reached via email [reslife@presby.edu](mailto:reslife@presby.edu) or by phone (864) 833-8277.

Andrew Peterson, Associate Dean of Students and Director of Residence Life  
Melanie Cash, Administrative Assistant for Residence Life  
Boone Kirkpatrick, Assistant Director of Residence Life, West Campus  
*TBA*, Assistant Director Residence Life, East Campus

## **Student Involvement**

The mission of Student Involvement is to “engage students in enriching and diverse co-curricular experiences in order to strengthen interpersonal and intergroup relationships across campus.” Student Involvement takes the lead in Orientation programs, Fraternity and Sorority Life, Student Government Association, Registered Student Organizations, Student Events, Springs Student and Fitness Center, Intramural Sports, and Club Sports.

Daniel Adams, Director for Student Involvement  
[dmadams@presby.edu](mailto:dmadams@presby.edu), Ext. 8013

Marissa Buck, Assistant Director for Student Involvement: Fraternity and Sorority Life and SGA,  
[mabuck@presby.edu](mailto:mabuck@presby.edu), Ext. 8554

Taylor Dement, Assistant Director for Student Involvement: Orientation and Events  
[tdement@presby.edu](mailto:tdement@presby.edu), Ext. 8475

Mitchell Plummer, Assistant Director for Student Involvement: Recreation  
[mplumer@presby.edu](mailto:mplumer@presby.edu), Ext. 8152

## **The Health Services Center**

Student Health Services are provided in partnership with the [Family Healthcare – Clinton](#). For more information, see <https://www.presby.edu/campus-life/student-health-services/>

Jackie Waldron, Nurse Practitioner  
Location: 120 East Calhoun Street ([directions](#))  
Hours: 11:00 am – 1:30 pm, Monday – Friday  
To schedule an appointment, call 864-833-8400 or 864-833-5986

**Search Campus Directory: <https://www.presby.edu/about/campus-directory/>**

## Links to Advising and Other Campus Resources\*

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### Academic Advising

### Academic Calendars

### Academic Departments: Majors, Minors, and Programs

### Brightspace

### Academic Resources & Support

- Academic Success Office
- Accommodations for Disabilities
- Library
- Presby First+
- Starfish Connect and Early Alert
- Tutoring
- Writing Center
- Advising Guides
  - *Academic Advisor Handbook*
  - *New Student Advising and Registration Guide*

### Campus Life Resources & Support

- Campus Police
- Career and Professional Development
- Counseling
  - Counseling Services
  - Forms, Policies, and Procedures
    - Student of Concern Form
    - Bias Incident Form
- Dining Services
- Garnet Book
- New Student Orientation
- Religious Life and Community Engagement
- Residence Life
- PC Mail Center
- Student Conduct
- Student Involvement
- Student Clubs and Organizations
- Student Health Services

### Changing Your Advisor

### Compass: Chart Your Course

### Course Planning & Registration

- Advising Guides
  - *Academic Advisor Handbook*
  - *New Student Advising and Registration Guide*

### ● BannerWeb

- BannerWeb Access
- Banner Web User Guide
- Banner Web FAQ
- Course Catalogs
- Course Registration Plan Worksheet (PDF)
- Course Offerings by Term
- Daily Class Schedule (as of Fall 2021)
- DegreeWorks
- General Education Checklists
  - Checklist 2021-2022
  - Checklist 2020-2021
  - Checklist 2019-2020
  - Checklist 2018-2019
  - Checklist 2017-2018
  - Checklist 2016-2017
  - Checklist Prior to Fall 2016
- Registrar Forms (majors, minors, and student forms)
- Registrar's Office
- Student Portal
- Student Tips for Registration Process (*after first semester*)

### Faculty Resources

### Family Education Rights and Privacy Act (FERPA)

### FERPA Standards Presentation

### Honor Code

- Academic Honor Code
  - Blue Book
- Code of Conduct
  - Garnet Book

### Information Technology

### ● IT Help Desk FAQ

### National Academic Advisor Association

### PC Online Campus Bookstore

### ROTC

### ● Academic Alignment Sheet (CC Form 104-R)

### ● Cadet Progression Chart

### Veteran's Benefits

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*\*Items in blue are linked to a website or document*

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## 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 meet with the Coordinator of Academic Success.
- 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 a New Student Mentor; 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 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 original source:**

<https://www.missouristate.edu/assets/advising/AdvisingNoteGuidelines.pdf>

## EXAMPLES OF FIRST CONTACT EMAIL

Provided below are first contact emails used by Dr. Sharon Knight, Dr. Bob Bryant, and Ms. Destiny Chandler. If you use these emails as templates to craft your own first contact emails, please review this advising guide prior to doing so. ***Important details and processes have changes from previous years.***

Greetings and welcome to the PC family!

My name is Dr. Sharon Knight, and I have the privilege of serving as your general education academic advisor. I have been a professor of Spanish at PC since 2007 and am the advisor of Sigma Delta Pi (The National Collegiate Hispanic Honor Society) and the Spanish Club. I teach all levels of Spanish language classes. My area of specialization is the literature and history of Spain.

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.

Today, my goal is to help you get signed up for the right combination of courses during the next three or four semesters, until you declare a major.

Here are some basics:

In order to be considered a full-time student (most scholarships require this), you need to carry at least 12 credit hours per semester.

Most courses earn 3 or 4 hours of credit. Introductory foreign language classes and science classes, when you include the lab, are 4 hours. Most other courses are 3 hours.

In order to graduate, you need 122 total hours of credit, which averages out to 15-16 per semester (not counting transfer or AP credit, summer school, etc.) I recommend that you register for 12-15 hours total the first semester. This gives you a chance to adjust to the rigors of college life. There will be time to catch up in later semesters.

You may be eager to start studying in your major, but I discourage that at this point. The reason is that most colleges, including PC, have a “general education program,” which all students must complete. The purpose of the “gen ed” program is to provide all PC students with a common learning experience and to provide you with a base of knowledge from which to pursue a fulfilling vocation. Therefore, you should concentrate on satisfying the general education requirements in the first year or so, after which you will be ready to hit the ground running when it comes to your chosen major.

Now, this is critical:

A few days ago, Dean Askew sent you an email about “Registration Guidelines.”

Read her email in its entirety. It contains the information you need to choose your first semester of classes.

**Once you have read the Registration Guidelines, email me to let me know a time when you and I can talk on the phone about your courses. When you email me back, please include the best number at which to reach you and a couple of possible times I could call. I’ll pick one and then email you back, so that you’ll know when to expect my call. Plan for a phone conversation of 15-20 minutes. During that time, you and I will determine which courses you should take in your first semester at PC. It would be best if you could have access to the internet while we talk.**

You are embarking on a grand adventure. Over the next four years, you will learn more than you dreamed possible, you will establish relationships that will likely last a lifetime, and you will create memories that will guide and direct 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.

Dr. Sharon E. Knight

Welcome to PC! You've made a great decision in becoming a Blue Hose, and I have no doubt that your years at Presbyterian College will be some of the best of your life and provide a lifetime of benefits.

My name is Dr. Bob Bryant. I'm a Professor of Religion in the Department of Religion and Philosophy at PC, and I have the privilege of serving as your academic advisor for your freshman year and perhaps longer, depending on your academic interests. As your advisor, I will do all that I can to help you get off to a good start, and I want to help you make your time at PC the best experience it can possibly be.

You've already received some information from our Dean, Dr. Askew, but I'd like to offer some additional material to help you become better oriented to PC, especially regarding your registration for classes. My role in this respect is to help guide you in course selection, alert you to the rigors that college academics entail (the freshman year is not 13th grade), remind you of the importance of keeping your priorities straight (academics first), inform you of educational opportunities (such summer research projects, travel seminars, and study abroad), and make sure that you are following the policies and procedures necessary for your success (read especially the Honor Code Blue Book). In other words, my role is to be your guide and advocate to help ensure that you will accomplish the goal you have set for yourself to graduate. We cannot guarantee that, of course, for you are finally responsible for your growth and progress here, but we will do our best to help you achieve it, and I'm especially committed to help you do it. You would not be coming to PC if you were not the kind of person who can succeed here and who shares this institution's values for honesty and service.

That's my primary role in a nutshell. I'm your advocate, and I'm very much looking forward to seeing you. Until then, however, there are a few basics to help you get registered for courses this fall. Here are some things to consider:

-Most courses earn 3 or 4 hours of credit and in order to be considered a full-time student (most scholarships require this), you need to carry 12 credit hours per semester. At PC language classes and science classes (when you include the lab) are 4 hours; most other classes are 3 hours.

-In order to graduate, you need 122 total hours of credit which averages out to 15-16 per semester (not counting transfer credit, AP, summer school, etc.). I recommend that you register for 12-15 hours total the first semester. There will be time to catch up later but that gives you a chance to adjust to college life and rigor. Remember that you must "major" in the major things at PC, which are your courses. Extracurricular activities and athletics are important, but they are just that--"extra." The only way to stay in college is to maintain good grades.

-You may be eager to start studying in a particular area that you are considering as your major, and that's good (if you're interested in the fields of medicine or education, for instance, there are course sequences you must begin the fall of your freshman year), but, unless you're very sure and your academic profile to this point supports it, I'd discourage it. The reason we encourage students to refrain from committing to a major early is to give them time to better assess their interests and abilities. Most all top-notch Carnegie I Liberal Arts colleges, PC among them, have what is called a General Education program which all students must take. The purpose is to provide all students with a common learning experience (think of the stimulating intellectual exchanges that you can have with your fellow students over dinner!) and to provide them with a broad base of knowledge for life and from which to pursue their major field of study, all the while appreciating the inter-relatedness of knowledge and the value of multiple perspectives. So, I encourage you strongly to concentrate on fulfilling the general education requirements (Gen Ed, as we call it) in the first year or so. Then you will be ready to hit the road running when it comes to your chosen major.

*(Continued on next page)*

**-Now this is critical: I want you to visit <http://www.presby.edu/orientation/>. Also, see especially "Requirements" (<http://www.presby.edu/campus-life/orientation-programs/requirements/>). Work through it, and give special attention to what's required. Please also plan to attend one of the orientations.**

**-Please also see, if you haven't already, read the documents you have received from Dean Askew and should have received from the registrar's office regarding registering for courses. If you'll send me a phone number and suggest a time for me to call, we'll start working to set you up for your fall courses right away.**

Finally, the rule of the college "jungle" is that courses are filled first-come, first-served, so the sooner you get these things done and the sooner you and I talk, the more likely you will get the courses you want. We might even be able to get them when you want them (no promises but miracles do happen). Remember, though, that all upperclassmen have selected their courses already. Note, too, that just because a course is full does not mean that it's utterly impossible to get you into it.

So, I've given you a lot to think about and do. My apologies for such a lengthy email. But it's all do-able and you're not in this alone. Remember that! You're entering the PC Community. Self-reliance is important, but so is teamwork. Don't hesitate to call on me and others. All of us here are committed to your growth and success.

Recently, we enjoyed another commencement here at Presbyterian College. It was an especially joyful occasion because four years earlier folks like you had committed themselves to the task of great learning in the context of our vibrant community of servant scholars. You're now embarking on your own great adventure to that goal here, and over the next four years you will learn more than you dreamed possible, you will establish relationships that will likely last a lifetime, and you will create memories that will guide and direct you for years to come. I look forward to helping you in this next phase of your journey.

Again, if you have any questions, please do not hesitate to ask them. I will respond as soon as I can.

I look forward to meeting you, and I'm delighted to serve as your academic advisor. Again, welcome to PC!

Dr. Bob Bryant



Greetings, [Student] and a warm welcome to the PC Family!

My name is Ms. Destiny Willis and I have the pleasure of serving as your assigned academic advisor. I am the Coordinator of Academic Success and work in the [Academic Success Office](#) at PC. Our office will support you in many ways, especially since we coordinate our [Presby First+](#) program which provides lots of support and guidance for first-generation college students like yourself.

I have lots of information to share with you to get you started on the advising process! Please take time to carefully read through this email. I highly recommend that you make a folder in your PC email titled "Advising" and move any emails from me that you may need to refer back to into that folder.

I have many roles as your advisor.

- I will help you to understand the PC General Education curriculum requirements. The General Education curriculum is a set of courses that all students must take in addition to your future major courses.
- I will guide you along the way so you get registered for the right combination of courses and hours. I will continue to help you with this until you officially declare a major, then you will be transitioned to a faculty advisor in that department. My current goal is to help you get signed up for the right combination of courses this fall.
- I will give you accurate advice and recommendations to help you along each semester.
- I will help orient you to PC, making sure you know how and who to reach out to for campus resources.
- I will check on you periodically throughout each semester, although you may contact me *whenever* you need me.
- I am not here to pick all of your classes for you (we will work collaboratively to see what's best for you)

Information you need to know before selecting your courses for registration:

- In order to graduate from PC, you will need 122 total hours of credit which averages out to 15-16 credit hours per semester.
- It helps to think about your four years of college in terms of semesters. It typically takes eight semesters to finish your coursework. Some students also take summer classes.
- For most of our college courses at PC, you will earn 3-4 hours of credit. Foreign language and science courses (when you include the lab) carry 4 hours of credit and most other courses are 3 hours. Your First-Year Exploration (FYE) course will be 1 credit hour and you must take an FYE course this coming semester.
- In order to be considered a full-time student, you must take at least 12 credit hours per semester (most scholarships require this). I highly recommend that you register for 13-16 hours in your first semester which is typically about 5-6 classes.
- Pay careful attention to any scholarship requirements that specify a certain number of credit hours to be taken.
- Make sure you contact your high school and have them submit your final transcript. Some schools do it automatically while others do not. If you have any AP credits you will need to request them to be sent to PC directly from The College Board. [Click this link](#) for more information about sending AP scores. If you have any dual enrollment credits you will need to have a transcript from every institution you were dually enrolled at sent over. I don't want you taking classes you already have credit for.

- You may be eager to begin taking courses in a particular area that you are considering as your major, but I discourage that at this point. The reason is that most colleges, including PC, have a "general education program," which all students must complete. The purpose of the "gen ed" program is to provide all PC students with a common learning experience and to provide you with a base of knowledge from which to pursue a fulfilling vocation. Therefore, you should concentrate on satisfying the general education requirements in the first year or so, after which you will be ready to hit the ground running when it comes to your chosen major. I encourage you to open your mind to current and future interests as you progress through your general education courses.

What you need to do next (be sure to click on the hyperlinks below to open)

1. Read through this [Course Registration Plan for Fall 2020](#). If you have access to a printer, it will help to print this 3-page document.
2. There are several important links in the [Course Registration Plan for Fall 2020](#) that will help you. I'm going to pull them out for you and list them here so you can easily refer back to them. Don't get overwhelmed. Read one thing at a time.
  - a. [New Student Advising and Registration Guide for 2020-2021](#) (You will learn a ton of information here.)
  - b. [General Education Check-List for 2020-2021](#)
  - c. [Course Offerings by Term](#) (search by subject)
  - d. [Daily Class Schedule](#) (PC has a unique class schedule!)
  - e. [BannerWeb tutorial and guide](#)
  - f. [BannerWeb](#) (this is the link to log into the system)
  - g. **Submit your [Course Registration Plan](#) to me by June 30. You are welcome and highly encouraged to submit it earlier. Registration opens at 7:00 am on Thursday, July 9 in BannerWeb. I must clear you for registration before you can register!**
  - h. If you need any help understanding or going through these documents, we can do so together. Text me at 864-670-5380 and we will set up an appointment over the phone or through a Zoom video call. *I am here to help you.* Don't be afraid or embarrassed to ask any questions!

*\*Note that the number provided is my Google Voice number that I respond to Monday-Friday 8:30AM-5:00PM. If you text after normal office hours, I will be sure to respond the following business day. For your reference my office number is 864-833-8322 if you wish to call me, again during normal business hours. Be sure to leave a voice message with a good number to reach you if I'm unable to answer your call.*

After we've communicated about your registration plan:

- I will email you at your PC email address with your clearance for registration (be sure to check your PC email regularly). I may make suggestions about the schedule you submitted.
- As long as you have received my clearance for registration, you will log into BannerWeb on the morning of July 9 (Registration opens at 7:00 am) and register yourself for your fall classes.
- After you've registered, I will follow up with you to see if you have any additional questions.
- I will definitely want to meet you in person sometime in the first couple weeks of classes, so I'll be reaching out to you to figure out a good time to do that.

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

Now, it's time for you to do your homework and read through this lengthy email again (and again), clicking these important links to help you get started. Please respond to this email confirming that you have received it.

If you have any questions, do not hesitate to ask them. I'm here to help you! Welcome to PC and Go Blue Hose!

Kindest regards,

Ms. Chandler

## ADVISING QUESTIONNAIRE

### Advising Questionnaire, Fall 2021

Prior to advisor assignment, students will be expected to complete an advising questionnaire. Responses to the questionnaire will assist with advisor assignment, 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 Registrar's Office.

Office of the Registrar  
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. Are you a first-generation student? *A first-generation college student at Presbyterian College is a student whose both parent(s) or guardian(s) did not graduate from a four-year college or university.*
10. Will you be participating in our Army ROTC program?
11. Have you been awarded a PC music scholarship?
12. 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 fall of freshman year	<i>Required or strongly recommended</i> major/program courses for spring of freshman year	<i>Suggested</i> major/program courses for fall or spring of freshman year	Department/program courses appropriate for non-majors	Comments
<b>Art</b>	Dr. Laura Crary (Art)	ART110	ART 110 (if not taken in Fall)	ART 120, ARTH 110, ARTH 120	ART110, ART 274, any ARTH courses at the 100 or 200 level	
<b>Art- History Concentration</b>	Dr. Laura Crary (Art)	ARTH 110	ARTH 120	ART 274, ARTH 110, ARTH 120, any ARTH at 200 level	ART110, ART 274, any ARTH courses at the 100 or 200 level	
<b>Biochemistry</b>	Dr. Evelyn Swain (Chemistry and Biochemistry)	CHEM 101-CHEM 101 Lab, BIOL 1150,-BIOL 1150 Lab	CHEM 102-CHEM 102 Lab, BIOL 1151-BIOL 1151 Lab			
<b>Biology*</b>	Dr. Stuart Gordon (Biology)	BIOL 1150-BIOL 1150L and Chem 101+Lab if pre-medical, pre-veterinary medicine, or pre-dental	BIOL 1151-BIOL 1151L and Chem102+lab if pre-medical, pre-veterinary medicine, or pre-dental			*Chem 101&102 w/Lab are recommended for all biology majors, and are essential for those interested in attending dental, medical or veterinary school.
<b>Biology-Forestry/Environmental Management</b>	Dr. Stuart Gordon (Biology)	BIOL 1150-BIOL 1150 Lab	BIOL 1151-BIOL 1151 Lab			
<b>Biology-Pharmacy Concentration</b>	Dr. Stuart Gordon (Biology)	CHEM 101-CHEM 101 Lab, BIOL 1150-BIOL 1150 Lab	CHEM 102-CHEM 102 Lab, BIOL 1151-BIOL 1151 Lab			
<b>Business Administration -Accounting*</b>	Dr. Tobin Turner (Economics and Business Administration)	BADM 101		BADM 101, MATH 199 or 201, ECON 205 or 206		*BADM 101: Students who pass a placement test will exempt the course. Contact Dr. Jody Lipford ( <a href="mailto:jlipford@presby.edu">jlipford@presby.edu</a> ) for assistance with course registration (if needed) or to schedule a placement test.

Majors/Programs	Department Chair, Director, or Program Advisor (Department)	<i>Required or strongly recommended</i> major/program courses for fall of freshman year	<i>Required or strongly recommended</i> major/program courses for spring of freshman year	<i>Suggested</i> major/program courses for fall or spring of freshman year	Department/program courses appropriate for non-majors	Comments
<b>Business Administration-Data Analytics*</b>	Dr. Tobin Turner (Economics and Business Administration)	BADM 101		BADM 101, MATH 199 or 201, ECON 205 or 206		*BADM 101: Students who pass a placement test will exempt the course. Contact Dr. Jody Lipford (jlipford@presby.edu) for assistance with course registration (if needed) or to schedule a placement test.
<b>Business Administration-Management*</b>	Dr. Tobin Turner (Economics and Business Administration)	BADM 101		BADM 101, MATH 199 or 201, ECON 205 or 206		*BADM 101: Students who pass a placement test will exempt the course. Contact Dr. Jody Lipford (jlipford@presby.edu) for assistance with course registration (if needed) or to schedule a placement test.
<b>Chemistry</b>	Dr. Evelyn Swain (Chemistry and Biochemistry)	CHEM 101-CHEM 101 Lab	CHEM 102-CHEM 102 Lab			
<b>Chemistry-Pharmacy Concentration</b>	Dr. Evelyn Swain (Chemistry and Biochemistry)	CHEM 101-CHEM 101 Lab, BIOL 1150-BIOL 1150 Lab	CHEM 102-CHEM 102 Lab, BIOL 1151-BIOL 1151 Lab			
<b>Computational Biology</b>	Dr. Stuart Gordon (Biology)	BIOL 1150-BIOL 1150 Lab, MATH 201 Calculus I & Analytical Geometry	BIOL 1151-BIOL 1151 Lab	CHEM 101-CHEM 101 Lab (fall), CHEM 102-CHEM 102 Lab (spring)		

Majors/Programs	Department Chair, Director, or Program Advisor (Department)	<i>Required or strongly recommended</i> major/program courses for fall of freshman year	<i>Required or strongly recommended</i> major/program courses for spring of freshman year	<i>Suggested</i> major/program courses for fall or spring of freshman year	Department/program courses appropriate for non-majors	Comments
<b>Computer Science*</b>	Dr. Greg Goeckel (Computer Science)	CSC 2200		Math 199 or 201		*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.
<b>Economics*</b>	Dr. Tobin Turner (Economics and Business Administration)	BADM 101		BADM 101, MATH 199 or 201, ECON 205 or 206		*BADM 101: Students who pass a placement test will exempt the course. Contact Dr. Jody Lipford (jlipford@presby.edu) for assistance with course registration (if needed) or to schedule a placement test.
<b>Education-Early Childhood*</b>	Dr. Patti Jones (Education)	EDUC 201		PSYC 201	EDUC 210	*Education majors should take PSYC 201 to prepare them for EDUC/PSYC 341, Educational Psychology.
<b>Education-Elementary*</b>	Dr. Patti Jones (Education)	EDUC 201		PSYC 201	EDUC 210	*Education majors should take PSYC 201 to prepare them for EDUC/PSYC 341, Educational Psychology.

Majors/Programs	Department Chair, Director, or Program Advisor (Department)	Required or strongly recommended major/program courses for fall of freshman year	Required or strongly recommended major/program courses for spring of freshman year	Suggested major/program courses for fall or spring of freshman year	Department/program courses appropriate for non-majors	Comments
Education-Middle School-Specializations in Language Arts, Mathematics, Science and Social Science*	Dr. Patti Jones (Education)	EDUC 201		PSYC 201	EDUC 210	*Education majors should take PSYC 201 to prepare them for EDUC/PSYC 341, Educational Psychology.
Education-Special Education*	Dr. Patti Jones (Education)	EDUC 201		PSYC 201	EDUC 210	*Education majors should take PSYC 201 to prepare them for EDUC/PSYC 341, Educational Psychology.
English*	Prof. Robert Stutts (English)	ENGL 1001 <b>OR</b> 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 or 2203)	ENGL 1002 <b>OR</b> 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 2205)	For those students with AP, IB, or transfer credit for ENGL 1001-1002, take a foundation course (ENGL 2101 or 2102) or a survey course (ENGL 2201, 2202, 2203, 2204, or 2205)	Courses that count for intercultural credit (with ENGL 1001-1002 as prerequisites): ENGL 2205, 3371, 3380, or 3520	*If the student has fulfilled the 1001/1002 prerequisites, then a foundation course or a survey course. If they have an abiding passion 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* Education-Middle	Prof. Robert Stutts (English)	ENGL 1001 <b>OR</b> for those students with AP, IB, or transfer credit for ENGL 1001, take COMM 2100 <b>OR</b> for those students with AP, IB, or transfer take a foundation course (ENGL 2101) or a survey course (ENGL 2201 or 2203)	ENGL 1002 <b>OR</b> for those students with AP, IB, or transfer credit for ENGL 1001 and have taken COMM 2100, take COMM 2200	For those students who have credit for ENGL 1001-1002, we recommend COMM 2100, COMM 2200, a foundation course (ENGL 2101 or 2102, or MDST 230) or a survey course (ENGL 2201, 2202, 2203, 2204, or 2205)	COMM 2100	*If the student has fulfilled the 1001/1002 prerequisites, then COMM 2100, COMM 2200, a foundation course, or a survey course. If they have an abiding passion 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. *Education majors



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<a href="#">English-Creative Writing Concentration*</a>	<a href="#">Prof. Robert Stutts (English)</a>	ENGL 1001 <b>OR</b> 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 or 2203)	ENGL 1002 <b>OR</b> 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 2205)	For those students with AP, IB, or transfer credit for ENGL 1001-1002, take a foundation course (ENGL 2101 or 2102) or a survey course (ENGL 2201, 2202, 2203, 2204, or 2205)	Courses that count for intercultural credit(with ENGL 1001-1002 as prerequisites): ENGL 2205, 3371, 3380, or 3520	*Because Stutts is on sabbatical in Spring 2022, no 2000-level CRWR courses will be offered in AY 2021-2022. Students interested in Creative Writing classes should email Stutts.
<a href="#">English--Secondary Education Minor*</a>	<a href="#">Prof. Robert Stutts (English)</a>	EDUC 201 and ENGL 1001 <b>OR</b> 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 or 2203)	ENGL 1002 <b>OR</b> 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 2205)	PSYC 201	Courses that count for intercultural credit(with ENGL 1001-1002 as prerequisites): ENGL 2205, 3371, 3380, or 3520	*Secondary Ed majors should take PSYC 201 as a prerequisite for PSYC 213 Adolescent Psychology.
<a href="#">French*</a>	<a href="#">Dr. Clinia Saffi (Modern Foreign Languages)</a>	Any FREN course, according to foreign language placement. FREN 2002 for heritage speakers. Any 3000- or 4000-level FREN course for native speakers.	Any FREN course, according to foreign language 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 or FREN 2001 in Fall. FREN 1002 in Spring (followed by FREN 2001 in fall of second year). FREN 2002 counts for Intercultural coursework credit.	*For most students, foreign language placement is located in Degree Works. Check the bottom left of the Worksheets dashboard.
<a href="#">History</a>	<a href="#">Dr. Stefan Wiecki (History)</a>	HIST 1100 or HIST 1101	HIST 1100 or HIST 1101			
<a href="#">History--Secondary Education Minor</a>	<a href="#">Dr. Stefan Wiecki (History)</a>	HIST 1100 or HIST 1101	HIST 1100 or HIST 1101			

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<b>International Studies</b>	Dr. Patrick Kiley (Modern Foreign Languages)	FREN 2002, SPAN 2002, or CHIN 202 or above for core requirements				
<b>Mathematics*</b>	Dr. Doug Daniel (Mathematics)	Math 201, Math 202 or Math 301 depending upon preparation level and AP credit earned. A student with a previous calculus course can be ready for Math 202, which is the first course on the major requirements.	Math 202 or Math 302	Math 221 should be completed by the end of the sophomore year.	Math 110, Math120, Math 199, Math201, Math 202	*Math 201 and higher assumes competence in pre-calculus and trigonometry.
<b>Mathematics-Secondary Education Minor*</b>	Dr. Doug Daniel (Mathematics)	Same as for Mathematics majors	Same as for Mathematics majors	Same as for Mathematics majors	Math 110, Math120, Math 199, Math201, Math 202	*Math 201 and higher assumes competence in pre-calculus and trigonometry.
<b>Medical Physics</b>	Dr. Chad Rodekohr (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		
<b>Modern Foreign Languages*</b>	Dr. Clinia Saffi (Modern Foreign Languages)	Any FREN and/or SPAN course (according to foreign language placement)	Any FREN and/or SPAN course (according to foreign language placement)	Any FREN and/or SPAN course (according to foreign language placement)	n/a (there are no courses with MFL suffix)	*For most students, foreign language placement is located in Degree Works. Check the bottom left of the Worksheets dashboard.

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Music*	Dr. Karen Buckland (Music)		MUSC: 1201 (Fall), 1202 (Fall), 1203 (Spring), 1204 (Spring), 1551 (Fall), 1552 (Spring), 1701 (Fall), 1702 (Spring), Recital attendance (MUSC 1000, both terms), Ensembles (both terms)-- <i>See comments</i>			*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. Chad Rodekohr (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		
Physics-Dual Degree Engineering	Dr. Chad Rodekohr (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		
Political Science	Dr. Booker Ingram (Political Science)	PLSC 201 & 202	PLSC 201 & 202	PLSC 201 & 202	PLSC 201 & 202	
Psychology*	Dr. Brooke Spatta (Psychology)	PSYC 201	PSYC 201	PSYC 201	PSYC 201	*PSYC 201 must be completed before students can enroll in any other psychology courses.
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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<b>Religion and Philosophy-Christian Studies Concentration</b>	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	
<b>Religion and Philosophy-Philosophy Concentration</b>	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	
<b>Religion and Philosophy-Religious Studies Concentration</b>	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	
<b>Religion-Leadership, Service and Ministry</b>	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	
<b>Sociology</b>	Dr. Carla Alphonso (Sociology)	SOC 201	SOC 201	SOC 201	SOC 201, SOC 206	
<b>Spanish*</b>	Dr. Clinia Saffi (Modern Foreign Languages)	Any SPAN course, according to foreign language placement. SPAN 2002 for heritage speakers. Any 3000- or 4000-level SPAN course for native speakers.	Any SPAN course, according to foreign language placement. SPAN 2002 for heritage speakers. Any 3000- or 4000-level SPAN course for native speakers.	Any SPAN course, according to foreign language L placement. SPAN 2002 for heritage speakers. Any 3000- or 4000-level SPAN course for native speakers.	SPAN 1001 or SPAN 1051 2001 in Fall. SPAN 1002 (followed by SPAN 2001 in fall of second year) or SPAN 2001 in Spring. SPAN 2002 counts for Intercultural coursework credit.	*For most students, foreign language placement is located in Degree Works. Check the bottom left of the Worksheets dashboard.
<b>Military Science</b>	LTC John Shipe III (Military Science)	MILS 101-101L				

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<b>Pre-Health Science Programs</b>	Dr. Austin Shull, Chair of Health Science Advisory Committee (Biology)					
<i>Pre-Dental</i>	Dr. Evelyn Swain (Chemistry and Biochemistry)	BIOL 1150-1150 Lab, CHEM 101-101 Lab	BIOL 1151-1151 Lab, CHEM 102-102 Lab			
<i>Pre-Medical</i>	Dr. Austin Shull (Biology)	BIOL 1150-1150 Lab, CHEM 101-101 Lab	BIOL 1151-1151 Lab, CHEM 102-102 Lab			
<i>Pre-Occupational Therapy*</i>	Dr. Jim Wetzel (Biology)	BIOL 1150-1150 Lab & CHEM 101-101 Lab	BIOL 1151-1151 Lab, CHEM 102-102 Lab (if completed CHEM 101-101 Lab in fall)			*While students are encouraged to take both BIOL 1150-BIOL1150 Lab & CHEM 101-CHEM 101 Lab together, students in this track may be able take just one of these during the fall semester and stay on track.
<i>Pre-Optometry*</i>	Dr. Mike Rischbieter (Biology)	BIOL 1150-1150 Lab & CHEM 101-101 Lab	BIOL 1151-1151 Lab, CHEM 102-102 Lab (if completed CHEM 101-101 Lab in fall)			*Check this site out for all of the recommended pre-reqs by State (where a School of Optometry is located): <a href="https://www.optomcas.org/information-about-schools-colleges/school-college-prerequisites">https://www.optomcas.org/information-about-schools-colleges/school-college-prerequisites</a> .

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<i>Pre-Pharmacy (Suggested Course Schedule for Completion of Pre-Pharmacy Coursework in 2 + Years)</i>	Dr. Mike Rischbieter, Pre-Pharmacy advisor (Biology)	BIOL 1150-1150 Lab, CHEM 101-101 Lab, ENGL 1001, COLS 1000, any HIST or PLSC (recommend HIST 1100, HIST 1101, PLSC 201, or PLSC 202)	BIOL 1151-1151 Lab, CHEM 102-102 Lab, ENGL 1002, MATH 199 or Math 201, any PSYC or SOC (recommend PSYC 201, SOC 201, or SOC 207)			Questions about the Early Entry Pharmacy program should be directed to Ms. Leigh Lanford (lwlanford@presby.edu), Director of Admissions for Presbyterian College School of Pharmacy.
<i>Pre-Physical Therapy*</i>	Dr. Jim Wetzel (Biology)	BIOL 1150-1150 Lab & CHEM 101-101 Lab	BIOL 1151-1151 Lab, CHEM 102-102 Lab (if completed CHEM 101-101 Lab in fall)			*While students are encouraged to take both BIOL 1150-BIOL 1150 Lab and CHEM 101-CHEM 101 Lab together, students in this track may be able take just one of these during the fall semester and stay on track.
<i>Pre-Physician Assistant*</i>	Dr. Jim Wetzel (Biology)	BIOL 1150-1150 Lab & CHEM 101-101 Lab	BIOL 1151-1151 Lab, CHEM 102-102 Lab (if completed CHEM 101-101 Lab in fall)			*While students are encouraged to take both BIOL 1150-BIOL 1150 Lab and CHEM 101-CHEM 101 Lab together, students in this track may be able take just one of these during the fall semester and stay on track.
<i>Pre-Veterinary Medicine</i>	Dr. Stuart Gordon (Biology)	BIOL 1150-1150 Lab, CHEM 101-101 Lab	BIOL 1151-1151 Lab, CHEM 102-102 Lab			
<i>Pre-Law*</i>	Dr. Erin McAdams (Political Science)	PLSC 202 (strongly recommended in either fall or spring of first-year)				*PLSC 210 Intro to Legal Studies is offered every Spring, and is the first primary pre-law course. Only strong first-year students tend to be successful in this course, so advisors should work with advisees to determine if the spring in the first- or sophomore year is most appropriate.

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Pre-Theological	Dr. Bob Bryant (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	