



2020-2021 FACULTY 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 Faculty Advisor Handbook is provided as a resource for faculty advising incoming students and will be made available to those advising upperclassmen. Please review the handbook and contact me if you have any questions.

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

Sincerely,

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

Dr. Alicia Askew
Dean of Academic Programs



**Office of Academic Affairs
Presbyterian College
2020-2021 FACULTY 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 encouraged to meet with advisees after they arrive on campus to address any potential changes or problems regarding courses.

Important Dates

June

1.....Monday.....Regular Class Schedule Begins, Summer School Session I

July

7.....Tuesday.....Regular Class Schedule Begins, Summer School Session II

9.....Thursday.....Registration Opens for New/Transfer Students

August

7.....Friday.....Scheduled Move-In for Residential Facilities Begin

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

17.....Monday.....Regular Class Schedule Begins

21.....Friday.....Last Day for Late Registration or Change of Schedule
(Drop/Add)

21.....Friday.....Virtual Opening Convocation (time TBD)

October

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

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

November

20.....Friday.....Last Day of Classes

22-25.....Sunday-Wednesday.....Final Exams

25.....Wednesday.....Residential Facilities for All Students (3:00 p.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 to 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 the 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 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

- Welcome student 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 25-27 for examples of a first-contact email.

Follow-up Contacts

- Advisor should attempt to answer questions that the student might have.
- Advisor should assist advisee in determining fall schedule.
- Advisor and advisee should confirm the schedule of courses.
- Advisor should assist advisee in registering (see Banner Web and Registration, page 10).
- Advisor should 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 they are available, and should provide information about advisees' academic interests and educational goals. A list of these questions can be found on page 28.

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 simply from courses that have transferred in from another college. Remind your advisees to have transcripts sent to PC if they have not already done so. Any credits earned should show up on the advisee's transcript on Banner Web. If you suspect a discrepancy, please notify the Registrar. For more information about our AP, IB, and CLEP policies: <https://www.presby.edu/academics/registrar/student-resources/testing-acceptance-scores/#>.

- **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 5th. 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, this information will be imported into BannerWeb and DegreeWorks and will available for review by advisors and advisees.

BASIC INFORMATION FOR ADVISORS

- Students need 122 hours to graduate. 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.
- A student selecting two majors with the completion of 122 hours is awarded only one degree (Bachelor of Arts or Bachelor of Science).
- 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.
- Students need to average roughly 15 hours per semester to graduate in four years.
- Students need 12 semester hours to be considered a full-time student.
- All notes, emails, etc. kept by advisors during the registration process become part of the student's education record. As such, advisors are required to adhere to the regulations set forth by the Family Educational Rights and Privacy Act (FERPA). FERPA guidance is available on the faculty resources page of the PC website: <https://www.presby.edu/doc/FERPA-Standards-Presentation.pdf>.
- 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.
- All applicable transfer hours accepted by PC are included as hours attempted as well as hours earned. **Hours transferred into PC, however, 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. Freshmen with the Palmetto Fellows or Life Enhancement Scholarship (\$2500) will need 14 academic hours of approved math and science classes during the first year of college. They will also need to declare their major in an approved math or science major by drop/add deadline of the next academic year to be eligible. For details about the scholarship eligibility and requirements, see <https://www.presby.edu/admissions/tuition-aid/scholarships/> or contact the Office of Financial Aid at finaid@presby.edu, Ext. 8288.
- Student classification is based on the following criteria:

Sophomore:	28 earned hours
Junior:	60 earned hours
Senior:	90 earned hours
- Minimum standards for good academic standing:

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

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, they should be completed during the first two years of college. The specific course requirements in these areas are:

Department	Hours	Designated Courses
English	6	ENGL 1001 & 1002
Fine Arts	3	One course from the following: ART 101, 110, 120, 246, 274 ARTH 110, 120 MUSC 1100, 1101 THEA 1000 or 2101
Foreign Language* 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
History	6	HIST 1100 & 1101
Mathematics	3	MATH 110, 120, 199, 201, 202, 210 or 221
Religion	6	RELG 200 One course from the following: RELG 202, 203, 210, 212, 215; PHIL 301, 309
Natural Sciences	8	Any two 3-hour courses and associated labs: BIOL 1000 or 1150, 1150L or, 1151, 1151L CHEM 100, 101-101L, 102-102L PHYS 1000, 1100, 1500, 1510, 1600, or 1610
Social Sciences	6	One course from two different departments: BADM 371 ECON 205 or 206 EDUC 201 or 202 GEOG 301 or 302 PLSC 201 or 202 PSYC 201 SOC 201 or 207
First Year Exploration	1	COLS 1000
Second Year Exploration	1	COLS 2200
Intercultural / Internship	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 8 for more information.

CONSTRUCTING A FIRST SEMESTER SCHEDULE

While students may take any course for which they meet the prerequisite(s), advisors should strongly encourage advisees to focus first 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

Students coming to PC focusing on certain programs will need to take specific courses during their first semester so that they are on track for graduating in four years. Guidelines are presented below. *If you have specific questions regarding these programs, please direct queries to the appropriate pre-professional faculty coordinators.* Contact information is listed on pages 18-19 of this document.

Program/Major	Required Courses for fall of freshman year
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Biology	BIOL 1150-1150L
Biochemistry	CHEM 101-101L, BIOL 1150-1150L
Chemistry	CHEM 101-101L
Education	EDUC 201, PSYC 201 (recommended)
Military Science	MILS 101-101L
Music	MUSC 1000, 1301-1302, 1551, 1701, & ensembles
Physics	PHYS 1600, MATH 201
Physics-Engineering	PHYS 1600, MATH 201
Pre-Allied Health	BIOL 1150-1150L
Pre-Law	PLSC 202 (recommended)
Pre-Pharmacy, Pre-Medical	
Pre-Dental, Pre-Vet	BIOL 1150-1150L, CHEM 101-101L

PLACEMENT IN GENERAL EDUCATION COURSES: FOREIGN LANGUAGE & MATHEMATICS

For certain general education requirements, advisors will assist advisees by placing them in the appropriate course. Those programs and how to place students is 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.

DAILY CLASS SCHEDULE

DAILY CLASS SCHEDULE					
DAYS AND TIMES					
PERIOD	Monday	Tuesday	Wednesday	Thursday	Friday
A	8:00-8:50		8:00-8:50		8:00-8:50
B	9:00-9:50	8:00-8:50		8:00-8:50	
C		9:00-9:50	9:00-9:50		9:00-9:50
D	10:00-10:50		10:00-10:50	9:00-9:50	
E		10:00-10:50		10:00-10:50	10:00-10:50
F	11:00-11:50		11:00-11:50		11:00-11:50
G	12:00-12:50		12:00-12:50		12:00-12:50
H		12:00-1:15		12:00-1:15	
I	1:30-2:45		1:30-2:45		
J		1:30-2:45		1:30-2:45	
K	3:00-4:15		3:00-4:15		
L		3:00-4:15		3:00-4:15	
M	5:00-5:50	5:00-5:50		5:00-5:50	
LABS 1:30 – 4:30					
	V	W	X	Y	Z

COURSE LISTINGS

Course listings for the fall semester are available at www.presby.edu/cgi-bin/online_schedule.pl. 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. See the BannerWeb guide, [BannerWeb for Students](#), for more information.

COURSE REGISTRATION PLAN

- Developing and Submitting a Course Registration Plan:** Incoming students will be instructed to complete a *Course Registration Plan (CRP)* after they have reviewed information in the *New Student Advising and Registration Guide* and discussed options with their academic advisors. Students will be able to access the online course registration form through the [student portal](#) after they receive their advisor assignment. A PDF version, CRP Worksheet (PDF), is available on the advising website and can be used to prepare the course plan for online submission. ***Academic advisors are not required to have their advisees submit Course Registration Plans using the online process or the PDF worksheet. These resources are provided to assist the advisors and advisees in the planning process.***
- Reviewing Course Registration Plans:** 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. ***Submission and advisor approval of a course 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 DATE FOR INCOMING STUDENTS

Incoming students will be able to register for the fall semester starting at 7:00 a.m. on July 9. but only if their advisors have cleared them to register via BannerWeb. Opening registration at this point should allow time for processing most Advanced Placement classes, International Baccalaureate Degree Program courses, College Level Examination Program classes, and transfer credit. Opening registration on this date should also provide students ample time to review their course registration plans with their advisors. Having registration open at the same time for all enrolled incoming students will also benefit us as we determine where we need to make adjustments in course availability.

BANNERWEB AND REGISTRATION

Advisors play a central role with assisting advisees in 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 and advisors discuss academic progress, goals, and any concerns or questions either may have.
- Advisors review progress towards completing General Education requirements and major/minor requirements if applicable.
- Advisees and advisors discuss potential classes.
- Advisors check the corresponding “Advised” box under their “Advisee Listing” page on BannerWeb and hit “submit”.
- If the student is taking over 18 hours or doing independent study, research, or an internship, they must submit the appropriate forms to the Registrar and/or the Office of the Provost for approval.
- For more directions for students registering on 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/BannerWeb-Tutorial.pdf>.
- For more information about BannerWeb: [BannerWeb FAQ](#)

WAITLIST POLICIES AND GUIDELINES

- When wait listing courses, students should keep in mind the number of hours they have added to their schedules. Students cannot exceed 18 hours without the required GPA from the previous semester.
- ***Wait-listed students need to check their PC email for updates.*** Once a spot opens in a course, the student at the top of the list will receive an email informing him/her of the open spot. The student will have 72 hours from the time of the email to register for the course. If the process is not completed within the 72-hour time frame, the student will lose the spot and be removed from the waitlist. During drop/add week, the time frame given to students to respond changes to 24 hours. The Registrar’s Office should be contacted if there are problems adding the course.
- Students will only be able to waitlist one section of a given course. There is no way to limit the number of hours a student waitlists, but removing the duplicate course option should alleviate a good bit of waitlist inflation.
- Any waitlist 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 then forward to the Provost if in favor. 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 waitlist to notify them of the override, copying the Registrar's office on the email.
- The waitlist is NOT used in the summer, as Banner cannot run two waitlist terms at the same time.

CHANGING ADVISORS/DECLARING A MAJOR

While students may change advisors at any point, generally students will remain with their initial faculty 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 SUCCESS OFFICE

The Academic Success Office, located on 5th 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, Ext. 8321

Stephanie Keene, Associate Director of Academic Success and Presby First+ Coordinator
skeene@presby.edu, Ext. 8145

Destiny Willis, Coordinator of Academic Success
destinyw@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 and group help session coordination
- Workshops designed for academic student success
- Support for first-generation college students (also known as Presby First+)
- Assistance with [Starfish Early Alert and Connect](#) software
- Disability services coordination

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.

Stephanie Keene

Associate Director of Academic Success and Presby First+ Coordinator

skeene@presby.edu, Ext. 8145

ADVISING FIRST GENERATION COLLEGE STUDENTS

Many, but not all, first-generation college students find themselves in the At-Risk Students category. 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, 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>

HELPING 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
- Poor 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
- Poor 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 5th 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.

STARFISH CONNECT AND EARLY ALERT

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 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.

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

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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. Students typically meet with the Coordinator to develop his/her accommodations plan. 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, Director of Academic Success and Retention
aadavis@presby.edu, Ext. 8321

ADVISING STUDENT-ATHLETES

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 2nd 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 3rd 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 4th 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 5th 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' season 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.

Megan Trimpe Whitaker
Associate Athletic Director for Compliance and Academic Services
mdtrimpe@presby.edu, Ext. 7117

ATHLETIC DEPARTMENT CONTACTS

Athletic Director (AD)

Rob Acunto
rlacunto@presby.edu
Ext. 8242

Senior Associate AD for Internal Operations and SWA

Dee Nichols
danichols@presby.edu
Ext. 8254

Associate AD for Compliance and Academic Services

Megan Trimpe Whitaker
mdtrimpe@presby.edu
Ext. 7117

Acrobatics and Tumbling

Amber King, Head Coach
avking@presby.edu

Baseball

Elton Pollock, Head Coach
epollock@presby.edu
Ext. 8236

Men's Basketball

Quinton Ferrell, Head Coach
qmferrell@presby.edu
Ext. 8245

Women's Basketball

Alaura Sharp, Head Coach
alsharp@presby.edu
Ext. 8248

Men's/Women's Cross Country

GJ Hudgens, Head Coach
gjudgens@presby.edu

Football

Tommy Spangler, Head Coach
spangler@presby.edu
Ext. 7120

Cheerleading

Shana Belden, Head Coach
sbelden@presby.edu

Men's Golf

Thomas Addison, Head Coach
teaddiso@presby.edu
Ext. 8537

Women's Golf

Anne Marie Covar, Head Coach
amcovar@presby.edu
Ext. 7122

Women's Lacrosse

Eric Clakeley, Head Coach
eclakeley@presby.edu
Ext. 8518

Men's Soccer

Jonathan Potter, Head Coach
jgpotter@presby.edu
Ext. 8255

Women's Soccer

Brian Purcell, Head Coach
bpurcell@presby.edu
Ext. 8327

Softball

David Williams, Head Coach
dawilliam@presby.edu
Ext. 7142

Men's Tennis

Eduardo Rincon, Head Coach
erincon@presby.edu
Ext. 8250

Women's Tennis

Joel Roberts, Head Coach
jroberts@presby.edu
Ext. 8251

Volleyball

Korrinn Burgess, Head Coach
kkburgess@presby.edu
Ext. 8538

Men's/Women's Wrestling

Mark Cody, Director of Wrestling
mcody@presby.edu

ACADEMIC RESOURCES

- **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, Coordinator of Athletic Academic Services
Templeton Center
mdtrimpe@presby.edu, Ext. 7117

Jonathan Butler, Athletic Tutoring Coordinator
Neville, 2nd floor
jbutler@presby.edu, Ext. 8372

- **Academic Success Office:** Located on 5th Avenue (beside Campus Police), this office can assist students with basic study skills, time management skills, arranging tutors, and connect students to the various resources offered by PC.

Dr. Amy Davis, Director of Academic Success and Retention
aadavis@presby.edu, Ext. 8321

Stephanie Keene, Associate Director of Academic Success and Presby First+ Coordinator
skeene@presby.edu, Ext. 8145

Destiny Willis, Coordinator of Academic Success
destinyw@presby.edu, Ext. 8322

- **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, Ext. 8994

- **Dean of Academic Programs:** Located in Smith Administration, this office can help students, parents, and faculty navigate academic programs and procedures at PC.

Dr. Alicia Askew, Dean of Academic Programs
jaaskew@presby.edu, Ext. 8215

- **Information Technology:** Located in James H. Thomason Library (Library 11, downstairs) this office 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 or
Call: Ext. 7100

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 your success and provides academic support in a variety of ways.

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

- **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. 8288

- **Office of International Programs:** Located in the Brown Commons, this office assists students in planning and applying to study abroad.

OIP Staff Directory: <https://www.presby.edu/academics/international-programs/contact-us/oip@presby.edu>, Ext. 3777

- **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, Ext. 8312

- **Pre-professional Programs:** Each pre-professional program offered by the college has a designated faculty coordinator. The programs and coordinators are as follows:

Pre-Theological

Dr. Bob Bryant
rbryant@presby.edu
Ext. 8348

Pre-Dental

Dr. Evelyn Swain
ejswain@presby.edu
Ext. 8406

Pre-Medical

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

Pre-Nursing, Pre-Physician
Assistant, Pre-Physical Therapy
Pre-Occupational Therapy

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

Pre-Veterinary Medicine

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

Pre-Pharmacy, Pre-Optometry

TBD

Pre-Law	Dr. Erin McAdams esmcadams@presby.edu Ext. 8347
Engineering Dual-Degree Program	Dr. Chad Rodekohr clrodekoh@presby.edu Ext. 7160
Forestry and Environmental Studies	Dr. Jim Wetzel jwetzel@presby.edu Ext. 8412
Teacher Education and Certification	Dr. Patricia Jones pljones@presby.edu Ext. 8369

- **Provost's Office:** Located in Smith Administration. Students will submit policy waivers, special topics forms, and requests for Honors Research.

Dr. Don Raber, Provost
draber@presby.edu, Ext. 8233

Shannon Lattimore, Senior Administrative Assistant, Office of the Provost
slattimor@presby.edu, Ext. 8297

Katherine Reid, Administrative Assistant, Office of the Provost
klreid@presby.edu, Ext. 8234

- **Registrar's Office:** Located in Smith Administration, this office assists in course scheduling, declaring a major, changing advisor, and handling other academic procedures.

Vicky Wilson, Registrar and Director of Records
vwwilson@presby.edu, Ext. 8219

Ellen Armstrong, Assistant Registrar
earmstron@presby.edu, Ext. 8220

April Storey, Administrative Assistant to the Registrar
apstorey@presby.edu, Ext. 8224

- **Writing Center:** Located in Neville Hall, the Writing Center provides assistance to students on written assignments. Writing tutors will help students organize and compose their work.

Jonathan Butler, Writing Center Coordinator
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: <https://www.presby.edu/doc/police/2018-EmergencyProcedures-PresbyterianCollege.pdf>

Emergency	Call 911 or 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: <https://www.presby.edu/campus-life/campus-police/our-staff/>

- **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. They accomplish this by offering individual coaching appointments and career events to develop career goals and job search skills. This office 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.

Kim Lane, Associate Dean of Students & Director of Career & Professional Development,
kalane@presby.edu, Ext. 8379

Lynn Downie, Associate Director of Career & Professional Development
ldownie@presby.edu, Ext. 8381

Cody Beard, Assistant Director of Career & Professional Development
cbeard@presby.edu, Ext. 8380

- **Counseling Services:** Located in Health Services Center at 120 E. East Calhoun Street, the Office of Counseling Services provides a wide variety of programs and services to support students.

Susan Gentry, Director of Counseling Services
sgentry@presby.edu, Ext. 8100

Debra “Joe” Franks, LPC, LAC, LMSW, MAC
djfranks@presby.edu, Ext. 8377

Administrative Assistant, Ext. 8263

- **Religious Life & Community Engagement:** This office 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. Rachel Parsons-Wells, Director of Religious Life & Community Engagement/Chaplain,
reparsons@presby.edu, Ext. 7000

Rev. Racquel Gill, Assistant Chaplain for Multicultural Community Engagement
rcgill@presby.edu, Ext. 8484

- **Residence Life:** Staff in this area assists students with conflicts regarding roommates or floor mates and other concerns of a personal nature. Residence Life staff is also responsible for adjudicating any violations of College policy as listed in the Garnet Book.

Andrew Peterson, Associate Dean of Students and Director of Residence Life
atpeterso@presby.edu, Ext. 8486

Tiffany Deal, Assistant Director Residence Life, East Campus
tcdeal@presby.edu, Ext. 8276

Boone Kirkpatrick, Assistant Director of Residence Life, West Campus
sbkirkpat@presby.edu, Ext. 8485

- **Student Involvement:** The mission of this department 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, Ext. 8013

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

Taylor Dement, Assistant Director for Student Involvement: Orientation and Events
tdement@presby.edu, Ext. 8475

Mitchell Plummer, Assistant Director for Student Involvement: Recreation
mplumer@presby.edu, Ext. 8152

- **The Health Services Center:** Student Health Services are provided in partnership with the [Family Healthcare – Clinton](#).

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

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

LINKS TO ADVISING AND OTHER CAMPUS RESOURCES*

Academic Advising

Academic Calendars

Academic Departments: Majors, Minors, and Programs

Academic Resources & Support

- [Academic Success Office](#)
- [Accommodations for Disabilities](#)
- [Library](#)
- [Presby First+](#)
- [Starfish Connect and Early Alert](#)
- [Tutoring and Study Sessions](#)
- [Writing Center](#)

Advising Guides

- [Faculty Advisor Handbook](#)
- [New Student Advising and Registration Guide](#)

Campus Life Resources & Support

- [Campus Police](#)
- [Career Development and Student Success](#)
- [Counseling and Wellness](#)
 - [Bias Incident Report](#)
 - [Student of Concern Form](#)
 - [Student Health Services](#)
- [Garnet Book](#)
- [New Student Orientation](#)
- [Religious Life and Service](#)
- [Residence Life](#)
- [Student Conduct](#)
- [Student Clubs and Organizations](#)

Campus Map

Changing your Advisor

Compass

Course Planning & Registration

- [Advising Guides](#)
 - [Faculty 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 Schedule Menu

● Daily Class Schedule

● DegreeWorks

● General Education Checklists

- [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](#)

National Academic Advisor Association

Information Technology

Online Campus Bookstore

ROTC

● Academic Alignment Sheet (CC Form 104-R)

● Cadet Progression Chart

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

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

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 as 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

ADVISING QUESTIONNAIRE (LIST OF QUESTIONS)

Advising Questionnaire, Fall 2020

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. **Please remember that you will need to have the official transcripts sent to PC. The Registrar's Office will evaluate these transcripts and determine the type of academic credit that can be awarded.**
 - Please indicate if this applies to you. _____ (If yes, please note that you will need to have official transcripts sent directly to PC.)
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?