

Strong Foundations for 
Great Futures

Louisburg College

2013-2014

Louisburg College Catalog

Edited on February 4, 2014

Louisburg College is an accredited, coeducational, residential, two-year college affiliated with the North Carolina Annual Conference of The United Methodist Church.

The provisions of this catalog are not to be regarded as an irrevocable contract between Louisburg College and the student. The College reserves the right to change any provision or requirement listed in the catalog at any time without prior notification.

Strong Foundations for **Great Futures**

Louisburg College

College Catalog

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LOUISBURG COLLEGE ACADEMIC CALENDAR 2013-2014

2013 SUMMER SCHOOL (Five-Week Session)

June 24	Students Arrive
June 25	First Day of Class
July 4	Holiday
July 26	Last Day of Class

2013 FALL SEMESTER

August 12	Fall Athletic Teams Arrive
August 12	Faculty Workshop
August 13	Advisor Training and Crossroads Workshops
August 19	New Students Arrive- Move In Day
August 19	Induction Ceremony (new students only)
August 20	Orientation (new students only)
August 20	Returning Students Arrive
August 21	First Day of Classes; drop/add begins
August 27	Convocation Ceremony
August 27	Last day to register or drop/add a course
September 2	Labor Day Holiday – no classes, administrative offices closed
September 4	Last day permitted to initiate withdrawal from course with “W”
September 16	PTK Induction- 6pm JPAC
September 21	Homecoming
October 14	Midterm Grades due by 10 am
October 14-15	Fall Break (No Classes)
October 25	Last day student course withdrawals permitted with “WP” or “WF”
October 28	Students must be enrolled through this date to receive NO reduction in FA
November 26	Thanksgiving Holiday begins after last class for students, No Classes after 5:00 p.m. (Residence Halls Closed)
November 28, 29	Administrative Offices Closed
December 1	Residence halls open at 3:00 p.m.
December 2	Classes resume
December 4	Last day of classes, Last day students can apply for Fall graduation
December 5	Reading Day
December 6	Examinations begin
December 10	Examinations end, Residence Halls close at 5:00 p.m.
December 12	Final Grades due by 10 am
December 19	Administrative Offices Closed

2014 SPRING SEMESTER

January 2	Administrative Offices Reopen
January 11	New Students arrive; New Student Pre-testing/Registration
January 12	New Student Orientation; Returning Students Arrive
January 13	First day of classes, drop/add begins
January 17	Last day to register or add/drop a course
January 20	Martin Luther King Day – no classes, administrative offices closed
January 21	Opening Convocation
January 27	Last day students permitted to initiate withdrawal from course with a “W”
February 3	PTK Induction- 6pm JPAC
March 14	Spring break begins after last class (residence halls close at 5:00 p.m.)
March 17	Midterm Grades due by 10 am
March 23	Residence halls open at 3:00 p.m.
March 24	Classes resume
March 25	Student must be enrolled through this date to receive NO reduction in FA
April 8	Last day student course withdrawals permitted with “WP” or “WF”
April 9	Student Assessment Day – no classes
April 10	Honor’s Banquet
April 15	Awards Day
April 18	Good Friday – No Classes; Administrative Offices Closed
April 21	Classes resume
April 25	Last day of classes, Last day students can apply for Spring/Summer Graduation
April 26-27	Reading Day
April 28	Examinations Begin
April 30	Examinations end-Residence Halls close at 5:00 p.m. today
May 1	Final Grades due by 10am for potential graduates
May 2	Commencement
May 5	College Assessment Day: Final grades due for non-graduates by 10am

2014 SUMMER SCHOOL

June 23	Students Arrive
June 24	Classes Begin
July 4	No Classes; Administrative Offices Closed
July 25	Last day of session

Please visit www.louisburg.edu for an updated calendar.

General Information

Letter from the President

Dear Students,

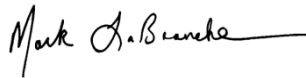
It is my great pleasure to welcome you to Louisburg College. We are honored that you have chosen to become a part of our learning community.

As you begin your journey at Louisburg College you will take your place as a part of a long tradition of “Building Strong Foundations for Great Futures.” Together we will strive to fulfill the life-changing purpose of the College as related in its mission statement: ***Related by faith to The United Methodist Church, Louisburg College is committed to offering a supportive community which nurtures young men and women intellectually, culturally, socially, physically, and spiritually. As a two-year residential institution, we provide a bridge for students to make a successful transition from high school to senior colleges and universities.***

The trustees, administration, faculty, and staff believe it is our role to assist you as you strive to fulfill your promise and discover your calling in life. The theologian Fredrick Buechner defined our calling as the place where our greatest passion meets the world’s greatest need. It is our hope and prayer that you will grow in mind and heart, in order that you may fulfill your purpose and potential as a leader for good in the world.

We promise to enthusiastically give you the support you need to discover your path in life and realize your full potential and promise. I personally look forward to growing with you. You can be assured that the prayers of our faculty and staff will undergird you.

Faithfully,



Mark La Branche
President

An Introduction to Louisburg College

Louisburg College is the oldest coeducational, two-year college related by faith to the North Carolina Conference of the United Methodist Church. As a two-year college it serves primarily three types of students: those who seek a solid academic foundation in order to transfer to four-year colleges; those who seek to bridge the gap between high school and larger institutions by attending a two-year college capable of giving them personal attention; and those who plan to enter the workforce directly after earning their Associate degree.

Location

Louisburg College is located in Louisburg, the county seat of Franklin County, in the north central part of North Carolina. With a population of about 3,500, Louisburg combines the benefits of a small town with the advantages of a nearby metropolitan area. The town is approximately 30 miles northeast of Raleigh, the state capital, forty miles east of Durham, and about a hundred and fifty miles from the North Carolina coast. The Raleigh-Durham International Airport is only about 55 minutes from Louisburg. Located between Interstate 95 to the east and Interstate 85 to the west, the College is easily accessible to all major cities on the East Coast.

Accreditation

Louisburg College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Louisburg College. The College is also accredited by the University Senate of The United Methodist Church and the North Carolina Board of Education. In addition, it is a member of the National Council of Independent Junior Colleges, the North Carolina Association of Colleges and Universities, the National Association of Independent Colleges and Universities, and the National Junior College Athletic Association. Accreditation documents can be reviewed by arrangement with the Office of the President.

Academic Sessions

Early Semester System. The College operates under the early semester system, which allows students to complete their final exams for fall semester before Christmas, enjoy an extended Christmas vacation, and complete exams for the spring semester on or before May 15. All classes during the regular semester are scheduled Monday through Friday.

Summer School. The College offers one summer session in which students may take one or two academic courses, plus physical education and reading, if desired. Students in the summer session have the opportunity to accelerate their college program or to strengthen particular academic areas in preparation for the regular session.

Louisburg College's Vision, Mission and Values

Vision

Louisburg College will be the model church-related college that prepares students for life and service.

Mission Statement

Related by faith to The United Methodist Church, Louisburg College is committed to offering a supportive community which nurtures young men and women intellectually, culturally, socially, physically, and spiritually. As

a two-year residential institution, we provide a bridge for students to make a successful transition from high school to senior colleges and universities.

Values

- We approach our mission with integrity.
- We respect the dignity of each individual.
- We embrace diverse learning styles.
- We offer opportunities for all of our students to succeed.
- We provide a high quality, accessible education.
- We enable and challenge our students to reach their full potential.
- We value our Christian heritage and foster spiritual growth.

Heritage of Louisburg College

Louisburg College had its beginning in the period that witnessed the emergence of America as an independent nation, the birth of the Methodist Church in America, and the establishment of Franklin County and the town of Louisburg. Having evolved from three earlier institutions - Franklin Male Academy, Louisburg Female Academy, and Louisburg Female College - Louisburg College is the oldest chartered two-year, church-related, co-educational college in the nation.

Franklin Male Academy

The roots of Louisburg College trace back to the early years of the town of Louisburg, the county seat of Franklin County. Founded in 1779, during the American Revolution, the county was named in honor of Benjamin Franklin and the town in honor of King Louis XVI of France. When Louisburg was surveyed, a public commons was set aside on the highest point of ground. This town commons, which became famous for its oak grove, is today the campus of Louisburg College.

The first educational institution to appear on the east side of the commons was Franklin Academy. On December 4, 1786, Senator Henry Hill of Franklin County introduced "An Act to Erect and Establish an Academy in the County of Franklin." The bill was enacted into law on January 6, 1787, thereby providing Franklin Academy with its first charter.

Among the academy trustees named by the charter were some of the county's most prominent civic leaders and planters; one trustee, The Reverend John King, had been a participant in the first Annual Conference of the Methodist Church held at Louisburg in 1785. No records have been located regarding the first academy project; in 1802, a second charter was issued for Franklin Academy.

Franklin Male Academy opened on January 1, 1805, under the able direction of Yale graduate Matthew Dickinson, who was qualified to teach more than twenty subjects, including five languages. The varied curriculum available to students included such subjects as English grammar, geography, Latin, Greek, algebra, surveying, and astronomy. The first examinations were held on July 2, 1805, when students were examined before a large audience of trustees and parents.

Franklin Male Academy prospered in its early years and soon had an enrollment of ninety students, including some twenty young men who were dissatisfied with the policies of the University of North Carolina. Among the academy's more notable principals were John B. Bobbitt (1816-1820, 1832-1844), Charles Applewhite Hill (1828), and Matthew S. Davis (1856-1880). In 1905 the male academy property was conveyed to the trustees of the

Louisburg public schools. The two-story frame academy building still stands and serves as a reminder of the beginning of educational opportunities in the town of Louisburg.

Louisburg Female Academy

The second stage in the evolution of Louisburg College began on December 27, 1814, when the State Legislature ratified an act chartering the Louisburg Female Academy. The charter named twelve trustees, some of whom already served on the board of trustees for Franklin Male Academy.

By August 1815, Louisburg Female Academy was operating under the guidance of Harriet Partridge, "a lady from Massachusetts eminently qualified." Subjects taught at the new female academy included reading, writing, English grammar, arithmetic, geography, painting, drawing, embroidery, piano, and dancing. Harriet Partridge, who became Mrs. John Bobbitt, served as principal from 1815-1820 and 1832-1842.

From 1843-1856, Asher H. Ray and his wife Jane Curtis Ray were highly successful as principals of the female academy, which in the 1850s was called Louisburg Female Seminary. Among the courses offered by the seminary were history, botany, algebra, rhetoric, chemistry, geology, logic, French, Latin, Greek, guitar, and calisthenics. The respected reputation of the seminary contributed to a movement to establish a female college.

Louisburg Female College

The third stage of the evolution of Louisburg College began in January 1855, when the state legislature authorized the transfer of property by the trustees of Louisburg Female Academy to the directors of Louisburg Female College Company. The female academy building was moved south of its original location and utilized as a college annex until destroyed by fire in 1927. A four-story, fifty-room brick Greek Revival building for the female college was constructed in 1857 on west campus where the female academy building had formerly stood. Old Main is still in use today as the administrative building of Louisburg College.

In August 1857, Louisburg College opened under the management of Professor James P. Nelson. There was a primary department as well as a college department. Some course offerings were French, Spanish, Italian, piano, guitar, drawing, painting, and needlework. The female college continued to operate during the Civil War under presidents C.C. Andrews (1860-1861) and James Southgate, Jr. (1862-1865). After the war, about 500 Union soldiers camped in the college and male academy groves during May and June of 1865.

During the administration of Dr. Turner Myrick Jones (1866-1868), former president of Greensboro Female College, enrollment grew to 133 students. The regular college course in 1867 included such courses as English grammar, mythology, geography, botany, physiology, trigonometry, Latin, French, and "Evidence of Christianity."

After the College opened and closed several times during the 1870s and 1880s, S.D. Bagley became president in 1889. Matthew S. Davis, who had previously served twenty-five years as principal of the male academy, became president of the female college in 1896 and held the office until his death in 1906. He was succeeded by his daughter, Mary Davis Allen (Mrs. Ivey Allen), who was president until 1917.

Louisburg College

At the beginning of the twentieth century, a number of significant changes took place. The institution became known as Louisburg College, and the college became officially linked to the Methodist Church. Washington Duke, Durham philanthropist, had acquired ownership of the college property in the 1890s; after his death, his son Benjamin N. Duke presented the property (1907-1909) to the North Carolina Conference of the Methodist Church.

Other changes in the early twentieth century included the erection of the three-story Davis Building, named in memory of Matthew S. Davis, and the reorganization of the college into an institution with junior college rating (1914-1915). The Sea Gift and Neithean Literary Societies were very active during this time - contributing books to the college library, sponsoring special lectures, and publishing the college paper.

During the presidency of Arthur D. Mohn in the 1920s, Louisburg College experienced a period of building expansion. The West Wing of Main Building, the Pattie Julia Wright Dormitory, and the Franklin County Building were constructed. Unfortunately, a disastrous fire gutted Main Building and the new West Wing in 1928. Closely following the fire came the Great Depression, and the college was burdened with debt and a shrinking enrollment.

The Reverend Armour David Wilcox, former minister of the Louisburg Methodist Church, served as president of the college from 1931 to 1937. Louisburg College became co-educational in 1931 and student enrollment immediately increased. By the end of World War II, institutional debts had been paid. Walter Patten served as president from 1939-1947, and Samuel M. Holton from 1947-1955. In 1952, Louisburg College was accredited by the Southern Association of Colleges and Secondary Schools.

In 1956, a planning committee of the North Carolina Conference of the Methodist Church recommended the establishment of two co-educational senior colleges and the merger of Louisburg College into one of the institutions. The College alumni and the citizens of Franklin County joined to oppose the merger. A "Keep Louisburg at Home" campaign emphasized the depth of local support for the junior college. The Conference decided, in response to this endeavor, to retain Louisburg College as an accredited junior college.

A period of revitalization and growth occurred during the administration of President Cecil W. Robbins (1955-1974). Student enrollment, faculty size, budget, and physical plant were significantly increased and improved. In 1961, the college purchased the Mills High School property on the east side of Main Street (formerly the Franklin Male Academy property); the Mills Building was remodeled to serve as the college auditorium classroom building. During the Robbins administration, four dormitories, a library, a cafeteria and a student center were constructed.

From 1975 to 1992, Dr. J. Allen Norris, Jr. served as college president. The Board of Trustees initiated the Third Century Campaign in 1980. The \$4.2 million goal of the first phase of the campaign was surpassed, resulting in the construction of the E. Hoover Taft, Jr. Classroom Building. Through the generosity of the United Methodist Men of the Raleigh District, the Clifton L. Benson Chapel and Religious Life Center was opened in 1986. A new auditorium and theater complex was also constructed.

During the school year 1986-87, Louisburg College held a Bicentennial Celebration in recognition of its unique two-hundred-year heritage. The first college flag was designed and displayed during the celebration and the first published history of the college, *Louisburg College Echoes*, was issued in 1988. Dr. C. Edward Brown, Jr. served as interim president in 1992, and Dr. Ronald L. May was president of Louisburg College from January 1993 through May 1998. During Dr. May's tenure, Louisburg College initiated men's and women's soccer programs, and the College's accreditation was successfully reaffirmed. Dr. Brown again assumed the interim presidency in June 1998.

Dr. Rosemary Gillett-Karam served as president of Louisburg College from December 1998 until January 2002. Louisburg College initiated the Learning Partners program during Dr. Gillett-Karam's tenure.

Dr. Rodney S. Foth briefly served as acting president until Dr. Reginald W. Ponder was appointed interim president in February of 2002 by the Board of Trustees.

Dr. Ponder was elected president by the Board of Trustees in April of 2002 and served until June of 2007. During his tenure, student enrollment grew significantly, Merritt Hall and three additional residence halls were renovated

through an agreement with Athena Housing Corporation, the College was awarded a \$1.8 million dollar federal Title III grant for technology, and Louisburg College received its largest single bequest, a \$4 million dollar estate gift from alumnus Jack Russell Morris.

Dr. Michael Clyburn served as president from July of 2007 until April of 2008. Dr. Rodney S. Foth served as interim president until January of 2009 when Dr. Mark La Branche began his tenure.

Campus and Buildings

The campus of Louisburg College covers an area of about 75 acres and a 91-acre botanical garden. The main campus contains an oak grove, lawns, college buildings, parking lots, tennis courts, varsity athletics field, intramural field, and an additional park for biological and ecological interest.

Franklin Male Academy Building was constructed in 1804 and opened for classes on January 1, 1805. The oldest surviving building on the campus, it was moved from its central location on east campus to its present site in 1905. It was restored in 1989 and is used for meetings and conferences.

Administrative Building (Old Main), a four-story brick building, was opened in 1857. In it are located various administrative offices and some academic offices. Main, with its Greek Revival facade, has symbolized the historic Louisburg College to generations of alumni. The west wing of the Administration Building was erected in 1924 and contains a trustee conference room and several administrative offices.

Davis Memorial Building was erected in 1913 as a memorial to Matthew S. Davis, president of the College from 1896 to 1906. Davis Building contains administrative offices with dormitory rooms on the third floor.

Pattie Julia Wright Memorial Dormitory was the gift of Richard H. Wright of Durham, North Carolina, in memory of his sister, Pattie Julia Wright, who was a member of the class of 1868. This dormitory, constructed in 1926, accommodates 104 students.

Franklin County Building was constructed in 1927 with funds donated by the people of Franklin County in appreciation of the more than 100 years of College service rendered to the community. It contains science facilities, faculty offices, and 44 dormitory rooms on the upper floors.

Roger G. Taylor Athletic Center, opened in 1951 as Holton Gymnasium, contains a basketball court, classrooms, a recreation area and other physical education facilities. It was named for Samuel M. Holton, president of Louisburg College from 1947-1955, then renamed in honor of Mr. Roger G. Taylor, a Trustee who funded the renovations of the facility in 2012.

Benjamin N. Duke College Union Building is a memorial to Benjamin N. Duke, who gave the Louisburg College properties to the North Carolina Conference in 1907. Erected in 1958, the building houses all the dining facilities. It joins the B. Everett Jordan Student Center.

Patten Hall is a 96-bed men's dormitory, modern in style and furnishings. It was first occupied by students in the fall of 1962 and later named for Dr. Walter Patten, president of the College from 1939 to 1947.

Merritt Hall was completely renovated in 2005 and houses 124 students. It is named for the late Ruth W. Merritt, former professor of English. Miss Merritt was a valuable member of the teaching faculty from 1941 to 1971.

Fine Arts Center, first used during the 1963-1964 session, houses the Art Department.

Cecil W. Robbins Library, combining traditional and contemporary architecture, was formally opened in 1965. In 1967 the library was named in honor of Dr. Cecil W. Robbins, president of Louisburg College from 1955 to 1974.

Sarah Graham Kenan Hall, a residence hall housing 148 students, was opened in 1968 and renovated in 2004. It is named in memory of Sarah Graham Kenan, whose foundation contributed generously to the College for faculty salaries, scholarships, and library resources.

Person Place property was acquired by the college in 1970. It was the home of the Male and Female Academy principals Mr. and Mrs. Asher Ray and probably the home of the first Male Academy principal, Matthew Dickinson.

James Elgan Hillman– Jack R. Morris Hall, completed in the fall of 1971, houses 122 students. This modern facility is named for Dr. Hillman, former chairman of the Board of Trustees, and Mr. Jack R. Morris, a significant benefactor of Louisburg College.

B. Everett Jordan Student Center, completed in 1974, contains a multi-purpose room, the College Bookstore, the Hurricane Grill, the student post office, a student lounge, offices for the Student Government Association, and Student Life. Named for the late U.S. Senator B. Everett Jordan, this structure adjoins the Benjamin N. Duke College Union and is the gathering place for hundreds of students daily.

E. Hoover Taft, Jr. Classroom Building opened in 1983. This three-story structure contains classrooms, three computer laboratories, and faculty offices. It is named for longtime chairman of the board of trustees, E. Hoover Taft, Jr.

Clifton L. Benson Chapel and Religious Life Center, completed in 1986, serves as a center for religious life. It is named for former board of trustees member Clifton L. Benson.

Frances Boyette Dickson Auditorium, Seby B. Jones Performing Arts Center, Lumpkin Community Gallery, and Norris Theatre Complex opened in 1989 and contain an auditorium seating 1,200, a theatre seating 175, and art exhibition galleries. This magnificent complex provides a performing and visual arts showcase for both the College community and the surrounding region. In 1992, the theatre was named in honor of the late Dr. J. Allen Norris, Jr., president of Louisburg College from 1975 to 1992, and for his wife, Beth Norris. In recognition of the major commitments from the Jones Family Foundation and in memory of Mr. Seby B. Jones, Louisburg College dedicated the Performing Arts Center (JPAC) to Mr. Seby B. Jones.

Facilities and Special Support Services

Facilities

Cecil W. Robbins Library is named in honor of the College's twenty-first president who served from 1955-1975. The library's primary purpose is to support the College's academic programs for students and faculty by providing print, non-print, and electronic resources from both the library collection and other locations. There is open-stack access to the library's collection of approximately 50,000 volumes, and there are special collections of Methodist and North Carolina holdings. The library has approximately 5,000 microforms and non-print items, 50 print periodical subscriptions, and access to approximately 2,600 online full-text periodicals.

An automated library system provides access to the library's collections. Orientation and bibliographic instruction are provided by professional librarians, and an online library handbook that informs students of library resources and services is available to all students. Services include individual and class instruction in use of the library's

resources and online searching of remote databases, access to the Internet, interlibrary loan for students and faculty, DVD duplication, and copying facilities for reproducing print and microform material from the collection.

The Cecil W. Robbins library will seat 250; reference, computer, periodical, microform, and reserve areas are located on the ground level. The mezzanine provides additional reading and study areas and a small conference room. The Audiovisual Department and 100-seat multipurpose auditorium are located in the basement. The library's non-print collection, which provides media support for all areas of the College, is housed in the Audiovisual Department.

Science Facilities are located in Franklin Hall. The first floor houses laboratories for chemistry and physics, two large lecture rooms, and a smaller room for seminars and meetings, as well as faculty offices, an instrument and equipment room, a chemical storeroom, and facilities for the ROTC program.

Franklin basement contains a laboratory for general biology and two laboratories for advanced biology classes. The basement also houses a large lecture room and two storage rooms.

Tutoring Services

The Math Lab is open weekdays to provide students with an opportunity to receive extra instruction in all types of mathematics. The lab is staffed by faculty members from the Mathematics Department and by select students enrolled in advanced Mathematics courses. The math lab is located in the Taft Classroom Building room 312.

The Writing Center is provided by the English Department and offers tutoring services throughout the academic year. Tutors are readily available to assist students with writing for English and all other courses. The writing center is located in the Taft Classroom Building room 214.

The Reading Lab is provided by the English Department to give students in ENG 097 more opportunities to practice reading skills and assess progress in reading. The reading lab is located in the Taft Classroom Building room 212.

Gifts to Louisburg College

Charitable giving is not just a financial investment in Louisburg College. It is also a personal investment made by alumni and friends who believe strongly in the mission of the College and want to see future generations of students benefit from Louisburg's supportive academic environment. Whether a gift is designated for capital improvement, endowment, scholarships, special memorials, or the annual fund, and no matter the form a gift takes as an outright gift of cash or property (a planned gift such as a bequest or charitable remainder trust), the wishes of the donor will be carried out at Louisburg.

The goal of the Office of Institutional Advancement is to secure or assist in the attainment of philanthropic resources needed to ensure the continued growth and prosperity of Louisburg College. The office strives to preserve and enhance the life of the College by developing understanding and support from all constituencies including students, faculty, trustees, alumni, the United Methodist Church, grant-awarding foundations and corporations, and other friends of the institution. Its prime objectives are to keep Louisburg College in the forefront of private colleges in the Southeast, to recognize the accomplishments of outstanding alumni, and to inform all constituency groups about the progress of the institution.

Prospective donors may direct inquiries to the Office of the President or the Office of Institutional Advancement.

Endowments

Benjamin N. Duke Endowment: Benjamin N. Duke, who donated Louisburg College to the North Carolina Conference of the United Methodist Church, gave a substantial gift, part of which has been used as endowment and part for permanent improvements.

James A. Gray Trust Fund: James A. Gray of Winston-Salem established a trust fund for several North Carolina institutions. Louisburg College was designated as a recipient of this fund, which has been added to the College endowment.

Bessie Arrington Gupton Distinguished Service Fund: This distinguished service fund was established in memory of Mrs. Bessie Arrington Gupton, Class of 1908, by her sons Samuel Gupton and Willis Gupton, Class of 1942. The fund will provide a cash award to a member of Louisburg College's faculty, staff, or student body who demonstrates outstanding and extraordinary service to the College.

The Dalmatia and Joseph McDuffie Hockstim Endowment: This endowment was established by the estate of Mrs. Effie McDuffie Howard. Mrs. Howard created the endowment to honor the memory of her sister, Dalmatia, and her nephew, Joseph, who attended Louisburg College. According to Mrs. Howard's direction, the annual income from the endowment is unrestricted and may be used at the discretion of the college.

Lumpkin Faculty Endowment: Edith C. Lumpkin established an endowment fund to support faculty salaries.

Willie Lee Lumpkin Endowment Fund: The Willie Lee Lumpkin Endowment Fund was established in 1976 in memory of Mr. Lumpkin, a former trustee of the College, by Mrs. Willie Lee Lumpkin, a trustee of the College, and members of the Lumpkin Family. The fund supports the educational program.

Kathryn Melvin Sexton Endowment: The late Kathryn Melvin Sexton, 1923 alumna and member of the board of trustees, established an endowment for the instructional program in science. The College, in consultation with members of Mrs. Sexton's family, named the endowment in her honor.

Naomi Dickens Shaw Endowment for Faculty Teaching Excellence: The Reverend and Mrs. Caswell Shaw established an endowment in memory of Mr. Shaw's mother, the late Naomi Dickens Shaw, Class of 1928. The fund provides an annual award to a member of the faculty who demonstrates teaching excellence.

William "Wimpy" F. Shelton Faculty Development Fund: This faculty professional development endowment fund was established in memory of William "Wimpy" F. Shelton, a 1935 graduate of Louisburg College. The fund gives faculty members an opportunity to apply for special annual grants for additional study relating to their Louisburg College teaching responsibilities. Preference is given to faculty who teach business courses, given Shelton's identification with that academic program.

Daisy Brantley Starnes Endowment Fund for the Educational Program in Music: Because of his mother's interest in music and as an expression of how much the Louisburg College music program meant to him as a student, S. Judge Starnes, Jr. established this endowment fund to honor the memory of his mother, Daisy Brantley Starnes. Proceeds from this endowment are used to support the music program.

Virginia Owens Mitchell Watkins Endowment: William L. Mitchell of Oxford established an endowment to strengthen the educational program at Louisburg College in memory of his mother, Virginia Owens Mitchell Watkins.

Scholarships and Grants

In addition to financial aid available from federal, state, and private sources, merit awards and athletics grants, Louisburg College offers assistance through institutional scholarship programs. In order to be considered eligible for these awards, a student should complete the required financial aid applications as detailed in “Applying for Financial Aid.” The Financial Aid Office will answer questions regarding any specific scholarship or grant.

The Abdalla J. Abdalla and Betsy McKenzie Abdalla Memorial Scholarship: Established in 1982 by Mr. and Mrs. A.J. Abdalla, the scholarship is offered to students from Johnston County who demonstrate financial need, academic potential, ambition, and a desire for a college education.

The Ann Liverman Allen Scholarship: This scholarship was established in 1998 through the bequest of W. Thomas Liverman, Class of 1935, in memory of his sister, Annie Hudgins Liverman Allen, who was instrumental in Thomas pursuing his education at Louisburg College. This endowment is for art scholarships.

The Elizabeth Allen Endowed Scholarship: This scholarship was established in 2003 by Gerald Allen, Lucinda Allen DeMoss, and Mary Spector in memory of their aunt, Elizabeth Louise Allen, Class of 1918. Ms. Allen graduated from Louisburg College and Duke University. This scholarship is for students with an interest in teaching.

The Alumni Appreciation Scholarship: Originally established in 1985 through the generosity of Harold A. and Roberta B. Morris, the Alumni Appreciation Scholarship provides financial assistance to students who demonstrate need. Recipients are asked to make a verbal commitment to restore funds during their lifetime to the extent of their ability and in the amount similar to which they benefited.

The Alumni Appreciation Stock Fund Scholarship: Now supported through designated contributions from alumni, the scholarship was initiated in 1985 through the generosity of Harold A. and Roberta B. Morris. The Alumni Appreciation Stock Fund Scholarship is offered to one or more outstanding students entering their second year at Louisburg College. Qualifications are based on academic record, school involvement, personal character, and aspirations. The scholarship is available to second year students returning to Louisburg College.

The Dorothy Kennedy Anderson Scholarship: This scholarship was established in 1992 by Mrs. Dorothy Kennedy Anderson, an alumna of the Class of 1939, to assist students who have financial need and demonstrate seriousness of purpose in their educational goals. Preference is given to North Carolina residents. Second year renewal is automatic if criteria continue to be met.

The Douglas Lee Angleton Scholarship: This scholarship was established in 1994 by Mr. and Mrs. Hugh D. Angleton, parents of Douglas Lee Angleton, Louisburg College Class of 1977. The scholarship will be awarded to a deserving student.

The John Robert Armstrong Memorial Scholarship: Mr. Armstrong was an active member of the United Methodist Church in North Carolina and Florida. This scholarship was established by his estate for students participating in the Learning Partners Program of Louisburg College.

The Ronald R. Bagwell Endowed Scholarship: This scholarship was established with a gift from Ronald R. Bagwell in 2004 and has no restrictions. The scholarship will be awarded to a deserving student.

The Paul B. and Merrill V. Barringer Scholarship: Established in 1990 by Trustee Emeriti Paul B. Barringer II and his wife Merrill, this endowed scholarship provides financial assistance to students who exhibit seriousness of purpose in their educational goals.

The Howell W. and Elsie M. Bass Memorial Music Scholarship: Established in 1990 by the bequest of Mr. and Mrs. Howell Bass of Spring Hope, North Carolina, this scholarship assists students who are committed to the study of music. Mrs. Bass, a 1928 graduate of Louisburg College, was an active alumnae and concert patron.

The Oakel and Frances Bass Scholarship: Oakel and Frances Bass, having served for 24 years as principal and teacher-librarian in the Oak Grove Elementary School of Durham County, established a scholarship fund in 1988 for students showing seriousness of purpose in their educational goals. Priority consideration is given to students who are graduates of a high school in southern Durham County, preferably to students who attended Oak Grove Elementary School.

The Marvin and Mary Jo Baugh Scholarship: This scholarship was established by Marvin Baugh, Class of 1953, and his wife Mary Jo, in memory of his sister Bertha Baugh Ranes and in appreciation for Louisburg College. Preference is given to students from Warren County. If there is no candidate from Warren County, the scholarship may be awarded on the basis of financial need and seriousness of purpose.

The Annie Allen Beam Memorial Scholarship: Mamie Beam Clayton, Class of 1936, a recognized leader in public education in Franklin County, established this scholarship to honor her mother, Annie Allen Beam, Class of 1909. Income from the endowment will be awarded to deserving students. Priority is given to descendants of the Beam, Allen, and Clayton families or other worthy Franklin County students.

The Beckler Memorial Scholarship: Roberta Beckler Morris established this scholarship in 1985 in memory of her parents, Robert Martin Beckler and Mildred Moore Beckler, the latter a professor of languages. A scholarship is awarded to qualified students who demonstrate financial need and show seriousness of purpose in the field of languages.

The Blankenhorn Family Endowed Scholarship: This scholarship was originally established by Richard Blankenhorn, Class of 1958, in memory of his wife, Maydean Eaton Blankenhorn. In 2004, the name was changed to the Blankenhorn Family Endowed Scholarship, in memory of both Mrs. Blankenhorn and Rev. Blankenhorn. Rev. Blankenhorn was minister at First UMC of Fuquay-Varina. The Blankenhorn Family Endowed Scholarship has no restrictions.

The Boney Scholarship: Mildred Boney Matthis established this scholarship in 1993 as a memorial to her parents, Eva Merrit Boney and James Horace Boney, her sister, Mildred Peterson, and in honor of her brothers James D. Boney and Jim O. Boney. The scholarship is awarded annually to a student in the business program or to a student planning to transfer to a four-year institution. Preference is given first to students from Sampson County and then to other North Carolina residents.

The Lillian Cherry Boyette Memorial Scholarship: Frances Boyette Dickson of Burlington established this scholarship in honor of her mother, Lillian Cherry Boyette of Ahoskie. Preference is given to students from Hertford County. If no candidate is available from Hertford County, then the scholarship is awarded on the basis of financial need and seriousness of purpose.

The Baynard, Jr. and Ann Bragg Wesley Chapel UMC Scholarship: This scholarship was established by Mr. and Mrs. Bragg in 2004. Mr. and Mrs. Bragg will nominate students for this award. If they have no nominees, preference will be given to Franklin County students. If no Franklin County students qualify, the scholarship will be given to any student with seriousness of purpose and financial need.

The Ronald S. Braswell Memorial Scholarship: Peggy Martin Braswell and her son, Ronald Scott Braswell, Jr., established this scholarship in loving memory of Peggy's husband, Ronald Scott Braswell, Sr. Preference is given to

students preparing for a career in Christian service, law enforcement, or public service, or a student participating in any of the athletic programs of Louisburg College.

The James E. and Mary Z. Bryan Foundation Scholarship: The Board of Directors of the James E. and Mary Z. Bryan Foundation, Inc. established the Bryan Scholarship Trust to honor the memory of James E. and Mary Zealy Bryan of Goldsboro. One or more scholarships are awarded each year to worthy students from North Carolina. Renewal for a second year is based upon demonstrated ability and continuing need.

The John Cameron Athletic Scholarship: This scholarship was established in honor and memory of Louisburg College athletes and coaches by Dr. and Mrs. John L. Cameron. It is awarded to one or more outstanding students who participate in Louisburg College athletics.

The Peter A. Carlton Memorial Scholarship: This scholarship was established in 1970 in memory of Peter A. Carlton, whose love for young people and special regard for Louisburg College were well known. Established by his sons Dr. Patrick W. Carlton, Class of 1957, and Richard A. Carlton and by his widow, Lucille B. Carlton, this scholarship is awarded to deserving students.

The Mary E. Casanova Memorial Scholarship: Mr. Arturo Casanova established this scholarship in loving memory of his wife Mary E. Casanova. This scholarship will be given to a Learning Partners participant to purchase textbooks and supplies.

The Bettie Ann Wilkerson Cobb Memorial Scholarship: The Reverend Gene Cobb, family, and friends established this scholarship in memory of Gene's late wife, Bettie Ann Wilkerson Cobb. Preference will be given to students from NC United Methodist Churches who maintain a 2.3 GPA.

The Coor Family Scholarship: Established by Zelda G. Coor, beloved alumna and College registrar. The Coor Family Scholarship honors members of the Coor family who have been actively involved in educational pursuits including teaching, counseling, and administration. Preference for awards is given to descendants of the Coor family and members of Ebenezer United Methodist Church in Goldsboro, NC.

The Marybelle McMillan Davis Memorial Scholarship: This scholarship was established in 1991 by the late Doris Marshall Davis in memory of her mother-in-law Marybelle McMillan Davis. Preference is given to students from Franklin County, NC.

The Edenton Street UMC Men's Bible Class Endowed Scholarship: The Men's Bible Class of Edenton Street UMC in Raleigh established this scholarship to provide financial assistance to needy and worthy United Methodist students. First priority is given to any student pursuing a commitment to ministry.

The John and Mattie Edwards Scholarship for Christian Education: Mattie and John L. Edwards, Class of 1939, established this scholarship in 1998 to support a qualifying student preparing for a career in Christian education.

The Elizabeth "Tiel" Faulkner Memorial Scholarship: This scholarship was established in 2000 by the estate of Mrs. Faulkner because of her strong feeling that today's young people should receive an education in ethics, Christianity and morality. It was her belief that Louisburg College adheres to and carries out this mission.

The Fearing Family Scholarship: This scholarship was established in 1982 by Fred A. Fearing, Class of 1957, to honor his father, Fred L., and his mother, Florence Alston Fearing of Elizabeth City, NC, both 1935 graduates of

Louisburg College. The scholarship was renamed The Fearing Family Endowed Scholarship following the death of Mr. Fred A. Fearing in 2002.

The A.J. Fletcher Music Scholarship: In support for the music program at Louisburg College, the A.J. Fletcher Foundation established this scholarship in 1984. Proceeds from this endowment are used for music scholarships.

The Sarah E. Foster Music Scholarship: The Board of Trustees established this music scholarship in honor of Professor Emeritus of Music Sarah E. Foster, who taught with distinction at Louisburg College for 41 years before her retirement in 1986.

The George Martin Fox, Jr. and Effie Brooks Fox Memorial Scholarship: Rachel Fox Futrell, Class of 1941, established this scholarship in 1995 in loving memory of her parents, George Martin Fox, Jr. and Effie Brooks Fox. The scholarship is awarded to a student demonstrating need for financial assistance.

The Idal and Victor Gillett Scholarship: Dr. Rosemary Gillett-Karam, former president of Louisburg College, established this scholarship in honor of her parents, Idal and Victor Gillett. The scholarship is directed to support deserving female, learning-disabled student.

The C. Wade Goldston Memorial Scholarship: This scholarship was established in 1977 by William Goldston in memory of his brother, Reverend C. Wade Goldston. The scholarship supports students pursuing their ministerial vocation and/or are children of clergy families.

The Pearl Harris Gomo Scholarship: Mrs. Pearl Harris Gomo, an alumna of the Class of 1938, established this scholarship to support first year students demonstrating financial need who plan to continue their studies at a four-year institution for a liberal arts degree.

The Annie Newman Gunn Memorial Scholarship: John O. Gunn of Yanceyville, NC, established this scholarship to honor his wife, Annie Newman Gunn, a 1919 graduate of Louisburg College. Preference is given to students from Caswell County.

The Frances Manning Gwinn Scholarship: Francis Manning Gwinn, Class of 1941, established an endowment awarded to one or two students who demonstrate financial need and seriousness of purpose.

The Dr. and Mrs. Parrott R. Hardee Scholarship: Lucy Hardee Olsen of Durham established this scholarship in memory of her parents, Dr. and Mrs. Parrott R. Hardee of Stem, North Carolina. Dr. Hardee served as a dedicated country physician in Virginia and in the Stem area for more than 50 years. The scholarship is awarded annually to a premedical student. Character, citizenship, scholarship, and financial need are determining factors.

The Alan A. Harper Memorial Scholarship: This scholarship was established in 1985 by Miriam Gates Harper in memory of her husband. Students must demonstrate financial need and show potential for academic success.

The Mollie Hofler Harrison Memorial Scholarship: This scholarship was established in 1982 by the estate of Mollie Hofler Harrison, alumna and friend of Louisburg College, to assist students demonstrating seriousness of purpose and need of financial aid.

The Mr. and Mrs. Lovette Biggs Harrison Memorial Scholarship: Evelyn Harrison, Class of 1928, established this scholarship in memory of her parents, Mr. and Mrs. Lovette Biggs Harrison. This scholarship provides assistance to students who demonstrate financial need with preference to students from Martin County.

The Carol Bessent Hayman Scholarship: Dr. Louis D. Hayman, Jr. established this scholarship to honor his wife, Carol Bessent Hayman, who was an alumna of Louisburg College. This scholarship is given to assist students who demonstrate seriousness of purpose and need for financial aid.

The Carol Lynn Hicks Memorial Scholarship: Carl T. Hicks of Walstonburg, NC, established this scholarship fund in memory of his daughter, Carol Lynn Hicks. The income from this fund aids young men and women who have been determined worthy and who are in need of financial assistance. Recipients are urged to put back into the fund an amount equal to the amount received, without interest, at any time following their formal education.

The John H. Hodges Scholarship: This scholarship was established in 1991 in honor of alumnus and trustee John H. Hodges by the staff of Hodges Insurance Agency, Inc., to assist students who demonstrate financial need and seriousness of purpose in their educational goals. Preference is given to students from Franklin County.

The Carolyn Patterson Hunter Memorial Scholarship: This scholarship was established in 2001 by the estate of Katherine B. Lewis in honor of her great-grandmother, who was an 1840 graduate of Louisburg College. First priority is for students from Warren County, NC.

The R. Edward and Louise K. Hunter Scholarship: Established in 1981 to honor Richard Edward Hunter, Sr. and Louise King Hunter, this scholarship is offered for students who demonstrate financial need.

The Reba Liles Irion Scholarship: Thomas H. and Paula R. Irion established this scholarship in 1997 in loving memory of Thomas' mother Reba Liles Irion, member of the Class of 1928. The scholarship is available to any deserving student who possesses academic potential.

The Hale L. and Gertrude A. Jennings Scholarship: Ann Jennings Goodwin, faithful supporter and member of the Louisburg College Board of Trustees, established this scholarship in 1995 in memory of her uncle and aunt, Hale L. and Gertrude A. Jennings. Preference will be given to a member of First United Methodist Church of Wilson, North Carolina or a resident of Wilson County.

The Johnson Family Scholarship: This scholarship was established in 1982 by Adelaide Johnson, Class of 1927, Elizabeth Johnson, Class of 1928, and Sadie Johnson, Class of 1930, in memory of their parents, A.F. Johnson, Sr. and Sadie Thomas Johnson. Recipients must demonstrate financial need and academic potential. Preference will be given to direct descendants of A.F. Johnson, Sr., editor of *The Franklin Times* from 1911 to 1952 and a loyal supporter of Louisburg College.

The Anne Jones Christian Leadership Scholarship: This scholarship was established by Ann Jones Weathersbee and is awarded to any descendant of Ms. Weathersbee who attends Louisburg College. When no descendent is in attendance, the scholarship goes to a student who demonstrates Christian leadership and Christian values. A letter from the student's pastor is a requirement for the awarding of this scholarship.

The William "Bill" Travis Jones Memorial Scholarship: This scholarship was established in 1997 by Hugh and Alice Jones in memory of their son William "Bill" Travis Jones, a student at Louisburg College from 1956-1957. The scholarship is held by the United Methodist Foundation and directed for students from Hertford and/or Camden Counties.

The Ben E. Jordan, Jr. Scholarship: Alice McLean, aunt of Ben E. Jordan, Jr., established this scholarship honoring her nephew, a dedicated civic leader, member and former chairman of the Louisburg College Board of Trustees. Proceeds are awarded to deserving students who plan to enter full time Christian service.

The Robert A. Leggett, Jr. Memorial Scholarship: This scholarship was established in 1984 by the late Robert A. Leggett, Jr., former president of Leggett Stores. Awards are made to students who demonstrate academic potential and financial need. Preference is given to residents of North Carolina, but others are invited to apply.

The Sarah Eleanor Limer Memorial Scholarship: In 1970, the Warren County Memorial Scholarship was established by Miss Sarah Eleanor Limer in memory of those from Warren County who lost their lives in military service. After Miss Limer's death in 1989, the scholarship was renamed in her memory. The scholarship is awarded annually to assist a qualified, deserving and needy student from Warren County. If a candidate from Warren County is not available, the scholarship may be awarded to any qualifying student.

The William D. Moon and Jane Moon Linsky Scholarship: Jane Moon Linsky, Class of 1943, established this scholarship as a surprise to her brother William D. Moon, Class of 1945, to provide financial assistance to deserving students. Their father, the late Isaac Dean Moon, taught at Louisburg College for 30 years.

The Louisburg College Endowment Fund Scholarship: Established in 2001 by the Felix Harvey Foundation, this scholarship is awarded to first year students with renewal for a second year if the students maintain satisfactory academic progress and demonstrates financial need.

The Manly Glenwood Mann, Sr. Scholarship: This scholarship was established in 1987 by the estate of Norma S. Mann to honor the memory of her husband, Manly Glenwood Mann, Sr.

The Blanche Hooper and Earl R. Meekins Scholarship: In honor and memory of Blanche Hooper Meekins, Class of 1921, and in memory of Earl R. Meekins, a United Methodist minister, Mary Meekins Beauchamp established this scholarship for students who demonstrate financial need and show seriousness of purpose. Renewal for the second year is automatic, provided the recipient has maintained satisfactory academic progress and continues to demonstrate financial need.

The Mercer Endowed Scholarship: This endowed scholarship was established in honor of the Reverend Dr. Charles H. Mercer, Class of 1938, and his wife, Florrie Smythe Mercer, to honor their ministry in the North Carolina Conference of the United Methodist Church. The scholarship provides financial assistance to qualified students enrolled in the Associate of Arts or Associate in Science program who plan to continue their education at a four-year college or university. Recipients must demonstrate academic purpose, leadership, integrity, strength of character, and seriousness of purpose in their educational goals.

The Merritt Honor Scholarship: This scholarship was established in 1981 by the late Miss Ruth Merritt, professor emeritus of English at Louisburg College. It is awarded to students of Christian character and participation, limited financial means, and high academic attainment.

The Ruth Merritt Scholarship: Ethel Merritt Hedrick established this scholarship in honor of her sister, the late Ruth Merritt, professor emeritus of English at Louisburg College. It is awarded to students of Christian character and participation, limited financial means, and high academic attainment.

The Herbert and Elsie Miller Scholarship: Because of their love for young people, with a sincere desire to serve some worthy cause, and to have their service continued beyond their span of years, the Reverend and Mrs. J. Herbert Miller established the Herbert and Elsie Miller Scholarship in 1970. The income from this scholarship fund is to be used to assist any worthy student from North Carolina. Preference is given to students from New Hanover and Perquimans counties.

The Vivian Proctor Mitchell Scholarship: Reverend Charles Maness Mitchell established this scholarship in 1994 to honor his wife, Vivian Proctor Mitchell. This scholarship is available to any student demonstrating financial need.

The Isaac Dean Moon Music Scholarship: Named in honor of Professor I.D. Moon, who taught at Louisburg College for 30 years, this scholarship is offered to talented men and women who are interested in singing or accompanying. It is not necessary that the student be a music major to receive funding. Singers in the Louisburg College Chorale receive first priority.

The Jack Russell Morris Scholarship: Established in 1993 in honor of Jack Russell Morris, this scholarship is awarded annually to students who demonstrate seriousness of purpose for their educational goals and a need for financial assistance. Preference is given to North Carolina residents.

The Bill and Hazel Bryant Mullen Memorial Scholarship: This scholarship was established in 1997 by the estate of Willie B. Mullen, friend of the college, to assist second year students who did not qualify for merit scholarships.

The Alston-Macon-Murphy Scholarship: Caroline Macon Murphy and W. Earle Murphy of Louisburg established this scholarship for the purpose of honoring their parents Pattie Alston Macon, George Wilson Macon, and Mr. and Mrs. W.E. Murphy. The recipient must declare an interest in the field of Christian service and must complete the second year at Louisburg College. If there are no students with intent to enter full-time Christian service, the scholarship may be awarded to a person with a demonstrated background of Christian service and leadership.

The John Jesse Myrick and Emma Brown Harris Myrick Memorial: Emma Myrick Rose of Henderson, NC, established this scholarship in memory of her parents. The scholarship supports deserving young people from Vance and Warren Counties. Any of the income from this fund not used by students from these two counties maybe used to aid other worthy students.

The News and Observer Scholarship: This scholarship was established by the Josephus Daniels Charitable Foundation. Recipients are academically above-average, well-rounded students who demonstrate financial need and reside in the general circulation area of the *News and Observer*.

The Pliny F. and Vivian Newton Memorial Scholarship: Established in 1995 by the estate of Pliny F. Newton, this scholarship is awarded to students inclined to enter a Christian education related field or for those who demonstrate financial need.

The J. Allen Norris, Sr. Scholarship: This scholarship was established in memory of J. Allen Norris, Sr. and Mary Johnson Norris, father and mother of former Louisburg College President J. Allen Norris, Jr., by relatives and friends. Mr. and Mrs. Norris, recognized and respected laypersons in the United Methodist Church, had a deep love and devotion for Louisburg College.

The Gary Ward Paul Memorial Scholarship: This scholarship was established in 1974 by Duffy L. Paul, Class of 1950, and Kathryn Ward Paul, Class of 1951, in memory of their son Gary Ward Paul of Raleigh. This scholarship is awarded annually to a student demonstrating need for financial assistance. Preference is given to students from Millbrook High School in Wake County.

The Reginald W. Ponder, Sr. Scholarship: This scholarship was established by St. Luke United Methodist Church in Sanford, NC, to honor the Reverend Dr. Reginald W. Ponder, who served as their pastor for many years. The Reverend Dr. Ponder served as president of Louisburg College from 2002-2007. This scholarship is awarded annually to students demonstrating seriousness of purpose and the need for financial assistance.

The Eloise Sorrell Robbins Music Scholarship: Eloise Sorrell Robbins established this scholarship for talented and worthy students to pay the tuition costs of piano, organ or voice instruction. The income from this scholarship may be used also in any phase of the music program for Louisburg College as the administration and music faculty determine.

The Will and Sarah Condon Rodgers Memorial Scholarship: Established in 1989 by the estate of Sarah Condon Rodgers, this scholarship provides up to two-thirds of the cost of tuition, fees, room and board. Candidates must meet established academic criteria, be nominated by the Admissions Committee, and show financial need. Preference is given to students from Wilson and Green Counties.

The Noah W. Sadler III Memorial Scholarship: This scholarship was established in 1982 as the 25th anniversary project of the Class of 1957. It is a memorial to Noah Sadler, who served as president of that class. The scholarship is to be awarded to North Carolina students demonstrating academic potential and financial need.

The Bessie A. Sanders Memorial Scholarship: Bessie A. Sanders of Raleigh established a fund in 1987 from the bequest of her sister, Norma S. Mann, for the purpose of providing scholarships to worthy students.

The Edenton Street UMC Men's Bible Class Scholarship: The Men's Bible Study Class of Edenton Street United Methodist Church in Raleigh established this scholarship to provide financial assistance to needy and worthy United Methodist students.

The James H. Semans Scholarship: This scholarship was established by Mary Duke Biddle T. Semans to honor her husband, Dr. James H. Semans, professor of urology at Duke University and former trustee of Louisburg College.

The Jean C. Sewall Scholarship: In support of education for students with learning disabilities, Ms. Sewall established this scholarship to be awarded to students enrolled in the Learning Partners program of Louisburg College.

The David Whitman Shearin Business Scholarship: In 1996, the Louisburg College Board of Trustees established this scholarship to honor D. Whitman Shearin. The scholarship is directed to support a second-year business student as selected by the business faculty.

The Ruth L. Simmons Memorial Scholarship: The estate of Ruth L. Simmons established this scholarship to be awarded to an academically deserving student who demonstrates financial need.

The Sanford District Scholarship: This scholarship was established by the Sanford District of the North Carolina Conference of The United Methodist Church under the leadership of former District Superintendent and Trustee the Reverend J. Thomas Smith.

The Grady and Mary Ruth Snyder Scholarship: Edwin B. Stewart, Class of 1950, and his wife established this scholarship in 1995 to honor his roommate, Professor Emeritus Grady Snyder and Grady's wife, Mary Ruth (Tootsie). The scholarship is directed to students with a minimum 2.0 GPA who are financially deserving and demonstrate academic potential.

The Mary Elizabeth Sorrell Memorial Scholarship: Elizabeth S. Thompson established this scholarship through the bequest of her estate to honor her late mother Mary Elizabeth Sorrell, Class of 1896.

The Elizabeth Christine Stallings and Norwood Branch Thomas Memorial Scholarship: Rosa Long Thomas of Henderson, an alumna and long-time friend of the College, established this scholarship in memory of her parents. The scholarship is awarded to a worthy student, preferably from Vance or Franklin County.

The Reverend M.O. Stephenson Memorial Scholarship: Upon his retirement as associate pastor at Edenton Street United Methodist Church, Rev. Stephenson was honored by church members who established a scholarship in his name. Preference is given to members of Edenton Street UMC or other United Methodist churches.

The Roger G. Taylor Scholarship: Roger G. Taylor, Class of 1968, established this scholarship to provide financial assistance for student athletes. Recipients are selected by the men's basketball coach and the director of financial aid on the basis of academic record, character, extracurricular activities, motivation, and financial need. Priority is given to rising sophomore members of the men's basketball team or other athletic teams.

The Rosa B. Taylor Memorial Scholarship: This scholarship was established by the bequest of Rosa B. Taylor to provide financial assistance to worthy students interested in United Methodist ministry or other religious work.

The Harry R. Tucker / R.A. Scholarship: This scholarship was established by a group of students from the late 1940s who wished to perpetuate the positive memories that had drawn them together during their years at Louisburg College.

The W. Blair Tucker Memorial Scholarship: Mrs. Blair Tucker established this scholarship in 1981 in memory of her late husband, a prominent agribusiness leader in Franklin County for many years. The scholarship is awarded to students who demonstrate good scholastic achievement, character, seriousness of purpose, and financial need.

The Rose Vickery Scholarship: Mr. B. K. Vickrey established this scholarship in 1998 in appreciation for Rose's selfless contribution to teaching students with learning disabilities. The scholarship is directed to a student enrolled in the Learning Partners program who demonstrates financial need and a desire for a college education.

The Mattie Brewer Walston Scholarship: Mr. and Mrs. Oliver E. Brewer established this scholarship in 1986 to honor their aunt, Mattie Brewer Walston, a graduate of Louisburg College. Preference is given to students from Townsville, NC, members of Tabernacle United Methodist Church in Townsville, or students from Vance County. In the event that there is no student who satisfies these preferences, the award will be granted on the basis of financial need and seriousness of purpose.

The Lillian Beasley Watson Memorial Scholarship: This scholarship was established in 1985 by T. Max Watson in memory of his wife Lillian Beasley Watson, Class of 1918.

The Miss George Wilcox Memorial Scholarship: Anne Wilcox established this scholarship in 1984 to honor her sister, George Wilcox. This scholarship gives preference to students from Craven and Caldwell counties.

The Lucy Wilson Memorial Scholarship: Wishing to honor his sister, Lucy Wilson, Class of 1930, Mr. Sam Wilson and his wife established this scholarship to assist students demonstrating financial need and seriousness of purpose.

The Floyd J. Wingfield Scholarship: The scholarship is awarded by the men's basketball coach and the director of financial aid on the basis of academic record, character, extracurricular activities, motivation, and financial need. Priority is given to rising second-year members of the men's basketball team or other athletic team.

The Jones Harrison Winston, Sr. Scholarship: This scholarship was established in 1994 by Violet I. Winston to honor her husband. The scholarship is awarded to a financially deserving student from Franklin County, North Carolina.

The H.W. Tang International Scholarship: Established in 2011, this endowed scholarship will be awarded to a deserving international student. Priority will be given to a student from Asia and, if possible, from southeastern Asia.

New Scholarships & Grants for 2013

Anne Fleming Coghill Scholarship: This scholarship was established with a gift from Anne Coghill in memory of Roger Kerr Fleming and in honor of their son Jeffrey Kerr Fleming, Class of 1984. Preference will be given to deserving students from either Vance or Franklin Counties who exhibit an interest in agriculture as a career. First preference will be afforded to students from Vance County.

The Richard P. and Etta A. Butler Memorial Scholarship: Established through a memorial bequest in 2012, this scholarship will be awarded to incoming freshman students based on need and/or merit. Preference will be given to applicants who are members of Trinity United Methodist Church of Defiance, Ohio, or Creedmoor United Methodist Church, Creedmoor, North Carolina, or who have resided at the Masonic Home for Children at Oxford, Oxford, North Carolina.

The Dr. Thomas J. Aurand Scholarship: Established in 2012 by Dr. and Mrs. Aurand in honor of their son Thomas, a graduate of Louisburg College, Class of 1970, this scholarship is awarded to incoming freshman students possessing a physical handicap and who have a minimum 3.0 grade point average. If the above criteria cannot be met, the scholarship will be awarded to deserving students from North Carolina possessing a minimum 3.0 grade point average.

J. Enid Drake Endowed Scholarship for Men's Basketball: This endowed scholarship was established by family and friends of Coach Drake in 2010. The scholarship is used to support a rising sophomore of the men's basketball team who is in good academic standing and planning to graduate at the end of the sophomore year.

Mary Eleanor Bethea Scholarship: Established as a bequest by Dr. Bethea, this scholarship is awarded in preference as follows: first consideration is given to a student from Fifth Avenue United Methodist Church, Wilmington, North Carolina; second consideration is given to a student within the United Methodist Church; and special consideration is given to students who demonstrate financial need and who plan to enter full-time church work within the United Methodist church.

Dr. John C. Lemay '54 Memorial Scholarship: Established in 2011, this scholarship is awarded to a rising sophomore from either Vance or Granville County who has maintained a 3.0 grade point average. Preference is given to a student planning to pursue a career in veterinary medicine. If no such student is identified, the scholarship is awarded to a student planning to pursue a career in a health profession.

The Ruth Cooke Scholarship: This scholarship was established as a gift to support female students requiring financial assistance to attend Louisburg College. Preference is given to students planning a career in a medical or health-related field.

The Jerry B. and Betty Wood Scholarship: This endowed scholarship was established by Jerry B. Wood III. Priority is given to a student from Chatham County, North Carolina. However, if no student enrolls from Chatham County, preference is given to a student from eastern North Carolina.

Admission to the College

Louisburg College welcomes students with the academic preparation and motivation to successfully complete a college degree program. Both first year and transfer applicants will be required to take placement tests and will be placed in courses according to test results.

Students who do not fully meet admissions requirements but show potential for success at the College maybe offered conditional admission. Conditionally admitted students may be required to register for specified courses and/or successfully complete coursework during the summer prior to their enrollment at the College.

Prospective students may contact the Office of Admissions by telephone (800) 775-0208 or (919) 496-2521. The Admissions Office may also be reached by e-mail at admissions@louisburg.edu or by fax at (919)496-1788.

Admissions Requirements

Freshman Applicants

United States residents who have not previously attended college are required to submit a completed application for admission, an application fee of \$25.00, official transcripts from all high schools attended, and SAT or ACT scores. High school graduates who are in good standing are considered academically eligible for admission provided they have a cumulative grade point average of 2.00 or higher on a 4.00 scale (C average or better), and a composite score of 800 or higher on the SAT examination (17 or higher on the ACT). Applicants who do not meet these requirements will be considered for admission on a conditional basis by the Admissions Committee.

Although not required, we strongly recommend that students preparing for admission to Louisburg complete the following high school courses:

<u>Course</u>	<u>Instructional Emphasis</u>
English (4)	In English , four course units emphasizing grammar, composition, and literature;
Mathematics (3)	In mathematics , three course units including Algebra I, Algebra II, and geometry , or a higher level mathematics course for which Algebra II is a prerequisite;
Science (3)	In science , three course units including: - at least one unit in a life or biological science (for example, biology) - at least one unit in a physical science (for example, physical science, chemistry, physics), and - at least one laboratory course;
Social Studies (3)	In social studies , two course units including one unit in U.S. History ; and
Foreign Language (2)	In foreign language, two courses in one language.

Transfer Applicants

An applicant who wishes to transfer from another post-secondary institution must meet the College's general admissions requirements, provide official transcripts from all high schools and all postsecondary institutions previously attended, and should be eligible to return to the post-secondary institution from which transfer is sought. Transfer applicants must also provide a dean's evaluation form completed by the last institution attended.

Up to 32 semester hours of transfer or examination credit can be granted toward a Louisburg College degree. Credits will be accepted only for classes in which a grade of "C" or higher was received from regionally accredited institutions. Transfer credit for CLEP, advanced placement, and/or DAN TES will be evaluated according to the

College's established policies if such credit appears on official transcripts as credit previously earned. The final decision on the acceptability of such credit is reserved by the College.

Transfer applicants shall be admitted in good standing provided all requirements have been met and they have attained a minimum Grade Point Average (GPA) required of Louisburg College students. Applicants with less than the minimum GPA will be considered for conditional admission.

For additional information concerning the transfer of academic credit, students may obtain a copy of "Standards and Procedures for Transfer of Academic Credit" from the Registrar's Office.

Non-accredited institutions: Credits from established four- or two-year national or international institutions not accredited by regional or national accrediting agencies will be evaluated on a case-by-case basis.

Re-admission of Former Students

Students who discontinued attendance at Louisburg College for one semester or more, not including the summer term, must apply for readmission. If they have attended another institution during the interim, they must have official transcripts mailed directly to the Admissions Office.

Former students in good academic and social standing may be admitted upon submission of the appropriate forms and review by the Admissions Committee. Students not in good academic and/or social standing must petition the Admissions Committee for readmission. The petition must be sent to the Office of Admissions and must show good cause why such readmission should be permitted. Students suspended for academic reasons may petition for readmission after remaining out of school for at least one semester. The summer term does not count towards meeting this suspension requirement.

The record of students who have been readmitted in full-time status or have completed 12 semester hours as a part-time student at Louisburg College after an absence of four or more consecutive semesters will be evaluated as follows: only grades of D or better earned in previous enrollments will be combined with all grades earned after readmission to compute graduation eligibility.

Post-Graduate Enrollment

Students desiring to continue enrollment after completion of graduation requirements must apply for readmission and be accepted by the Admissions Committee.

Additional Admissions Requirements

Applicants are encouraged to apply early. Applicants for fall semester should apply by August 1; applicants for spring semester should apply by December 1; and applicants for the summer term should apply by May 15.

An applicant's file is not complete until all aforementioned documents have been submitted and

- For freshman applicants, a final high school transcript showing graduation date.
- For transfer applicants, official transcripts from each post-secondary institution attended.
- For readmission candidates, official transcripts from all post-secondary institutions attended since leaving Louisburg.
- For GED applicants, official copies of the GED scores.

The College reserves the right to admit or deny admission to any applicant based upon the College's established policies and standards.

Enrollment Deposit

First-time students who have been approved for admission to Louisburg College are required to send in an advanced deposit of \$150.00 for commuting students and \$200.00 for residential students to complete the admissions procedure. The tuition deposit is nonrefundable after May 1. Prompt submission of the deposit is to the student's advantage since freshman housing and class registration priorities are established by using the date of receipt of the deposit. Space in the freshman class is reserved by payment of this deposit. This enrollment deposit should be submitted to the college as soon as the student has been accepted and has decided to attend Louisburg College.

Space reservations and other priority considerations are good only until the due date of the Business Office's statement of semester fees. If financial settlement has not been made with the Business Office by the due date shown on the statement, the College reserves the right to grant another student the space in the class.

Medical Records

Each prospective student must return a questionnaire concerning his or her health history prior to enrollment. Records of medical examinations will be consulted when questions arise concerning the amount of curricular and extracurricular work and physical activity the student can undertake. North Carolina General Statute 130A-155.1 states that no person shall attend a college or university, excluding students attending night classes only, or students matriculating in off-campus courses, or students taking a course load of four credit hours or less and residing off campus, unless a certificate of immunization against diphtheria, tetanus, whooping cough, poliomyelitis, red measles (rubeola) and rubella is presented to the college or university on or before the first day of matriculation. The Louisburg College student health questionnaire provides students with a convenient method of certifying their immunization history. Failure to file the required certification of immunization will result in the student being withdrawn from classes. Students will receive no credit or grades for their courses. There will be no refunds.

Special Admissions Programs

Louisburg College, in cooperation with local high schools, offers joint enrollment and early admission for students who have completed the junior year of high school. These programs are designed to encourage students who have demonstrated outstanding academic potential to enter the College and begin college-level work prior to completing requirements for high school graduation.

The College grants full credit for college level courses completed under these programs, but high school officials may or may not accept the credits to meet high school graduation requirements. Students should consult their principal and/or counselor to determine the courses which satisfy those requirements.

Students who consider applying for either of these programs should take the SAT or ACT during their junior year in high school. Students planning to enroll during the summer term immediately following completion of the junior year should submit a transcript showing work completed through the first semester of the junior year. A supplementary transcript showing their balance of high school coursework should be submitted at the end of the term.

Applications will be considered on an individual basis, and a personal interview may be required. Applicants may obtain application materials and additional information from their high school counselor or from the Office of Admissions. Specific requirements for admission are discussed below.

Joint Enrollment

This program is designed for students who have completed their junior year of high school and who, in the opinion of their high school principal or counselor, have the aptitude and maturity to be concurrently enrolled in high school and college.

Applicants to this program must meet the following minimum requirements:

1. Follow the same procedures as freshman applicants. "Joint Enrollment" should be written across the top of the application form.
2. Be recommended by their high school principal or counselor. The principal or counselor recommending the student should submit appropriate course recommendations to the Office of Admissions and a copy of the student's high school transcript.
3. Have a 3.00 average on academic work completed through the junior year and achieve a combined verbal and quantitative score of 950 on the SAT or composite score of 19 on the ACT with a verbal score of not less than 480 and eligibility for college-level mathematics courses.
4. Secure written parental/guardian consent to participate in the program.
5. Be on track to complete the college preparatory curriculum as outlined earlier in the admissions requirements.

Early Admissions

This program is designed for qualified students who, based upon the combined judgments of high school and Louisburg College officials, have demonstrated a level of academic maturity which would enable them to pursue a full-time course of study at Louisburg College following the completion of their junior year of high school.

Applicants to this program must meet the following minimum requirements:

1. Follow the same procedures as freshman applicants. "Early Admission Program" should be written across the top of the application form.
2. Be recommended by their high school principal or counselor. If the applicants' high school will allow credit earned in this program to be accepted toward fulfillment of graduation requirements, the students should consult with their principal and/or counselor to determine the courses in which they should enroll to satisfy those requirements. The principal or counselor recommending the student should submit a copy of the course recommendations and the students' high school transcript to the Office of Admissions.
3. Have a 3.00 average on academic coursework completed through the junior year and a combined verbal and quantitative score of 850 on the SAT or a composite score of 19 on the ACT with a verbal score of not less than 400.
4. Secure written parental/guardian consent to participate in the program.
5. Be on track to complete the college preparatory curriculum as outlined earlier in the admissions requirements.

International Students

Louisburg College welcomes qualified students from around the world. International students may obtain and submit applications online or by postal mail. In addition to the completed application, international students are required to provide official transcripts from all secondary schools, colleges, and universities attended. International students are also required to submit a statement of support and bank statements from the individual that will be responsible for the student's bill. If transcripts are in a language other than English, certified English translations must be attached.

Evaluation of international students is on an individual basis. International students must also submit proof of English proficiency as demonstrated by a score of at least 500 on the Test of English as a Foreign Language (TOEFL), a score of at least 5.5 on the International English Language Testing System (IELTS), a composite score of 800 or higher on the SAT examination (17 or higher on the ACT), successful completion of an intensive English language program, and/or graduation from a secondary school in which English is the primary language of instruction.

The College sends letters of admission and I-20 forms by first class mail.

International students are required to submit payment for a full semester of study prior to arriving at Louisburg College. This payment may be made by cash, MasterCard, Visa or through a wire transfer of funds. For wire transfers, please contact First Citizens Bank.

Learning Partners

Learning Partners is a fee-based academic coaching and strategy-based learning support program for college students with learning disabilities and attention deficit/hyperactivity disorder. Students meet with learning specialists for focused academic interventions designed to promote self-reliance and life-long learning skills.

Admission Requirements*

1. Secure admittance to Louisburg College.
2. Complete the application for Louisburg College Learning Partners.
3. Submit current documentation (within the past 3 years) of a learning disability and/or attention deficit /hyperactivity disorder diagnosis that reveals an *average to superior intelligence quotient*.
4. Submit two teacher evaluation forms (supplied in the application packet) that address academic strengths and areas of concern as well as commitment to learning.
5. Furnish a copy of the most recent IEP (if applicable).
6. Submit a copy of the high school transcript.
7. Complete a personal statement.

Students who meet basic program criteria, as demonstrated by their completed documentation, will be invited to an on-campus interview to discuss program goals and expectations as well as other issues that may need to be addressed. Students will be notified by way of letter on the admission decision.

*Note: Students are encouraged to begin their application process to the Learning Partners Program at the same time as their application to Louisburg College. Application packets may be obtained from the Office of Learning Support and Disability Services or through the Office of Admissions.

Nondiscrimination Policy

Louisburg College is committed to the equal opportunity of education and employment and does not discriminate against students, employees, or applicants on the basis of race, color, religion, sex, sexual orientation or sexual preference, national origin, age, or disability. Moreover, the College does not discriminate in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by applicable Federal laws and regulations.

Louisburg College supports the protection available to members of its community under all applicable Federal laws, including Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1990, Title IX of the Educational Amendments of 1972, and Title VI and Title VII of the Civil Rights Act of 1964. Any student, employee, or applicant who has a complaint or grievance should contact the chief academic officer, 501 North Main Street, Louisburg College, Louisburg, North Carolina 27549 (919) 496-2521, ext. 3201.

Sexual Harassment

Sexual harassment is a form of misconduct that fundamentally compromises the integrity of human relationships, affects morale and performance, and threatens an individual's sense of security and well-being. Louisburg College is committed to creating and maintaining a harassment-free environment, and it has stringent policies and procedures relative to sexual harassment. These policies and procedures may be found in the College's *Employee Handbook*, *Faculty Handbook*, and *Student Handbook*.

Students with Disabilities

Louisburg College does not discriminate against qualified students with disabilities. It is the student's responsibility to request such accommodations and to provide current medical or diagnostic documentation with a clear statement of the disability and recommended accommodations from a qualified professional. Students may be required to be reevaluated if the documentation is older than three years or if the requested accommodation is not recommended in the documentation.

Students should contact the Office of Learning Services, at 501 N. Main Street, Louisburg College, Louisburg, North Carolina 27549, or (919) 496-2521. Students desiring extra, fee-based disability services should see Louisburg Learning Partners Program described previously in this catalog.

Expenses and Financial Aid

Cost of Education

Louisburg College is a nonprofit institution. Its goal is to give ambitious and purposeful students the opportunity to obtain two years of college education. Through the years, thousands of friends have donated the resources of the College in land, buildings, equipment, operational expenses, and endowment. The faculty/staff have given devoted service to the institution in pursuit of the goal. College personnel understand the challenges facing higher education today. One of those challenges is the increase in costs associated with post-secondary education. For this reason, the College strives to keep expenses low for those who wish to attend Louisburg. The College reserves the right to revise the charges whenever conditions demand such revision.

Louisburg offers a variety of financial aid programs to assist students who are not able to afford the full cost of education at the College. Students who feel that they may need assistance are encouraged to apply for financial aid. It is the hope of the College that no qualified student will be unable to attend due to financial limitations. Read through the following sections for full details on the aid programs offered.

Regular charges for tuition, fees, room, and board for the current academic year can be obtained from the Business Office. Some of the courses offered by Louisburg College include charges for workbooks and other needs. In addition to these costs, students will incur expenses for supplies, transportation, and personal items. The Financial Aid Office at Louisburg College estimates these added costs annually and uses its estimates in determining eligibility for need-based assistance. The cost of textbooks is included in the regular charges.

Costs for transportation and personal expenses vary from student to student. For information on these variable costs, including the estimates used in determining eligibility for financial assistance, contact the director of financial aid.

Payment Plans and Financial Arrangements

One Payment Per Semester

All charges for each semester are due before the beginning of the semester on the dates indicated:

Fall Semester	August 1
Spring Semester	December 15

Monthly Payments

Monthly payment plans are set up through CFNC. You can enroll online at https://www.cfnc.org/site/onlineapps/cfipaymentplan/cfipaymentplan_start.jsp or by calling 1 (866) 866-2362 (CFNC). You can set up payment by semester or for the whole academic year.

The following worksheet should assist you in determining a payment plan:

- A. \$ _____ Charges for the Academic Year (Multiply the fall semester charges by 2)
- B. \$ _____ Financial Aid for the Academic Year (Multiply the fall financial aid by 2)
- C. \$ _____ Total Due (Subtract the amount on Line B from the amount on Line A)
- D. \$ _____ Monthly Payments (Divide the amount on Line C by 10)

Delinquent Payment Notice

The use of a payment plan does not diminish the obligation of the student to pay all net charges for the current semester of enrollment. It is the policy of Louisburg College that all transcripts and diplomas will not be released until the balance due on the student account has been paid. Louisburg College reserves the right to assess penalty and interest charges on payments made after the due date. Failure to meet financial obligations to the College by the date payment is required may result in the assessment of penalty and interest charges to the student. Continued delinquency may result in the account being placed with a collection firm. In such event, students may be liable for interest charges up to sixteen percent (16%) and late charges, attorneys' fees, etc. of up to four percent (4%) of the unpaid balance.

Refund Policy

Students terminating their enrollment at Louisburg College, for any reason, are expected to withdraw officially from the College. An official withdrawal form is obtained from the Admissions Office. If a student fails to complete an official withdrawal form, no guarantee of refund will be made, and the College shall not refund any deposit. A \$100.00 administrative fee will be charged to all withdrawing students.

For students officially withdrawing from the College, the refunding of tuition, fees, and board will be on a pro-rata basis before the 60% point in the term. Once classes of the new term have begun, the refund calculation for withdrawals is based on tuition charges, board charges, and student fees (excluding any fees for insurance, course charges, or charges for supplies or books). There is no refund of tuition, fees and board after the 60% point in the term, and there is no refund of room charges after the beginning of classes of the term. In the event an applicant has prepaid a semester's expenses at Louisburg College and is subsequently found to be academically ineligible to attend, such applicant will be entitled to a full refund.

<u>Last Date of Class Attendance</u>	<u>% Tuition/Board Refunded</u>
Prior to 1st day of term	100%
During 1 through 60% of term	pro-rata%

After 60% point of term

0%

For students who receive federal aid and withdraw before the 60% point in the semester, financial aid funds will be returned to the federal aid programs based on a ratio of the number of calendar days attended in the semester to the total number of calendar days in the semester or summer school term. The documented last date of attendance will be used to determine any amount refundable to federal, state, and institutional financial programs. Funds will be returned in the following order: Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Perkins Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG) and any other Title IV funds. For North Carolina students, program refunds will be made according to state regulations. All scholarships received from outside sources will be retained by the College unless otherwise restricted. Any institutional aid will also be refunded back to the college on a pro-rata basis. If a student attends classes past the 60%point in a given semester, no federal, state, private, or institutional program refunds will be made. Please contact the Office of Financial Aid for a full, detailed description of the financial aid refund policy, including all aid funds/programs.

Financial Aid: General Eligibility Requirements

Louisburg College believes that all students should have the opportunity to attend the college of their choice, regardless of financial circumstances. A student and his/her family have the primary obligation for financing the student's education; however, financial aid is available to all students who need help in paying college costs. This section gives general information regarding aid programs at the college. Any request for additional information should be directed to the Office of Financial Aid.

Eligibility for most financial aid programs is determined by information provided by the student in a **Free Application for Federal Student Aid (FAFSA)**. Students may complete the FAFSA electronically at www.fafsa.gov. The Title IV code for Louisburg College is **002943**. The FAFSA calculates how much the family is expected to contribute toward the cost of college. The difference between what the family can contribute and the cost of education is the student's need. Based on the information provided from the FAFSA, Louisburg College awards funds to help meet the financial needs of its students.

In addition to completing the FAFSA, other requirements may be necessary in order to receive aid from other sources. These requirements generally include, but are not limited to, enrollment in good standing in a program of study leading to a degree or teaching certificate, enrollment in a minimum number of hours each semester, and maintenance of satisfactory academic progress. Students receiving federal, state and/or institutional financial aid must be enrolled in 12 or more Louisburg College credit hours to be considered full-time for financial aid purposes.

Satisfactory Academic Progress

Institutions participating in the Title IV Federal Student Aid programs are required by the U.S. Department of Education to establish institutional policies that define satisfactory academic progress. All students who receive federal or institutional financial assistance at Louisburg College are expected to maintain satisfactory progress toward completion of their programs of study in a reasonable period of time.

The following policy has been approved by the Louisburg College Office of Financial Aid Committee. Students are considered to be making satisfactory academic progress if they:

1. Are admitted and enrolled as degree-seeking;
2. Meet the college standards for continued enrollment as specified in the academic section of this catalog;
3. Complete requirements for a degree within a reasonable length of time based on the total number of semesters of full-time enrollment(see chart below);

4. Earn no fewer than the specified hours of undergraduate semester hours per academic year (includes fall, spring and summer terms). Classification as full-time, three-quarter-time or half-time is determined at the end of the 100% refund period each semester, which is the last day of registration. Therefore, withdrawing from courses at any time after the last day of registration and not earning the required number of hours fails to meet satisfactory academic progress requirements.

The chart below represents the minimum requirements (cumulative hours earned and grade point average) that students must meet in order to maintain satisfactory academic progress for receiving financial assistance.

Semester	1	2	3	4	5
Cumulative Hours Earned	6	20	27	39	50
Grade Point Average	1.50	1.70	1.85	2.00	2.00

If a student's ability to meet these standards was affected by extenuating circumstances, he or she may appeal this determination. This is done in writing and submitted to the Office of Financial Aid Committee for review. The committee's decision is final and cannot be further challenged. Students not meeting these standards at the end of the spring term may attend summer school at their own expense to make up deficit hours and/or improve their grade point average.

Grants and Scholarships

Federal Grants

Federal Pell Grant (Pell): Pell is usually awarded to undergraduate students. The maximum amount can change each award year and depends on program funding. The amount you will receive will depend on your need as determined by the results of your FAFSA. The Federal Pell Grant does not have to be repaid.

Federal Supplemental Educational Opportunity Grant (FSEOG): FSEOG is for undergraduates with exceptional financial need. The maximum amount will depend on the school's funding. Students with the lowest expected family contribution (EFC) will be considered first. FSEOG does not have to be repaid.

State Grants for North Carolina Residents

North Carolina Need Based Scholarship (NBS): NBS is available for North Carolina residents who choose to attend a private college/university in North Carolina. The value per grant will vary according to information that is generated from the FAFSA.

Louisburg College Grants

Louisburg College Contribution: Students who are registered for and maintain a minimum load of twelve (12) semester hours and have financial need as determined by the FAFSA are eligible for this grant in aid. Students are eligible for renewal in their second year provided satisfactory academic progress is maintained.

Sibling Award: Grants of \$1000.00 per year are awarded to siblings who are simultaneously enrolled as full-time students in a given semester.

Academic Scholarships

Academic scholarships are awarded annually to incoming freshman based upon academic promise, leadership, and character. There are several classifications of academic awards offered by Louisburg College. See the list below for scholarships and requirements:

Great Futures Scholarship: Scholarships of \$1,600.00 are awarded annually to students based on GPA and SAT scores. Students may receive this award if they do not receive an academic scholarship of greater value. The Great Futures Scholarship is renewable for the second year provided the recipient maintains an overall grade point average of at least 2.2.

Faculty Awards: Scholarships of \$3,100.00 are awarded annually to students based on GPA and SAT scores. Faculty scholarships are renewable for the second year provided the recipient maintains an overall grade point average of at least 2.4.

Trustee Awards: Scholarships of \$5,200.00 are awarded annually to incoming students based on GPA and SAT scores. Trustee scholarships are renewable for the second year provided the recipient maintains an overall grade point average of at least 2.65.

Presidential Awards: Scholarships of \$7,400.00 are awarded annually to incoming students based on GPA and SAT scores. Presidential scholarships are renewable for the second year provided the recipient maintains an overall grade point average of at least 3.0.

Note: Should a recipient of the academic scholarships be eligible for other forms of Louisburg College financial aid (e.g., employee tuition waiver), the program offering the higher amount of aid will be the one received by the student. Merit scholarships for Franklin County Grant recipients will be reduced proportionally, depending on amount of scholarship award.

Loan Programs

Federal Perkins Loan: The Federal Perkins Loan is a low interest loan for students with exceptional financial need as determined by the results of the FAFSA. Students must repay these loans to the school.

Federal Direct Loan: The Federal Direct Loan is made up of two types of loans – subsidized and unsubsidized. A subsidized loan is awarded on the basis of financial need. If a student is eligible for a subsidized loan, the government will pay (subsidize) the interest on the loan while the student is in school, for the six months after the student leaves school, and if the student qualifies to have payments deferred. The federal government does not pay the interest on unsubsidized loan. Eligibility is determined by enrollment status and the results of FAFSA, and cannot exceed annual or aggregate loan limits.

Parent Federal Direct Loan: This loan allows parents to borrow up to the cost of education less other aid received each year without regard to income. A credit check is required of all parent borrowers. Repayment of principal and interest begins 60 days after the first disbursement.

Alternative Loans: In addition to the loans listed above, there are other loans available to students and their families. Need is not a factor in determining eligibility for these non-need-based private loans; however there are credit check requirements, credit/income analysis, and co-borrower (cosigner) requirements usually associated with these loans. Please contact the Office of Financial Aid for further information.

Federal Work Study Program

Federal Work Study Program (FWS): The Federal Work Study Program provides part-time jobs for students with financial need, allowing them to earn money to help pay education expenses. Work guidelines are provided to students with an assignment letter generated by the Office of Financial Aid.

Veterans

Louisburg College is approved to provide education under Provisions of Chapter 34, Title 38, U.S. Code, G.I. Bill effective June 1966; Chapter 36, Title 38, U.S. Code, the children of deceased or disabled veterans; Public Law 894, for disabled veterans; Public Law 94-502, and Public Law 93-508. Many veterans are eligible for financial support to attend college. Before communicating with Louisburg College about benefits under this program, the prospective recipient should complete all requirements at the regional Veterans Administration Office. Generally, children of deceased veterans and veterans with total and permanent disabilities are eligible for financial benefits to attend college when the parent's death or disability resulted from service in the Armed Forces. The Office of Financial Aid assists with these requests.

For further information, write the Veterans Administration Regional Office, 251 North Main Street, Winston-Salem, N.C. 27102. Information may also be obtained from the North Carolina Department of Veterans' Affairs, P.O. Drawer 27611, Raleigh, N.C. Students receiving benefits from the Veterans Administration are allowed two semesters to remove probationary status, after which benefits are terminated. Veterans who are terminated for unsatisfactory progress must go through college readmission counseling before they can be recertified for education benefits. Academic and conduct requirements and regulations apply equally to all students, veterans and non-veterans alike. Records of progress are kept by this institution on all students, veterans and non-veterans alike. Progress records are furnished to all students at the end of each scheduled school term.

Veterans may be eligible to receive academic credit for military service or training. Louisburg College uses the American Council on Education guidelines to determine credit to be awarded for military schooling. For more information, contact the Office of the Registrar.

Financial Aid Program Refund Policy

Students who receive federal aid and withdraw before the 60% point in the semester may have financial aid funds returned to the federal aid programs. If a student attends through the 60% point in a given semester, no federal, state, or institutional program refunds will be made. The amounts returned are based on a ratio of the number of calendar days attended in the semester to the total number of calendar days in the semester or summer school term. The documented last date of attendance will be used to determine any amount refundable to federal, state, and institutional financial programs. Funds will be returned in the following order: Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Perkins Loan, Parent Federal Direct Loan, Federal Pell Grant and any other Title IV funds. For North Carolina students, program refunds will be made according to state regulations, which can be found at www.ncseaa.edu. All scholarships received from outside sources will be retained by the college unless otherwise restricted. Institutional aid will also be refunded back to the college on a pro-rata basis. Please contact the Office of Financial Aid for a detailed description of the financial aid refund policy.

Student Life

Introduction

Louisburg College strives for the total growth and development of each individual. Much of that growth occurs outside the classroom in social, religious, and physical activities. The Student Life Office staff is committed to

putting students first. The activities and programs are planned with the goal of providing opportunities for student success. Students are encouraged to become involved as contributing members of the college community.

Students are expected to support the policies and regulations as stated in the catalog and the student handbook, and, by enrolling, each student agrees to follow these policies.

The student life staff provides leadership in planning a balanced program for resident and commuter students. These extra-curricular activities include a variety of campus organizations, religious life, cultural events, intramurals, and athletics.

Student Organizations

Throughout the years the list of organizations has changed based on student interest and participation. Students are encouraged to form new clubs and plan events by working with the student life staff. The Student Activities Office and faculty advisors are eager to assist students with forming organizations and interest groups.

Hurricane Productions (HP): HP plans and facilitates various campus events and intramural programs. Students are encouraged to participate in the HP to offer input and suggestions regarding campus activities. Through HP, students have an opportunity to be involved at all levels of campus events, including planning, advertisement, facilitation, and evaluation. This group is advised by a member of the Student Life Office staff.

Christian Life Council: A non-sectarian group, the Christian Life Council coordinates campus religious activities and certain service projects in which students are involved. Open to all students, this group meets frequently for fellowship and study. It sponsors Bible study groups and discussions of timely topics as well as other religious services. Among its long-standing service projects are visits of the American Red Cross Bloodmobile and disaster relief efforts.

Commuters Organization: This club provides a support network for commuting students. It serves as a social networking opportunity as well as a forum to address needs germane to commuters. One member of the Commuters Organization also serves as a voting member of the Student Government Association Student Council, and all commuters are eligible to hold office in either the Executive or Student Council.

Phi Beta Lambda (PBL): Phi Beta Lambda is the largest and oldest student organization in the world. Its mission is to bring business and education together in a positive working relationship through innovative leadership and career development. Multiple activities are designed for developing leadership, communication, and team skills. Ample opportunities are available for networking with other members and business professionals. Meetings are bi-monthly with weekly meetings as members prepare for the annual state competition. Winners at the state competition qualify to compete at the national level.

Phi Theta Kappa: Phi Theta Kappa is an international junior college scholarship-character fraternity, corresponding to Phi Theta Kappa in four-year institutions. The Gamma Upsilon Chapter of Phi Theta Kappa was chartered and organized at Louisburg College in December 1938. Membership is presently open to freshman with a minimum grade point average of 3.50 who have earned at least 12 hours of coursework that may be applied to an associate's degree and to sophomores with a minimum grade point average of 3.30. Continued membership is contingent upon students maintaining a 3.00 grade point average. Good moral character and recognized qualities of citizenship are also emphasized for membership.

International Club: This club provides a support network for international students and is open to all students regardless of national origin. Its purpose is to provide a social group as well as address issues germane to international students.

Students Against Destructive Decisions (SADD): SADD provides students with the best prevention tools possible to deal with the issues of underage drinking, other drug use, impaired driving and other destructive decisions.

Sigma Alpha Pi (SAP): SAP is the National Society for Leadership and Success.

Student Ambassadors: Student Ambassadors is an organization comprised of students who have shown leadership potential both in and out of the classroom. It is a prestigious organization whose members are specifically chosen based on character and academic excellence. The ambassadors, who act as tour guides and event coordinators, each play an important part in representing Louisburg College and impacting its future. Additionally, Student Ambassadors sometimes make presentations to schools, organizations, and other groups. They also assist the Admissions Office staff in their recruiting efforts by performing various office tasks. This organization does volunteer work but has a large social component as well. Members gain valuable skills, experience, and networks that can benefit them now and in years to come.

Student Government Association (SGA): Each Louisburg College student is a member of the SGA and is represented through its officers: president, executive vice president, vice president for community issues, vice president for community development, vice president for student activities, and the director of communications. The purpose of the SGA is to maintain harmony within the student body and to serve as the liaison between the student body and the College administration. Additionally, the SGA is the organizing agency for the Dining Committee, the Elections Committee, and the Judicial Committee. Students are encouraged to be an active participant in Student Government, whether through membership in the Executive and Student Councils or by attending weekly meetings. The legislative arm of SGA is the Student Senate, which is comprised of ten freshmen and ten sophomore senators.

Ultimate Frisbee Club: This club welcomes all students to play ultimate Frisbee. This is a club designed to teach the basic skills and rules of ultimate Frisbee while building friendships and social connections in an informal athletic setting. The club will play pick-up games with all students welcome to join regardless of experience and will have the option to go play against some other "club" teams down in Raleigh.

Joel Porter Counseling Center

Students' time at Louisburg College will parallel a significant period of transition in their lives. Transition can be exciting but also requires adjustment, which can sometimes be difficult. The issues which arise during this time may occasionally be overwhelming or the challenges too great to be met successfully without some assistance. The Counseling Center can assist students in making better decisions, effectively managing those difficulties, improving personal skills, overcoming barriers to personal effectiveness, developing increased confidence, and acquiring keener awareness and appreciation of personal needs and the needs of others. The Joel Porter Counseling Center also encourages and enjoys hearing about student success. Students may drop in any time just to say, "Hi," share a bright moment, or discuss something personal. Counseling at Louisburg College is provided at no charge.

All sessions are confidential, and counseling records are NEVER included in any academic or career file. Only designated staff members have access and keys to client files, which are kept locked in the Counseling Center Office. Under nearly all circumstances, faculty, staff, and administrative offices at Louisburg College do not have access to any information regarding student counseling. A few exceptions exist, and are explained in subsequent paragraphs.

Release of information regarding counseling may be done at the student's request to the people the student designates. The student will sign a consent to release form, and indicate what he or she wants and doesn't want released and to whom.

State and federal laws and/or professional ethics place some limits on confidentiality and may require the student's information to be released. Information may be released without a student's permission if a student state she or she seriously intends to harm himself, herself, or another person(s), if the student reports or describes abuse, neglect, or sexual abuse of children or vulnerable adults, or if subpoenaed by a court.

Religious Life

Louisburg College, as an educational institution affiliated with The United Methodist Church, seeks to continue the tradition initiated by the denomination's founder, John Wesley, of "uniting knowledge with vital piety." Without attempting to impose narrowly restrictive rules of conduct or sectarian theological norms upon either faculty or students, the College strives to create and maintain on its campus a broadly Christian atmosphere within which optimum intellectual and spiritual growth can take place. For the promotion and cultivation of spiritual growth, the College offers a variety of opportunities for worship and service through the Christian Life Council (see description under "Student Organizations") and under the direction of the chaplain, whose office is located in the Clifton L. Benson Chapel and Religious Life Center.

Chapel services are conducted at 11:00a.m on Tuesdays in Benson Chapel. These programs are voluntary and all students are encouraged to attend. The programs provide an opportunity for the college community to come together on a regular basis. Additional worship services are also scheduled as deemed appropriate. On these occasions, the chaplain, guest ministers of various denominations, faculty members, and students preach or present religious programs.

Cultural Activities

A significant aspect of education is the development of students' capacity to appreciate and enjoy the expressions of their cultural tradition in art, literature, music, and ideas. Much of the regular curriculum is devoted to this effort, and the College strives toward this goal in other areas as well.

The Allen De Hart Concert Series features distinguished and professional performers in a balanced schedule of both classical and popular performing arts, including music, dance, and drama. Student creative arts programming is provided in the chorale, poetry and fiction readings, and residence hall programs. Students are also encouraged to enter their work in sculpture, paintings, drawings, and ceramics in Art Gallery exhibits.

Periodically, the Student Life Office sponsors cultural programs. Students are encouraged to participate in all cultural programs and should contact the Student Life Office if interested in becoming involved in the planning of cultural programs.

Intramurals

Intramurals at Louisburg College are sponsored by the Student Life Office. They are designed to promote physical fitness, community citizenship, and good sportsmanship. The Intramural Program offers numerous activities including flag football, basketball, soccer, softball, table tennis, billiards, and volleyball. Intramurals are facilitated by the intramurals coordinator, and students are encouraged to participate in the events as well as provide suggestions and feedback through the Campus Activities Board.

Student Conduct and Campus Regulations

The College expects its students to maintain a high standard of conduct. The College reserves the right to monitor student behavior on and off campus. Students' rooms may be inspected and searched when violations of law or College regulations are suspected. Students are also subject to disciplinary procedures for off-campus violations of law.

Louisburg College expects its students to abide by the laws of civil government. In addition, as a private, church-related college, Louisburg expects students to live up to the standards of Christian ethics. The College will seek to counsel students who demonstrate problems in this area. Failure to uphold Louisburg College standards may be regarded by the administration or the student judicial body as sufficient cause for disciplinary action. A serious breach of rules of conduct may result in termination of an individual's status as a student. Refer to the Student Handbook for more detailed information regarding campus policies and regulations.

HEA Institutional Requirements

Drug & Alcohol Abuse Prevention Program

Institutions receiving any federal funds are now required to "...annually distribute in writing to each student and each employee..." a number of things including

- Description of applicable legal sanctions under state, local, and federal laws
- Description of health risks

Links to Applicable Laws

- General Assembly of North Carolina: <http://www.ncleg.net/gascrpts/Statutes/StatutesTOC.pl>
- Motor Vehicles, Alcohol and Substances:
http://www.ncleg.net/enactedlegislation/statutes/HTML/bychapter/chapter_20html
- Regulation of Alcoholic Beverages:
http://www.ncleg.net/enactedlegislation/statutes/pdf/bychapter_18b.pdf
- Chapter 90 Article 5 North Carolina Controlled Substance
Act:http://www.ncleg.net/enactedlegislation/statutes/pdf/bychapter/chapter_18bpdf

Links to Health Risks Associated with the Use of Illicit Drugs and Alcohol

- For self-help referrals visit US Department of Health and Human Resources:<http://ncadistore.samha.gov/catalog/referrals.aspx?topic=resources>
- US Department of Health and Human Resources and SAMHSA's National Clearing House for Alcohol and Drug Information: <http://www.ncadi.samhsa.govpubs/rpo926/#Depr>
- American Council for Drug Education, an affiliate of Phoenix House:
<http://www.acde.org/health/Research.html>

Drug Health Risks

Drug Name	Short-term Effects	Long-term Effects
Alcohol	Depending on how much is taken and the physical condition of the individual, alcohol can cause: <ul style="list-style-type: none"> • Slurred speech • Drowsiness • Vomiting 	<ul style="list-style-type: none"> • Unintentional injuries such as car crash, falls, burns, drowning • Intentional injuries such as firearm injuries, sexual assault, domestic violence

	<ul style="list-style-type: none"> • Diarrhea • Upset stomach • Headaches • Breathing difficulties • Distorted vision and hearing • Impaired judgment • Decreased perception and coordination • Unconsciousness • Anemia (loss of red blood cells) • Coma • Blackouts (memory lapses, where the drinker cannot remember events that occurred while under the influence) 	<ul style="list-style-type: none"> • Increased on-the-job injuries and loss of productivity • Increased family problems, broken relationships • Alcohol poisoning • High blood pressure, stroke, and other heart-related diseases • Liver damage • Nerve damage • Sexual problems • Permanent damage to the brain • Vitamin B deficiency, which can lead to a disorder characterized by amnesia, apathy and disorientation • Ulcers • Gastritis (inflammation of stomach walls) • Malnutrition • Cancer of the mouth and throat
Drug Name	Short-term Effects	Long-term Effects
Cocaine	<ul style="list-style-type: none"> • Loss of appetite • Increased heart rate, blood pressure, body temperature • Constricted blood vessels • Increased rate of breathing • Dilated pupils • Disturbed sleep patterns • Nausea • Hyper-stimulation • Bizarre, erratic, sometime violent behavior • Hallucinations, hyper-excitability, irritability • Tactile hallucination that creates the illusion of bugs burrowing under the skin • Intense euphoria • Anxiety and paranoia • Depression • Intense drug craving • Panic and psychosis • Convulsions, seizures and sudden death from high doses (even one time) 	<ul style="list-style-type: none"> • Permanent damage to blood vessels of heart and brain • High blood pressure, leading to heart attacks, strokes, and death • Liver, kidney and lung damage • Destruction of tissues in nose if sniffed • Respiratory failure if smoked • Infectious diseases and abscesses if injected • Malnutrition, weight loss • Severe tooth decay • Auditory and tactile hallucinations • Sexual problems, reproductive damage and infertility (for both men and women) • Disorientation, apathy, confused exhaustion • Irritability and mood disturbances • Increased frequency of risky behavior • Delirium or psychosis • Severe depression • Tolerance and addiction (even after just one use)
Drug Name	Short-term Effects	Long-term Effects
Crack Cocaine	Because it is smoked, the effects of crack cocaine are more immediate and more intense than that of powdered cocaine.	<ul style="list-style-type: none"> • Permanent damage to blood vessels of ear and brain, high blood

	<ul style="list-style-type: none"> • Loss of appetite • Increased heart rate, blood pressure, body temperature • Contracted blood vessels • Increased rate of breathing • Dilated pupils • Disturbed sleep patterns • Nausea • Hyper-stimulation • Bizarre, erratic, sometimes violent behavior • Hallucinations, hyper-excitability, irritability • Tactile hallucination that creates the illusion of bugs burrowing under the skin • Intense euphoria • Anxiety and paranoia • Depression • Intense drug craving • Panic and psychosis • Convulsions, seizures and sudden death from high doses (even once) 	<p>pressure, leading to heart attacks, strokes and death</p> <ul style="list-style-type: none"> • Liver, kidney and lung damage • Severe chest pains • Respiratory failure • Infectious diseases and abscesses if injected • Malnutrition, weight loss • Severe tooth decay • Auditory and tactile hallucinations • Sexual problems, reproductive damage and infertility (for both men and women) • Disorientation, apathy, confused exhaustion • Irritability and mood disturbances • Increased frequency of risky behavior • Delirium or psychosis • Severe depression • Tolerance and addiction (even after just one use)
Drug Name	Short-term Effects	Long-term Effects
Crystal Meth & Methamphetamine	<ul style="list-style-type: none"> • Loss of appetite • Increased heart rate, blood pressure, body temperature • Dilation of pupils • Disturbed sleep patterns • Nausea • Bizarre, erratic, sometimes violent behavior • Hallucinations, hyper-excitability, irritability • Panic and psychosis • Convulsions, seizures and death from high doses 	<ul style="list-style-type: none"> • Permanent damage to blood vessels of heart and brain, high blood pressure leading to heart attacks, strokes and death • Liver, kidney and lung damage • Destruction of tissues in nose if sniffed • Respiratory (breathing) problems if smoked • Infectious diseases and abscesses if injected • Malnutrition, weight loss • Severe tooth decay • Disorientation, apathy, confused exhaustion • Strong psychological dependence • Psychosis • Depression • Damage to the brain similar to Alzheimer's disease, stroke and epilepsy
Drug Name	Short-term Effects	Long-term Effects
Ecstasy	<ul style="list-style-type: none"> • Impaired judgment • False sense of affection • Confusion 	<ul style="list-style-type: none"> • Long-lasting brain damage affecting thought and memory

	<ul style="list-style-type: none"> • Depression • Sleep problems • Severe anxiety • Paranoia • Drug cravings • Muscle tension • Faintness and chills or swelling • Involuntary teeth clenching • Blurred vision • Nausea 	<ul style="list-style-type: none"> • Damage to portions of the brain that regulate critical functions such as learning, sleep and emotion • It is as if the brain switchboard was torn apart and then rewired backwards • Degenerated nerve branches and nerve endings • Depression, anxiety, memory loss • Kidney failure • Hemorrhaging • Psychosis • Cardiovascular collapse • Convulsions • Death
Drug Name	Short-term Effects	Long-term Effects
Heroin	<ul style="list-style-type: none"> • “Rush” • Slowed breathing • Clouded mental functioning • Nausea and vomiting • Sedation, drowsiness • Hypothermia (body temperature lower than normal) • Coma or death (due to overdose) 	<ul style="list-style-type: none"> • Bad teeth • Inflammation of the gums • Constipation • Cold sweats • Itching • Weakening of the immune system • Coma • Respiratory (breathing) illnesses • Muscular weakness, partial paralysis • Reduced sexual capacity and long-term impotence in men • Menstrual disturbance in women • Inability to achieve orgasm (women and men) • Loss of memory and intellectual performance • Introversion • Depression • Pustules on the face • Loss of appetite • Insomnia
Drug Name	Short-term Effects	Long-term Effects
Inhalants	<ul style="list-style-type: none"> • Slurred speech • Drunk, dizzy or dazed appearance • Inability to coordinate movement • Hallucinations and delusions • Hostility • Apathy • Impaired judgment • Unconsciousness • Severe headaches 	<ul style="list-style-type: none"> • Muscle weakness • Disorientation • Lack of coordination • Irritability • Depression • Serious and sometimes irreversible damage to the heart, liver, kidneys, lungs and brain • Memory impairment, diminished intelligence

	<ul style="list-style-type: none"> • Rashes around the nose and mouth • Prolonged sniffing of these chemicals can induce irregular and rapid heartbeat and lead to heart failure and death within minutes • Death from suffocation can occur by replacing oxygen in the lungs with the chemical and then in the central nervous system, so that breathing ceases. 	<ul style="list-style-type: none"> • Hearing loss • Bone marrow damage • Death from heart failure or asphyxiation (loss of oxygen)
Drug Name	Short-term Effects	Long-term Effects
Rx - Opioids & Morphine Derivatives	<ul style="list-style-type: none"> • Drowsiness • Slowed breathing • Constipation • Unconsciousness • Nausea • Coma 	<ul style="list-style-type: none"> • Continued use or abuse of opioids can result in physical dependence and addiction. The body adapts to the presence of the drug and withdrawal symptoms occur if use is reduced or stopped. These withdrawal symptoms include: <ul style="list-style-type: none"> • Restlessness • Muscle and bone pain • Insomnia • Diarrhea • Vomiting • Cold flashes, with goose bumps • Tolerance can also occur, meaning that long-term users must increase their doses to achieve the same high.
Drug Name	Short-term Effects	Long-term Effects
Rx - Depressants	<ul style="list-style-type: none"> • Slow brain function • Lowered blood pressure • Confusion • Dizziness • Fever • Visual disturbances • Disorientation, lack of coordination • Difficulty or inability to urinate • Slowed pulse and breathing • Poor concentration • Fatigue • Slurred speech • Sluggishness • Dilated pupils • Depression • Addiction 	<ul style="list-style-type: none"> • Tolerance to many depressants can develop rapidly, with larger doses needed to achieve the same effect • The user trying to reach the same high, may raise the dose to a level that results in coma or death • Long-term use of depressants can produce depression, chronic fatigue, breathing difficulties, sexual problems and sleep problems • As dependency on the drug increases, cravings, anxiety or panic are common if the user is unable to get more • Withdrawal symptoms include insomnia, weakness and nausea.

		<ul style="list-style-type: none"> • For continued and high-dose users, agitation, high body temperature, delirium, hallucinations and convulsions can occur • Unlike withdrawal from most drugs, withdrawal from depressants can be life threatening • Increased risk for high blood sugar and diabetes
Drug Name	Short-term Effects	Note
Rx – Rohypnol	<ul style="list-style-type: none"> • Paralyzing • Effects start 20 to 30 minutes after taking the drug, peak within 2 hours and may persist for 8 or even 12 hours • A person can be so incapacitated (made unable to act) they collapse • They lie on the floor, eyes open, able to observe events but completely unable to move. • Afterward memory is impaired and person cannot recall any of what happened • The person experiences loss of muscle control, confusion, drowsiness and amnesia 	Rohypnol is sold in Europe and Latin America as a sleeping pill, but it is illegal in the United States.
Drug Name	Short-term Effects	Long-term Effects
Rx – Stimulants	<ul style="list-style-type: none"> • Exhaustion • Apathy • Depression – the “down” that follows the “up.” It is this immediate and lasting exhaustion that quickly leads the stimulant user to want the drug again. • Soon he is not trying to get “high,” he is only trying to get “well” – to feel any energy at all. 	<ul style="list-style-type: none"> • Stimulants can be addictive • Repeated high doses of some stimulants over a short period can lead to feelings of hostility or paranoia. • Such doses may also result in dangerously high body temperatures and an irregular heartbeat.
Drug Name	Short-term Effects	Note
Rx Antidepressants	<ul style="list-style-type: none"> • Insomnia • Irritability • Nervousness and anxiety • Violent thoughts and actions • Agitation • Suicidal thoughts • Tremors • Sweating • Irregular heartbeat • Aggression • Criminal behavior 	<ul style="list-style-type: none"> • One study found that 14% of the young people taking an antidepressant became aggressive and even violent. • Withdrawal symptoms of antidepressants include suicidal thoughts, aggression, anxiety, depression, crying spells, insomnia, dizziness, vomiting, headaches, tremors and electric “zap” sensations in the brain.

	<ul style="list-style-type: none"> • Confusion and incoherent thoughts • Paranoia • Hallucinations • Psychosis • Akathisia (a painful inner agitation, inability to sit still) 	
Drug Name	Short-term Effects	Long-term Effects
Rx – Ritalin	<ul style="list-style-type: none"> • Loss of appetite • Increased heart rate, blood pressure, body temperature • Dilation of pupils • Disturbed sleep patterns • Nausea • Bizarre, erratic, sometimes violent behavior • Hallucinations, hyper-excitability, irritability • Panic and psychosis • Convulsions, seizures and death from high doses 	<ul style="list-style-type: none"> • Permanent damage to blood vessels of heart and brain, high blood pressure leading to heart attacks, strokes and death • Liver, kidney and lung damage • Destruction of tissues in nose if sniffed • Respiratory (breathing) problems if smoked • Infectious diseases and abscesses if injected • Malnutrition, weight loss • Disorientation, apathy, confused exhaustion • Strong psychological dependence • Psychosis • Depression • Damage to the brain including strokes and possible epilepsy

Student Involuntary and Voluntary Medical Withdrawal Policy

Purpose

One of the college’s purposes is to ensure equality of educational opportunity while fostering an environment that promotes the education, service, maturation, and safety of all members of its community. Periodically, college officials become aware of a student who may be seriously interfering with this purpose because of a mental, emotional, physical, or psychological health condition. In these situations, College officials may consider the appropriateness of involuntary medical withdrawal according to the standards and procedures described in this policy. An involuntary medical withdrawal should not be imposed when judicial, academic, or other responses to the student’s situation are readily available and can be addressed through those avenues. Additionally, when possible and appropriate, efforts will be made to persuade the student to voluntarily withdraw and to follow a course of treatment needed to resume student status. Involuntary medical withdrawal is not a substitute for appropriate disciplinary action. A student suffering from a mental disorder who is accused of a disciplinary violation should not be diverted from the disciplinary process unless, as a result of the mental disorder, the student either lacks the capacity to respond to the charges or did not know the nature of and quality of the act in question. Further, this policy should not be used to dismiss socially or politically eccentric students who have not otherwise engaged in behavior which poses a danger to themselves or to others, or which substantially disrupts normal College activities.

Composition of the Withdrawal Panel

The Medical Withdrawal panel will consist of the following members:

- a. Vice president of student life (chair)
- b. Vice president of academic life
- c. Vice president of enrollment management
- d. Chair of the faculty Student Life committee
- e. Assistant dean for counseling(non-voting advisor regarding mental health issues)

Commencement of the Involuntary Medical Withdrawal Process

The involuntary medical withdrawal process will commence when the student's condition involves one or more of the following:

- a. Engagement in behavior that poses a significant danger of causing harm to self or others or to property.
- b. A threat to public health.
- c. The educational process and functions of the College are hampered.
- d. The lawful activities of others are directly and substantially impeded.
- e. The inability to engage in basic required activities necessary to obtain an education.

An interim medical withdrawal will be imposed when the student presents a real and present danger to others. Any member of the College community who has reason to believe that a student may meet the standard for involuntary medical withdrawal described above may contact the vice president of student life. If the vice president of student life determines, based on the above criteria, that the student should be referred to the IMW panel, a recommendation will be submitted to the IMW panel and the student in question. The panel will convene for the conference within three business days of the recommendation, and the student will be notified of the conference. If, in the vice president of student life's judgment, the student does not meet the standard for IMW, the vice president of student life may take any other action deemed appropriate, including initiating disciplinary action or recommending that the student seek treatment. The vice president of student life will also inform the parents or guardians of the conference, though they may not attend the conference.

The Conference

At the conference, the vice president of student life will provide the IMW panel all evidence relevant to determine whether the student is subject to IMW under the standard set forth in the following section "Decision of the Panel." The evidence may include witnesses, written reports, documents or written statements, and/or an independent mental health professional's written evaluation. The IMW panel may, at its discretion, require the student be evaluated by a mental health professional.

The student's rights at the conference shall include

- a. The right to be present, unless behavior is disruptive.
- b. The right to present relevant evidence and witnesses.
- c. The right to question all witnesses at the conference and to comment upon all documents presented.
- d. The right to have a member of the campus community serve as an advisor.

The members of the IMW panel may also ask questions of the student and/or any witnesses. The vice president of student life may exclude evidence that is not relevant or is cumulative. The conference will be closed to the public and the evidence presented will be kept confidential. The conference will be recorded via audiocassette and shall be preserved as part of the student's confidential counseling record.

The Decision of the Panel

A student will be subject to involuntary medical withdrawal if the IMW panel concludes that the student has exhibited behavior as listed in the section entitled “Commencement of the Involuntary Medical Withdrawal” or is a real threat to engage in such behavior. The IMW panel will base its decision on evidence presented at the conference. The concurrence of all panel members will be required to withdraw a student under this policy. If the IMW panel concludes that the student does meet the standard for IMW, the panel shall so state in a written decision from the vice president of student life that will include its reasons for this conclusion. This decision will be reviewed by the president of the College. If the president is in agreement with the panel, the decision will be communicated to the student within 24 hours. This decision is final. Students who are involuntarily withdrawn must vacate the campus immediately. Resident students will be given 24 hours to remove their belongings from campus. Students refusing to leave campus or who present a real and present danger will be escorted from campus by local law enforcement. Appropriate legal action to prevent the student from returning to campus will be initiated. The panel may, at its discretion, permit a student who meets the standard for medical withdrawal to remain enrolled on a probationary basis under specified conditions which may include, but are not limited to, participation in a documented, on-going treatment plan, acceptance of and compliance with a behavioral contract, a housing relocation, a lighter academic course load, or any combination.

Voluntary Medical Withdrawal

At any point in the process the student may present a request for a voluntary medical withdrawal to the vice president of student life. If the request is granted, the IMW process will cease and the student will be subject to the institution’s readmission requirements. Voluntary withdrawal will not terminate any pending disciplinary action.

Readmission

A student who is involuntarily withdrawn or who obtains a voluntary medical withdrawal may not re-enroll or be readmitted to the College before the start of the next regular full term. If a student is involuntarily withdrawn during a summer session, the student may be considered for readmission to the College for the subsequent spring term. Approval may be granted only if the panel determines that the conditions that caused the withdrawal are no longer present. The panel may require any documentation or evaluation that it deems necessary, including a written statement from a mental health professional outside of the college at the student’s expense.

Records and Fees

All records concerning these proceedings shall be maintained by the vice president for student life and shall be kept confidential in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C., 1232g, and implementing regulations of the U.S. Department of Education, 34C.F.R., Part 99. The policies and procedures for transcript notation and fee refunds described in the College Catalog shall apply to students who withdraw, voluntarily or involuntarily, under this policy.

Athletics

Louisburg College has a long tradition of excellence in athletic competition. Junior college athletes are consistently sought by four-year colleges for their final two years of college, and some athletes have moved into professional sports. Louisburg College offers several intercollegiate sports and is a member of Region X of the National Junior College Athletic Association. Anyone who is interested in playing intercollegiate athletics should contact the coach of the sport he or she wishes to play.

Hurricane Baseball: The Louisburg College baseball program has been one of the most successful programs in the country for the past fifty years. The Hurricanes have won twenty-five conference championships, eleven district

championships and have made ten appearances in the NJCAA College World Series. In 2002, the Hurricanes finished 51-11 (a school record for wins) and made their tenth trip to the College World Series in Grand Junction, Colorado, finishing sixth in the country. During the course of the past fifty years, over eighty-eight players have signed professional contracts. In the program's history, fourteen Louisburg College alumni have played major league baseball. Numerous players have continued to play baseball at four-year institutions. The baseball program competes year-round on Frazier Field and remains a huge source of pride for our campus and our community.

Hurricane Basketball (Women's): The women's basketball program at Louisburg College is among the most respected women's basketball programs in the United States. Two NJCAA National Championships, two NJCAA National runner-up finishes, and twenty-one top sixteen finishes in the national tournament have made Louisburg College one of the most successful teams in the history of the NJCAA National Tournament.

The Hurricanes won the NJCAA National Championship in 1992 and followed it with a second place finish in 1993. In the past twenty-two seasons, the program has compiled an amazing 562-103 record which includes nineteen Region X Championships. Individual honors have been equally impressive; eighteen Hurricanes have been accorded NJCAA All-American honors.

Former Louisburg College student-athletes have continued their basketball careers at universities such as the University of North Carolina at Chapel Hill, North Carolina State University, Western Kentucky University, University of Maryland, Kansas University, East Carolina University, University of North Carolina at Charlotte, Old Dominion University, and Virginia Tech. The women's basketball team competes in the Roger G. Taylor Athletic Center.

Hurricane Basketball (Men's): The men's basketball team is rich in tradition. The Hurricanes have won six Region X Championships and made three consecutive trips to the NJCAA National Championships (2010, 2011 and 2012). In 2012, the Hurricanes achieved their highest finish, placing fifth in the nation. Since arriving at Louisburg, head coach Mark Vanderslice has taken the program to new heights, continuing the legacy established by longtime Hurricane head coach J. Enid Drake. Coach Drake posted 694 wins in his 41 years at the helm of the program and was inducted into the NJCAA Basketball Coaches Hall of Fame in 2001. The Region X Coach of the Year award was renamed in Coach Drake's honor during the 2005 season.

Hurricane players have consistently received top regional and national honors, and numerous student-athletes have moved on to play for four-year colleges and universities, including the University of North Carolina at Chapel Hill, North Carolina State University, the University of Hawaii, and Gardner-Webb University. The men's basketball team competes in the Roger G. Taylor Athletic Center.

Hurricane Football: After a seventy year absence, football made its return to the Louisburg College campus in the fall of 2005. From fall 2005 until fall 2007, LC Football competed as club status. In the fall of 2008, the Hurricanes made the switch to become a sanctioned NJCAA football program and posted a 5-4 record. During the summer of 2010, the football program was invited to become members of the Northeast Football Conference with full membership beginning in the 2011 season.

In 2011, the Hurricanes recorded the most wins in school history by going 7-3. Ranked #24 in the country, the Hurricanes conquered the first nationally ranked team in Louisburg's history by defeating the #14 team, Lackawanna College.

The team competes against junior college programs, military academies, college club programs, and junior varsity programs all along the east coast including North Carolina, Virginia, Georgia, Florida, Maryland, Pennsylvania, and New York.

The basis of the entire program is a Character First approach. Players are evaluated not only on their physical abilities, but also on their character: how they represent their community, college, family, and themselves. The Hurricanes are very excited about the direction of this program and are anticipating many successful seasons to come — both on and off the field.

Hurricane Golf (Men's): The Louisburg College men's golf team has evolved over the past eight years into a successful and competitive program. Louisburg College has won the Region X Division III Golf Championship each year from 2004-2009 and in 2012.

The team competes against other Division I, II, and III NJCAA, NAIA, and NCAA opponents.

The program recruits top student-athletes from all over the United States and internationally. The team has the privilege of playing on many of the best courses in North Carolina, South Carolina, and Virginia while playing home matches at Bull Creek Golf & Country Club and at The River Golf & Country Club in Louisburg, NC. Playing a strong fall and spring season golf schedule, the team prepares each year for end-of-season competition and the national championship.

Hurricane Soccer (Men's): In recent years, the Louisburg College men's soccer program has become widely recognized as a highly competitive program. The team competes in NJCAA Region X and has captured an incredible nine Region X championship titles. Additionally, the team has claimed six district championships and the program has made six appearances at the NJCAA National Championships.

Most recently, in 2009, the team made an appearance in the NJCAA final four. By all accounts, the men's soccer program at Louisburg College has established itself as an exceedingly successful soccer program.

The team plays a tough schedule, which includes other top two-year schools as well as several four year schools. In the past seven years, Louisburg College has produced 43 all-region players, ten all-district players and ten NJCAA All-Americans. Ninety percent of our student-athletes have gone on to pursue their soccer careers at four-year institutions after graduating from Louisburg College; this includes several NCAA Division I institutions. Our soccer facilities consist of two Bermuda grass fields, and are among the best on the east coast.

Hurricane Soccer (Women's): The Women's Soccer program is now in its fourteenth season competing at the NJCAA Division I level. The Program has steadily improved each year and is proud of its five Region X Championships (1999-2003). In 2012, the Lady Hurricanes were #14 in the NJCAA Top 20 Poll.

The strength of the program is reflected in the individual honors bestowed upon its student-athletes. In the program's history, it has produced two NJCAA All-Americans and nearly twenty student-athletes have received other regional accolades as well.

Hurricane Softball: The softball program has amassed numerous accolades both on and off the field. The Lady Hurricanes are recognized as one of the top NJCAA programs in the country. The softball program has proudly achieved thirteen Region X titles, six District J Championship titles and six appearances at the NJCAA National Tournament in Hutchinson, Kansas.

The program has produced more than twenty NJCAA All-Americans and sixteen Academic All-Americans. Over sixty players have received scholarships to play at four-year schools and numerous others have transferred to major universities to finish their academic pursuits.

The team is currently playing on a beautiful 200-foot lighted facility (Sheilah R. Cotten Field) with in-ground irrigation and a batting cage. The softball team successfully competes against NJCAA Division II and III schools and plays a fall and spring schedule of approximately 60 games.

Hurricane Volleyball: The 2011-12 year marked the ninth season for the volleyball program at Louisburg College after a 25-year absence. In the program's short history, the Lady Hurricanes have received several NJCAA Region X honors including a Player of the Year.

A great number of student-athletes have continued to pursue their volleyball careers at four-year colleges and universities. The program's philosophy is based on the idea to produce student-athletes of high standards both academically and athletically. Louisburg College expects to continue attracting top student athletes to its volleyball program, maintaining the proud Hurricane tradition.

Academic Information

Academic Advising

Students are responsible for planning their own programs and meeting academic graduation requirements. Each student will have an academic advisor assigned to provide assistance in designing a program and scheduling classes to meet the objectives of the College and the student. The faculty and administrative staff act in an advisory capacity to assist the student.

Students shall familiarize themselves with curriculum requirements, course sequences, and the normal load limits required to be able to plan satisfactory programs. Students who plan to teach in elementary or secondary schools must be acquainted with the certification requirements in the state in which they wish to be certified.

Students are solely responsible for any curricular difficulties arising from the lack of familiarity with academic graduation or curriculum requirements, a change in the student's vocational or professional objectives, or a change in the student's major.

Registration

Each semester the registrar designates a preregistration period prior to the semester and a registration day just before classes begin. Registration is not permitted after the first week of classes. Students must register for at least 12 semester hours to be considered full-time. (Note: Full-time status is required for dormitory residency and some forms of financial aid). The amount of credit for most courses is based upon the amount of class time required each week, i.e., 150 minutes for three semester hours.

The normal full-time student load is 15 to 16 hours, exclusive of physical education courses. Lighter loads (12 to 14 hours) are sometimes required or recommended, based upon such factors as academic record, nature of the courses, transfer requirements, and graduation requirements. Additional tuition will be incurred for enrollment over 18 semester hours.

Application for Degree

A student intending to be graduated from Louisburg College must apply for the degree before registering for the last semester. The deadline for submitting applications for May graduation is November 1; for August graduation, June

1; and for December graduation, August 15. A commencement ceremony is held only in May. Graduation application forms are available in the Registrar's Office.

Attendance, Course Participation, and Performance Expectations

Because Louisburg College is a learning community, the College expects all students to:

1. Attend all class sessions and other required activities;
2. Prepare adequately for each class session using appropriate study strategies;
3. Acquire and use all required textbooks and materials;
4. Complete their own work;
5. Listen actively and carefully in class, including following all directions;
6. Participate in class activities and discussions;
7. Write and speak effectively and appropriately; and
8. Meet all course deadlines, standards, and requirements.

The standard attendance policy of the College permits students one unexcused absence per semester for each class meeting per week for a course (for example, two unexcused absences per semester are permitted for a class that meets two times per week); however, individual faculty members may establish alternate attendance policies. The instructor shall inform students of attendance and other course policies at the first class session of the term. Any student who does not attend his/her first class session by the end of the drop/add period will be dropped from the course. The College requires attendance at a minimum of 80 percent of the class meetings for course credit.

Students may be withdrawn involuntarily from a course for nonattendance. Students who fail to comply with the attendance policy as published by the instructor's syllabus may be withdrawn from the course under the following procedure: (1) The instructor sends a Notice of Withdrawal to the student and the registrar; (2) The student has three calendar days from actual receipt of the notice to challenge the notice at a meeting with the instructor; (3) If the instructor does not cancel the notice within those three days or if the student does not respond within seven calendar days from the date of the notice, the faculty member notifies the registrar, and the registrar shall withdraw the student as of the date the faculty member initiated the withdrawal process. The registrar shall notify in writing the student, the student's advisor, and the instructor initiating the withdrawal.

Academic Policies and Procedures

Audit of Course: Students wishing to enroll in a course(s) during the fall and spring semesters without earning college credit shall register as "auditors" on or before the end of the add/drop period. Tuition is charged at a rate of \$50 per credit hour. Auditing students must have the permission of the course instructor and the registrar. Student status in courses cannot be changed after the end of the add/drop period. Audit courses will not count in the number of total hours attempted. Summer courses may not be audited.

Catalog in Effect: Students must meet graduation requirements in the catalog in effect on the date of the student's most recent matriculation. Louisburg College reserves the right to make changes in courses and policies published in the catalog without obligation or prior notice.

Change of Courses: A course may be added within the first week of classes or dropped in accordance with the academic calendar. The forms provided must be fully processed to make approved changes official. No credit will be allowed on any course for which the student has not properly registered.

Change of Grade: Once grades are recorded by the registrar, they can be changed only if the faculty member made an error in determining or recording the grade. Submission of work after the registrar has recorded a grade is not an

acceptable basis for changing a grade. To change a grade, the faculty member must complete a Change-of-Grade Request form, indicate the cause of the error, and submit that form to the academic dean. If the academic dean approves the request, the academic dean will forward it to the registrar, who will record the change of grade.

Classification of Students: Any currently enrolled student who has been admitted to the college and is pursuing a degree program is classified in the following way: 0-27 semester credit hours – freshman, 28 or more semester credit hours – sophomore.

Club Athletics: All students wishing to participate in “club” athletic activities at Louisburg College must meet the eligibility requirements of the National Junior College Athletic Association prior to and during participation.

Course Withdrawal: Changes in schedules that occur during the drop/add period or the semester are not indicated on the transcript. If a student withdraws from a class after the drop/add period, the grade (withdraw -W, withdraw passing-WP, withdraw failing-WF) will be recorded on the transcript according to the recommendation of the instructor. Failure to attend classes does not constitute official withdrawal from a course.

Matriculation Policy: If classes start on Wednesday, we would not allow a student to be admitted after 5 pm Friday. The faculty will be informed if students are coming in late. Drop/add would continue through the following Wednesday. The college seeks a five day drop/add and three day matriculation policy.

Developmental Courses: Courses at Louisburg College which are classified as “Developmental” are: ENG 097 – Reading and Critical Thinking, ENG 098 - Developmental Writing, and MAT 099 - Elementary Algebra. The College has special policies applying only to developmental courses. These policies are explained below.

1. All developmental courses will carry 3 semester hours of institutional credit.
2. Developmental courses will not be included in the GPA calculation. Students will be required to earn a 2.0GPA and 64 SH for graduation without the inclusion of developmental courses.
3. Students are placed in developmental courses based on their performance on a placement test.
4. Students whose placement testing reveals a need for developmental courses are required by the college to enroll in those courses. To advance to the next level, a student must pass both the course and the exit exam at the end of the semester. Students who do not pass the course will not take the exit exam. Eligible students in MAT 099 will have the three attempts to pass the exit exam at the end of the regular semester. Eligible students in ENG 097 and 098 will take the exit exam during the second half of the semester.
5. Students in developmental courses receive the grade of RP (remedial pass) or RF (remedial fail).
6. All developmental coursework must be completed within the first three semesters the student is enrolled at Louisburg College.

Degree Completion Time: A student taking longer than five years to complete all degree requirements will need to meet the graduation requirements of the catalog in effect at time of graduation. A student may be advised to repeat coursework if it has been longer than five years since the course was successfully completed.

Duplicate Diploma: A duplicate diploma may be issued upon request. A written request must be made to the registrar indicating the reason for a duplicate diploma. The duplicate diploma shall show the date of the original diploma and be marked “duplicate.” The duplicate will have the signatures of the current College officials and the current format and size. The fee will be the cost incurred by the College and shall be paid prior to the ordering of the duplicate.

Examination: Comprehensive, appropriate final examinations are held in all courses.

Hour Load: The normal academic load for students is a schedule of 16 semester credit hours. A full-time load, however, is defined as being any combination of 12 semester credit hours or more of classes. An additional charge is made for each credit hour over 18 with the semester credit hour charge being equal to the part-time per credit hour charge. Students must petition the academic dean in writing when desiring to take more than 18 credit hours in any given semester. A maximum of six credit hours from one-hour courses may be included in meeting graduation requirements.

Incomplete Grades: A grade of “I” may be given when a student has not completed all the requirements of a course, but has completed at least 80 percent of them. The instructor will submit a plan of work to be completed to the Registrar’s Office with the incomplete grade. A student receiving a grade of “I” may complete the course without having to re-register for the course. An incomplete (I) grade remains on a student’s record until it is removed by a passing grade. If not replaced within one semester, the incomplete (I) becomes an “F.”

Independent Study Courses: A student may be permitted in extraordinary situations to perform regular coursework as a tutorial, provided a faculty member of Louisburg College consents and the appropriate division chair and academic dean approve. A syllabus and a course outline are required for all tutorial courses. The prior approval of the instructor, division chairperson and academic dean is required before the student can register for the course. Only courses less than three semester credit hours may be authorized to be taken by any student after the 60% point of the term. The student pays an additional charge equal to the part-time per credit hour charge for independent study courses before work commences.

Leave of Absence: A temporary leave of absence from the College may be granted to a student for reasons such as health, military service, work, or study abroad. The request is to be filed by the student with the Admissions Office within sixty days after the date of departure. A leave of absence will permit the student to re-enter Louisburg College without filing an Application for Readmission and paying the nonrefundable application fee. The leave of absence is valid for a maximum of one year. Students not complying with the above will need to file an Application for Readmission, pay the nonrefundable application fee, and complete graduation requirements of the catalog in effect at the time of the most recent matriculation to the College.

Midterm Grades: Instructors will submit Midterm grades for all courses to the Registrar’s Office as directed. Midterm grades will be available to students through the student portal.

Participation in Commencement: Only students who have successfully completed all graduation requirements may participate in commencement. This policy cannot be waived except in extreme circumstances and with the approval of the Academic Affairs Committee.

Records, Grades, and Reports: Records of progress are kept by this institution on all students. Progress reports are posted to the student portal by the Registrar's Office at the midterm marking period and at the end of each scheduled school term. Grades are evaluated as follows:

A - Excellent	4 quality points per semester hour
B - Good	3 quality points per semester hour
C - Average	2 quality points per semester hour
D - Below Average	1 quality point per semester hour
W - Withdrawal	Not counted as hours attempted.
WP - Withdrawal Passing	Not counted as hours attempted.
WF - Withdrawal Failing	0 quality points, counted in hours attempted.
F - Failure	0 quality points, counted in hours attempted.
I - Incomplete	Course considered attempted but no quality points earned.
P-Pass	0 quality points per semester hour

AU - Audit	No credit
N - No Grade	No grade at midterm.
R-	Developmental Courses have an R before the grade (RA, RB, RC, etc.)

Grading Scale: The following grading scale will be used for all 100- level and 200- level courses:

A (90-100)	Excellent
B (80-89)	Above Average
C (70-79)	Average
D (60-69)	Below Average
F (below 60)	Failing

Repeat of Course: A student who has earned less than a “C” in any course may elect to take that course again to attempt to improve the grade. If the grade earned was a “C” or higher, the student must petition the academic dean in writing in order to repeat the course. When a passing grade has been previously earned, a course repeat may not be used to meet the minimum credit hours required for graduation. The results of the highest grade earned (excluding a withdrawal) shall stand as official, and the credit hours and grade points on the student’s record for other attempts shall no longer be used to count toward total credits earned or cumulative GPA. The student who is repeating a course must notify the Registrar’s Office at the time of registering for the course.

Residency Requirement: At least 32 of the last 41 credit hours of study at the associate degree level must be completed in residence at Louisburg College.

Satisfactory Academic Progress: Regularly admitted students must maintain at least the required minimum grade point average and earn at least the required minimum semester credit hours to remain in “good standing” as defined below. The College reserves the right at any time to suspend a student who is not making satisfactory academic progress toward a degree. Extracurricular activity organizations may require participants to have a higher cumulative GPA than specified by the criteria outlined in the section below.

Semester Credit Hours	Minimum GPA to Remain in Good- Standing* ¹	Academic Warning* ²	Academic Suspension* ²
12	1.7	1.0-1.7	Lower than 1.0
24	1.8	1.5-1.8	Lower than 1.5
36	1.9* ³	1.7-1.9	Lower than 1.7
48	2.0	1.85-2.0	Lower than 1.85

Notes:

1. After matriculation to Louisburg College, a full-time student (registered for 12 semester credit hours or more) must earn 12 semester credit hours per semester or 24 semester credit hours during the preceding year and the minimum credit hours indicated on the above table. Students not meeting these requirements will be placed on progress warning. A student who has accumulated fewer than 24 hours with a grade point average of 2.0 or higher will not be placed on progress warning.
2. Students earning a semester GPA of lower than 1.0 will be placed on academic warning regardless of cumulative GPA, and students earning a semester GPA of lower than 0.5 will be academically suspended regardless of cumulative GPA.
3. Students receiving veterans’ benefits must achieve and maintain a 2.0 cumulative GPA. Student athletes must meet current NJCAA eligibility requirements.

Definitions:

1. Good Standing: The student meets published minimum GPA and semester credit hour requirements.

2. Progress Warning: The student does not satisfy published minimum semester credit hour requirements.
3. Academic Warning: The student does not satisfy published minimum GPA requirements for good standing or earning a semester GPA of less than 1.0. In order to enroll for the following semester:
 - a. Rising second semester students on academic warning must contract to improve their cumulative GPA by a minimum of 0.50 or remove the warning status at the end of that semester;
 - b. Rising third semester students on academic warning must contract to improve their cumulative GPA by 0.20 or remove the warning status at the end of that semester;
 - c. Rising fourth semester students must contract to improve their cumulative GPA by 0.15 or remove the warning status at the end of that semester; or
 - d. Students entering their fifth or subsequent semester must contract to remove the warning status at the end of that semester.
4. Academic Suspension: The student has not satisfied published minimum GPA requirements to continue as a student or has earned a semester GPA of lower than 0.50. Academically suspended students may not register for classes at Louisburg College for two semesters with summer terms counting as one semester.
5. Expulsion: If the student has received two suspensions, the student will be expelled without appeal.

Second Associate Degree: The requirements for students who already hold an associate degree from an accredited institution and who wish to pursue an additional associate degree at Louisburg College are as follows:

1. Complete a minimum of 16 credit hours while in residence at Louisburg College beyond those required for the first degree,
2. Fulfill the general education requirements of Louisburg College,
3. Fulfill all other degree requirements, and
4. Earn a minimum of 80 credits at the associate degree level.

New students enrolling for the second degree will have their previous course work evaluated to determine the number of credits needed. Students currently enrolled at Louisburg College who wish to pursue simultaneously two associate degrees must also satisfy the above requirements. This would mean that the student must earn a minimum of 80 credit hours.

Suspensions and Expulsions: If a student is suspended, the student's permanent records will be so noted. If suspension or expulsion occurs within the withdrawal period, a "W" will be assigned. If suspension or expulsion occurs after the withdrawal period, "WP" or "WF" grades are assigned as warranted by the instructor.

Transcripts: The Registrar's Office is the repository of academic records. At the end of each academic term, a grade report is provided to each student. Academic transcripts, upon a signed written request by the student, are released to other colleges, universities, prospective employers, or other third parties. The first transcript is issued at no cost; all subsequent transcripts are issued at the cost of \$10.00 each (may be faxed, and then followed up with a hard copy at no additional charge). Transcript requests are not processed during the opening week of school each semester.

The Registrar's Office also verifies enrollment and degrees earned. This office updates changes in name or address for current students; former students should contact the office of Advancement and Alumni Affairs to make these changes.

All services are contingent upon no outstanding college accounts or other college obligations.

Withdrawal from College Enrollment: Any student desiring to withdraw from the College must follow official withdrawal procedures. The student must visit the vice president of enrollment management in the Admissions Office to initiate the process. Withdrawing students are assigned grades according to procedures outlined above (see "Course Withdrawal").

Academic Integrity Policy: All Louisburg College students are expected to uphold standards of honesty and integrity in their academic pursuits and are responsible for producing only their own work in all classes. Cheating, plagiarism, or lying for academic advantage undermines academic integrity. Students are responsible for understanding the policy. Students are also responsible for asking for clarification from their instructors should they have questions about the policy. The rules apply to all assignments unless otherwise specified by the instructor.

Cheating: Students must complete all tests and examinations without help from any source. They may not look at any other student's paper or any book or notes while taking tests unless specified by the instructor. Possession of notes while taking tests is considered evidence of intention to cheat. Students may not talk to any other student while tests are being given without explicit permission from the instructor. All electronic devices must be turned off and placed completely out of sight, except those devices approved by the instructor. Students must submit work that is their own. They may not submit work that has been produced by anyone else. They may not give their work to other students to copy.

Plagiarism: Students must use their own words and must document the source of anything written in any paper or assignment. Direct quotations must be cited as such. Students must paraphrase material in such a way that the style and language are distinctively their own; merely rearranging words or making minimal changes in wording is plagiarism even if documented. Students are encouraged to get ideas or suggestions from other sources when the instructor permits this.

Academic Misrepresentation: Students must not lie about absences or assignments to gain academic advantage.

Process: Any faculty member having evidence of a violation of the Academic Integrity Policy shall meet with the student to review the evidence and inform the student of the infraction of the policy. The faculty member shall be required to notify the vice president for academic life and provide him/her with documentation of the violation. The vice president for academic life shall conduct a hearing with the student to review the documentation. The vice president for academic life shall advise the faculty member of possible sanctions permissible and applicable and discuss with the faculty the course of action the College should take within the guidelines stated below. The instructor has the authority to determine the severity of the penalty related to the course. The vice president for academic life shall notify the student of the sanction imposed by the faculty member and by the College if applicable.

Sanctions: The consequence for the first infraction is a zero (0) for the assignment, quiz, test or a final grade of "F" for the course. A second violation of the academic integrity policy shall result in a final grade of "F" for the course with a permanent notation of the violation on the student's transcript or expulsion from the institution with a permanent notation of the violation on the student's transcript. A third violation of the academic integrity policy shall result in expulsion from the College and a permanent notation of the violation on the student's transcript.

Records: Documentation of violations of the Academic Integrity Policy will remain in the Office of the Vice President of Academic Life. Records will be maintained to determine the number of violations a student has incurred and the sanctions issued.

Louisburg College Academic Grievance Procedure: The academic grievance procedure is to resolve student grievances pertaining to academic matters resulting from faculty or staff actions. Various circumstances may serve as legitimate grounds for student grievances. The grievances listed below are examples of the types of complaints that might be appropriate for consideration:

1. Errors in the calculating or recording of examination grades or the computation of final grades contrary to the faculty member's stated grading policy.
2. Failure of a faculty member to grade and return tests or assigned work in a timely manner.
3. Discriminatory grading on the basis of conditions other than academic criteria.

4. Demeaning or arbitrary actions by a staff or faculty member that might markedly affect a student's performance.
5. Failure to provide academic advisement according to an advisee's recorded goals and to the College's requirements.
6. Disputes concerning evaluation of transfer credit from another institution.
7. Failure to provide in a timely manner reasonable accommodations which are supported by diagnostic testing and which have been requested prior to 48 hours of the test time by a student with a documented disability.

Procedure for Redress: A student who thinks that he/she has an academic grievance will first seek to resolve the matter through discussions with the involved staff or faculty member. A student with a disability who has an accommodation grievance should also include the ADA coordinator in this initial discussion. If these discussions are not satisfactory, the complaint may be continued according to the following procedure:

1. A written statement of complaint must be submitted to the involved staff or faculty member not later than 30 days from the end of the semester in which the grievance occurs. A student with an accommodation grievance must submit a written complaint not later than five days after the initial consultation with the involved staff or faculty. The student must consult with the person involved within one week of submission of the written statement.
2. If resolution of the problem is not achieved with the person involved, the student may direct the grievance in writing to the next higher level.
 - A. Grievances involving faculty members, but not related to accommodations for students with disabilities, are directed to the appropriate academic division chair.
 - B. Grievances involving staff members or academic division chairs are directed to the chief academic officer. The division chair or the chief academic officer will consult with the student and the involved staff or faculty member.
 - C. Grievances concerning accommodations for students with disabilities are directed to the College ADA Advisory Committee for guidance and recommendations.
3. As a last step, and only after steps 1 and 2 above have been followed, the student may direct the grievance, in writing, including a description of the allegations and supporting documentary evidence, to the president of the College. The president will appoint a Grievance Committee consisting of staff, faculty, and students.
4. The Grievance Committee will review the written grievance and all supporting documentation and may hear oral presentations and consult with all involved parties. The committee will render its recommendations for disposition of the case in writing to the president of the College within two weeks of the last consultation/hearing. The president will notify all involved parties of his/her final decision concerning the grievance.

Academic Standards

Graduation Requirements

The requirements for all Associate of Arts and Associate in Science degrees include a minimum of 64 semester hours with a "C" (2.00) average and completion of each competency requirement (see below). At least 58 of the hours used toward graduation must be in courses carrying two or more semester hours credit.

Courses may be repeated for credit at Louisburg College. (See "Repeat of Course" for more information.) Repeated courses are indicated on student transcripts. Grade point averages are calculated using only the higher grade on a repeated course and no new hours attempted are added. The grade point average includes all work attempted with the exception of developmental courses.

Students transferring credit to Louisburg College from other institutions must have at least two semesters in residence at Louisburg College, must earn at least 32 semester hours at Louisburg and must earn at least a “C”(2.00) average on Louisburg College work to qualify for graduation. Quality points at other institutions are not used in computing averages for graduation.

The records of students who have been readmitted after an absence of four or more consecutive semesters will be evaluated as follows: only grades of “D” or better earned in previous enrollments will be combined with all grades earned after readmission to compute graduation eligibility.

Academic Competency Requirements

Reading competency may be demonstrated in one of the following ways:

- Placement at the English Department’s designated level on the College’s standardized reading placement test.
- Successful completion of a reading course with a grade of “C” or higher and placement at the English Department’s designated level on the reading exit exam.

Writing competency may be demonstrated through completion of ENG 111 - Expository Writing and ENG 112 Argument Based Writing and Research with grades of “C” or higher.

Oral Expression competency may be demonstrated in one of the following ways:

- Successful completion of ENG 230 - Public Speaking.
- Meeting requirements of the Humanities Division speech test.

Mathematical Computation competency may be demonstrated in one of the following ways:

- Successful completion of MAT 104 Survey of Mathematics.
- Successful completion of MAT 105 College Algebra.
- Successful completion of any higher level math course (other than MAT 121-Introduction to Probability and Statistics).

Computer competency may be demonstrated in one of the following ways:

- Passing score on the College’s computer literacy skills exam.
- Successful completion of a computer information/science course.

E-mail and Campus Post Office

E-mail and hard-copy mail are the primary means of communicating with students about a wide variety of information, ranging from registration times to the annual FERPA notification. (Students are notified in advance that they are responsible for knowing information sent to them via e-mail or hard-copy mail).

E-mail is efficient and effective, but students may come to view it as spam if it is overused. The Registrar’s Office, therefore, should make sure that only high-priority matters are directed to student accounts via e-mail to ensure that its impact is not diluted with other information of lower priority being sent via hard-copy to students’ post office boxes. Forthcoming deadlines, scholarship opportunities, and course schedule changes—important matters that are time-sensitive—are good candidates for notification to student accounts by e-mail.

Portals

Portals are web-based services that allow users to organize and navigate electronic information available on the World Wide Web. They guide people into a broad variety of web-based resources, from e-mail to search engines and forums. Portals provide a unique, user-centered, often user-customized, means of communication. Instead of merely providing the user with flat content, the portal puts the user in charge of choosing what and how information is displayed. Within higher education, portals also allow the user to integrate academic and non-academic electronic information.

Fair and Accurate Credit Transactions Act (FACTA)

Louisburg College complies with the provisions of Fair and Accurate Credit Transaction Act (FACTA) to assist students with the protection of personal information and safeguard students from identity theft.

Louisburg College collects only information required to conduct its business or as required by governmental agencies. Data is stored electronically on secured servers, and hard copy information is maintained in secured file cabinets. Access to student information by College personnel is granted on a need-to-know basis.

Louisburg College routinely publishes directory information, and every student is able to request omission from published directories through completion and submission of the required form available at the Registrar's Office. Louisburg College does not release non-directory student information to anyone without written permission of the student except as required by governmental agencies. Please refer to the FERPA section for additional information.

Privacy of Education Records

Access to students' education records is regulated by the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act, with which the College intends to comply fully, was designed to protect the privacy of education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Act Offices concerning alleged failures by the College to comply with the Act.

Local policy explains in detail the procedures to be used by the College for compliance with the provisions of the Act. Copies of the policy can be found in the following offices: dean of students, academic dean, registrar, and admissions.

Louisburg College categorizes the following information as directory information: name, address, telephone number, date and place of birth, parents' names, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, weight and height of members of athletic teams, and the most recent previous educational institution attended by the student.

Under the FERPA Act, students have the right to:

1. Inspect and review the student's education records within 45 days of the day the College receives a request for access (students should submit a written request to review his/her educational records to the Registrar's Office);
2. Request amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA;
3. Provide written consent before the College discloses personally identifiable information from the student's education record, except to the extent that FERPA authorizes disclosure without consent;
4. Request nondisclosure of directory information (Louisburg College FERPA Form 1 must be filed annually with the registrar if withholding of directory information is desired; Louisburg College assumes that failure on the part of any student to file a request for nondisclosure indicates approval for disclosure);

5. File a complaint with the United States Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Questions concerning the Family Educational Rights and Privacy Act may be referred to the academic dean or registrar.

Recognition for Exceptional Achievements

Dean's List and Honor List: The College seeks by every legitimate means to stimulate and reward exceptional achievements in all worthy lines of endeavor. Two honor lists are issued by the academic dean and the registrar to recognize exceptional achievement. Full-time students having a grade-point average of 3.50 to 4.00 will be eligible for the Dean's List issued at the end of the semester. In addition, those students with a grade point average of 3.00 to 3.49 are recognized on the Honor List.

Graduation with Honors: Associate degree students with a grade point average of 4.00 will be graduated summa cum laude, those with a grade point average of 3.80-3.99 will be graduated magna cum laude, and those with a GPA of 3.50-3.79 will be graduated cum laude. All grades earned at Louisburg College shall be used in determining eligibility for graduation with honors.

Graduation with Recognition: Students earning a Louisburg College cumulative grade point average of 3.0 to 3.5 will be recognized in the program during commencement.

Marshals: The eight full-time enrolled freshman students with the highest scholastic average are asked to serve as marshals for the commencement exercises. Students with fewer than 28 semester hours earned are considered freshman. A candidate should have accumulated a minimum of 12 semester hours toward graduation in previous semesters.

Honor Fraternity

Phi Theta Kappa: Phi Theta Kappa is an international junior college scholarship-character fraternity, corresponding to Phi Theta Kappa in four-year institutions. The Gamma Upsilon Chapter of Phi Theta Kappa was chartered and organized at Louisburg College in December 1938. Membership is presently open to freshman with a minimum grade point average of 3.50 who have earned at least 12 hours of coursework that may be applied to an associate's degree and to sophomores with a minimum grade point average of 3.30. Continued membership is contingent upon students maintaining a 3.00 grade point average. Good moral character and recognized qualities of citizenship are also emphasized for membership.

Awards

Commencement Day Awards Presentations

Each year the following major awards are presented during the Commencement Ceremony:

The Alumni Scholarship: This award was established in 1990 by the Louisburg College Alumni Association Board of Directors to recognize an outstanding rising second year student. Qualifications are based on academic record, school involvement, personal character, and aspirations. Monies for the scholarship are provided through alumni contributions.

The Brantley Award: This award is presented to the male and female candidates for graduation with the highest full-time two-year scholastic average. It was established by the late Reverend Allen P. Brantley, a member of the North Carolina Conference of the United Methodist Church and a former trustee of the College.

The Isaac D. Moon Award: This award is given to the most outstanding male and female candidates for graduation in the fields of leadership, scholarship, and citizenship. It was established by the Sophomore Class of 1961 in honor of Professor Moon, member of the faculty from 1936 to 1970. The recipients of this award are selected by a vote of faculty and staff.

The Naomi Dickens Shaw Award for Faculty Teaching Excellence: This award is given each year to a member of the faculty who demonstrates teaching excellence. The Reverend and Mrs. Caswell Shaw established the endowment that funds the award in memory of Mr. Shaw's mother, the late Naomi Dickens Shaw, Class of 1928. The recipient of this award is selected by a committee known only to the president of the college.

Awards Day Presentations

A special Awards Day assembly is held each spring to recognize students who have excelled in various categories:

The David Whitman Shearin Scholarship Award: In honor of Professor Shearin, an annual award and scholarship is presented to the most outstanding freshman business student. Scholarship, activities, strength of character, and general conduct are all considered. Professor Shearin served the college for thirty-one years as an outstanding faculty member and leader in the business division.

The Art Award: The Art Award is given annually to the studio art student who has combined both fortitude and intuition in reflecting his or her own unique vision. The recipient will have excelled in both individual and group critique interaction.

Outstanding Student Athlete: An award is given annually to the male and female student athletes who have made the most outstanding contribution to the athletic program while achieving academic excellence and involvement in other extracurricular activities.

The James H. Brown Award: In honor of Captain James H. Brown, who taught in the Mathematics Department from 1962 to 1978, an award is presented annually to the student who has the highest average in at least two freshman level mathematics courses.

The Dr. Owen Stephen Bunnell Associate in Science Award: This award is presented annually to a graduating student in the Associate of Science program. The recipient is selected by the science faculty from students excelling in one or more of the following areas of study: biology, chemistry, and physics. This award was established in the spring of 1978. This award honors Dr. Bunnell, alum of Louisburg College, Class of 1976.

The Peter A. Carlton Award in Biology: Dr. Patrick W. Carlton, Class of 1957, and Richard A. Carlton have established an annual award for the student with the highest academic achievement in biological sciences. This award is given in memory of their father, Peter A. Carlton, an educator and longtime friend of Louisburg College.

Chaplain's Service Award: Chaplain's service awards are given to sophomores who have contributed outstanding service to the campus and community by their participation in the Christian Life Council and/or chapel services.

Chemistry Award: A chemistry award is given each year to the student who, in the opinion of the Department of Science, has achieved the highest excellence in the first year of General Chemistry.

Foreign Language Awards: These awards are presented to outstanding French and/or Spanish students each year.

Golden Twig Botany Award: Presented annually to the student who has achieved excellence in Botany.

Bessie Arrington Gupton Distinguished Service Award: This distinguished service fund has been established in memory of Mrs. Bessie Arrington Gupton, Class of 1908, by her sons, Samuel Gupton and Willis Gupton, Class of 1942. This fund will provide a cash award to a member of Louisburg College's faculty, staff, or student body who demonstrates outstanding and extraordinary service to the College.

Intramural Awards: Various students are recognized for their outstanding contribution to the intramural sports program. Students are recognized for officiating, participation, and sportsmanship.

Elizabeth Johnson Award: In honor of Elizabeth Johnson, who taught in the Mathematics Department from 1945-1974, an award is presented annually to the student who has attained the highest average in at least two calculus courses.

Journalism Award: An anonymous donor has established an annual award for that member of the sophomore class with the highest achievements in student journalism. The recipient is selected by a vote of the Humanities Division and of other faculty members who are advisors to student publications.

The Malone Award: Mrs. Umphrey Lee of Louisburg has established an annual award for the graduate who has achieved the highest excellence in the field of English. This award is given in memory of Mrs. Lee's father, Edwin Hutchinson Malone, a former student at the Male Academy and later a trustee of the College.

Music Award: This award is presented to the student who has made the most outstanding contribution to the total music program at the College during the current school year.

The Felton R. Nease Awards in Biology: These cash awards, established in 1983 by the wife and daughter of Dr. Felton R. Nease, professor emeritus of biology at Louisburg College, are presented annually to the male and female freshman who have shown excellence, plan careers in biology, and plan to return to Louisburg College the following year.

Dorothy H. Sampson Creative Writing Award: Thomas O'Keefe, a graduate of Louisburg College, and several members of the Humanities Department, have established a creative writing award in honor of the late Dorothy H. Sampson, a former professor of English at the College.

The Robert A. Butler Social and Behavioral Science Award: In honor of Professor Butler, an annual award is given to the sophomore student who has the most outstanding record in the field. A grade point average of 3.50 or higher on 12 or more hours in the social sciences and at least a 3.00 overall GPA is required.

The Cortland Victor Smith Service Award: The Sophomore Class and the Student Government Association of 1971-72 presented the sum of \$500 to establish the Cortland Victor Smith Service Award in memory of Dr. Cortland Victor Smith, who joined the Louisburg College faculty in 1965 and served with distinction until his death

on February 9, 1972. Dr. Smith, at the time of his death, was chairman of the Department of Social Studies and of the Faculty Affairs Committee. The principal sum has been invested, and the income will be used to make an annual award to the student selected for his or her service to the College and the student body.

Grady K. Snyder Award: Honoring Grady K. Snyder, who taught in the Mathematics Department for 30 years and was department chair for 22 years, this award is presented to the student who has given outstanding effort in mathematics. This award honors Mr. Snyder, Louisburg College alum, Class of 1950.

Award in Speech Communication: Each year the Humanities Division recognizes the student or students who have achieved excellence in two areas of the speech communication field: theory/principles and performance.

Roger B. Taylor Scholarship: This is an annual award presented to a basketball player. The recipient is chosen on the basis of academic record, extracurricular activities, motivation, and financial need.

Floyd J. Wingfield Scholarship: This scholarship is presented annually to an athlete, the recipient is chosen on the basis of academic record, extracurricular activities, motivation, and financial need.

Who's Who Among Students in American Junior Colleges: This recognition is awarded annually to students who excel in academic and extracurricular activities, demonstrate citizenship and service to the College, and exhibit potential for future achievement.

Non-Major Science Award: This award is presented to recognize the non-science major who has achieved excellence in science.

The Stafford Award: This award is given by the Humanities Division in honor of Rev. Sidney Stafford in honor of his many years of service and devotion to Louisburg College as chaplain and religion and philosophy instructor. The recipient is a graduating or fourth-semester student who has taken a minimum of three religion and/or philosophy courses and who has demonstrated superior intellectual understanding and academic work in his or her studies.

The Outstanding Phi Beta Lambda Member: An annual award is given to the most outstanding member of Phi Beta Lambda business fraternity.

Curriculum Description

Instructional Methods

Louisburg College enrolls a wide variety of students with a wide range of learning styles and abilities. The faculty tries to meet each student's needs through a variety of instructional modes as described below.

Traditional Instruction: Most classes in all academic divisions use traditional techniques such as lectures, textbook assignments, discussions, small group work, library assignments, and laboratory exercises. Presentations may include use of computer technology. Syllabi, course schedule, lecture notes, assignments, and evaluation of students may involve use of the student portal on the World Wide Web.

Individualized Instruction: Students who need personal learning assistance in addition to the normal classroom setting may turn to several sources at Louisburg College. Instructors are available outside of class during generous office hours and there are learning laboratories in several subject areas: mathematics, writing, and computers.

Additionally, some instructors provide extra review sessions and study guides, and they teach not only the subject matter, but also how to study and learn that particular subject.

Independent Study Courses: A student may be permitted in extraordinary situations to perform regular coursework as a tutorial, provided a full-time faculty member of Louisburg College consents and the appropriate division chair and academic dean approve. A syllabus and a course outline are required for all tutorial courses. The prior approval of the instructor, division chairperson and academic dean is required before the student can register for the course. Only courses less than three semester credit hours may be authorized to be taken by any student after the 60% point of the term. The student pays an additional charge equal to the part-time per credit hour charge for independent study courses before work commences.

On-Line Instruction: To provide flexibility, convenience, and an opportunity for self-paced instruction, on-line instruction is available as an alternative mode of instruction. On-line instruction utilizes the Web and student portal for delivery of course content.

Hybrid Instruction: A select number of classes are available to students that blend traditional instruction (face to face) and on-line instruction.

A student may receive a maximum of six co-op credit hours for any one semester, with a limit of 12 credit hours accepted toward graduation. Prerequisite for co-op is full-time enrollment of one semester or special permission from the academic dean. A student working toward the Associate of Arts or Associate in Science degree may earn up to 12 semester hours of credit for cooperative field work experience in lieu of electives.

Academic Support

The faculty at Louisburg is dedicated to the success of every student. Teaching and advising, not research, are our professors' primary responsibilities. Our dedicated faculty provides individual assistance, ensuring that each student is academically prepared to meet the requirements of four-year colleges and universities. Faculty members keep generous office hours; most provide home phone numbers and e-mail addresses. In addition, the college offers the following forms of academic support:

First-Year Seminar: All first-year students enroll in INT 102 – Crossroads, a class that explores learning for success in college. The goal is to help students identify and employ individual strengths to build adaptive techniques that can assist them in becoming confident, independent persons and learners. Each Crossroads class is comprised of about 17 students who are supported by faculty, staff, and administrators. The course members share in academic, social, and cultural activities.

Small Classes: The average class size is seventeen (1:13 teacher-student ratio), which provides greater contact with instructors and a greater opportunity for academic success.

Academic Advisors: Full-time and select part-time faculty members, learning specialists, and coaches serve as academic advisors and carry an average advisee load of only 15 students.

Librarians with Faculty Status: Two full-time and two part-time librarians staff our “teaching” library, as well as one part-time audio-visual assistant. At least one librarian is available during library hours to assist students with their library needs.

Office of Counseling Services: A full-time counselor is available to students who desire to discuss academic, social, or personal issues, or career counseling.

Office of Learning Support and Disability Services (OLSDS): Contact Info: (919) 497-3236 Location: Rooms 111 and 112, Taft Building. The mission of the OLSDS is to focus on the abilities of all individuals while providing an accessible and welcoming academic community. The OLSDS has been established to ensure that every individual with a disability has an equal opportunity to participate in the college community. Any student or visitor with a documented disability who wishes to request appropriate accommodations may contact the OLSDS.

The OLSDS provides, arranges, and coordinates accommodations and services for individuals with disabilities. Not only is this in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), but is also a part of our central purpose as a small college committed to offering an individualized approach to higher education. This is a free service to all individuals with documented physical, mental, psychological, or learning disabilities.

While each student in the post-secondary education setting is responsible for requesting accommodations, if desired, we recognize that every student's needs require a specific, individualized approach and plan. To ensure that each student's needs are fully and adequately addressed, the OLSDS will maintain disability related documents and certifications of eligibility and meet with individuals to update them as appropriate. As well, we encourage open and frequent communication and planning interviews to keep abreast of the individual's changing needs.

In addition to working to provide accessibility to facilities and instruction, Louisburg College offers extensive services to help encourage success. Most of these services are available at no cost to the student, but we also offer a fee based program that provides additional one-on-one academic support for those students with specific learning disabilities who would like extra help successfully transitioning to college. For more information, please contact the Learning Partners program. All academic accommodations and auxiliary services are provided to students based on individualized needs, abilities, and limitations through documentation review, interaction, and interview. To ensure that appropriate accommodations are in place, new students should contact the OLSDS early, well before the academic school year begins. Returning students must meet with the director each semester to request accommodations and sign appropriate forms for that semester.

Learning Support

Computer Labs: Computer labs are located in the library, in Davis Hall, and three different labs are housed in Taft Building for student usage.

Learning Partners (LP): LP is a fee-based program which offers academic coaching and training in learning strategies to select students with learning disabilities and attention deficit/hyperactivity disorder.

Math Lab: The Math Lab is open weekdays to provide opportunities for students to receive assistance in their mathematics courses. Tutoring is available from Math Department faculty and staff members or students enrolled in advanced Mathematics courses during posted Math Lab hours. Appointments are not needed.

Peer Tutoring: Peer tutors are available several evenings a week to help fellow students with any academic subject, research, time management, or other academic concern.

Reading Lab: The Reading Lab is an integral part of the ENG 097 course. It provides the developmental student with individualized reading practice and skill improvement. The lab allows the student to work at his or her own pace and provides immediate feedback. The reading lab may also be used by students in other courses who are working with the faculty on reading in the content area.

Writing Center: The Writing Center provides individual assistance with writing for English and other classes. The Writing Center is open weekdays. Appointments are encouraged, but students may drop in as well.

Overview of Academic Programs

Louisburg College academic programs provide a variety of choices for the transfer-oriented student, students interested in immediate employment after two years of study, and students seeking personal enrichment.

1. **Associate of Arts** curriculum with multiple transfer-oriented options.
2. **Associate in Science** curriculum with multiple transfer-oriented options.
3. **Associate of Science in Business** curriculum with multiple transfer-oriented options.
4. **Louisburg College Honor's Program** curriculum encourages, communicates, and rewards academic excellence. The program offers enhanced learning opportunities and additional scholarships to students who demonstrate a high level of interest, initiative, and ability. Honors students are expected to be actively involved in their education.
5. **Learning Partners (LP):** The Learning Partners program in the Division of Learning Services is a comprehensive fee-based tutorial program for college students with specific learning disabilities and/or attention deficit hyperactivity disorder that exceed reasonable accommodations usually offered at the postsecondary level. Students enrolled in LP have the benefit of working with faculty who are specially trained in teaching students with learning disabilities. LP addresses learning differences by providing intensive and interactive partnerships that are designed to promote self-reliance and life-long learning skills. Specific advantages include individual tutorials with a learning specialist, strategy based instruction, content tutoring, academic coaching, priority registration, and academic advising. Interested students who are admitted to Louisburg College must also meet the LP admission requirements. Students should apply early due to limited space. For more information, contact the LP program director.

General Education

Louisburg College has at its core a general education curriculum that prepares students for transitioning to a four year college and becoming life-long learners. General education learning competencies include Quantitative Reasoning, Critical Thinking, Written Communication, and Oral Communication. These competencies are reviewed by the faculty every two years and receive endorsement from the College's Board of Trustees.

The four competencies listed above are assessed in one or more of the following courses: Math 103, Math 105, English 111, English 112, English 230, History 111, and History 112. Each course has embedded assessment measures that assess the core competencies in that course.

Core Competency #1: The faculty define the core competency Quantitative Reasoning as the following: Louisburg College graduates will be able to problem-solve using logic and mathematical reasoning. Problem-solving through logic and mathematical reasoning includes performing basic algebraic skills, using basic algebraic skills to lead to higher levels of abstraction, and recognizing connections among mathematical ideas. The competency is evaluated in Math 103 and Math 105. Within these two courses the embedded assessment measures are standard quantitative concept evaluation in pre- and post-tests and tracking student success from Math 103 through Math 105. The first measure assesses the competency by requiring students to demonstrate improvement in Quantitative Reasoning over the course of a semester. The second measure assesses the competency by requiring students to build upon and apply previously learned logical and mathematical skills.

Core Competency #2: The faculty define the core competency Critical Thinking as the following: Louisburg College graduates will address diverse problems logically and critically through knowledge, comprehension, application, analysis, synthesis, and evaluation. The competency is evaluated in English 111, English 112, History 111, and History 112. Within these four courses the embedded assessment measures include common-curriculum prompts for writing assignments; evaluation of reading comprehension and articulated responses to societal,

historical, or personal issues; pre- and post-test evaluation; and standardized critical thinking rubrics used in assessing responses. The first measure assesses the competency by requiring students to construct essays possessing thoughtful logical analysis to prompted problems. The second measure assesses the competency by requiring students to create summaries of relevant assertions and resources from accepted research. The third measure assesses the competency by evaluating student development over the course of a semester. The fourth measure assesses the competency by requiring students to demonstrate logical and well formulated responses to pertinent issues or historical periods.

Core Competency #3: The faculty define the core competency Written Communication as the following: Louisburg College graduates will be able to communicate effectively and coherently in writing. Coherent and effective writing is well-organized, is audience-appropriate, is grammatically-correct, states objectives clearly, and uses adequate supporting evidence for assertions. The competency is evaluated in English 111 and English 112. Within these two courses the embedded assessment measures are pre- and post-test evaluation, standardized rubric evaluation of writings, and common prompts for writings evaluated by English Faculty. The first measure assesses the competency by requiring students to demonstrate improvement in Written Communication over the course of a semester. The second measure assesses the competency by requiring students to meet common, approved standards. The third measure assesses the competency by requiring students to demonstrate written acuity in response to an accepted cross- course assignment.

Core Competency #4: The faculty define the core competency Oral Communication as the following: Louisburg College graduates will be able to communicate effectively and coherently in public speaking. Effective and coherent public speaking demonstrates competent delivery skills, is well-organized, is audience-appropriate, is grammatically-correct, states objectives clearly, and uses adequate supporting evidence for assertions. The competency is evaluated in English 112 and English 230. Within these two courses the embedded assessment measures are standard speech modes across the curriculum and standardized evaluation rubrics. The first measure assesses the competency by requiring students to perform a variety of public speeches in different audience settings. The second measure assesses the competency by requiring students to meet the standards of an approved rubric.

Transfer Programs

The vast majority of Louisburg College students transfer to senior institutions upon completion of their academic programs at Louisburg. Students earn an **Associate of Arts Degree in General College**, an **Associate of Science Degree in General Science**, or an **Associate of Science Degree in Business** by completing the requirements indicated below.

Almost any academic major may be started at Louisburg College. Selections of specific courses fulfilling each requirement in the curriculum should be made in terms of the student's prerequisite skills, expected major, and anticipated transfer requirements. Louisburg College maintains current information on transferability of courses through close coordination and transfer agreements with numerous colleges and universities. Programs of study have been developed in cooperation with the University of North Carolina system and are intended as blueprints for guiding students who plan to transfer into the system. Additional agreements have been established with other institutions for direct admission into professional programs. Academic advisors guide their advisees in course selection as well as career and transfer exploration. Students who are undecided about a college major will find ample opportunity to explore a variety of options at Louisburg College. The undecided student should follow the Associate of Arts in General College curriculum.

* All students should refer to the “Academic Information” section regarding demonstration of competencies for the five academic competency requirement areas.

Degree Programs

Examples

Associate of Arts Degree in General College:

FALL I		SPRING I		FALL II		SPRING II	
English 111	3	English 112	3	English 131 or 200 Lit	3	Lit Elective or English 241	3
Art/Drama/Music Elective	3	Lab Science Elective	4	Religion 100 or 110	3	REL/PHI Elective	3
Math 104 or 105 or higher	3	History Elective	3	CIS Elective	3	History Elective	3
Crossroads-INT 102	3	English 230	3	Lab Science Elective	4	Free Elective	3
Social Science Elective	3	Social Science Elective	3	Free Elective	3	Free Elective	3
				PE/Health Elective	2/3		
TOTAL	15		16		18/19		15

Associate of Science Degree in General Science:

FALL I		SPRING I		FALL II		SPRING II	
English 111	3	English 112	3	Math/Sci Elective	3/4	Math/Sci Elective	3/4
Lab Science Elective	4	Lab Science Elective	4	Math/Sci Elective	3/4	Math/Sci Elective	3/4
Math 105 or higher	3	Math Elective	3	History Elective	3	Social Science Elective	3
Crossroads-INT 102	3	English 230	3	Literature Elective	3	Religion 100 or 110	3
CIS Elective	3	Humanities Elective	3	Free Elective	3	Free Elective	3
PE/Health Elective	2/3						
TOTAL	18/19		16		15/17		15/17

Associate of Science Degree in Business:

FALL I		SPRING I		FALL II		SPRING II	
English 111	3	English 112	3	Accounting 120	4	Accounting 121	4
Math 105 or higher	3	History Elective	3	Economics 201	3	Economics 202	3
Business 131	3	Social Science Elective	3	Business 230	3	Business 228	3
Crossroads-INT 102	3	Religion 100 or 110	3	Lab Science Elective	4	Literature or Fine Arts Elective	3
CIS Elective	3	English 230	3	Business Elective	3	Business Elective	3
PE/Health Elective	2/3					Business 290	1
TOTAL	17/18		15		17		17

Academic Divisions

Division of Humanities

Mr. Tommy Jenkins, Chair

The humanities cover a broad range of academic disciplines that have been, and continue to be, a crucial component of the educational goals of Louisburg College. The Humanities Division's learning objectives of competent written and oral communication, critical thinking, creative thinking, and aesthetic engagement support Louisburg College's mission statement of building a strong foundation to prepare students for an academic journey that leads to a four year college.

The humanities study human experience and how people interact with each other and their world. Religion and philosophy challenge students to examine ethical and spiritual questions while also instructing them on the context of religious and spiritual thought throughout history. Expressive arts play an important role in inspiring students to creative problem solving as well as in exploring personal growth. Language courses better students' communication skills both in written and oral form. Literature courses teach a history of human expression and the ability to engage with diverse cultures.

Division of Business Studies and Social Science

Mr. Matt Brown, Chair

The Division of Business Studies and Social Science supports a broad course of studies including business, economics, computer technology, history, government, psychology, sociology, and education. The division supports students wishing to transfer to institutions offering bachelor degrees and/or to fulfill the requirements for the Associate of Science in Business degree. Additionally, the division offers courses needed by students who wish to meet college requirements in history, social science, and CIS.

The Associate of Science in Business degree is designed for students interested in a career in business including accounting, finance, marketing, human resources, management, and entrepreneurship. Program requirements include a strong liberal arts emphasis with required business courses in accounting, economics, statistics, professional development, and business electives. Business electives are offered to support and prepare students for intended business majors, minors, and interests.

The division supports the College's mission by emphasizing the role of the college as a teaching institution that values the individual student and faculty-student rapport. Students are our primary focus and are encouraged to be active partners in the educational process. To prepare students for the complexities and challenges of the 21st century, the curriculum emphasizes critical thinking, integrity, oral and written communication, teamwork, adaptability, and an appreciation of leadership that incorporates service to others. The faculty strives to infuse student learning with a spirit of enthusiasm, professionalism, and the goal of their students to excel. Faculty serve as academic advisors guiding students on course selection and sequencing.

Division of Health and Physical Education

Mr. Michael Holloman, Chair

The Division of Health and Physical Education endorses a philosophy that the key to health is the quality of one's lifestyle, which has physical, mental, emotional, social, and spiritual aspects. Therefore, the aim of the health and physical education program is to promote health and wellness through the acquisition of skills and knowledge that can be integrated into a holistic lifestyle. Students will gather knowledge of the functions of physical exercise through an understanding of a healthy body, health maintenance, physical exercise and sports fitness. The department also provides instruction that is designed to prepare students to pursue careers in areas such as fitness, recreation, sports medicine, and sports management.

Division of Mathematics and Science

Dr. Martha Farmer Bragg, Chair

The purpose of the Division of Mathematics and Science at Louisburg College is to provide instruction through university-parallel courses in the areas of mathematics and science, to assist students in the completion of baccalaureate degrees at senior institutions, and to provide a strong foundation in basic scientific and mathematical principles.

The division emphasizes an individualized approach to student learning through support services designed to enhance classroom instruction. Student counseling may be offered through conferences, which may include referral to appropriate college resources.

The faculty frequently engages in activities which enrich the community. Cooperative efforts between the division and the community provide students with opportunities for further growth.

Course Descriptions

*The following abbreviations are used throughout this section: **FA=Fall; SU=Summer; SP=Spring; RI=Reading-Intensive; SHC=Semester Hours Credit**

***Reading-Intensive Courses**

To take a course labeled Reading-Intensive (RI), a student must place out of ENG 097 or must successfully complete ENG 097.

Pre-requisite: ENG 097 or curriculum-level placement scores

- Reading-intensive courses are ones in which reading (both formal and informal) is an integral part of learning the content of the discipline.
- A reading-intensive course involves a substantial amount of discipline-specific reading.

This reading may be carried out through assignments and activities spread over the course of the semester that push students' thinking, deepen their understanding of the subject matter, and explore questions they have about the subject matter. These assignments and activities, in other words, require students to process reading critically.

Types of reading assignments include but are not limited to the following:

- Research projects/reports
- Use of primary sources
- Use of journal, newspaper, and magazine articles
- Book reports
- Summary assignments
- Discipline-specific websites
- Textbook use that goes beyond introductory background content
- The course syllabus should explain the reading-intensive nature of the course.
- In a reading-intensive course, course rubrics should reflect the level at which reading is used to help students explore, think, and learn about the subject.

ACCOUNTING

ACC 120. ACCOUNTING I

4 SHC

An introductory course in accounting principles and practices that covers analysis and recording of business transactions, the basic accounting cycle, and financial statements that apply to service, merchandise, and manufacturing enterprises. Use of general ledger software complements manual solution of problems. **FA**

ACC 121. ACCOUNTING II

4 SHC

A continuation of accounting principles and practices relating to proprietorships, with particular attention to partnerships and business corporations. Emphasis is on interpretation and use of accounting data for management decisions. Topics include financial statement analysis, funds statements, cash flow analysis, budgetary and costing

systems, cost-volume-profit relationships, break-even and marginal analysis. Use of general ledger software complements manual solution of problems. *Prerequisite: Accounting 120 or permission of the instructor.* **SP**

ART

ART 111. ART APPRECIATION

3 SHC

The student's understanding and appreciation of art will be enhanced by familiarity with three areas of art: the language of art (visual elements, principles of design, and style), the nature of the media used in art, and the history of art. Students will discuss how art has enhanced our environment and raised social consciousness across the span of recorded history. Via slide lecture, video and CD-ROM presentations, students will grow aesthetically into a lifetime of the visual arts. **FA, SP**

ART 133. ART HISTORY

3 SHC

A survey slide lecture course which exposes students to a broad overview of the history of art, its purpose, and its function. Emphasis is placed on the following cultures: Prehistoric, Egyptian, Greek, Roman, Pre-Columbian, Islamic, and Early Christian art. **FA**

ART 134. ART HISTORY

3 SHC

A survey slide lecture course which is a chronological continuation of Art History 133. The student is introduced to the following periods of art: Gothic, Renaissance, Baroque, and the art of the modern world which includes: Romanticism, Impressionism, and art of the 20th century. Art History 133 is not a prerequisite for this course. **SP**

ART 135. FOUNDATION-SCULPTURE

3 SHC

Exposure to various traditional, contemporary, and experimental approaches in developing literacy in the language of three-dimensional form in this studio course. Students gain technical skills and confidence while working with materials such as clay, wood, plaster, wire and plastics. Students are exposed to various hand and power tools. **FA**

ART 136. CERAMICS-POTTERY

3 SHC

Exposure to basic techniques which produce functional pottery. A working knowledge of clay, glaze, and kilns will be covered and historical precedents will be studied. Emphasis will be placed on learning how to throw on the potter's wheel in this studio course. **SP**

ART 137. FOUNDATION-DRAWING

3 SHC

Drawing predates writing as a method of personal communication. This course aims to broaden the student's concepts about the art-making process and creative problem solving. As many different drawing mediums are explored as possible in this project-oriented studio class. Fundamental design components of line, form, space, texture and color are evaluated through individual or class critiques. The concept of learning how to see is constantly stressed. **FA, SP**

ART 210. INDEPENDENT STUDY

1-3 SHC

Independent study in specialized areas of art as discussed in advance between the instructor and the student. Such areas may be historical or studio oriented. Development of a personal statement will be emphasized.

ASTRONOMY

AST 100. INTRODUCTION TO ASTRONOMY

4 SHC

An introduction to the history and present state of the astronomical and astrophysical sciences for non-science majors. Topics include astronomy in ancient civilizations, early telescopic astronomy, modern observational astronomy, early theories of the universe, modern astrophysics and models of the universe, and cosmic origins. The

course also contains a laboratory section which includes scientific measurements and an introduction to amateur observational astronomy, including observation of constellations and planets. **FA, SP (RI)**

BIOLOGY

BIO 100. ENVIRONMENTAL BIOLOGY

4 SHC

Presents an ecological approach to humans and their position in the ecosystem, and is supported by basic principles of plant and animal biology. Topics include specific problems in the areas of population, natural resources depletion, and pollution. Films, readings, and simulations are used to study these topics. This course consists of 3 hours of lecture and one 2-hour demonstration/recitation period per week. This course is designed for non-science majors and will not count toward the science requirement for the Associate in Science degree. This course does not fulfill the lab science requirement for graduation. **(RI)**

BIO 101. PRINCIPLES OF BIOLOGY I

4 SHC

A study of the basic principles and concepts of living organisms with special emphasis on the structure and functions of cells, energy requirements of organisms, plant and animal diversity, development, evolution and heredity. Open to all students and required for students taking advanced biology courses. The course includes a laboratory section in which students are introduced to basic techniques of laboratory work and experimentation. **FA, SP (RI)** *Students must take the pre-test for this course by the end of the fourth day after the end of the add/drop period. Failure to do so will result in withdrawal from the course.*

BIO 102. BOTANY

4 SHC

A survey of the plant kingdom covering taxonomy, morphology, evolution, genetics, and ecology is presented. This course is geared towards science majors but is open to any student interested in the subject material. The course includes a laboratory section in which students are introduced to basic botanical concepts in the laboratory and in the field. *Prerequisite: Biology 101 with a grade of "C" or higher.* **FA, SP (RI)**

BIO 103. ZOOLOGY

4 SHC

A survey course of the animal kingdoms. The course will introduce students to the wide diversity of animal life and will examine how these organisms reproduce, acquire and transform energy, and sense and interact with their environment. The course is geared towards science majors, but it is open to any student interested in the subject material. The course includes a laboratory section in which students are introduced to basic zoological concepts through dissection, experimentation, and examination of live and preserved specimens. *Prerequisite: Biology 101 with a grade of "C" or higher.* **SP (RI)**

BIO 104. HUMAN BIOLOGY

4 SHC

A study of the human body, focusing on the structure, functions and common disorders of the major organ systems. The topics of genetics, development and evolution are included. This course consists of 3 hours of lecture and one 3-hour laboratory per week. Not open to students who have successfully completed Biology 205. This course is designed as a lab science requirement for non-science majors and will not count toward the requirements for the Associate of Science in General Science degree. *Prerequisite: Biology 101 with a grade of "C" or higher.* **SP (RI)**

BIO 112. PRINCIPLES OF BIOLOGY II

4 SHC

A continuation of BIO 101, this course covers the development of life on earth, forms and functions of organisms, biodiversity, and ecology. The course is geared towards science majors, but it is open to any student interested in the subject material. The course includes a laboratory section in which students are introduced to basic biological concepts through dissection, experimentation, and examination of live and preserved specimens. *Prerequisite: Biology 101 with a grade of "C" or higher.* **FA, SP (RI)**

BIO 201. MICROBIOLOGY**4 SHC**

A study of microorganisms emphasizing the principles and techniques of bacteriology with reference to virology, protozoology, physiology and mycology. The laboratory section encompasses basic microbiology research techniques such as microscopy, aseptic technique, microbial cultures, media preparation, visualizing bacteria, and biochemical means of identifying microorganisms. Students also learn how to sterilize solutions, workspaces, and contaminated materials. *Prerequisite: Biology 101 with a grade of "C" or higher, Chemistry 101 or 105 with a grade of "C" or higher.* **SP (RI)**

BIO 202. FIELD BIOLOGY**4 SHC**

A study of plants and animals in their natural habitats with emphasis on habitats, collection, identification, and ecological relationships. Field work emphasizes flora and fauna of the Piedmont, but field trips to the North Carolina Mountains and the Coastal Plain are included. Particular attention is paid to field techniques and to identification of plants and animals by use of keys. *Prerequisite: Biology 101 (Biology 102 and/or 103 recommended but not required.)* Course offered based upon sufficient demand. **(RI)**

BIO 205. HUMAN ANATOMY AND PHYSIOLOGY I**4 SHC**

A study of the structure and functions of the human body from the molecular, cellular, and tissue levels of organization. The integumentary, skeletal, muscular, digestive and endocrine systems are covered. The course includes a laboratory section in which students are introduced to basic concepts in human anatomy through dissection and examination of live and preserved specimens. *Prerequisite: Biology 101 with a grade of "C" or higher; prerequisite or co-requisite: either Chemistry 101 or 105.* **FA (RI)**

BIO 206. HUMAN ANATOMY AND PHYSIOLOGY II**4 SHC**

A study of the structure and functions of the human body including nervous, circulatory, respiratory, excretory and reproductive systems. The course includes a laboratory section in which students are introduced to basic concepts in human physiology through experimentation and examination of live and preserved specimens. *Prerequisite: A grade of "C" or higher in Biology 205 or its equivalent.* **SP (RI)**

BIO 209. MOLECULAR BIOLOGY AND GENETICS**4 SHC**

Principles of inheritance, structure and function of nucleic acids, gene expression, and genetic engineering. Three lecture hours and three laboratory hours per week. *Prerequisite: Biology 101 with a grade of "C" or higher. Corequisite: Chemistry 101 or Chemistry 105.* **FA (RI)**

BIO 210. INDEPENDENT STUDY**1-4 SHC**

Independent laboratory, field, and library investigation carried out under the supervision of the biology staff. *Prerequisite: Biology 101 with a grade of "C" or higher, sophomore standing and permission of the biology staff. See page 64 for more information about Independent Studies.*

BUSINESS**BUS 131. INTRODUCTION TO BUSINESS****3 SHC**

A survey course providing the student an introduction and solid foundation in the core disciplines of business—including finance, marketing, management, and human resources. An understanding of the core disciplines and their relations to one another will contribute to student success in the specified higher level business courses. Students enrolled in these courses will be challenged to integrate course specific knowledge through appreciative inquiry, application, and active learning. **FA, SP**

BUS 210. INDEPENDENT STUDY**1-3 SHC**

A directed individual study course designed to permit students opportunity for examining special topics through research, special projects, and reading. *Prerequisite: Dependent upon topic. See page 63 for more information about Independent Studies.*

BUS 228 BUSINESS STATISTICS

3 SHC

This course will provide an introduction to quantitative methods for management decision analysis. Topics include data collection and description, probabilistic and deterministic modeling, statistical estimation, prediction, and hypothesis testing, linear programming, scheduling and inventory modeling and their application to business. *Prerequisite: A grade of "C" or higher in MAT 103 or a higher level mathematics course. A student may not receive credit for both BUS 228 and MAT 121. SP*

BUS 230. BUSINESS COMMUNICATION

3 SHC

A study of the principles and applications of good written and oral communications. This course is designed to develop critical writing and communication skills by providing instruction and practice in effective human relations and in preparing business letters, memoranda, reports, resumes and various employment search messages, and other organizational documents. *Prerequisite: English 111 or permission of instructor. FA, SP*

BUS 243. BUSINESS LAW

3 SHC

A study of the legal practices and principles applied to contracts, sales, product liability, government regulations of business, business torts and crimes, bailments, negotiable instruments, partnerships, corporations, and insurance. **FA, SP**

BUS 261. MARKETING

3 SHC

A course designed to introduce the student to the basic concepts, practices, and analytic techniques of marketing. The survey will include market decision-making, buyer-behavior, channels of distribution, marketing research, and international marketing. *Prerequisite: Business 131. FA, SP*

BUS 271. PRINCIPLES OF MANAGEMENT

3 SHC

An introduction to management principles, practices, and research. The topics are approached through the management function/process framework. Extensive examinations of domestic and international cases and examples are included. A computerized competitive management simulation is used with participation lasting for the duration of the course. *Prerequisite: Business 131. SP*

BUS 282. PERSONAL FINANCE

3 SHC

An introduction to personal finance. Topics include household budgeting, banking services, insurance, income taxes, consumer credit, and time value of money. Emphasis will be placed on helping students understand and make decisions about buying health and life insurance, buying versus renting a home, car-buying decisions, creating a budget, investment planning, and managing personal income. *Pre/Co-requisite: MAT 103. FA, SP*

BUS 290. PROFESSIONAL DEVELOPMENT

1 SHC

This course is designed for business students. It is a study of attitude, personality, speech, professional appearance, work habits, etiquette in the workplace, employer-employee relationships, and networking. **SP**

BUS 299. SMALL BUSINESS ENTREPRENEURSHIP

3 SHC

This course is designed to provide students with the competencies necessary to prepare them for successful business ownership. The course includes the study of entrepreneurial characteristics, business ethics, basics of financing, marketing fundamentals, product considerations, location and layout concerns, pricing decisions, promotion strategies, and management concepts.

CHEMISTRY

CHM 100. FOUNDATIONS OF CHEMISTRY.

4 SHC

An introductory course for those students who have little, or who have not successfully (a grade of C or better) completed, high school chemistry. Topics include: physical states and properties of matter, mixtures, compounds, structure of the atom, periodic table, nomenclature, chemical equations, chemical bonding and reactions, measurements, scientific notation, and stoichiometry. Upon completion, students will be able to demonstrate and understanding of chemical concepts and an ability to solve related problems in subsequent chemistry courses. The course includes 3-hour laboratory sessions with emphasis on laboratory experiences that enhance course topics. Upon completion, students will be able to utilize basic laboratory procedures and apply them to chemical concepts presented during the course. The course does not satisfy the requirements for the Associate in Science in General Science Degree. **(RI)**

CHM 101. GENERAL CHEMISTRY I

4 SHC

An introductory course covering fundamental concepts: atomic and molecular theory, chemical bonding, classification by Periodic Law, chemical reactions, and stoichiometry. This course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisite or co-requisite: Math 105 or a higher-level mathematics course.* **FA (RI)**

CHM 103. GENERAL CHEMISTRY II

4 SHC

A continuation of Chemistry 101. The course includes quantitative stoichiometry, chemical equilibrium, acid-base reactions, and electrochemistry. This course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisite: Chemistry 101 with a grade of "C" or higher.* **SP (RI)**

CHM 105. CHEMISTRY OF LIFE I

4 SHC

An introduction to general, organic and biochemistry. This is a survey course focusing on general inorganic chemistry. Topics covered include stoichiometry, equilibria, kinetics, acids and bases, and phases of matter. The course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. This course is not offered to students who have completed Chemistry 101. **FA (RI)**

CHM 106. CHEMISTRY OF LIFE II

4 SHC

A survey course focusing on organic and biochemistry. Topics covered include nomenclature, mechanisms, classes of compounds, metabolism, enzymes, and body fluids. The course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisite: Chemistry 101 or Chemistry 105 with a grade of "C" or higher.* **SP (RI)**

CHM 201. ORGANIC CHEMISTRY

4 SHC

The essential principles and reactions of organic compounds with interpretation through electronic structures and reaction mechanisms. Topics include electronic structure, stereochemistry, and nomenclature; and reaction mechanisms of alkanes, alkenes, alkynes, alcohols, ethers, aldehydes, ketones, alkyl halides, and aromatic molecules. The 3-hour laboratory component involves instruction in experimental techniques of modern organic chemistry emphasizing stereo chemical modeling, chemical separations, and reactions of alkanes, alkenes, and aromatic compounds. *Prerequisite: Chemistry 103 with a grade of "C" or higher.* **FA (RI)**

CHM 202. ORGANIC CHEMISTRY II

4 SHC

A continuation of Chemistry 201. Topics include structure and reactions of alkyl halides, alcohols, ethers, carboxylic acids, aldehydes, ketones, aromatic compounds, and amines; introduction to the chemistry of heterocycles, carbohydrates, and amino acids; nomenclature of organic compounds; synthesis; and reaction techniques. The 3-hour laboratory component involves instruction in experimental techniques of modern organic

chemistry emphasizing multi-step syntheses, unknown identification, and reactions involving alcohols, ketones, aromatic compounds, carboxylic acids, and their derivatives. *Prerequisite: Chemistry 201 with a grade of "C" or higher.* **SP (RI)**

COMPUTER INFORMATION SYSTEMS

CIS 100. INTRODUCTION TO COMPUTERS AND THEIR APPLICATIONS 3 SHC

A computer literacy course which introduces basic computer concepts and skills with emphasis on practical uses, functions, and operations. Topics include hardware, internet concepts and skills, and the use of word processing, spreadsheet, database, and presentation application software. Extensive laboratory exercises promote the use of computers to solve problems and foster productivity. **FA, SP**

CIS 172. INTRODUCTION TO THE INTERNET 3 SHC

This course introduces Internet navigational tools, services, and World Wide Web examining strategies. Topics include using internet protocols, creating web pages, browsers, search engines, file compression/decompression, FTP, email, LISTSERVERS, and other related topics. Issues that are addressed include privacy, security, usability, accessibility, and copyright. Upon completion, students should be able to deploy a webpage using HTML, retrieve/decompress files, e-mail, FTP, web sites evaluation, understanding E-business, and find and use various internet resources. **FA, SP**

CIS 210. WEB DESIGN 3 SHC

This course introduces intermediate to advanced web design techniques. Topics include customer expectations, advanced markup language, multimedia technologies, usability and accessibility practices, and techniques for the evaluation of web design. Upon completion, students should be able to employ advanced techniques to create high impact and highly functional web sites. *Prerequisites: CIS 100 or CIS 172 or permission of instructor.* **FA, SP**

DRAMA

DRA 101. REHEARSAL AND PERFORMANCE 1 SHC

The interworkings of a dramatic production. Students learn by participating in drama performances, by being in a play cast, or working in a supporting role (i.e. backstage, reservations, publicity, lighting, box office, etc.). **FA, SP**

DRA 102. ACTING I (Stage Acting) 3 SHC

An introduction to college dramatics. The early part of the course consists of classroom lectures on such aspects of theater as stage terminology, play interpretation, character analysis, character development, and self-discipline. The latter part of the course consists of using the lecture material in a practical sense through classroom skits and improvisations. **FA**

DRA 103. ACTING II (Film Acting) 3 SHC

The study of the skills and techniques of film acting used in television and movies. Students will learn through the implementation of monologues, scene presentation and improvisations. All class exercises are videotaped. **SP**

DRA 121. INTRODUCTION TO STAGECRAFT 3 SHC

The study of fundamentals of theater technology. Students will learn how to construct basic set pieces, techniques of stage decoration, lighting, projection, and construction of stage properties and basic drafting techniques and design principles. **SP**

DRA 132. INTRODUCTION TO DRAMA 3 SHC

The study and analysis of plays from the Greek era to the present. Major emphasis is placed on such playwrights as Aeschylus, William Shakespeare, Tennessee Williams, and Arthur Miller. **FA (RI)**

DRA 133. INTRODUCTION TO MUSICAL THEATER **3 SHC**

A lecture course which traces the origins and development of the musical theater in America. From the early amateur entertainment of the colonists through the multi-million dollar modern professional musicals, the devolvement of America's musical traditions and innovations are examined. *Course offered based upon sufficient demand.*

DRA 134. SET AND COSTUME DESIGN **3 SHC**

The study of the basic elements of designing settings and costumes for theatrical stage production. These elements include styles of design, history of scenic design, history of clothing styles, planning a stage design layout, basic costume construction techniques, and rendering techniques for illustrating designs.

DRA 210. INDEPENDENT STUDY **1-3 SHC**

Independent study in specialized dramatic subjects as discussed in advance between instructor and student. Such offerings may be in production, direction, or participation in such areas as comedy, tragedy and straight drama in both contemporary and classical areas. The course is designed to take the student beyond basic acting concepts. *See Page 63 for more information about Independent Studies.*

ECONOMICS

ECO 201. PRINCIPLES OF ECONOMICS (MICROECONOMICS) **3 SHC**

Introduces the student to the theory of the firm, household, and market behavior. Topics include demand, production and cost theory, market equilibrium under competitive and noncompetitive conditions, and problems of economic efficiency. **FA, SP**

ECO 202. PRINCIPLES OF ECONOMICS (MACROECONOMICS) **3 SHC**

Analysis of problems of contemporary national and international economics. Topics include the public economy, economic growth and development, inflation, employment and management by fiscal and monetary policies, and international trade. **FA, SP**

EDUCATION

EDU 216. FOUNDATIONS OF EDUCATION **3 SHC**

Introduces students to the general field of education and helps them decide which educational field they are best suited. Topics discussed include: the historical, social, and philosophical development of American education, requirements to teach, the applications of learning theory to educational systems and structures, analysis of gender, race, and socio-economic factors in education, teacher and parent rights and responsibilities, educational finance and educational evaluation. Students will also interact with educational practitioners. **FA, SP**

EDU 121. EXPERIENTIAL CONCEPTS IN WOMEN'S EDUCATIONAL AND PROFESSIONAL LEADERSHIP **2 SHC**

This course provides students with opportunities to critically analyze and apply various theories of effective leadership to their educational experience and professional practice. It concentrates on women and their role as leaders in society using viewpoints from multiple academic disciplines. Topics will include several dimensions of leadership and personal development: social, occupational, emotional, spiritual, environmental, intellectual, and physical. We will draw from multiple readings, experiential learning, and leaders in the local community to

investigate and consider complexities of gender, other identity determinants, and avenues for social and educational change. *Prerequisite: Sophomore standing and permission of the instructor.* **FA**

EDU 122. EXPERIENTIAL APPLICATIONS IN WOMEN'S EDUCATIONAL AND PROFESSIONAL LEADERSHIP **1 SHC**

This course provides students with opportunities to critically analyze and apply various theories of effective leadership to their educational experience and professional practice. It concentrates on women and their role as leaders in society using viewpoints from multiple academic disciplines. The course focuses on the performance aspects of effective leadership including empowering others, building collaborative organizational cultures, making informed decisions and communicating them skillfully, and resolving conflicts. Participation involves application of theoretical leadership concepts through service learning, self-assessments, and community and campus engagement. *Prerequisite: EDU 121, sophomore standing, and permission of the instructor.* **SP**

EDU 163. CLASSROOM MANAGEMENT AND INSTRUCTION **3 SHC**

This course covers management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success. *Prerequisite: EDU 216. Co-requisite: ENG 111.* **SP**

EDU 289. ADVANCED ISSUES IN SCHOOL-AGED PROGRAMS **3 SHC**

This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers / teachers working with school-age populations. Students will also participate in individualized study of problems and issues in pertinent areas of education. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations. *Prerequisite: EDU 216. Co-requisite: ENG 112.* **SP**

ENGLISH

ENG 097. READING AND CRITICAL THINKING WORKSHOP **3 SHC**

An intensive course in college-level reading skills that will enable the student to learn and apply the essential reading skills needed for success in college work. The course will cover paragraph structure, development, and rhetorical patterns, as well as outlining and main-idea reading of texts. In particular, students will learn to recognize definitions, examples, enumeration, headings and subheadings, signal words, and main ideas in both paragraphs and short text selections. Students will practice outlining and summarizing. Students will learn to understand unfamiliar words in context and will systematically build vocabulary with attention paid to recognizing common root words, prefixes, and suffixes. Students will also learn to use a dictionary. The course also covers textbook previewing and marking. The course grade is based upon assignments, quizzes, and tests -- exclusive of exit exam. This course does not count towards graduation requirements. *This course is offered Pass/Fail only. This course may be a pre-requisite to subsequent English courses.* **FA, SP**

ENG 098. DEVELOPMENTAL WRITING **3 SHC**

Review and concentrated drill in English fundamentals with particular attention to grammar and parts of speech, spelling, punctuation, capitalization, and vocabulary. The main objective is to equip the student with the skills necessary to succeed with the first college level course, English Composition 111. Writing assignments are frequent but short. Attention is also given to arrangement and development of thoughts in written form. This course does not count towards graduation requirements. *This course is offered Pass/Fail only. This course may be a pre-requisite to subsequent English courses.* **FA, SP**

ENG 110. INTRODUCTION TO COMMUNICATION**3 SHC**

An overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. **FA, SP**

ENG 111. EXPOSITORY WRITING**3 SHC**

The required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. Students must earn a grade of “C” or better to exit this class. *Prerequisite: Appropriate Placement Test scores or successful completion of appropriate developmental writing courses.* **FA, SP**

ENG 112. ARGUMENT-BASED WRITING & RESEARCH**3 SHC**

The second in a series of two courses. This course introduces research techniques, documentation, styles, and argumentative strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. Students must earn a grade of “C” or better to exit this class. *Prerequisite: A grade of “C” or better in English 111.* **FA, SP (RI)**

ENG 120. INTERPERSONAL COMMUNICATION**3 SHC**

Introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. **FA, SP**

ENG 131. INTRODUCTION TO LITERATURE**3 SHC**

This course introduces the principle genres of literature. It focuses on writing that involves critical reading and thinking and the analysis and interpretation of prose, poetry, and drama. Students will learn and assimilate concepts and terminology particular to each literary genre and demonstrate competency by constructing writing assignments that apply the same concepts and terminology to literary works. *Prerequisite: A grade of “C” or better in ENG 111.* **FA, SP (RI)**

ENG 153. INTRODUCTION TO JOURNALISM**1, 2 SHC**

A study of various aspects of journalism. Students become acquainted with assignment practices, reporting techniques, design and layout, proofreading, photography, deadlines, and journalistic ethics and responsibilities. Class members compose the staffs of student publications. *NOTE: Three semester hours of credit is received at the conclusion of the year. Two semester enrollment is required to receive three semester hours of credit for this course. This course counts as a Humanities or free elective. Prerequisite: English 111 or permission of the instructor.*

ENG 200. INDEPENDENT STUDY**1-3 SHC**

A directed individual study course designed to permit students opportunity for examination of special topics through research, reading, or projects. Enrollment is by permission of instructor and approval by the division. *See page 64 for more information about Independent Studies.*

ENG 215, 216. WORLD LITERATURE (May take one course or both)**3, 3 SHC**

Each course covers important works of European literature from Homer to Solzhenitsyn in translation. Emphasis is placed on the contribution of selected writers of modern thought. In addition, selections from the literary wealth of Iran, India, China, Japan, and elsewhere are included. Students will assimilate concepts and literary terminology particular to these works and demonstrate competency by constructing writing assignments that apply these concepts and terminology. *Prerequisite: A grade of "C" or better in ENG 112.***FA, SP (RI—Completion of ENG 097 or curriculum-level placement scores)**

ENG 221. BRITISH LITERATURE I

3 SHC

This course covers a general survey with emphasis upon selected major British authors and works from its beginnings to the Romantic period. These works will be examined in light of their historical backgrounds and the development of literary types and artistic effects. Literature as an expression of the thoughts, ideals, and lives of the writers and the periods will be considered. Students will assimilate concepts and literary terminology particular to these works and demonstrate competency by constructing writing assignments that apply these concepts and terminology. *Prerequisite: A grade of "C" or better in ENG 112.***FA, SP(RI)**

ENG 222. BRITISH LITERATURE II

3 SHC

This course covers a general survey with emphasis upon selected major British authors and works from the Romantic period to the present. These works will be examined in light of their historical backgrounds and the development of literary types and artistic effects. Literature as an expression of the thoughts, ideals, and lives of the writers and the periods will be considered. Students will assimilate concepts and literary terminology particular to these works and demonstrate competency by constructing writing assignments that apply these concepts and terminology. *Prerequisite: A grade of "C" or better in ENG 112.* **FA, SP (RI)**

ENG 226. THE SHORT STORY

3 SHC

A study of the short story as a genre, emphasizing several of its elements. Students also study its development, focusing especially on the contributions of American writers. In addition to critical writing which parallels the subject matter, students write an original short story. *Prerequisite: Grades of C or better in English 111 and 112.* **FA, SP (RI)**

ENG 230. PUBLIC SPEAKING

3 SHC

Oral communication, listening skills, conversation and discussion techniques, principles of semantics, guided practice in informal and formal speaking. Special emphasis on speech as a way of improving human relations and critical thinking. *Prerequisite: A grade of "C" or better in English 111.* **FA, SP, SU**

ENG 231. AMERICAN LITERATURE I

3 SHC

This course covers a general survey of American literature from the Colonial Period to 1865. Emphasis is placed on historical background, cultural context and literary analysis of the major writers and their works in prose and poetry. Consideration of phases of literary development in America and the aims and literary theories of the authors is included. Students will assimilate concepts and literary terminology particular to these works and demonstrate competency by constructing writing assignments that apply these concepts and terminology. *Prerequisite: A grade of "C" or better in ENG 112.***FA, SP (RI)**

ENG 232. AMERICAN LITERATURE II

3 SHC

This course covers a general survey of American literature from 1865 to the present. Emphasis is placed on historical background, cultural context and literary analysis of the major writers and their works in prose, poetry and drama. Consideration of phases of literary development in America and the aims and literary theories of the authors is included. Students will assimilate concepts and literary terminology particular to these works and demonstrate competency by constructing writing assignments that apply these concepts and terminology. *Prerequisite: A grade of "C" or better in ENG 112.***FA, SP (RI)**

ENG 236. AFRICAN-AMERICAN LITERATURE**3 SHC**

This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Students will assimilate concepts and literary terminology particular to these works and demonstrate competency by constructing writing assignments that apply these concepts and terminology. *Prerequisite: A grade of "C" or better in ENG 112.* **FA, SP (RI)**

ENG 237. TWENTIETH CENTURY AMERICAN AND BRITISH POETRY**3 SHC**

This course provides a survey in modern American and British poetry with emphasis on selected poets from the two distinct periods of twentieth century literature. First, focus will be on the major "modern" writers, including Yeats, Pound, Eliot, Frost, Stevens, Cummings, Williams and Auden. Second, the poets who have had the most impact since World War II, including Lowell, Berryman, Merwin, Roethke, Dickey, Thomas, Larkin, Hughes, Bukowski, will be analyzed. Students will assimilate concepts and literary terminology particular to these works and demonstrate competency by constructing writing assignments that apply these concepts and terminology. *Prerequisite: A grade of "C" or better in ENG 112.* **FA, SP (RI)**

ENG 238. TWENTIETH CENTURY AMERICAN AND BRITISH FICTION**3 SHC**

This course provides a survey of the modern and contemporary novel, with some short fiction and parallel reading in literary criticism and history. Students will assimilate concepts and literary terminology particular to these works and demonstrate competency by constructing writing assignments that apply these concepts and terminology, with attention to fictional elements of style, theme, structure, and point of view. *Prerequisite: A grade of "C" or better in ENG 112.* **FA, SP (RI)**

ENG 239. FILM LITERATURE**3 SHC**

Survey of film history and genres with emphasis on film techniques and film syntax and rhetoric - to be accomplished through film viewing and readings and to include early beginnings, the Silent Era, the comedians, the coming of sound, significant directors, war and post-war films, and recent and current offerings. Emphasizes film as an art form with attention to film classics. Focus will be on developing critical criteria to enhance enjoyment and appreciation. *Prerequisite: Grades of C or better in English 111 and 112. Course offered based upon sufficient demand.* **(RI)**

ENG 241. CREATIVE WRITING**3 SHC**

An introductory course in the writing of imaginative literature, specifically poetry and fiction. Some contemporary writers are read and discussed; however, the major emphasis is on the students' works, which are read and discussed in class weekly. *Prerequisite: A grade of "C" or better in English 111.* **FA**

ENG 253. INTERMEDIATE JOURNALISM**1, 2 SHC**

A continuation of Introduction to Journalism with students assuming primary responsibility for production of the college newsmagazine. Note: Three semester hours of credit is received at the conclusion of the year. This course counts as a Humanities or free elective. Must be enrolled 2 semesters to receive 3 semester hours of credit. *Prerequisite: ENG 153.*

GEOGRAPHY**GEO 111. WORLD REGIONAL GEOGRAPHY****3 SHC**

Introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. **SP**

HEALTH

HEA 100. HEALTH

3 SHC

A study of what constitutes health and wellness and how one might obtain optimal health and wellness. A study of current health problems, including drug use and abuse, chronic and degenerative disease, and environmental health hazards.

HED 282. INJURIES, FIRST AID, AND CPR

3 SHC

A course designed to provide instruction in the prevention and treatment of movement injuries. Course material includes an introduction to athletic training, the fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related conditions. Practical hours give students the opportunity to work with a certified athletic trainer in the field.

HISTORY

HIS 101. WESTERN CIVILIZATION FROM 1300 TO 1815.

3 SHC

A survey course that examines the origins and characteristics of Early Modern Europe and introduces students to the basic principles of historical study. Emphasis is placed on examination of the Late Middle Ages and Renaissance, the Age of Reformation, the evolution of English constitutional monarchy, and the rise and fall of the Old Regime in France. **FA, SP**

HIS 102. WESTERN CIVILIZATION SINCE 1815

3 SHC

A survey course that examines the political revolutions of 19th century Europe; the rise of nationalism, imperialism, and totalitarianism; the World Wars; the Cold War; and contemporary foreign affairs. **FA, SP**

HIS 111. AMERICAN HISTORY TO 1865

3 SHC

A survey of the early history of the United States that focuses on the colonial and revolutionary periods and on the increasing sectionalism that led to the Civil War. Students learn about notable leaders and major events in the political, social, and economic development of the nation. **FA, SP**

HIS 112. AMERICAN HISTORY SINCE 1865

3 SHC

A survey of American history, which begins with an overview of the era of Civil War and Reconstruction and ends with a review of major trends since World War II. Other topics include chronological and topical examinations of the late nineteenth century, the Progressive era, and New Deal. **FA, SP**

HIS 200. INDEPENDENT STUDY

1-3 SHC

A directed individual study course designed to permit students opportunities for examination of special topics through research and/or reading beyond the usual scope of survey courses. Enrollment is by permission of the instructor who will determine semester hour credit. *See page 63 for more information about Independent Studies.*

HIS 221. NORTH CAROLINA HISTORY

3 SHC

The history of North Carolina from the time of original native/indigenous cultures to the present, with attention given to cultural, socio-economic, and political trends. The state's relationship to other southern states and to the nation will be considered. Students will discover, discuss, and write about original documents from throughout the state's history. **FA, SP**

HIS 225. AFRICAN-AMERICAN HISTORY

3 SHC

A survey of significant political, socioeconomic, and cultural developments in African-American history from the colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. *(This course transfers as an elective within the University system.)* **FA, SP**

HUMANITIES

HUM 115. CRITICAL THINKING

3 SHC

This course explores the process of critical thinking by guiding students to explore flexible strategies in problem solving, thinking clearly, and expressing organized ideas. By interconnecting mathematics and writing, students will learn to evaluate information, to analyze a problem by separating information into manageable units, to develop solution strategies, to reflect by journaling, to organize thoughts, and to explain their reasoning. Upon completion, students will be able to use these critical thinking skills to improve their understanding of mathematics and composition. **FA**

HUM 140. ART AND FILM

3 SHC

Through viewing and studying particular films and crafting art projects inspired by the films, this course explores the connection between art and film, and the influence of the arts on film. The course also analyzes sources of personal inspiration and artistic voice. **SP**

HUM 180. HUMANITIES

1 SHC

A course designed to encourage student attendance at cultural events on the Louisburg College campus. These events involve the disciplines of art, music, drama, lecture, dance, and film. Attendance at approximately 13 to 15 events is required per semester. The attendance requirements will vary each semester as the number and types of events vary. The course may be taken more than once, but does not fulfill the three-hour Fine Arts graduation requirement. **FA, SP**

LEADERSHIP

LDR 101. PRINCIPLES OF LEADERSHIP I

3 SHC

Enables students to learn about leadership competencies, to explore practical applications of leadership through participatory classroom exercises and interviewing community leaders, and to identify and develop their current leadership skills. Topics included are: individual and team skills improvement, conflict resolution and problem solving, team building, and development of action plans to resolve individual, work, and community problems. **FA, SP**

MATHEMATICS

MAT 099. ELEMENTARY ALGEBRA

3 SHC

Designed to prepare a student for college-level courses in mathematics. Topics include properties of the real number system, evaluating and simplifying expressions, exponents, linear equations and inequalities in one and two variables, polynomials, factoring, multiplying, dividing and simplifying rational expressions and quadratic equations. This course may be a prerequisite to subsequent mathematics courses, but does not count towards the mathematics graduation requirements. *This course is offered Pass/Fail only.* **FA, SP** *Students must take the pre-test for this course by the end of the fourth day after the end of the add/drop period. Failure to do so will result in withdrawal from the course.*

MAT 103. INTERMEDIATE ALGEBRA

3 SHC

Algebraic topics include solving linear equations and inequalities algebraically and graphically in one and two variables, solving systems of equations (2 by 2) algebraically and graphically, solving absolute value sentences, solving quadratic equations by factoring and using the formula, rational exponents, radicals, and polynomials. Completion of the course will allow the student to continue with such courses as MAT 104, MAT 105, and MAT 121. *MAT 103 does not satisfy the Associate in Science mathematics requirement. Prerequisite: High school Algebra I, or Algebra IA and IB, or equivalent, and a mathematics placement test score as designated by the Mathematics Department; or a grade of "P" in MAT 099. FA, SP Students must take the pre-test for this course by the end of the fourth day after the end of the add/drop period. Failure to do so will result in withdrawal from the course.*

MAT104. SURVEY OF MATHEMATICS

3 SHC

A survey of several topics relevant to the general education of the student. The topics include linear mathematical models, linear programming, set theory, permutations and combinations, probability concepts, statistics, probability distributions, and compound interest. This course will satisfy the mathematics requirement of the Associate of Arts in General College degree; it can be considered a free elective in the Associate of Science in Business and Associate of Science in General Science programs. *Prerequisite: MAT 103 with a grade of "C" or higher or equivalent. FA, SP Students must take the pre-test for this course by the end of the fourth day after the end of the add/drop period. Failure to do so will result in withdrawal from the course.*

MAT 105. COLLEGE ALGEBRA

3 SHC

A study of solving absolute value, quadratic, radical, and rational equations and inequalities; including a study of the complex number system. An in-depth study of functions; including their graphs, properties and graphing techniques. Functions include quadratic, rational, inverse, exponential and logarithmic functions. *Prerequisite: High school Algebra I and II, or their equivalent, and a mathematics placement test score as designated by the Mathematics Department; or a grade of "C" or higher in MAT 103. FA, SP Students must take the pre-test for this course by the end of the fourth day after the end of the add/drop period. Failure to do so will result in withdrawal from the course.*

MAT 109. PRECALCULUS ALGEBRA

3 SHC

A rigorous functional approach to topics necessary for calculus, chemistry, and physics. These topics will include polynomial and rational functions, logarithmic and exponential functions, conics, and linear and non-linear systems. This course will provide the student with the opportunity to develop the mathematical maturity necessary for the calculus. *Prerequisite: High school Algebra I, II, and an advanced mathematics course, and a mathematics placement test score as designated by the Mathematics Department; or a grade of "C" or higher in MAT 105. FA, SP*

MAT 110. TRIGONOMETRY

3 SHC

A study of the trigonometric functions and graphs, identities, inverse functions, and trigonometric equations, with an introduction to polar coordinates. Emphasis will be placed on the use of circular functions and radian measure. Applications of the trigonometric functions will provide understanding of the concepts. *Prerequisite: High school Algebra I and II and Geometry, or their equivalent, and a mathematics placement test score as designated by the Mathematics Department; or a grade of "C" or higher in MAT 105. FA, SP*

MAT 111. PRECALCULUS ALGEBRA AND TRIGONOMETRY

4 SHC

Designed for first-year students as a one-semester review for calculus. An integrated treatment of algebra and trigonometry. The course includes algebraic and trigonometric functions, exponential and logarithmic functions, and elementary analytic geometry. *Students cannot earn credit for both MAT 109 and MAT 111 or MAT 110 and MAT 111. Prerequisites: High school Algebra I, and II, and an advanced mathematics course, and a mathematics Placement Test score as designated by the Mathematics Department. FA*

MAT 121. INTRODUCTION TO PROBABILITY AND STATISTICS **3 SHC**

Emphasis on comprehension and application of the basic concepts of probability and statistics. Emphasis will include basic elements of probability, the binomial and normal distributions, sampling theory, descriptive statistics, and statistical inference. The course is designed to satisfy a basic requirement for students in various disciplines: physical, biological, and health sciences, as well as mathematics, business and engineering. *Prerequisite: A grade of "C" or higher in Mathematics 103 or a higher level mathematics course. A student may not receive credit for both BUS 228 and MAT 121.* **SP**

MAT 201. CALCULUS AND ANALYTICAL GEOMETRY I **4 SHC**

Plane analytic geometry and calculus of one variable. Includes functions, graphing, limits, continuity, derivatives of algebraic functions, applications of extrema, antidifferentiation, the Fundamental Theorem of Calculus, and applications of the definite integral. *Prerequisite: MAT 111 OR both MAT 109 AND MAT 110 or equivalent course, or a placement test score designated by the Mathematics Department.* **FA, SP**

MAT 202. CALCULUS AND ANALYTIC GEOMETRY II **4 SHC**

Includes transcendental functions, the calculus of inverse functions, techniques of integration, sequences, convergence of infinite series, functions in polar coordinates, parametric equations, conic sections, indeterminate limit forms, and ordinary differential equations. *Prerequisite: MAT 201 and either MAT 110 or MAT 111 or equivalent.* **FA, SP**

MAT 203. CALCULUS AND ANALYTIC GEOMETRY III **4 SHC**

Includes analytic geometry of three dimensional space, differential calculus of multivariable functions, vectors in space, vectors in plane, applications of partial derivatives, line and surface integrals, and multiple integration. *Prerequisite: MAT 202 or equivalent.* **SP**

MAT 210. INDEPENDENT STUDY **2-4 SHC**

Independent study in specialized mathematics subjects under the supervision of mathematics staff. Course design, goals, content and requirements vary with the project attempted. The purpose is to provide exceptional mathematics students the opportunity for an in-depth supervised study of a subject area not covered in the structured mathematics courses offered. *See page 63 for more information about Independent Studies.*

MAT 280. LINEAR ALGEBRA **3 SHC**

Provides topics used to formulate models and to solve and interpret solutions using an algorithmic approach. Topics include linear algebra, linear programming, simplex method, sets and counting, probability, mathematics of finance, and logic. Upon completion, students should be able to demonstrate both an understanding of the theoretical concepts of finite mathematics and the ability to solve related problems. *Prerequisite: MAT 201 with a grade of "C" or higher.* **FA, SP**

MAT 285. INTRODUCTION TO DIFFERENTIAL EQUATIONS **3 SHC**

First order differential equations with applications, second order linear differential equations with applications in mathematics and other areas of elementary matrix algebra, systems of linear equations and applications; Laplace transforms; Fourier series. *Prerequisite: MAT 202 with a grade of "C" or higher.* **FA, SP**

MILITARY SCIENCE AND LEADERSHIP

MSL 101. LEADERSHIP AND PERSONAL DEVELOPMENT **1 SHC**

Introduces students to the personal challenges and competencies that are critical for effective leadership. Instructors explain and illustrate how the personal development of life skills such as critical thinking, goal setting, time

management, physical fitness, and stress management relate to leadership, officership, the Army profession, and daily life. Leadership principles within the current context of a university are emphasized. Application is also made to leadership in military and civilian settings that include government, corporate, and non-profit organizations.

MSL 102. INTRODUCTION TO TACTICAL LEADERSHIP

1 SHC

Leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Students apply learning to their immediate university context as well as to a variety of military, government, corporate, and non-profit situations.

MSL 201. INNOVATIVE TEAM LEADERSHIP

1 SHC

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of much of modern leadership frameworks (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Students study historical leaders from a variety of backgrounds: Lincoln, Grant, and Lee to Gandhi, Kennedy, and Mother Theresa.

MSL 202. FOUNDATIONS OF TACTICAL LEADERSHIP

1SHC

Examines the challenges of leading tactical teams in complex, contemporary operating environments. Instructors highlight dimensions of course of action analysis, the execution of orders, and the achievement of mission. Students develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills while studying the theoretical basis of situational and contingent leadership. Students analyze recent and historical military case studies to gain insight into the importance and practice of teamwork and tactics in real-world scenarios. Parallels are drawn to the competitive and cross-cultural environments of most modern corporations.

MUSIC

MUS 101-102. MUSIC THEORY

3, 3 SHC

Investigates the way music works and prepares the student for advanced studies of music theory and history necessary for a degree in music. The objectives of each course include establishing a basic foundation of chords, part-writing, and analysis. Courses must be taken sequentially. *Prerequisites: Permission of the instructor required. Course offered based upon sufficient demand by special arrangement with the instructor.*

MUS 111-112; 211-212. CHORALE

1, 1, 1, 1 SHC

Choral singing for mixed voices. Sacred and secular music. One major concert is given each semester. Attendance at events in which the chorale performs is required. *Prerequisite: Permission of the instructor. FA, SP*

MUS 121-122; 227-228. ENSEMBLE

1, 1, 1, 1 SHC

Chamber choral ensemble, selected by audition, which performs sacred and secular chamber choral music ranging from Renaissance madrigals to contemporary pieces, as well as Latin, German, and French masterpieces. The Ensemble presents a variety of public performances, on and off campus. *Co-requisite: Chorale. Permission of instructor. FA, SP*

MUS 131-132; 231-232. PIANO

1-2 SHC

Major and minor scales, arpeggios, hands together. Pieces by standard classic and modern composers, etudes, Bach inventions, sonatinas, and sonatas are selected for study according to individual's ability and interest. Participation in student recitals whenever required. Students may also take beginning piano lessons. Permission of instructor. **FA, SP**

MUS 140. VOICE CLASS**1 SHC**

Voice lessons given in small groups. Students learn fundamental techniques, including breathing, relaxation, and voice conservation. Repertory will be chosen by instructor.

MUS 141-142; 241-242. VOICE**1-2 SHC**

The techniques of voice production in singing: breathing, resonance, diction, interpretation, developing technique and style. Folk and art songs, sacred songs, classic and modern vocal literature are studied. Italian, French, and German songs are selected according to the student's ability and need. Participation in student recitals whenever required. *Corequisite: Chorale. Permission of instructor. FA, SP*

MUS 151. MUSIC APPRECIATION**3 SHC**

A study of Western music from the Middle Ages to the present day. Course exposes students to trends in music that are similar throughout this entire period. Emphasis on history, repertory, composers, performance practice, and socio-political influences on music. **FA, SP**

MUS 160; 260. BEGINNING/INTERMEDIATE PERCUSSION**1 SHC**

The art of percussion: To learn rolls, strikes, duration, notes, and note values. Emphasis will be placed on familiarizing the student with the basic fundamentals and monumental works from the standard literature. This course is designed specifically to teach rudimental percussion and general education requirements. It is open to all college students.

MUS 170; 270. INTERMEDIATE/ADVANCED WINDS**1 SHC**

The art of winds: Flute/piccolo, clarinets, saxophones, mellophones, trumpets, trombones, baritone/euphonium, sousaphone. A survey of music literature and fundamentals' playing. Emphasis will be placed on familiarizing the student with fundamental works from the standard literature. Students will learn to recognize simple and complex rhythms, notes, and general language. This course is designed specifically to further develop students' abilities in the playing of the woodwinds and brass winds instruments.

MUS 180; 280. PEP BAND**2 SHC**

A survey of music literature of the 20th and 21st centuries. Emphasis will be placed on performance and familiarizing the student with works of standard and contemporary literature. The course is designed specifically to enhance college events with performances during basketball games, pep rallies, and other college functions.

MUS 210. INDEPENDENT STUDY**1-3 SHC**

Independent study in specialized music subjects as discussed in advance between the instructor and student. Such offerings might include: music theory/harmony/ear-training covering harmonic analysis, part-writing from a given bass or treble line (rules of voice-leading), and sight-singing from the Common Practice (Classical and early Romantic) period. Successive semesters might follow this description beginning with the chromaticists in the 1860s through Impressionistic works and atonal analysis. Other private study available in composition, elementary school education, conducting, and organ. *See page 63 for more information about Independent Studies.*

PHILOSOPHY**PHI 112. INTRODUCTION TO PHILOSOPHY****3 SHC**

An examination of the basic fields, problems, and concepts of philosophy. Emphasis is given to vocabulary and basic ideas of selected philosophers, ancient and modern. **FA, SP (RI)**

PHI 114. INTRODUCTION TO ETHICS**3 SHC**

A study of ethical theories, both classical and modern, philosophical and religious. The relation of ethical theory to certain issues of contemporary concern will be examined. **FA, SP (RI)**

PHYSICAL EDUCATION

PED 110. FITNESS/WELLNESS

2 SHC

This course will provide the necessary guidelines to implement a lifetime exercise and healthy lifestyle program so one can stay healthy and realize the highest potential for well-being. It will also provide the student with a physical activity where these guidelines may be practiced.

PED 125. SELF DEFENSE- BEGINNING

1 SHC

This course is designed to aid students in developing rudimentary skills in self-defense. Emphasis is placed on stances, blocks, punches, and kicks as well as non-physical means of self-defense. Upon completion, students should be able to demonstrate basic self-defense techniques of a physical and non-physical nature. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. **FA, SP**

PED 126. SELF DEFENSE-INTERMEDIATE

1 SHC

This course is designed to aid students in building on the techniques and skills developed in PED 125. Emphasis is placed on the appropriate psychological and physiological responses to various encounters. Upon completion, students should be able to demonstrate intermediate skills in self-defense stances, blocks, punches, and kick combinations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. *Prerequisite: PED 125*. **FA, SP**

PED 200. INDIVIDUAL SPORTS

1 SHC

207. Fitness Education

Designed to expand student knowledge concerning the various activities that can be utilized in maintaining a healthy lifestyle.

208. Weight Training

Provides an overview of the weight training process, to include free weights, circuit training, and safety concerns.

218. Fitness Walking

Designed as a basic introduction to walking, to include cardiorespiratory endurance, warm-up and cool down, heart rate zone, and the overall health benefits of walking for fitness.

219. Advanced Fitness Walking

Expounds upon the basic introduction to walking, to include design, implementation, and evaluation of a walking plan based upon a predetermined fitness level.

PED 260 TEAM SPORTS

1 SHC

260. Collegiate Fitness Education

Designed to expand student knowledge concerning the various activities that can be utilized in maintaining a healthy lifestyle. (offered **FA** only, even years)

261. Collegiate Weight Training

Provides an overview of the weight training process, to include free weights, circuit training, and safety concerns.

(offered **SP** only, odd years)

262. Collegiate Conditioning and Fitness

Introduces students to cardio respiratory fitness, endurance, and flexibility, along with proper stretching techniques. (offered **FA** only, odd years)

263. Collegiate Team Sports

Provides in-depth study into the knowledge of team sport concepts, focusing on the behavioral skills associated with working in a group setting. (offered **SP** only, even years)

PED 280. FIRST AID/CPR

1 SHC

Details many of the illnesses and injuries which require emergency first aid and care. At the same time, it meets the requirements for the American Heart Association's standard First Aid and CPR Certification.

PED 291. ATHLETICS' TRAINING/PRACTICUM I

1 SHC

Designed to introduce many of the taping and wrapping skills involved in the field of athletics training. The student must also show competence in various basic skills that accompany the field of athletics' training. The student will complete a minimum of 100 to a maximum of 250 hours, with supervision in the athletics training room and environment. *Pre or co-requisite: PED 272. FA*

PED 292. ATHLETICS' TRAINING/PRACTICUM II

1 SHC

Practicum II involves advanced athletics' training responsibilities. This includes advanced taping procedures, physical therapy duties, usage of modalities, as well as handling the responsibility for an intercollegiate athletics team. Organizational and administrative duties are also introduced at this stage. *Prerequisite: PED 291. SP*

PHYSICS

PHY 100. PHYSICAL SCIENCE

4 SHC

An introduction to several areas of physical science for non-science majors. Topics include motion, Newton's laws, heat, optics, chemistry, nuclear physics, and geology. This course includes a laboratory component where measurements, calculations and graphing will be used to demonstrate various principles of physical science. *This course is designed as a lab science requirement for non-science majors and will not count toward the requirements for the Associate of Science in General Science degree. (RI) Corequisite: MAT 103 or a higher-level mathematics course.*

PHY 201. COLLEGE PHYSICS I

4 SHC

The first semester of a two-semester introductory course in non-calculus physics. Algebra, trigonometry, and geometry will be used heavily. Primary emphasis is on physical principles and the development of problem solving ability. Among the topics covered are mechanics, periodic motion, sound, heat, and thermodynamics. This course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. This course is designed as a lab science requirement for non-science majors and will not count toward the requirements for the Associate of Science in General Science degree. *Prerequisite: MAT 110 or 111. FA (RI)*

PHY 202. COLLEGE PHYSICS II

4 SHC

A continuation of Physics 201. Among the topics covered are electromagnetism, circuits, optics, and modern physics. This course also includes a 3-hour laboratory session. *Prerequisite: College Physics I. SP (RI)*

PHY 203. UNIVERSITY PHYSICS I

4 SHC

A vector and calculus-based introductory physics course for pre-engineering students. Primary emphasis is on physical principles and the development of problem-solving ability. The course will cover concepts from classical mechanics, periodic motion, sound, heat, and thermodynamics. This course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisite: Math 201. Pre/co-requisite: Math 202.* **FA (RI)**

PHY 204. UNIVERSITY PHYSICS II

4 SHC

A continuation of Physics 203. The course will cover concepts from electricity, magnetism, optics, and modern physics. This course includes a 3-hour laboratory session where critical thinking and basic laboratory skills are emphasized. *Prerequisites: Physics 203, Math 202.* **SP (RI)**

POLITICAL SCIENCE

POL 201. AMERICAN NATIONAL GOVERNMENT

3 SHC

A study of the national government with emphasis on the development of the Constitution of the United States; the legislative, executive, and judicial branches; pressure groups; opinion formation; political parties; elections; and civil liberties. **FA, SP**

PSYCHOLOGY

PSY 201. PSYCHOLOGY

3 SHC

An overview of the major theories in psychology is presented. This course includes lectures, videos, and class demonstrations in the areas of motivation, learning, intelligence, and perception. A review of the scientific method and approaches to conducting research is also included. **FA, SP**

PSY 202. PSYCHOLOGY OF CHILDHOOD

3 SHC

This course provides an examination of child development from conception through adolescence. Major theories are reviewed with an emphasis on social, emotional, cognitive, and physical development. *Prerequisite: Psychology 201.* **SP**

PSY 281. ABNORMAL PSYCHOLOGY

3 SHC

An examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. *Prerequisite: PSY 201.* **FA**

RELIGION

REL 100. INTRODUCTION TO THE BIBLE

3 SHC

This course will introduce one of the most influential books in the Western world. In this course, students will learn the grand metanarrative, the “big story,” behind the Scriptures, and will also understand the contexts of the Biblical world (people, places, events). Time will also be spent on the history of transmission and translation of the Bible into English. **FA, SP**

REL 200. THE BIBLE YESTERDAY AND TODAY

3 SHC

A historically, critically oriented study of the Jewish and Christian scriptures with emphasis on those Biblical books and passages having the greatest impact on Western culture in the past and today. Designed for students who intend

to take only one Biblical course. Not open to students who have received credit for Religion 101 or 102. Course offered based upon sufficient demand. *Prerequisite: REL 100.* **FA, SP (RI)**

REL 211. OLD TESTAMENT

3 SHC

A study of the Jewish Scriptures or Old Testament and the religious community that produced it; based primarily on a critical examination of the literature within the historical setting of the first two millennia B.C.E. A more detailed course than Religion 100. *Prerequisite: REL 100.* **FA, SP (RI)**

REL 212. NEW TESTAMENT

3 SHC

A study of the New Testament and the Christian community that produced it; based primarily on a critical examination of the literature within the historical setting of the last two centuries B.C.E. and the first two centuries of the Common Era. *Prerequisite: REL 100.* **FA, SP (RI)**

REL 111. MAJOR RELIGIONS OF ASIA

3 SHC

An introduction to Islam, Hinduism, and Buddhism, the principle religions of the Middle East, Southern Asia, and the Orient. Course offered based upon sufficient demand. **(RI)**

REL 221. RELIGION IN AMERICA TODAY

3 SHC

A survey of contemporary religious institutions, movements, issues, and personalities in the United States, with some attention to their history. Readings from recent books, current periodicals, and official church publications. Extensive use of videos. Course offered based upon sufficient demand. *Prerequisite: REL 100.* **(RI)**

REL 110. WORLD RELIGIONS

3 SHC

Introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. **(RI)**

REL 201. INDEPENDENT STUDY

1-3 SHC

Independent study in the Department of Religion and Philosophy. Advanced work by the student, developed in consultation with the instructor. *Prerequisites: fulfillment of graduation requirements in the Department of Religion and Philosophy, and approval by the division chair. See page 63 for more information about Independent Studies.*

SOCIOLOGY

SOC 210. INTRODUCTION TO SOCIOLOGY

3 SHC

A survey of human society focused on the introduction of culture, socialization, deviance and crime, sexuality, race and ethnicity, aging and groups on collective human behavior with special emphasis on social stratification, the social institutions, and the significance of social change. **FA, SP**

SOC 213. SOCIOLOGY OF THE FAMILY

3 SHC

Covers the institutions of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. **FA, SP.**

SOC 285. SOCIAL ISSUES

3 SHC

An introductory sociological analysis of aspects of North American culture that are the source of contemporary social issues such as crime, mental illness, drug and alcohol addiction, sexual deviance, instability of the family, race relations, poverty, environmental degradation, and political corruption. **FA, SP (RI)**

SPANISH

SPA 101. BEGINNING SPANISH

3 SHC

Introduction to the fundamentals of grammar and conversation and introduction to Hispanic culture. Normally for students with no previous instruction in Spanish. Course offered based upon sufficient demand. **FA**

SPA 102. BEGINNING SPANISH

3 SHC

A continuation of elementary college Spanish for students who have completed Spanish 101 or one or two units of high school Spanish with a grade of C or above. *Course offered based upon sufficient demand.* **SP**

SPA 201. INTERMEDIATE SPANISH

3 SHC

An intensive review and development of basic grammar and vocabulary; development of conversation and composition skills; readings from Spanish and Spanish-American authors. Prerequisite: two or three high school units or Spanish 102 with a grade of C or above. *Course offered based upon sufficient demand.* **FA**

SPA 202. INTERMEDIATE SPANISH

3 SHC

A continuation of intermediate college Spanish for students who have completed Spanish 201, or three or four units of high school Spanish with a grade of C or above. *Course offered based upon sufficient demand.* **SP**

SPA 211-212. INTRODUCTION TO HISPANIC LITERATURE

3, 3 SHC

Readings and discussions of selections of Spanish and Spanish-American literature. *Course offered based upon sufficient demand.*

SPA 221. CONVERSATION AND PHONETICS

3 SHC

A course stressing practice in speaking Spanish. Particular attention is paid to phonetics, pronunciation, intonation, fluency, correctness of sentence structure, and vocabulary of everyday situations. *Prerequisite: three years of high school Spanish or permission of the instructor. Course offered based upon sufficient demand.*

INTERDISCIPLINARY COURSES

CED 275. COOPERATIVE FIELD WORK

1-12 SHC

Available in all curricula of the College. The student, in cooperation with his or her divisional coordinator and employer, formulates educational and vocational objectives relevant to his or her field of study. All work assignments are controlled and require the student to file periodic work reports and a final comprehensive summary on the educational value of the work experience. A student enrolled in the Associate in Arts or Associate in Science degree programs may earn up to 12 semester hours of credit for cooperative work experience in lieu of electives.

INT 102. FIRST YEAR SEMINAR

3 SHC

A seminar designed to help first-year students make the transition from high school to college. Discussion oriented. Topics include living with a roommate, study skills, time management, test preparation, and stress management as well as many other topics of interest to new college students.

REC 125. INTRODUCTION TO PARKS AND RECREATION

3 SHC

A survey of the foundations of parks and organized recreation; backgrounds and theories, objectives and principles; social and economic factors associated with parks and recreation. **FA, SP**

SPM 279. INTRODUCTION TO SPORTS MANAGEMENT

3 SHC

Planning, organizing, leading and evaluating within a sport context; fundamentals of accounting, budgeting, economics, marketing, strategic planning, ethics, and their place in sports settings; techniques of personnel, facility, and sporting event management. **SP**

Faculty, Board of Trustees, Administration, and Staff

The Faculty

Full-Time Faculty

Angela Adkins (2010), Instructor of Music. B.F.A., Marshall University; Continuing Studies, Exeter College, Oxford; M.A., Ohio University; Post Graduate Studies, Wesleyan University.

Genya Afanasyeva (2005), Assistant Professor of Mathematics. M.S., NCCU; Ph.D., Moscow Institute of Mines.

Daniel Bartholomew (2010), Instructor of Chemistry. B.S., M.S., Western Carolina University.

Martha Farmer Bragg (1982), Professor of Mathematics. B.S., M.A., Appalachian State University; Ph.D., North Carolina State University.

Crystal W. Brantley (2010), Assistant Professor of English. B.A., University of North Carolina-Greensboro; M.Ed., North Carolina State University.

Michael Brantley (2013), Instructor of English. B.S., Barton College, M.A., East Carolina University.

Susan Bridgeman (2004), Instructor of Mathematics. A.S. Nassau Community College; B.S., State University College at Oneonta; M.A.T., Adelphi University.

Matthew A. Brown (1983), Professor of CIS and Engineering Graphics. A.S., Louisburg College; B.S., M.C.E., North Carolina State University; M.B.A., Georgia State University.

Michael D. Childs (2008), Instructor of Mathematics. B.S., Mississippi State University; M.A., State University of West Georgia; M.Div., Southeastern Baptist Theological Seminary.

Leej Copperfield (2005), Instructor of English; Director of the Writing Center. B.A., Bryan College; M.A., Duke University.

Diane Cook (2009), Associate Professor of Biology. B.S., Pennsylvania State University; Ph.D., Hahnemann University.

Sheilah R. Cotten (1977), Professor of Sociology. B.S., M.A., East Carolina University.

James Eck (2010), Vice President of Academic Affairs; Executive Vice President; Title III Director. B. A., M.A., Ball State University; MBA, Samford University; Ph.D., University of Georgia.

Richard Brent Dozier (2013), Assistant Professor of Mathematics. A.S., A.A., Nash Community College; B.S., North Carolina State University; M.S., Ph.D., North Carolina State University.

Patricia G. Hinton (1998), Librarian; Associate Professor of Library Services. B.F.A., Virginia Commonwealth University; M.L.S., North Carolina Central University.

William J. Hinton, Jr. (1983), Professor of Art. A.F.A., Chowan College; B.F.A., East Carolina University; M.F.A., Alfred University.

Kris B. Hoffler (2009), Assistant Professor of English. B.A., Campbell University. M.A., East Carolina University; Post Graduate Studies, NCSU and Oxford.

Michael L. Holloman (1987), Assistant Professor of Physical Education. A.A., Louisburg College; B.S., Atlantic Christian College; M.A.Ed., East Carolina University.

Walter Hurst (2012), Director of the Norris Theater. B.A., Duke University; M.A., Brunel University; J.D., University of the Pacific.

F. Tommy Jenkins (2009), Assistant Professor of English. B.A., The University of North Carolina at Chapel Hill. M.F.A., Columbia University; M.F.A., North Carolina State University.

Amy C. Johnson (2002), Assistant Professor of English; Director of Developmental Reading and Writing. B.A., The University of North Carolina at Wilmington; M.Ed., The University of North Carolina at Chapel Hill.

Candace Jones (1996), Director of Library Services; Assistant Professor of English. B.S., Barton College; M.L.S., East Carolina University.

Laura L. Kinzinger (1990), Associate Professor of English. A.B., Vassar College; M.F.A., The University of North Carolina at Greensboro.

SangSoon Koh(2011), Assistant Professor of Business and CIS. B.E., Yonsei University; M.S. Wayne State University; M.S.A., Central Michigan University; Ph.D., Columbus University.

Karen M. Martin (1999), Instructor; Director of Learning Support and Disability Services. A.A., Louisburg College; B.A., Peace College; M.A., North Carolina Central University.

Jane R. Middleton (2011), Assistant Professor; Learning Specialist. B.S., M.Ed. College of William and Mary; Ph.D., University of Georgia.

David C. Minard (1998), Assistant Professor of Physics and Astronomy. B.S., University of Illinois at Urbana-Campaign; M.S., Marquette University.

Louise Bynum Mitchum (2006), Assistant Professor; Director of Crossroads. B.S., Clemson University; M.S., University of North Carolina at Chapel Hill; Ph.D., University of South Carolina.

Charles Joshua Parrott (2007), Assistant Professor of Religion. B.A., Gardner-Webb University; M.Div., Th.M., Southeastern Baptist Theological Seminary.

Brian Sanders (2009), Assistant Professor of Business. B.A., M.B.A., Campbell University.

Charles B. Sloan (1986), Professor of Religion. A.A., DeKalb College; A.A.S., Wake Technical Community College; B.S. Ed, M.Ed., Georgia Southern University; M.Div., R.E., Southeastern Baptist Theological Seminary.

Kelvin L. Spragley (2011), Assistant Professor of History and Education. A.A. Chowan College; B.S., East Carolina University; M.Ed., North Carolina State University; Ph.D., North Carolina State University.

Nicole C. Stovall (2012), Instructor; Learning Specialist. B.S., M.Ed., Liberty University.

Jennith Thomas (2005), Instructor of Biology. B.A., M.S., West Texas A & M University.

James M. White (1999), Assistant Professor of Psychology. B.A., East Carolina University; M.A.Ed., North Carolina State University.

Kaye L. Yadusky (2005), Assistant Professor; Learning Specialist; Coordinator of Development and Student Programming. B.A., Campbell University; M.A., University of Maine.

Emily Zank (2009), Assistant Dean for Academic Support; Title III Coordinator; Instructor of English. B.A., Kent State University. M.A., West Virginia University.

Part-Time Faculty

Roderick Bailey (2011), Science. B.A., Mississippi Valley State University; M.S., Tuskegee University.

Andrew Barnhill (2013), English. B.A., Furman University, University of Oxford, St John's College; M. Div., Duke University.

Shane Benjamin (2011), Religion. M.Div., Duke University.

Sara Bortscheller (2013), Physical Education. B.S., Augustana College; M.S., University of Central Missouri.

Dennis Carey (2009), Science. B.S., M.S., North Carolina State University.

Neil Dixon (2013), Physical Education. B.S., M.S. West Virginia University.

Alicia Eller (2004), Spanish. B.A., Meredith College; Native Spanish speaker with extensive teaching experience.

James Craig Eller (1970), Professor of English, Emeritus. B.A., Berea College; M.A., Appalachian State University.

Margaret Ellis (2011), English. B.A., Wake Forest University; M.T.S., Duke Divinity School; M.Ed., University of Virginia.

Jane Falkner (2003; 2013), Developmental English & Reading. B.A. Alma College; M.A., Virginia Polytechnic Institute and State University.

Diane Fleming (2004), Developmental English. B.A., Meredith College & Atlantic Christian College; M.A., East Carolina University; Ed. D., Nova Southeastern University; Post Doctorate, Ed. S., East Carolina University.

Travis Flewelling (2012), Mathematics. U.S. Army Command and General Staff College; B.S., United States Military Academy; M.S., Colorado School of Mines.

James Green (2009), History. B.S., M.S.S., University of Tennessee-Knoxville.

Robert Ian Greene (2013), English. B.S., North Carolina State University; M.F.A., North Carolina State University.

Brenda Hawks (2007), Sociology. B.S., East Tennessee State University; M.S.W., The University of North Carolina at Chapel Hill.

Denitra Shay Hayes, (2013), Physical Education. B.S., M.S. East Carolina University.

Clarelouise Highfield (2010), Kinesiology. M.S., University of Texas at El Paso; ATC, University of Calgary.

Amanda Kiger (2007), Physical Education. B.S., M.S., University of Tennessee Chattanooga.

Cristian Neagu (2012), Physical Education. B.S., Virginia Commonwealth University.

Timothy S. Price (2013), English. B.A., Campbell University; M.A., M.S., Southeastern Baptist Theological Seminary; Ph.D., King's College University of Aberdeen; Ph.D., University of Edinburgh.

Mialy Rabe (2013), Science. B.A., The University of Antananarivo; M.S., North Carolina State University; Ph.D., North Carolina State University.

Donna Rhoden (2006), Mathematics. B.Ch.E., Georgia Institute of Technology.

Rob Rogers (2008), Physical Education. B.A., Wayne State College; M.A., Ohio University.

Erin Rutledge (2013), Physical Education. B.S., Illinois College.

Ashley Stopa (2013), Mathematics. M.E., The University of Arizona.

Robert Strickland (2009), Library Services; Webmaster. B.A., North Carolina State University. M.S., The University of North Carolina at Chapel Hill.

Stephanie Tolbert (2004; 2009), Vice President of Enrollment Management. A.A., Louisburg College; B.S. Meredith College; M.B.A., East Carolina University.

Rickie Wagstaff (2001), History. B.A., The University of North Carolina Chapel Hill; M.Ed., Campbell University.

William Wilkins (2013), Drama. A.A., Louisburg College; B.A., University of North Carolina at Greensboro; M.F.A., The Actor's Studio Drama School at The New School.

Norma White (2006), Library Services. B.A., The University of North Carolina at Chapel Hill.

Ian Wolf (2013), English, B.S., M.A., North Carolina State University.

Maurice C. York (2013), History. A.S., Louisburg College; B.A., M.A., M.S.L.S, The University of North Carolina at Chapel Hill.

Faculty Emeriti

Wayne D. Benton (1959), Professor of History. A.B., Atlantic Christian College; M.A., East Carolina University.

C. Edward Brown, Jr. (1976 - 2001), Professor of Biology; Executive Vice President; Academic Dean; Interim President; B.A., North Carolina State University; M.A., Duke University; M.Ed., Colorado State University.

George-Anne Willard Brown (1977 – 2002), Professor of History; A.B., Atlantic Christian College; M.A.Ed., East Carolina University; Ph.D., University of North Carolina Chapel Hill.

Robert A. Butler (1962), Professor of Sociology. A.B., M.A., University of North Carolina at Chapel Hill; M.A.T., Duke University.

Ruth M. Cooke (1949), Professor of Physical Education. B.S., University of North Carolina at Greensboro; M.A., Columbia University.

S. Allen de Hart (1957 – 1993), Professor of History; Director of Cultural Affairs. B.A., High Point College; M.A., University of Virginia.

Jasper Enid Drake (1965), Associate Professor of Physical Education; Men's Basketball Coach. B.S., Wake Forest University; M.Ed., East Carolina University.

James Craig Eller (1970), Professor of English. B.A., Berea College; M.A., Appalachian State University.

Gloria Jean Fischer (1990), Associate Professor of English. B.A., M.A., University of North Carolina at Charlotte.

Clara Wright Frazier (1962), Instructor of Chemistry. A.A., Louisburg College; A.B., Meredith College.

Russell W. Frazier (1959), Professor of Physical Education; Baseball Coach. B.S., North Carolina State University; M.A., University of North Carolina at Chapel Hill.

Charles Joseph Farmer (1965), Professor of Religion. A.B., Davis and Elkins College; M.Div., Western Theological Seminary; M.Ed., University of Pittsburgh.

Sarah Elizabeth Foster (1945), Professor of Music. B.M., Greensboro College; M.A., Columbia University.

Martha C. Hobgood (1974 – 1979; 1984 -2001; part time 1983 – 1984), Associate Professor of Mathematics. B.A., M.A.Ed., University of North Carolina Greensboro.

Annette C. Holt (1980 – 2005) Professor of Business and Economics. A.A., Louisburg College; B.A., M.P.A, M.A., North Carolina State University.

E. Ruth Jones (1985 – 1997; part time 1997 – 2001) Associate Professor of Business Education. B.S., M.A.Ed., East Carolina University.

Walter N. McDonald (1956), Professor of Religion. A.B., B.D., Duke University.

Jeffrey L. Pierce (1986 – 1997; 1998 – 2001; part time in some subsequent years), Assistant Professor of Mathematics; Golf Coach. B.A., Maryville College; M.A., University of Tennessee.

Patricia Greene Palmer (1967), Professor of Biology. A.A., Gardner-Webb College; B.S., Appalachian State University; M.A.T., Duke University; Ph.D., North Carolina State University.

Betsy Leonard Pernell (1960), Professor of Business Education. A.A., Louisburg College; A.B., Atlantic Christian College; M.A., East Carolina University.

Glendora Thomas-Powell (2000 – 2007; part time 1999, 2007 – 2011), Assistant Professor of Music; part-time Music faculty; B.A., St. Augustine's College; M.A., North Carolina Central University.

Mac L. Ricketts (1971 – Dec. 1995), Professor of Religion. A.A., St. Petersburg Junior College; A.B., University of Florida; B.D., Candler School of Theology; M.A., Ph.D., University of Chicago.

Charles M. Smith (1979), Professor of Drama and Speech. B.S., East Carolina University; M.Ed., University of North Carolina at Chapel Hill; M.A.Ed., Northwestern State University of Louisiana.

Grady K. Snyder (1956-60)(1965), Professor of Mathematics. A.B., M.Ed., University of North Carolina at Chapel Hill.

Sidney E. Stafford (1967 – 2001; part time 2001 – 2007), Professor of Religion; College Chaplain; B.A., University of Southern Mississippi; M.Div., Duke University; M.A., University of North Carolina at Chapel Hill.

Janet Hatley (White) Taylor (1979 – 2001; part time in some subsequent years), Professor of Biology; B.A., University of North Carolina Charlotte; M.S., Ph.D., North Carolina State University.

Janis E. Walden (2000 – 2008); (part-time 2008 – 2011), Assistant Professor of Learning Services; B.A., Converse College; M.Ed., North Carolina State University.

Registrar Emerita

Martha E. Hedgepeth (2012), B.S., Barton College.

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The Administration and Staff

Office of the President (Main Building, Second Floor)

Mark D. La Branche	President; B.A., University of South Alabama; M. Div., Emory University; D. Min., Boston University.
Faye Griffin	Administrative Assistant.

Admissions Office (Main Building, Second Floor)

Stephanie Tolbert	Vice President of Enrollment Management. A.A., Louisburg College; B.S., Meredith College; M.B.A., East Carolina University.
Daniel H. Varela	Admissions Representative. B.A., Old Dominion University.
Allison M. Wirth	Admissions Representative. B.S. University of Wisconsin.
Mara Badusky	Admissions Representative. B.A., Meredith College.
Georgette Burnette	Administrative Assistant. A.S., Vance-Granville Community College.

Business Office (Main Building, First Floor)

Belinda Faulkner East Carolina University. Jessica Roberson	Vice President of Finance. B.A., Mary Washington College; M.A. Ed, Business Office Manager; Loan Default Counselor. B.S., North Carolina State University.
Missy Alls	Controller. A.A.S. Accounting; A.A.S. Business Administration, New River Community College; B.S., Liberty University; M.B.A., University of Phoenix.
Kim Joyner	Student Accounts A-M.
Allison Smith	Student Accounts M-Z. B.A., East Carolina University.
Phyllis Ihrle	Payroll Clerk. L.P.N, Watts School of Nursing.
Terry Wright	Director of Human Resources. A.A., Louisburg College; B.S., Barton College.
Terrie Dunn	Accountant.
Brandy L. Gupton	Manager of the College Store and Office Services.
Kendall Fuller	Office Services Assistant.

Financial Aid Office (Davis Building, Second Floor)

Vickie Fleming Tracy Potter	Director of Financial Aid; VA Certifying Official. Student Loan Coordinator; Financial Aid Advisor. A.A., Louisburg College.
Melissa Sykes	Financial Aid Advisor. A.A., Nash Community College; B.A., North Carolina Wesleyan College; M.S. Capella University.
Jackie Ayscue	Federal Work-Study Coordinator; Administrative Assistant.

Office of the Vice President of Academic Life (Main Building, Second Floor)

Jim Eck	Executive Vice President; Vice President of Academic Life; Dean of Faculty; Title III Director. B.A., M.A., Ball State University; M.B.A., Samford University; Ph.D., University of Georgia.
Emily Zank	Assistant Dean for Academic Support; Title III Coordinator; Instructor of English. B.A., Kent State University, M.A, West Virginia University.
Courtney Richardson	Administrative Assistant to the Vice President. B.A. The University of North Carolina at Chapel Hill.
Marla Peoples	Great Futures Coach. B.S., University of North Carolina Greensboro; M.A.Ed., North Carolina State University.
Teresa Blumenauer	Environmental Stewardship and Science Lab Director. A.A., Valencia Community College; B.A., Stetson University.
Ken Price	Administrative Assistant for Title III. B.A., Barton College.

Office of Institutional Advancement (Main Building, Second Floor)

Kurt Carlson	Vice President for Institutional Advancement. B.A., Beloit College.
Amy M. Wolfe	Director of Publications. B.A., Old Dominion University.
Melinda McKee	Director of Communications and Marketing. B.A., Campbell University.
Jamie Patrick	Director of Annual Giving and Alumni Relations. A.A., Louisburg College; B.A., The University of North Carolina at Chapel Hill.

Carmen Johnston	Manager of Donor Services.
Robert Strickland	Webmaster; Web Design Instructor; Evening Librarian. B.A., North Carolina State University; M.S.I.S., The University of North Carolina at Chapel Hill.
Robert B. Poole	Director of Seby B. Jones Performing Arts Center. B.A., East Carolina University; M.A.L.S, North Carolina State University.
Mary Eason	Assistant Box Office Manager of Seby B. Jones Performing Arts Center.
Anna Stallings	Box Office Manager of Seby B. Jones Performing Arts Center.
Wendi Eck	Advancement Assistant. B.S., Ball State University.

Office of Institutional Effectiveness (Davis Building, Second Floor)

Catherine Ziencik	Registrar; Director of Institutional Effectiveness. B.S., East Carolina University; M.B.A., Methodist University.
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Registrar (Davis Building, Second Floor)

Catherine Ziencik	Registrar; Director of Institutional Effectiveness. B.S., East Carolina University; M.B.A., Methodist University.
Tracey Sala	Associate Registrar. B.S., M.H. Ed., Iowa State University.
Sandra A. Beasley	Assistant Registrar.

Office of Spiritual Life (Benson Chapel)

Shane Benjamin	Chaplain. B.A., M.Div., Florida International University; M.Div., Duke Divinity School.
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Tar River Center for History and Culture (Cecil W. Robbins Library)

Maurice C. York	Director of the Tar River Center for History and Culture.
-----------------	---

Counseling Center (Davis Building, First Floor)

Fonda Porter	Director of Counseling Services. M.A., Seton Hall University.
--------------	---

Student Life Office (Davis Building, First Floor)

Jason E. Modlin	Vice President of Student Life. B.A., Mount Olive College; M.A., East Carolina University.
Adam Wade	Associate Dean of Students. B.A., University of North Carolina Wilmington; M.A., Appalachian State University.
Jen Patsy	Director of Residence Life. B.S., M.A., Edinboro University of Pennsylvania.
Nicolette Stanfill	Community Director. B.A.,M.S., Eastern Washington University.
Johnny Turnage	Community Director. B.A., Avila University.
Megan Caron	Community Director. B.A., Suffolk University.
Ashley Holland	Community Director. B.A., Elon University.
Biama Charles	Community Director. B.A., SUNY at Westbury.
Mark Queen	Community Director. B.A.,M.A., North Carolina Central University.

Stewart Johnson	Director of Student Engagement. B.A., North Carolina Central University; M.S., Counseling, Virginia State University.
Stephanie Haskell	Assistant Director of Student Engagement. B.S., Nichols College; M.S., Nova.

Louisburg College Campus Safety and Police Office (Davis Building, First Floor)

Chief Vicki Reid	M.S., Colorado Technical University.
Corporal Paul Opanasenko	M.S., Utica College.
Officer Adam Hight	
Officer Michelle Lickliter	
Officer Stuart (Chase) Slinkard	
Officer Chad Scott	

Learning Support and Disability Services (Taft Classroom Building, First Floor)

Karen Martin	Director of Learning Partners & Disability Services. M.A., North Carolina Central University.
Jane Middleton	Learning Specialist. B.A., M.Ed., College of William and Mary; Ph.D., University of Georgia.
Nicole Stovall	Instructor; Learning Specialist. B.S., M.Ed., Liberty University.
Kaye Yadusky	Learning Specialist. M.A., University of Maine.
Jessica Anest	Administrative Assistant. B.A., University of Mobile.

Library (Cecil W. Robbins Library)

Candace Jones	Director of Library Services. M.L.S., East Carolina University.
Patricia G. Hinton	Librarian. M.L.S., North Carolina Central University.
Norma White	Assistant Librarian. B.A., The University of North Carolina at Chapel Hill.
Robert Strickland	Evening Librarian; Webmaster; Instructor. B.A., North Carolina State University; M.S.I.S., The University of North Carolina at Chapel Hill.
Linda Robertson	Audiovisual Manager.

Physical Plant (Maintenance)

Nathan Biegenzahn	Director of Facilities.
J. Michael Burnap	Maintenance Supervisor.
Lisa Allen	Physical Plant Secretary.
Gary Williams	Maintenance Tech.
Gene Tharrington	Maintenance Tech.
John Byrwa	Lead Maintenance Tech.
Jason Patrick	Maintenance Tech I.

Athletics Personnel (Holton Gymnasium)

Michael L. Holloman	Athletic Director.
Denitra Shay Hayes	Women's Basketball Coach.
Maegan Yelverton	Women's Assistant Basketball Coach.
Keith Shumate	Men's Baseball Coach.

Mark O'Sullivan	Assistant Baseball Coach.
Brett Hall	Assistant Baseball Coach.
Mark Vanderslice	Men's Basketball Coach.
Neil Dixon	Men's Assistant Basketball Coach.
Sequoia Littrell	Cheerleading and Dance Coach.
John Sala	Football Coach.
Rob Rogers	Assistant Football Coach.
Trevor Highfield	Assistant Football Coach.
Charles B. Sloan	Men's Golf Coach.
Christian Neagu	Men's Soccer Coach.
Ted Awana	Assistant Men's Soccer Coach.
Andy Stokes	Women's Soccer Coach.
Colby Mangum	Women's Volleyball Coach; Compliance Coordinator.
Don Stopa	Women's Fastpitch Softball Coach; Sports Information Director.
Erin Rutledge	Assistant Women's Softball Coach.
Amanda Kiger	Head Athletic Trainer.
Sara Bortscheller	Assistant Athletic Trainer.

Technical Support (Main Building, First Floor)

Mark Joyner	Chief Technology Officer.
Robert Strickland	Webmaster; Web Design Instructor; Evening Librarian. B.A., North Carolina State University. M.S.I.S., The University of North Carolina at Chapel Hill.
Bernard Rice	Technology Coordinator.
Brett Patton	Information Technology Academic Services. B.S., East Carolina University.
Damon Adkins	IT Services Technician.

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