



LOUISBURG
COLLEGE

2023-2024
Louisburg College Catalog

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.

College Catalog

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Letter from the President

Dear Students:

It is my great privilege to welcome you to Louisburg College. We are honored that you have chosen to become a part of the Louisburg College family.

The trustees, administration, faculty and staff are dedicated to helping you grow as a student and as a person. Our main goal is your success. At Louisburg College, we believe strongly in the value of a two-year, supportive, opportunity-driven education and we are committed to helping you achieve a great start to your college career.

We are confident in your abilities to excel, and we promise to support you during your time at Louisburg College. For 236 years, we have carried out our mission to be a supportive community that helps students advance intellectually, culturally, socially, physically, and spiritually. So, we strongly urge you to take advantage of the numerous learning support resources that we offer and engage us when you need help. We are here for you.

I look forward to getting to know each one of you, and please do not hesitate to reach out to us if you should ever need assistance.

For the College,

Dr. Gary M. Brown
President

2023-2024 Academic Calendar

Fall Semester 2023

| | |
|---------------|---|
| August 11 | Check In- Football and Cheerleading |
| August 17 | Check In- Baseball, Softball, eSports, Volleyball, Men's Soccer, and Women's Soccer |
| August 18 | Check In- Men's Basketball, Women's Basketball, Cross Country, Track and New Students |
| August 21 | Check In- Returning Students and All New Students |
| August 22 | Check In- All Students |
| August 23 | Classes Begin; Drop/Add Begins at 8:30 a.m. |
| August 29 | Convocation |
| September 4 | Labor Day- No Classes (Monday) |
| September 5 | Drop/Add Ends at 5:00 p.m. |
| September 17 | Constitution Day (Activities begin on September 18) |
| September 22 | First Quarter Grades Due by 10:00 a.m. |
| October 16-17 | Fall Break |
| October 20 | Midterm Grades Due by 10:00 a.m. |
| October 23 | Pre-Registration for Spring Semester |
| October 27 | Students must be enrolled through this date to avoid financial aid reduction. Last day to withdraw from a course and receive a grade of "W" |
| November 17 | Third Quarter Grades Due by 10:00 a.m. |
| November 21 | Thanksgiving Holiday Begins; No Classes after 5:00 p.m |

| | |
|----------------|--------------------------------|
| November 22-24 | Thanksgiving Break |
| November 27 | Classes Resume |
| December 4 | Last Day of Semester Classes |
| December 5 | Final Exams Start |
| December 8 | Final Exams End |
| December 11 | Final Grades Due by 10:00 a.m. |

Spring Semester 2024

| | |
|-----------------|---|
| January 9-10 | Faculty Development Days |
| January 15 | Martin Luther King Jr. Day- College Closed (Monday) |
| January 16 | New Students Arrive/Check-In |
| January 17 | Returning Students Check-In |
| January 18 | Classes Begin; Drop/Add begins at 8:30 a.m. (Thursday) |
| January 26 | Drop/Add Ends at 5:00 p.m. |
| February 15 | First Quarter Grades Due by 10:00 a.m. |
| March 11-15 | Spring Break begins after the last class |
| March 17 | Residence Halls Re-Open at 5:00 p.m. |
| March 18 | Classes Resume |
| March 22 | Midterm Grades Due by 10:00 a.m. |
| March 28 | Students must be enrolled through this date to avoid financial aid reduction. Last day to withdraw from a course and receive a grade of "W" |
| March 29 | Good Friday |
| April 22 | Awards Day |
| May 7 | Last day of classes |
| May 8 | Reading Day |
| May 9-10, 13-14 | Final Exams |
| May 14 | Final Grades for graduating students due by 10:00 a.m. |
| May 16 | Grades for remaining students due by 10:00 a.m. |
| May 17 | Baccalaureate |
| May 18 | Commencement |
| May 20 | Assessment Day |
| May 20-21 | Faculty Development |

Summer Semester 2024

| | |
|---------|----------------------------------|
| June 12 | Check-In |
| June 13 | Classes Begin |
| June 14 | Drop/Add |
| July 4 | College Closed- Independence Day |
| July 5 | Classes Resume |

| | |
|----------|-------------------------------------|
| July 25 | Classes end at 5:00 p.m. July |
| 26-29 | Final exams |
| July 30 | Residence Halls closed at 5:00 p.m. |
| August 1 | Final Grades Due by 10:00 a.m. |

*Subject to change.

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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 at 501 North Main Street, Louisburg, NC 27549. Louisburg is 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 (SACSCOC) to award Associate degrees. Questions about the accreditation of Louisburg College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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 the 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. In January 2018, the College welcomed Dr. Gary Brown as its newest and current College president.

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 student dining facilities, a late-night grill for students, and the Alumni Dining Room. It adjoins 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.

Ray Hodges Fine Arts Complex, originally used during the 1963-1964 session as the Fine Arts Center, houses the fine arts classes, including visual arts and music. Completion of Phase I of the 2014 renovations provided expanded visual arts, music, and studio space. Future phases will include practice spaces as well as digital media studios.

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 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, combining traditional and contemporary architecture, opened in 1965. In 1967 the library was named in honor of Dr. Cecil W. Robbins, president of Louisburg College from 1955 to 1974. The Library offers resources to support the instructional programs of Louisburg College and provides access to and instruction on the use of electronic databases, books, magazines, newspapers, and DVDs to help complete course assignments. Wireless internet access is available throughout the library.

The Library Commons, on the first floor, includes student computer workstations, an instructional computer lab, and the Academic Success Center. The second floor houses the library's print book collection and a quiet study area. In 2014, the building underwent the first phase of a three-phase renovation. This included updating the building's exterior, adding a coffee shop and a new collaborative learning lab, refurbishing an existing classroom, and upgrading the electrical and technology infrastructure. Later phases included more collaborative learning spaces, faculty development space, quiet study spaces, an additional classroom, new offices, and additional technology enhancements.

Science Facilities are located in Franklin Hall. The first-floor houses classrooms and laboratories for chemistry and physics as well as faculty offices, an instrument and equipment room, and a chemical storeroom. The basement includes a larger lecture room and biology laboratory space.

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

Academic Support Services

The Writing Center is provided by the English Department and offers tutoring services throughout the academic year. The director of the Writing Center is readily available to tutor and otherwise assist students with writing for English and all other courses.

The Math Lab is provided by the Mathematics Department to support students in all of their math courses. Math faculty members staff this lab throughout the week.

Science Sessions are provided weekly by science faculty members to assist students in all science courses.

The Academic Success Center is staffed by peer tutors who will assist students in all academic disciplines as well as skills such as time management, research, and studying.

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 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.

Endowed Scholarships

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 Services 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, '18. Ms. Allen graduated from Louisburg College and Duke University. This scholarship is for students with an interest in teaching.

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 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: 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 William Robert Ayscue Memorial Scholarship: This scholarship was established in 2021 by Louisburg College Learning Specialist, Cherry Ayscue, in loving memory of her husband, William Robert "Bob" Ayscue, class of 1976. Distributions will support incoming freshman or rising sophomores based on financial need. Priority will be given to applicants who are homeless or at risk of homelessness, undocumented, single parents or student-athletes, in the aforementioned order.

The Manning Family Scholarship: Established in 2014 in memory of three alumnae of Louisburg College: Mrs. Joan Simmons Manning '47; Mrs. Janie Ray Conrad '44; and Mrs. Peggy Joyce James '49. Distributions will be used to support one or more scholarships for students from Edgecombe County, North Carolina, with financial need.

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 is to provide 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 will assist 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 in 1988 a scholarship fund 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 Raney, 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 will be awarded to qualified students who demonstrate financial need and show seriousness of purpose in the field of languages.

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.

The Blankenhorn Family Endowed Scholarship: Originally established by Richard Blankenhorn '58 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. No restrictions.

The Boney Scholarship: Mildred Boney Matthis established this scholarship in 1993 as a memorial to her parents, Eva Merritt 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 the scholarship will be 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, public service or 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 shall be based upon demonstrated ability and continuing need.

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 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, '57, and Richard A. Carlton and by his widow, Lucille B. Carlton, this scholarship is awarded to students in the Phi Theta Kappa Honor Society.

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 Chartwells Scholarship: Established by Chartwells, the food service provider for Louisburg College, in 2002, the scholarship supports students who demonstrate financial need and seriousness of purpose.

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.

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 students from Vance County.

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 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 will be given to descendants of the Coor family and members of Ebenezer United Methodist Church in Goldsboro, NC.

The Marybelle McMillan Davis Memorial Scholarship: 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.

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.

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: 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 will be used for music scholarships.

The Sarah E. Foster Music Scholarship: The Board of Trustees established this music scholarship in honor of Sarah E. Foster, Professor Emeritus of Music, 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 Winfield Scott Gardner Scholarship: Established in 1977, this scholarship fund provides assistance to students demonstrating financial need.

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 a deserving female, learning-disabled student.

The C. Wade Goldston Memorial Scholarship: Established in 1977 by William Goldston in memory of his brother, Reverend C. Wade Goldston. This scholarship is to support students pursuing their ministerial vocation and/or 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, 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 to be 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 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 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 Harvey Endowment: Established in 2001 by the Felix Harvey Foundation, this scholarship will be awarded to first-year students with renewal for a second year if the student maintains satisfactory academic progress and demonstrates financial need.

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 will be 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 established this scholarship fund in memory of his daughter, Carol Lynn Hicks. The income from this fund is to aid 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.

James H. Hight and Rose Speed Hight Memorial Fund: This memorial fund shall be used to provide aid in the form of grants or scholarships to students at Louisburg College who have been lifelong residents of North Carolina and who are in the Louisburg Learning Partners Program (or any successor or similar program).

The John H. Hodges Scholarship: 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: 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 Hurricane Scholars Scholarship: This scholarship was made possible by an anonymous gift to the College in 2007 and supports students demonstrating financial need and seriousness of purpose.

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 '27, Elizabeth '28 and Sadie '30 Johnson, 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 William "Bill" Travis Jones Memorial Scholarship: 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, 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 Taekwondo Koh & Yang Scholarship: This scholarship was established in 2020 by Louisburg College Assistant Professor of Business SangSoon Koh in loving memory of his mother, Mrs. Yang, and with contributions from NC TaeKwonDo on Wheels, Inc. Awards are made to students based on need and/or merit with preference given to applicants who are members of Louisburg College TaeKwonDo Club and/or PED 125/126 (self-defense courses).

The Robert A. Leggett, Jr. Memorial Scholarship: 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 will be given to residents of North Carolina, but others are invited to apply.

The 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 Sarah Eleanor Limer Memorial Scholarship: The Warren County Memorial Scholarship was established by Miss Sarah Eleanor Limer in 1970, 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 Manley Glenwood Mann, Sr., Scholarship: This scholarship was established in 1987 by the estate of Norma S. Mannto 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 shall be 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 '38 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 of 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, and 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 Thomas Mitchell and Diana Yu Tull Scholarship Fund: Scholarships distributed from this fund will be awarded to students who have a demonstrated financial need, have been enrolled in Louisburg College for a minimum of 24 credit hours if a full-time student or 12 hours if a part-time student, and have achieved a GPA of 2.5 or higher. Applicants must satisfy all Louisburg College admissions requirements for their program of study. Applicants who are from Franklin County will be given preference for this award.

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 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 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 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: Established in 1997 by the estate of Willie B. Mullen, friend of the college, to assist 2nd year students who did not qualify for merit scholarships.

The John Jesse Myrick and Emma Brown Harris Myrick Memorial: Emma Myrick Rose of Henderson 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 may be 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.

Rev. Joseph C. Parker Scholarship: This scholarship will be awarded to students who have a demonstrated financial need; have been enrolled in Louisburg College for a minimum of 24 credit hours if a full-time student, or 12 hours if a part-time student; and have a GPA of 2.5 or higher. Applicants must satisfy all Louisburg College admissions requirements for their program of study. Applicants who are preparing for the ministry or other church vocations; trained laypersons; and the children of ministers will be given preference for this award.

The Gary Ward Paul Memorial Scholarship: Established in 1974 by Duffy L. Paul, '50, 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 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 R.A. Endowment: Established in 1982, The R.A. Endowed Scholarship Fund is awarded annually to students demonstrating financial need.

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 may 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 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, 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 '50 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 will be 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 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. Vickery 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 demonstrating 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 in honor of their aunt, Mattie Brewer Walston, a graduate of Louisburg College. Preference is given to students from Townsville, 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: Established in 1985 by T. Max Watson in memory of his wife Lillian Beasley Watson, class of 1918.

The Anne Jones Christian Leadership Scholarship: Established by Ann Jones Weathersbee. A scholarship will be awarded to any descendant of Ms. Weathersbee's who attends Louisburg College. When no descendant is in attendance, the scholarship will go 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 Miss George Wilcox Memorial Scholarship: Established in 1984 by Anne Wilcox 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 Margaret Weston Wilson Scholarship for the Sciences: Established in 2020 through the wishes of Margaret Weston Wilson '69, this endowed scholarship will be awarded to Franklin or Wake County students demonstrating high academic standards and moral character, majoring or specializing in the sciences. Preference is given to applicants from families who are members of Methodist churches.

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 Jerry B. and Betty Wood Scholarship: This scholarship is an endowed scholarship 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.

The York Athletic Endowment: Originally established in 1982 with memorial gifts following John York's passing. John B. York served Louisburg College in different capacities from 1951 until 1978, including as Professor of Education, Dean of Students, Academic Dean, Vice President, and Men's Basketball Coach. Scholarship preference is to support a female basketball player demonstrating financial need.

Admission to 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.

Admissions Requirements

Freshman Applicants

United States residents who have not previously attended college are required to submit a completed application for admission, and official transcripts from all high schools attended. 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).

Students who do not have a 2.0 GPA are admitted but are required to complete ASC 095: Academic Intervention course during their initial (first) semester. Students must either successfully pass the course or earn a cumulative grade point average of 2.0 or above and a course completion rate of 67% at the end of their first semester. The course must be repeated if the student does not meet the requirements the first semester. After not successfully meeting the requirement a second time, the student is suspended from the College.

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.

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 the minimum Grade Point Average (GPA) required of Louisburg College students.

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.

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 good conduct standing may be admitted upon submission of the appropriate forms and review.

The record of students who have been readmitted in full-time status or have completed 9 semester hours as a part-time student at Louisburg College after an absence of four or more consecutive semesters will be evaluated.

Additional Admissions Requirements

An applicant's file is not complete until all the following documents have been submitted:

- For freshman applicants, a final and official high school transcript showing graduation date.

- For transfer applicants, the official transcripts from each post-secondary institution attended.
- For readmission candidates, official transcripts from all post-secondary institutions attended since leaving Louisburg College.
- For GED applicants, official GED scores.

The College reserves the right to admit or deny admission to any applicant.

Enrollment Deposit

First-time students who have been approved for admission to Louisburg College are required to send a deposit of \$200.00 for students to complete the admissions procedure. The tuition deposit is nonrefundable after August 1 for Fall Semester enrollment and December 1 for Spring Semester enrollment. 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.

Medical Records

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 their 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 planning to enroll during the summer term immediately following the 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.

Dual 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
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.

Honors Program

Louisburg College offers a limited number of high-achieving students the opportunity to participate in its Honors Program. The purpose of the program is to encourage, communicate, and reward academic excellence and leadership. The program offers enhanced learning opportunities to students who demonstrate a high level of interest, initiative, and ability. Louisburg College Honors students are expected to be actively engaged in their educational journey.

Applicants to this program must meet the admissions requirements as described below in the Honors Program admissions process:

1. Students with a minimum 3.3 GPA will be mailed an Honors Program application with their Louisburg College acceptance letter.
2. Complete the application for Louisburg College Honors Program.
3. Submit two recommendations.
4. Students will be selected by the Honors Program Committee and the program director for interviews (on-campus or phone).

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 who 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 admission for 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), or completed the English proficiency examination developed by the Louisburg College with at least 70% accuracy.

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

Learning Partners

Louisburg College has a uniquely comprehensive program for any student with learning differences, attention deficits, difficulty adjusting to the college environment, time management, prioritizing assignments, study skills, meeting deadlines, as well as studying, and preparing for tests. The Learning Partners program is a fee-based* academic coaching and strategy-based learning support program. Students enrolled in this program will meet with an experienced program specialist twice a week for focused academic interventions designed to promote self-reliance and life-long learning skills. Students who wish to participate in this program must secure admission to the college and complete the Learning Partners Program Application. Students will be notified by the Learning Partners Director by way of a letter about 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.

***Additional Learning Partner's Fee:** \$4000.00 Fall Semester, \$4000.00 Spring Semester, \$400.00 Summer Session(s)

Nondiscrimination Policy

Louisburg College is committed to equal opportunity of education and employment and does not discriminate

against students, employees, or applicants on the basis of race, color, sex, gender, sexual orientation or sexual preference, age, national origin, citizenship status, ancestry, religion, weight, physical or mental disability, marital status, veteran status, or political affiliation. 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, Title VI and Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Any student, employee, or applicant who has a complaint or grievance should contact the Accessibility Services Officer, 501 North Main Street, Louisburg College, Louisburg, North Carolina 27549 (919) 497-3302

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* and *Student Handbook*.

Title IX

In compliance with Title IX law, Louisburg College's Title IX policy is published online (<http://www.louisburg.edu/campus-life/advocacy-accountability/title-ix.php>) with contact information for Title IX Coordinators on campus as well as for confidential resources on campus. The overall Title IX policy is also published here for review.

Louisburg College does not tolerate sexual misconduct and is committed to providing a safe living, learning, and working environment that is free from harassment and discrimination. All acts of sexual misconduct are forms of sex discrimination and are prohibited by Title IX and College policy.

Accessibility Services

Louisburg College does not discriminate against qualified students with disabilities. It is the student's responsibility to request accommodations and 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. Services are **available at no cost** (including single room assignment) to the student. Refer to page 56 of the catalog for additional information about the Office of Accessibility Services.

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 disability services officer, 501 North Main Street, Louisburg College, Louisburg, North Carolina 27549 (919) 497-3302.

Expenses and Financial Aid

Cost of Attendance

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 Financial Aid Office. The cost of textbooks, workbooks and passcodes are included in the regular charges. 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 Full Cost of Attendance

The full Cost to Attend for all enrollment types (on-campus, off-campus and commuter) are indicated below:

| Full Cost to Attend | | | |
|---------------------------------|---------------------|---------------------|---------------------|
| On Campus | Fall | Spring | Total |
| Tuition | \$ 9,964.00 | \$ 9,964.00 | \$ 19,928.00 |
| Fees | \$ 1,523.00 | \$ 1,523.00 | \$ 3,046.00 |
| Room | \$ 3,670.00 | \$ 3,670.00 | \$ 7,340.00 |
| Board | \$ 2,746.00 | \$ 2,746.00 | \$ 5,492.00 |
| Transportation | \$ 707.00 | \$ 707.00 | \$ 1,414.00 |
| Personal | \$ 880.00 | \$ 880.00 | \$ 1,760.00 |
| Total | \$ 19,490.00 | \$ 19,490.00 | \$ 38,980.00 |
| Off Campus | | | |
| | Fall | Spring | Total |
| Tuition | \$ 9,964.00 | \$ 9,964.00 | \$ 19,928.00 |
| Fees | \$ 1,523.00 | \$ 1,523.00 | \$ 3,046.00 |
| Off Campus Housing/Meals | \$ 3,990.00 | \$ 3,990.00 | \$ 7,980.00 |
| Transportation | \$ 707.00 | \$ 707.00 | \$ 1,414.00 |
| Personal | \$ 880.00 | \$ 880.00 | \$ 1,760.00 |
| Total | \$ 17,064.00 | \$ 17,064.00 | \$ 34,128.00 |
| Commuter w/ Parents | | | |
| | Fall | Spring | Total |
| Tuition | \$ 9,964.00 | \$ 9,964.00 | \$ 19,928.00 |
| Fees | \$ 1,523.00 | \$ 1,523.00 | \$ 3,046.00 |
| Transportation | \$ 707.00 | \$ 707.00 | \$ 1,414.00 |
| Personal | \$ 880.00 | \$ 880.00 | \$ 1,760.00 |
| Total | \$ 13,074.00 | \$ 13,074.00 | \$ 26,148.00 |

Direct Costs

Direct costs include books, workbooks, and computer passcodes. The tuition & fee cost per credit hour is \$957.00.

| Fall/Spring | Year | Semester |
|-----------------------|--------------------|--------------------|
| Tuition | \$19,928.00 | \$9,964.00 |
| Fees | \$3,046.00 | \$1,523.00 |
| Room | \$7,340.00 | \$3,670.00 |
| Board | \$5,492.00 | \$2,746.00 |
| Total Resident | \$35,806.00 | \$17,903.00 |
| Total Commuter | \$22,974.00 | \$11,487.00 |

Additional Fall/Spring Costs Include (optional):

- Learning Partners Program Fee: \$4000/Semester or \$8000/Year
- Single Room Assignment Additional Fee: \$750/Semester or \$1500/Year

| Summer Session Cost | |
|----------------------------|----------------|
| Tuition/Credit Hour | \$350 |
| Tuition 6 Credits | \$2,100 |
| Fees | \$300 |
| Room | \$550 |
| Board | \$550 |
| Total | \$3,500 |

Additional Summer Session Costs Include (optional):

- Learning Partners Program Fee: \$400/Summer Session

At Louisburg College, semester fees are used to support a variety of student activities and services including: student insurance, technical support, Student Government Association (SGA) fees and sponsored events, publications, and various other fees (such as lab fees).

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 Financial Aid Office.

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 the college's cost of attendance minus the expected family contribution from the FAFSA, determines the student's financial need. 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 various sources. These requirements generally include, but are not limited to, enrollment in good standing in a program of study, 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.

Rights and Responsibilities of Students Receiving Financial Assistance

Students have a right to know:

- What financial assistance is available, including federal, state, and institutional aid
- The deadlines for submitting applications
- What criteria are used to award the various financial aid programs
- How financial need is determined, including what the cost of attendance is
- What resources are considered in calculating financial need and how do other resources affect their need
- That the information they give to the Financial Aid Office will be treated confidentially
- Policies for students who withdraw
- An explanation of the various funds in the financial aid package, including which financial aid programs must be repaid and which do not
- How they can have their financial need reviewed if their family circumstances have changed
- How Satisfactory Academic Progress is determined and how it might affect their financial aid eligibility

Students have the responsibility to:

- Complete a financial aid application on time and accurately. Students must reapply for all financial aid programs annually
- Provide any additional information requested for the processing of their Financial Aid file (such as federal tax returns, tax transcripts, verification forms, or other documentation)
- Read and understand all forms that they are asked to sign and keep a copy of such forms for their record
- Use financial aid for educational expenses only
- Make Satisfactory Academic Progress as determined by the Financial Aid Office
- Inform the Financial Aid Office of any additional Financial Aid they receive such as scholarships, outside grants, assistantships, or other educational/tuition assistance
- Repay all loans according to the terms of the promissory note. Students who default on a loan are not eligible for additional Financial Aid
- Perform their federal work-study job in a satisfactory manner
- Know and comply with any refund processes
- Inform Louisburg College Financial Aid if their personal information changes such as:
 - Their permanent address
 - Their enrollment status (credit load)

Student Awards: Criteria, Student Eligibility, and Election of Recipients

For many students, finding ways to fund college other than out of pocket is essential. There are different types of financial aid, or funding for college including scholarships, work-study jobs, grants, and loans.

- **Scholarships** are “free money” offered to help students pay for college. Scholarships can be based on academics, athletics, or the criterion specified by the scholarship donor. Students should apply for as many scholarships as they are eligible for. In addition, scholarships do not have to be repaid.
 - At Louisburg College, we offer many scholarships such as Merit Scholarships, Endowed Scholarships, and some Athletic scholarships.
 - The Lettie Pate Whitehead Scholars program annually provides scholarship support to deserving female Christian students in the South with financial need and an interest in the health professions. Lettie Pate Whitehead scholarships are included in the recipients' total financial aid package, and the scholarship follows scholars through their course of study. Lettie Pate Whitehead had a keen sense of duty to those in need, as well as a gracious and generous spirit. Lettie Pate Whitehead Scholars honor these attributes and responsibilities by participating annually in annual academic lectures, service projects, and professional development programs.

- **Federal Work-Study** provides part-time jobs for students in financial need to help pay for expenses.
- **Grants** are also considered “free money” that do not have to be repaid as long as eligibility requirements are met. Most grants are federal money and are awarded based on financial need. Students must complete the FAFSA to become eligible for federal and state grants.
 - Students who are acknowledged as North Carolina residents may be eligible for the North Carolina Need-Based Scholarship. The North Carolina Need-Based Scholarship for Private College Students aids many Louisburg College students in funding of their college journey. The award amount varies and carries a rolling deadline. Requirements to receive this award include:
 - Be a North Carolina resident as well as a North Carolina resident student for tuition purposes, as defined by the North Carolina Residency Manual
 - Be enrolled as an undergraduate student in at least 9 credit hours at a qualifying private North Carolina campus
 - Meet requirements for the Federal Pell Grant (except the Expected Family Contribution (EFC) range used for Federal Pell Grant awards)
 - In order to receive the full award amount allotted as a North Carolina Need-Based Scholarship recipient, students must be enrolled in 15 credit hours per semester classified as a “Full Time Plus” student.
- Loans are a form of aid that must be repaid. This is money you borrow and pay back with interest. Loans are offered by the federal government and private organizations.

Federal vs. Private Student Loans

Federal student loans are provided by the government and often include fixed interest rates that are generally lower than private loans. Federal loans offer more flexible repayment options. Private loans are provided by banks or state-affiliated agencies and often require a co-signer. Private student loans should be the last resort option to cover college costs.

Subsidized and Unsubsidized Loans

Subsidized and unsubsidized loans are the primary loans offered by the federal government. Subsidized loans are only offered to undergraduate students in financial need. Need is determined by the federal government with the FAFSA application. Unsubsidized loans are available to all students and are not based on financial need.

Direct PLUS Loans

Direct PLUS loans are offered to parents of undergraduate students and can be useful if subsidized and unsubsidized loans or other forms of financial aid do not cover all cost of attendance. These should be a last resort next to private student loans.

Completing a FAFSA

Students wishing to receive federal financial aid such as grants, loans, or work-study must complete the [Free Application for Federal Student Aid \(FAFSA\)](#). FAFSA information is also used to determine eligibility for certain state and school financial aid. Completing the FAFSA does not obligate you to accept any financial aid offered, you will be able to review and decide what aid you need and want to accept.

Federal and State Grants and Scholarships

Federal Grants

Federal Pell Grant: Need-based financial aid is determined by completing the FAFSA. The maximum amount changes each award year. The Pell Grant is provided to high-need students and is not to be repaid by the student.

Federal Supplemental Educational Opportunity Grant (FSEOG): Need-based financial aid provided to high-need students as selected by the Financial Aid Office. The college receives a very limited amount of these federal funds. This grant is not guaranteed to be renewed each year. Completing your FAFSA early gives you a better chance of receiving funds.

State Grants for North Carolina Residents

North Carolina Need-Base Scholarship (NBS): A scholarship provided to North Carolina residents who attend a private college/university in North Carolina. The amount will vary according to information that is generated from the FAFSA. Residency Determination is required to obtain this scholarship. Students must complete this at www.ncresidency.org.

Louisburg College Grants & Scholarships

Athletic Scholarship: Louisburg College offers several athletic scholarships ranging from \$500-\$18,000.

Honors Program Scholarship, \$500.00: The honors program is a merit award for those students who are selected to participate in the Louisburg College honors program.

Legacy Scholarship, \$1,000.00: The Legacy scholarship is for those students who have a parent or grandparent who is a Louisburg College Alumnus.

Robbins Methodist Student Grant: \$1,000: This grant is available to Methodist students who have at least a 2.0 GPA. A recommendation from the student's home church pastor is required.

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

Alumni Appreciation Scholarship: Louisburg College awards one or more rising sophomores the Alumni Appreciation Scholarship every year based on the following eligibility requirements:

- Financial need
- Scholastic aptitude
- Qualities of character and leadership

The application process takes place in the spring semester. Students receive information about how to apply via email. The scholarship committee interviews applicants and announces the winner(s) on awards day

***Scholarships are awarded to fulltime students of Louisburg College and limited funding is available.**

Academic (Merit) Scholarships

Academic scholarships are awarded annually to incoming freshmen 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:

Opportunity Scholarships: Scholarships of \$5,000 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 2.0-2.49.

Leadership Scholarships: Scholarships of \$5,500 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 2.5-2.84.

Faculty Scholarships: Scholarships of \$6,500 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 2.85-3.14.

Trustee Scholarships: Scholarships of \$7,500.00 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 3.15-3.64.

Presidential Scholarships: Scholarships of \$8,000.00 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 3.65-4.0.

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.

Whitehead Program: Outside Funded Scholarships

Whitehead Program: Scholarships for \$1000.00 awarded to first-year female students who have a financial need (based on Expected Family Contribution, EFC), and have identified themselves as Christians on our admissions application, and who reside in Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. This scholarship is renewable.

Whitehead Leadership Program: These substantial scholarships are awarded to second-year female students who have a financial need (based on Expected Family Contribution, EFC), and have identified themselves as Christians on our admissions application, and who reside in Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. The recipients of this scholarship reside in the Joyner House (an on-campus residence) and participate in enriching programmatic leadership activities throughout the semester under the guidance of a staff or faculty coordinator. This scholarship is renewable.

Other Outside Scholarships and Resources

We highly recommend applying for as many outside scholarships as possible to help lower your balance and close the gap. The best place to research scholarships is in your local community (smaller pool of applicants). Below are some helpful websites to help you with your scholarship search:

www.cfnc.org/pay-for-college/scholarship-search/
www.fastweb.com
<https://bigfuture.collegeboard.org/pay-for-college/grants-scholarships>
www.scholarships.com
www.salliemae.com/college-planning/tools/scholarship-search/

Loan Programs

Terms and Conditions of Direct Loans

Loans

For more information on the Federal Loan Programs, see [Federal Student Loan Details](#)

Federal Direct Subsidized Student Loan

A Federal Direct Subsidized Loan is awarded on the basis of the student's financial need and other specific [eligibility requirements](#). The federal government does not charge interest on these loans while borrowers are enrolled at least half-time.

Federal Direct Unsubsidized Loan

A Federal Direct Unsubsidized Loan is not based on the student's financial need, but the students must also meet specific [eligibility requirements](#). Interest is charged throughout the life of the loan. The borrower may choose to pay the interest charged on the loan or allow the interest to be capitalized (added to the loan principal).

Federal Parent PLUS Loan

A separate application is required for the Federal Parent PLUS Loan.

You may apply for the Federal Parent PLUS Loan by using the attached link:

<https://studentaid.gov/plus-app/>

Before beginning the application process, please read the important information below.

The Parent PLUS Loan is a federal Direct Loan made in the parent's name for educational expenses of his or her dependent child enrolled at least six hours at Louisburg College. Persons eligible to apply for the Parent PLUS loan are: the student's biological parents, adoptive parents, and, in some cases, stepparents. Legal guardians and non-adoptive grandparents or other relatives are not eligible. Other qualifications must be met and are described below.

Before considering a parent's application for a Parent PLUS Loan, Louisburg College must receive and verify the results of the Free Application for Federal Student Aid (FAFSA) submitted by the student for whom the Parent PLUS Loan is being requested. The student is not required to accept Federal Direct Subsidized and/or Unsubsidized Loans offered on the basis of FAFSA results.

All loans are subject to Cost of Attendance limitations. No awards may be made to a student who has reached the limit of his/her financial aid cost of attendance. If additional resources are received by the student after loans have been

awarded, the loans may be reduced and funds returned to the U.S. Department of Education. If approved for the Parent PLUS Loan, the parent borrower must sign a Parent PLUS Master Promissory Note at studentaid.gov, using his or her own Federal FSA ID (if he or she has not already done so).

Other Parent PLUS loan information

Eligibility:

- You must be the biological or adoptive parent (or, in some cases, the stepparent) of the student. A stepparent and their financial information must be included in FAFSA application.
- Your child must be a dependent student who is enrolled at least six hours at Louisburg College. Generally, your child is considered dependent if he or she is under 24 years of age, has no dependents, and is not married, a veteran, a graduate or professional-degree student, or a ward of the court.
- In addition, you and your child must be U.S. citizens or eligible non-citizens, must not be in default on any federal education loans or owe an overpayment on a federal education grant, and must meet other general eligibility requirements for the Federal Student Aid programs.
- The student must meet Louisburg College's Satisfactory Academic Progress Standard as defined in the College Catalog.

Credit Check:

- The Department of Education performs a credit check and notifies our office of a loan approval or denial. Louisburg College will not see any information contained in your credit report.
- Any previous credit decision (approval or denial) has no bearing on the credit decision made this year.
- If you request a loan for more than one loan period, your credit record may be accessed more than one time.

Exit Counseling

You must complete [Exit Counseling](#) when you leave school or drop below half-time enrollment. The purpose of exit counseling is to ensure you understand your student loan obligations and are prepared for repayment. You will learn about what your federal student loan payments will look like after college and you will receive a recommended repayment strategy that best suits your future plans and goals. When you exit from Louisburg College by graduating or withdrawing from the College, you will receive an Exit Counseling Letter detailing the importance of Exit Counseling and the link to complete the process.

The National Student Loan Data System (NSLDS)

The National Student Loan Data System (NSLDS) website offers a plethora of information concerning the various types of loans that are available to individuals to assist with their financial obligation to an educational institution. Only approved individuals are authorized to access the website to view loans and/or grants from the start of the approval process to the distribution of the loan and beyond. Borrowers have a different website, studentaid.gov, that allows them to view their loan information. The website that borrowers can use to view their loan information is the studentaid.gov website. This information and more are listed in the frequently asked questions area located at the bottom of the NSLDS website.

Employment Provided to Students as part of their Financial Aid Package

Federal Work-Study Program

Federal Work-Study provides students with valuable part-time work experiences and the opportunity to earn funds to assist with educational expenses. Eligibility is based on a student's financial need, as determined by the Free Application for Federal Student Aid (FAFSA) and federal funding availability.

All students (new and returning) eligibility must be verified every year before they can begin work. Students are allowed 8 work hours per week at the \$7.25 per hour pay rate. Students may use the [Louisburg College Work Study Application](#) to apply for on-campus jobs of their preference.

The Verification Process

Verification is a process created by the U.S. Department of Education to confirm the accuracy of information provided on the Free Application for Federal Student Aid (FAFSA). The verification process requires our office to verify or confirm the data reported by you and/or your parent(s) on the FAFSA.

If you are selected for verification, an email will be sent to your Louisburg email, and you will be required to provide documentation to verify the information you reported on the FAFSA.

The verification process is not complete until all submitted documentation has been verified by our office and the U.S.

Department of Education has received and accepted any changes to the original FAFSA data.

How will I know if I am selected for verification?

You will be notified via your Louisburg email if you have any unsatisfied requirements that must be met before a federal financial aid award will be determined. If you were selected for verification, the documentation you submit will be compared to the original FAFSA and corrections may be made. These corrections could change the student's Expected Family Contribution (EFC) which could affect the financial aid award amount. If corrections were made, you will receive a new Student Aid Report (SAR) from the Department of Education.

How should I submit my verification documents?

Documents needed to complete verification can be submitted by:

- Visiting the Financial Aid Office
- Mailing to:
Louisburg College Financial Aid
501 N Main Street
Louisburg, NC 27549
- Emailing to: finaid@louisburg.edu

What happens after I complete verification?

After verification is completed, you will be notified through your Louisburg email when a federal financial aid award offer has been made.

How do I request an IRS Tax Return Transcript?

[Online Request](#)

1. Available on the IRS website at www.irs.gov
2. Click on "Get Your Tax Record" on the homepage.
3. Click "Get Transcript Online".
4. Follow the prompts to request a transcript.

[Telephone Request](#)

1. Available from the IRS by calling 800-908-9946
2. Tax filers must follow prompts to enter their Social Security Number and the numbers in their street address. Generally, this will be numbers of the street address that was listed on the latest tax return filed.
3. Select the option to request an IRS Tax Return Transcript and then enter the year you are requesting.
4. If successfully validated, tax filers can expect to receive a paper IRS Tax Return Transcript at the address included in their telephone request within 5-10 business days from the time the IRS receives the request.

[Paper Request Form- IRS Form 4506T-EZ](#)

1. IRS Form [4506T-EZ](#) should be used when requesting an IRS Tax Return Transcript.
2. Complete lines 1-4, following the instructions on Page 2 of the form.
3. Line 5 provides the tax filer with the option to create a unique customer file number that will appear on the transcript. Completion of this line is not required.
4. On line 6, enter "2021" to receive tax information for the 2021 tax year.
5. The tax filer must sign and date the form and enter his/her phone number.
6. When requesting a transcript using the paper process, either spouse may submit the request and only one signature is required to request a transcript for a joint return.
7. Mail or fax the completed IRS Form 4506T-EZ to the appropriate address (or FAX number) provided on Page 2 of Form 4506T-EZ.
8. Tax filers can expect to receive their transcript within 10 business days from the time the IRS receives and processes their signed request.

For fiscal year filers, use the [IRS Form 4506-T](#)

A Tax Account Transcript cannot be accepted in place of an IRS Tax Return Transcript.

What is Verification of Non-filing and how do I request it?

Verification of Non-filing provides proof that the IRS has no record of a filed Form 1040 for the year you requested. Non-Tax filers can request an IRS Verification of Non-filing of their 2021 tax return status free of charge. There are two ways to request a Verification of Non-filing, either online via the [IRS website](#) or by submitting a Form 4506-T to the IRS.

Online Request

Online Request

1. Available on the IRS website at www.irs.gov.
2. Click on “Get Your Tax Record” on the homepage.
3. Click “Get Transcript Online”.
4. Enter the non-tax filer’s Social Security Number, email address, filing status, account numbers for loan or credit card associated with your name, and mobile phone associated with your name.
5. Click “Continue”
6. “Verification of Non-filing Letter” and in the Tax Year field, select “2021”.
7. If successfully validated, you will be able to view your IRS Verification of Non-filing Letter.

Paper Request Form – IRS Form 4506-T

1. Download [IRS Form 4506-T](#).
2. Complete lines 1-4, following the instructions on Page 2 of the form.
3. Line 5 provides the tax filer with the option to create a unique customer file number that will appear on the transcript. Completion of this line is not required.
4. Line 6a, 6b, 6c or 7: Select the checkbox on the right hand side for one of these options to request Verification of Non-filing.
5. Line 9: Year or period requested field, enter “12/31/2021”.
6. The non-tax filer must sign and date the form and enter their telephone number. Only one signature is required when requesting a joint IRS Verification of Non-filing.
7. Mail or fax the completed IRS Form 4506-T to the address (or FAX number) provided on page 2 of Form 4506-T.
8. If the 4506-T information is successfully validated, you can expect to receive a paper IRS Verification of Non-filing at the address provided on the request within 5 to 10

Are there special circumstances when I will need to submit documentation other than an IRS Tax Return Transcript?

IRS Identity Theft

If you are a victim of IRS Identity Theft and have been selected for verification, you must provide a copy of your Tax Return DataBase View (TRDBV) along with a signed and dated statement indicating that you are a victim and that the IRS has been notified. To obtain a TRDBV, call 1-800-908-4490.

Tax Extensions

If you file an extension and you have been selected for verification you may submit a copy of the IRS’s approval of an extension beyond the automatic six-month extension for tax year 2021 and Verification of Non-filing from the IRS dated on or after October 1, 2022. You will also need to submit a W-2 or equivalent document from each source of income received and if self-employed, a signed statement certifying the amount of Adjusted Gross Income (AGI) and U.S. income tax paid for tax year 2021.

Amended Returns

If you filed an amended tax return, you will need to turn in a signed copy of your IRS Form 1040X along with a copy of the original Form 1040 that you filed with the IRS or your IRS Tax Return Transcript. If you do not have a copy of your 1040X you can request a Record of Account from the IRS through the Get Transcript Service at irs.gov or Form 4506-T.

Foreign Tax Return

You will need to submit a transcript from the relevant taxing authority listing tax account information for the tax year. Transcripts can be obtained at no cost. If this is not possible, then a signed copy of the tax return filed with the taxing authority is acceptable.

Foreign tax returns should be the equivalent to the IRS Form 1040. The income should be reported on the FAFSA in U.S. dollars at the exchange rate at the time of the FAFSA.

For tax filers in Puerto Rico, Northern Mariana Islands, Guam, American Samoa, or U.S. Virgin Islands tax returns should be equivalent to the IRS Form 1040.

What if I am selected for the Identity/Statement of Educational Purpose form but cannot appear in person?

If you cannot appear in person, you must contact Student Financial Aid at finaid@louisburge.edu or call (919) 497-3228, to request a notary form. Notarized forms must be mailed back along with a copy of your unexpired, valid government-issued photo ID. (Action Cards are NOT an acceptable form of photo ID) We cannot accept faxed or scanned copies.

Method and Frequency of Title IV Disbursements, Loan Terms, and Loan Information

All federal student aid will be disbursed to the student's account 30 calendar days after the first day of classes. The financial aid office will disburse the student's aid via the Common Origination and Disbursement System (COD) and will be reflected on the student's account.

Federal Direct Loans can be subsidized, unsubsidized or the optional Parent PLUS for parents of dependent students. All Federal Direct Loans charge an origination fee. [View more information on fees and interest rates.](#)

Although you may be assigned a repayment plan when you first begin repaying your student loan, you can change your repayment plans at any time- for free. [View more information on repayment plans.](#)

Disbursement of Title IV Funds

All federal student aid will be disbursed to the student's account 30 calendar days after the first day of classes. The financial aid office will disburse the student's aid via the Common Origination and Disbursement and will be reflected on the student's account.

Return to Title IV (R2T4) Policy

In addition to the financial impact on institutional cost and charges related to withdrawal from all classes in an enrollment period, student recipients of Federal Title IV aid (Federal Pell Grants, Federal Direct Loans, and Federal Supplemental Opportunity Grants) are subject to additional rules and regulations which may result in cancellation or reduction of Federal Title IV aid upon withdrawal from classes in an enrollment period.

Although Federal Aid is normally disbursed at the beginning of an enrollment period, this aid is "earned" as the students attend classes throughout the period. The difference in awarded and "earned" aid at the point of withdrawal may result in the need to return "unearned" aid.

During the first 60% of the enrollment period, a student earns funds in direct proportion to the length of time he or she remains enrolled. A student who remains enrolled beyond the 60% point earns all aid for the term.

The percentage of the enrollment period that the student remained enrolled is determined by dividing the number of days the student attended by the number of days in the enrollment period. Academic Calendar days are used in the determination of percentages. Academic Calendar Breaks in enrollment of 5 days or longer are excluded from the calculation. If the amount of the Title IV funds disbursed is greater than the amount of Title IV funds earned by the student, a return of Title IV funds may be necessary.

Reductions in aid associated with the institutional cost portion (tuition, residential hall single room requests, college/course fees, and meal plans) resulting from withdrawal from all classes for the enrollment period will be returned to each source of aid/scholarship received by the student, up to the total amount received from each source in the following order:

1. Federal Direct Loan(s), Unsubsidized
2. Federal Direct Loan (s), Subsidized
3. Federal Direct Loan(s), PLUS
4. Federal Pell Grant
5. Federal SEOG Grant
6. Other aid or scholarships

Any remaining credit, after these cancellations have occurred, will be refunded to the student (net of any charges remaining on the student account).

In some circumstances, withdrawal may result in the student assuming the liability for the payment of any remaining institutional charges for the enrollment period in addition to any miscellaneous charges outstanding on the student account.

Additionally, students who drop classes and/or withdraw from a term could adversely affect their eligibility to receive Federal Financial Aid in the future. For questions regarding Satisfactory Academic Progress Standards please contact the Office of Student Financial Aid at (919) 497-3228.

Listing of Financial Aid Contacts

To reach a Financial Aid representative, you may email finaid@louisburg.edu. You may also reach out to the following contacts.

Dr. Calandra Lockhart
Vice President of Academic Life
Chief Academic Officer
(919) 497-3201
clockhart@louisburg.edu

Erin Nicole Bell
Financial Aid Counselor
(919) 497-3228
ebell@louisburg.edu

Student Accounts

Payment Plans and Financial Arrangements

One Payment Per Semester

Each academic year, every student and his or her parent or guardian is required to sign a Statement of Financial Responsibility, agreeing to the obligation of paying all charges that are incurred by the student during the academic year.

Payments are due in full (unless opting for a monthly payment plan) before the beginning of the semester and no later than on the dates indicated below:

- Fall semester: August 14th
- Spring semester: January 2nd

Monthly Payments

Payment Plans:

For a \$50 application fee, Louisburg College offers a monthly payment plan to meet your needs. The signed payment contract requires a copy of a valid credit/debit card number and a clear copy of the cardholder's driver's license. This provides you with the option to pay your bill in installments each semester.

There is a \$30 monthly charge for each payment that is missed or declined until the balance is brought current. **After two unsuccessful payment processing attempts, payment plans will be cancelled and accounts will be due in full unless acceptable payment arrangements have been made. If you would like to change the due date of each monthly payment, a \$25 fee for each change will be assessed.**

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 the number of payments from your selected plan i.e. by semester)

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 an event, students may be liable for interest charges up to eighteen percent (18%) and late charges, and attorneys' fees for litigation.

Refund Policy

Move-Off Campus

During any semester Louisburg College is required to transition from face-to-face learning to online learning, and students living on campus are mandated to move off campus, the following policy applies.

- Room and Board will be prorated based on the number of calendar days a student is residing on campus for the semester and the total number of on campus housing days in the semester.
- Institutional aid will be reduced at one-half (½) the refund percentage of Room and Board.
- Tuition and all other fees will not be refunded.

| Example | | | |
|-----------------------------|------------------------------|----------------------------------|--------------------------------------|
| Total Days On Campus | Total Days Off Campus | Room & Board Refund % | Institutional Aid Reduction % |
| 0 | 98 | 100% | NA |
| 43 | 55 | 56% | 28% |
| 55 | 43 | 44% | 22% |
| 98 | 0 | 0% | 0% |

Veterans

The North Carolina State Approving Agency

The North Carolina State Approving Agency (NC SAA) for Veterans and Military Education is a self-governing state agency funded by a federal contract and affiliated with the North Carolina Department of Military and Veterans Affairs (NCDMVA) acting as Trustee. The NC SAA approves educational courses and programs available to veterans and eligible persons. The NC SAA audits each educational institution to verify that the guidelines established by the NC SAA and Veterans Affairs are being followed. Each educational institution is required to be compliant with state and federal guidelines. The NC SAA ensures that veterans entering into an institution of higher learning are being treated fairly as non-veteran students.

Louisburg College is approved to provide education benefits under most chapters including Ch. 30, Ch.31, Ch.33, Ch. 35, and Ch.1606. Many veterans are eligible for financial support to attend college. Before communicating with Louisburg College about the 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 School Certifying Official 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. 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. First-quarter, mid-term, third-quarter and final grades are available to students in their student portal.

Veterans are eligible to receive academic credit for military service or training. Louisburg College uses the American Council on Education guidelines to determine the credit to be awarded for military schooling. For more information, contact the School Certifying Official.

Constitution Day

On September 17, 1787, the U.S. Constitution was signed by delegates to the Constitutional Convention in Philadelphia's Independence Hall. This is an important day in our nation's history because it recognizes all who are born in the United States or by naturalization, have become citizens. This day is known as Constitution Day.

Click the link to learn more about this historic event <https://www.constitutionday.com>. In honor of Constitution Day, Louisburg College will participate in several activities during the week of September 18-22, 2023. Join the entire campus as Constitution Day is honored and celebrated through the activities listed below hosted by the Library.

Constitution Day Read-a-thon!

The Constitution Read-a-thon is an engaging event capturing the spirit of Constitution Day through exploration and inquiry! Participants will gain a greater understanding of the Constitution and its value to the nation through the completion of challenge games and activities. This event will enrich participants' experiences through a co-curricular experience related to learning about the Constitution. Daily give-a-ways and prizes will be awarded to both individuals and teams. Sign-up begins September 5th and reservations are required to participate.

Other Constitution Day Activities:

- Visit the Library and receive a miniature copy of the Constitution.
- Take a walking tour of the Constitution Day displays throughout the Library.
- Listen and learn about the Constitution via listening stations.
- Check out the Louisburg College Constitution-related LibGuide online to enhance your knowledge and know-how.
- Watch live events from all across the nation throughout the week via the National Constitution Center.

Voter Registration Information

Are you eligible to vote?

- You must be a U.S. Citizen.
- At least 18 years old by Election Day. You may register to vote at age 17, provided you will be 18 on or before Election Day.
- A resident of the city or township where you are applying to register to vote.
- Not be serving a felony sentence, including any period of probation, post-release supervision, or parole.

Note: An inactive voter is still a registered voter. A voter who is inactive status will be asked to confirm their addresses when they appear to vote. No special document is required.

Where Can College Students Register? A college or university student may register and vote in the county where they go to school if the student is physically present in the school community and does not intend to return to his or her former home after graduation. However, if the student intends to return to their former home after graduation, then they should remain registered in their hometown. If the student does not know where he or she will go after college, they may register in their college community or remain registered at home. If a student registers at his or her school address, that registration cancels any previous registration.

Should I Register to Vote Using My Permanent Address or Campus Address? You can only vote in one place. Decide either to vote using your permanent address or your school address, and vote at that location. Each student's situation is different. If you're from out-of-state, learn about any potential limitations or requirements in your home state and North Carolina by using the Student Voting Guide State <https://www.campusvoteproject.org/state-student-voting-guides> before deciding to register using your school address. This guide can also provide you with voting deadlines specific to your state.

Ways to Register to Vote

If you're eligible to register to vote, North Carolina offers two primary ways to register:

1. Online or in person at the DMV.

- Use N.C. Division of Motor Vehicles (NCDMV) services. Existing DMV customers may submit a [voter registration application online](#). Learn more at [Complete Your Registration Online Through the DMV](#).
 - Note: Certain agencies, including the DMV, are required to offer voter registration services. For more information, visit the [National Voter Registration Act \(NVRA\) page](#).
2. By mail.
- Fill out the [English N.C. Voter Registration Application \(fillable PDF\)](#) or the [Spanish N.C. Voter Registration Application \(fillable PDF\)](#) and submit it by mail. Learn more at [Complete Your Registration by Mail](#).
 - Note: The federal Uniformed and Overseas Citizens Absentee Voting Act (UOCAVA) allows certain voters an expedited means to register and vote by mail-in ballot. Find more information at [Military and Overseas Voting](#).

The North Carolina State Board of Elections recognizes any of the following forms of identification that are unexpired, or expired for one year or less:

- North Carolina driver’s license
- U.S. Passport or U.S. Passport card
- State ID from the NCDMV (also called “non-operator ID”)
- Driver’s license or non-driver ID from another state, District of Columbia or U.S. territory (only if voter registered in North Carolina)

Voting Using an Absentee Ballot Use this link to absentee vote <https://votebymail.ncsbe.gov/app/home>.

My State Requires My Absentee Ballot to Be Signed By a Notary. Where Can I Find a Notary on Campus?

Contact Mrs. Larraine Abbott at 919-497-3226 for more information on Notary Services.

Copyright Infringement Policy Information

Introduction

The [Digital Millennium Copyright Act](#) (DMCA) amends federal copyright law to provide certain liability protections to Louisburg College when their computer systems or networks carry materials that infringe copyright law. The Information Technology Director and the Library Director are the designated agents to receive notification of alleged copyright infringement occurring through the College’s networks.

Louisburg College is required to have a policy under which the computer accounts of users will be investigated and possibly terminated if they repeatedly infringe the copyrighted works of others. Under the [Digital Millennium Copyright Act \(DMCA\)](#) Louisburg College will respond quickly to investigate any occurrences of alleged copyright infringement and take reasonable and necessary actions to restore compliance with the federal copyright law. This may include removing or disabling access to the material at issue. Louisburg College will follow procedures outlined in the DMCA. Depending on the use and method of access, Fair Use may be a defense to an assertion of copyright infringement under the DMCA. Louisburg College will evaluate Fair Use justification when considering infringement requests.

Shared Definitions

- Copyright infringement: violating any exclusive right contained in a copyright; reproducing (to include downloading), distributing (to include file-sharing, songs, videos/movies, etc.), or performing copyrighted works without permission.
- Digital Millennium Copyright Act (DMCA): an act that amended U.S. copyright law to address important parts of the relationship between copyright and the internet.

Copyright Infringement Policy

At Louisburg College, compliance with federal copyright law is expected of all students, faculty and staff. “Copyright” is legal protection for creative intellectual works, which is broadly interpreted to cover just about any expression of an idea. Text (including email and web information), graphics, art, photographs, music, and software are examples of types of work protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner.

You may “use” all or part of a copyrighted work only if **(a)** you have the copyright owner’s permission, or **(b)** you qualify for a legal exception (the most common exception is called “fair use”). “Use” of a work is defined for copyright purposes as copying, distributing, making derivative works, publicly displaying, or publicly performing the work.

Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law. Violations of copyright law that occur on or over the college's networks or other computer resources may create liability for the college as well as the computer user. Accordingly, repeat infringers will have their computer account and other access privileges terminated by Louisburg College.

Students who fail to follow this Copyright Infringement Policy could be sanctioned under the Student Code of Conduct which could lead to expulsion. For administrators, faculty and staff who fail to follow this Copyright Infringement Policy it could lead to disciplinary action up to and including dismissal. Additional consequences for non-compliance could include termination of all computing privileges and repeat offenders could endure greater consequences.

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.

Mission Statement

- We believe in the value of each student.

- We are committed to developing responsible citizens who appreciate life-long learning, diversity, integrity, personal values, leisure, and respect for self and others.
- We partner with each student to facilitate this development by providing comprehensive learning experiences in a safe and nurturing environment.

Student Organizations

Student organizations provide leadership development and social growth that complement academic life. Most organizations are open to any member of the student body, while some have GPA or other requirements for membership. Student organizations are governed by a constitution and supervised by a faculty or staff advisor. Students who have interests beyond our current campus organizations should contact a member of the Student Engagement staff about creating a new student organization.

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.

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.

LC Tae Kwon Do Martial Arts Club: The Louisburg College Tae Kwon Do Martial Arts Club (LCTMC) serves to provide social, competitive, and athletic opportunities to its members along with opportunities to participate in leadership roles for school districts in local communities.

Multicultural Student Alliance: The Multicultural Student Alliance is an organization dedicated to promoting diversity on our campus. It is open to all students regardless of race, sex, national origin, color, or creed. MSA meets regularly to address multicultural issues and/or concerns and to plan fun and active educational and social programs for the campus.

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 (PTK) Honor Society is the oldest, largest and most prestigious honor society serving two-year colleges. 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 that can be applied to an associate's degree and to sophomores with a minimum grade point average of 3.50. Continued membership is contingent upon students maintaining a 3.25 grade point average. Good moral character and recognized qualities of citizenship are also emphasized for membership. Membership is by invitation only based on the stated requirements.

Residence Life Council: The RLC is a student organization that represents the students who live on campus. This body is made up of elected members from each residence hall and student volunteers. The Residence Life Council (RLC) is an opportunity to get involved in campus life, meet people, learn how to organize events, tackle issues and gain invaluable leadership experience.

Running Club: The Louisburg College Running Club is designed for runners of all skill levels. The Running Club

meets twice per week to run short and long distances. The Running Club trains for 5Ks and half marathons. The Running Club promotes physical fitness through healthy eating, running regularly, and making healthy choices.

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.

Sigma Alpha Pi (SAP): SAP is the National Society for Leadership and Success. The Society helps students discover and achieve their goals. The Society offers life-changing lectures from the nation's leading presenters (open to all students) and a community where like-minded, success-oriented individuals come together and help one another succeed. The Society also serves as a powerful force of good in the greater community by encouraging and organizing action to better the world. Membership is open to all students who complete the required leadership training program and pay the lifetime due.

Student Ambassadors: Student Ambassadors are 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): Every Louisburg College student is a member of SGA and is represented through its officers and senators. SGA serves as a liaison between students and Louisburg College administrators. Students are encouraged to attend council meetings and be an active voice in the Student Government Association.

Students Against Destructive Decisions (SADD): SADD is a peer leadership organization dedicated to preventing destructive decisions (particularly underage drinking), other drug use, impaired driving, teen violence, and teen depression and suicide. The Louisburg College SADD chapter coordinates activities several times a year in the areas of mental health, violence, impaired driving, substance abuse and sexual health. The chapter attends state and national conventions when possible.

Ultimate Frisbee Club: The Ultimate Frisbee Club is designed to teach the basic skills and rules of ultimate frisbee while building friendships and social connections in an informal athletic setting. The club plays pick-up games on campus and has the option to play against other club teams in Raleigh. All students are welcome to join regardless of experience.

Leadership Opportunities

Louisburg College offers several opportunities for LC students to become leaders. Students are guided by the principles of transformational leadership and empowered to lead as a lifelong commitment. Students are trained in many capacities to mentor, guide, and encourage their peers. Student leaders are developed in a holistic student life experience. Our office is dedicated to helping students to develop in ways that will help them inside and outside of the classroom. A few ways students can gain leadership skills is to become a Hurricane Advisor, a member of the Student Government Association, and hold an executive board position in Hurricane Productions.

Conduct Board: College Conduct Board Members gain leadership experience during their time at Louisburg College.

Hurricane Advisors: New Student Orientation Leaders, known as Hurricane Advisors, are Louisburg College students who possess a strong interest in being role models and developing leadership skills. Hurricane Advisors assist new students as they begin their college experience and are integrated into the Louisburg College community. Upon successful completion of required responsibilities, Hurricane Advisors are rewarded with a monetary stipend and leadership experience. Hurricane Advisors are selected via an application and interview process in the spring term. Students interested in this leadership opportunity should contact the Office of Student Engagement.

Louisburg College Ambassadors: Louisburg College Ambassadors is a prestigious organization whose members

are specifically chosen based on character, academic standards, leadership potential, and dedication to the advancement of the College. The Ambassadors represent the College in several areas: hosting events, tele-funds, fund drives, banquets, reunions, and publicity. The Ambassadors act as tour guides and event coordinators, promoting and assisting the college under the direction of the Admissions Department. They serve a vital link between the alumni, student body, faculty, staff, prospective students, and friends of the college.

Resident Assistants: Resident Assistants are student leaders who live on each floor of the residence halls. Their objective is to promote student engagement in campus life. Resident Assistants are returning students selected for this role based on academic achievement, character, and previous involvement in campus life. Resident Assistants are selected following a written application and a group and individual interview process. Once selected, Resident Assistants participate in a comprehensive training program designed to prepare them for their work in the residence halls.

Joel Porter Counseling Center

Your time at Louisburg College will parallel a significant period of transition in your life. 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 Joel Porter Counseling Center can help you make better decisions; effectively manage difficulties, improve personal skills, overcome barriers to personal effectiveness, develop increased confidence, and acquire keener awareness and appreciation of your personal needs and the needs of others. The Joel Porter Counseling Center also encourages and enjoys hearing about your success. 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, athletic or career file. Only designated staff have access to client files which are kept locked in the Joel Porter Counseling Center office. Under nearly all circumstances faculty, staff, and administrative offices at Louisburg College do not have access to any information regarding your counseling. There are a few exceptions listed below.

Release of information regarding counseling may be done at the student's request by signing a Release of Information Form which designates what information to release 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 states he 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.

Health Care Services

Located in Keenen Hall, Louisburg College provides health clinic services to assist all enrolled students. All medical related health care services are provided on-site by a licensed medical care professional from the Maria Parham Franklin Hospital.

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 11:00 a.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 Student Engagement staff, and students are encouraged to participate in the events as well as provide suggestions and feedback through Hurricane Productions.

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.

The College's Office of Student Advocacy and Accountability seeks to partner with students to use conduct violations as educational opportunities. While holding students accountable for behavior, we advocate for reflection and learning as part of the individual growth process. Please refer to the Student Handbook for detailed information about the Student Code of Conduct and Conduct Process.

Administrative Withdraw 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.

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 Dean of Students. If the Dean of Students 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 Dean of Students judgment, the student does not meet the standard for IMW, the Dean of Students may take any other action deemed appropriate, including initiating disciplinary action or recommending that the student seek treatment. The Dean of Students will also inform the parents or guardians of the conference, though they may not attend the conference.

The Conference

At the conference, the Dean of Students 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 Dean of Students 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 Dean of Students 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 involuntary medical withdrawal process, the student may request to take a voluntary medical withdrawal. The request should be submitted to the Vice President for Student Life, who will consult with the Registrar regarding the request. If the request is granted, the involuntary medical withdrawal process will cease. In

the event that the student is also involved in a concurrent conduct process, the voluntary medical withdrawal will not terminate the conduct process.

Readmission

A student who is medically withdrawn from the college under this policy, whether voluntarily or involuntarily, may apply for readmission. Approval for readmission will be granted only if the IMW panel determines that the conditions which caused the medical withdrawal are no longer present or are being sufficiently managed to allow the student to participate in campus and academic life. The panel may require any documentation and/or evaluation 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 2012 the team was ranked #1 in the NJCAA for the first time ever; having a 52-9 season. During the course of the past fifty years, over ninety 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. Three NJCAA National Championships, two NJCAA National runner-up finishes, and twenty-three 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 most recently in 2013 and followed that up with another appearance in the NJCAA National Tournament in 2014. 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 eight Region X Championships and made several trips to the NJCAA National Championships. In 2017, the Hurricanes achieved their highest finish, coming in as the National Runner up. In recent years, the men's basketball team has sent representatives to play at the NJCAA All-Star Game in Las Vegas, NV. Coach Enid Drake (now retired) 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 the fall 2005 until the fall 2007, LC Football competed as a club status. In the fall of 2008, the Hurricanes made the switch to become a sanctioned NJCAA football program. Since becoming an NJCAA institution in 2008, Hurricane Football has continued to improve each year - enjoying winning records each year. The Hurricanes accepted a bowl bid to the Graphic Edge Bowl (Cedar Rapids, IA) in 2012. The Football team boasted 2 undefeated seasons during the 2016 and 2017 campaigns respectively. 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. Players are evaluated not only on their physical abilities, but also on their character: how they represent their community, college, faith, 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 Soccer (Men's): In recent years, the Louisburg College men's soccer program has become widely recognized as a highly competitive program with multiple trips to the national tournament. In 2012, the Hurricanes finished as Runners-Up in the NJCAA National Championship; losing in overtime of the final game. They were able to follow that up in 2015 with another trip to the National Tournament, this time coming home with the National Title. The team plays a tough schedule, which includes other top two-year schools as well as several four-year schools. In the past several years of the program, 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 competes at the NJCAA Division I level. In 2012, the Lady Hurricanes were ranked as high as #13 in the NJCAA Top 20 Poll. At that time, Head Coach Andy Stokes took the program to its first-ever national tournament, which was also the first team Region X had ever sent. The strength of the program is reflected in the individual honors bestowed upon its student-athletes. In the program's history, it has produced three NJCAA All-Americans, and several student-athletes have received other regional accolades.

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 several Region X titles, and six District J Championship titles and made six appearances at the NJCAA National Tournament. In 2017 and 2018, the softball team won back-to-back Region X titles and represented LC at the district tournament. 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. With such great facilities, the softball team successfully hosts and competes against other NJCAA schools playing a fall and spring schedule of approximately 60 games.

Hurricane Volleyball: The 2018-19 year marked the sixteenth season for the volleyball program at Louisburg College after a 25-year absence. In addition to great team accomplishments, the program has received several NJCAA Region X individual 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. Louisburg College expects to continue attracting top student-athletes to its volleyball program, maintaining the proud Hurricane tradition.

Hurricane Cross Country/Track & Field (Men's & Women's): The newest addition to the Louisburg athletic department is Men's and Women's Cross Country / Track & Field. The XC program was started in the Fall of 2013 with Track and Field following shortly behind in the Fall of 2017. In the short amount of time that the program has existed, the Hurricanes have risen to national quality and have built a reputation of being among the top programs in the Atlantic Country. The Men's XC program is undefeated for Region 10 championship titles along with the Women's program winning their first title in 2015. The program has been ranked overall Top in the Atlantic with athletes being honored as top region performers with Coach of the Year accolades as well. Nationally, the program has finished in the Top 10 and has been ranked as high as 5th every year since 2016. In the first year of Track & Field, the program was ranked as high as 20th with several athletes leading the country for top performances during the regular season. Thus far, 20+ All-American accolades have been earned by Louisburg College athletes throughout XC, Indoor/Outdoor Track & Field. Student-athletes have consistently developed

and moved onto many great 4-year institutions to compete such as Appalachian State, Auburn, Mount Olive, University of Charleston, and Radford among others.

Hurricane Cheerleading: For the past 77 years, Louisburg College Cheerleading has been a program to encourage campus-wide school spirit. In recent years, the Louisburg College Cheerleading program has been nationally known and recognized as National Champions in 6 categories with two different national collegiate cheerleading systems. In 2018 the cheerleading program took the stage on the bandshell at the NCA College Cheerleading Nationals competition in Daytona Beach, Florida where they brought home the third-place trophy in the Junior College Intermediate Coed Division. In 2023, the cheerleading team took the stage at CCA Regionals and Classics where they were awarded the Grand Champion title in both their Game Time Routine and Traditional Routine. They also were awarded a bid to the CCA National Collegiate Championship where they won the CCA Collegiate Coed Champion, CCA College Mascot Champion, CCA Collegiate Jump-Off Champion, CCA Collegiate Game Time Champion, and CCA Game Time Collegiate Grand Champion. Not only are they held to a high standard on the competition mat, but they are held to a high standard on the sidelines, in the classroom, and the community. Their main goal is to lead the crowd in supporting the Hurricanes to a victory.

Academic Information

Academic Advising

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 academic 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 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

Students must register for at least 12 semester hours to be considered full-time. (Note: Full-time status is required for residency in residence halls and some forms of financial aid). The amount of credit for most courses is based upon the amount of class time required each week.

Additional tuition will be incurred for enrollment over 18 semester hours.

Application for Degree

Please see the Academic Calendar for Graduation Application deadlines. A commencement ceremony is held only in May. Graduation application forms are available in the Registrar's Office.

Attendance Policy

Academic Life expects students to attend all classes in person. Louisburg College is not accredited for online instruction; therefore, students are expected to attend all classes in person to adhere to accreditation standards. Students can be administratively withdrawn from the College for not attending class.

Instructors inform students of attendance and other course policies in detail during the first-class session of the term. Academic Life does not permit students to be absent for more than six (6) class sessions per semester. Once a student accrues five (5) unexcused absences, the instructor will notify the Dean of Academic Operations, Policies, and Supports at LCabsences@louisburg.edu.

Students can be administratively withdrawn from the College for not attending class. In order to remain compliant with the U.S. Department of Education regulations, the College has an attendance requirement for which each student must adhere. Absences are counted from the first scheduled class meeting. Students missing 14 days or the equivalent of 14 days of course instruction must be administratively withdrawn from the College and the student's Financial Aid will be adjusted.

If a student wishes to have an absence deemed excused, the student should send all requests and supporting documentation to the Dean of Academic Operations, Policies, and Supports at LCabsences@louisburg.edu. Please refer to the 'Excused Absence Policy' below for additional information regarding attendance.

Excused Absence Policy

Unforeseen events or circumstances may occur that cause a student to be absent from class. Such absences may qualify as "excused absences." Students should email LCabsences@louisburg.edu and provide documentation to provide a perspective that the absence from class is warranted. These could include illness, bereavement, accident, or a catastrophic event such as fire. If such issues arise, students are encouraged to also notify their instructors as soon as possible in order to apprise them of the circumstances leading to their absence from classes and to develop a plan, with a timetable, to make up missed coursework. Instructors are expected to make reasonable accommodations for these class absences including administration of make-up assignments and exams whenever possible.

In the event of an extended absence due to a chronic medical condition or disability, students should contact the Office of Accessibility Services to explore potential extended accommodation in order to explore academic options available to them.

Academic Grading 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 Course: 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 Vice President of Academic Life. If the Vice President of Academic Life 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 of the semester are not indicated on the transcript. If a student withdraws from a class after the drop/add period, the grade (W for withdrawal) will be recorded on the transcript up until the last date to initiate a withdrawal (see academic calendar). Failure to attend classes does not constitute official withdrawal from a course. If a student completely withdraws from the College after the drop/add period, their grades will instead be recorded as a "W" as applicable and indicated by instructors. The grade "W" is not punitive. Students are required to notify administrative offices of their plans to withdraw and may find a withdrawal form on the Louisburg College website under the tabs "Academics," "Registrar," and "Resources."

College Transfer

The Comprehensive Articulation Agreement (CAA) is an agreement between the North Carolina Community College System and the 16 constituent institutions of the University of North Carolina.

The Independent Comprehensive Articulation Agreement (ICAA) is an agreement between the North Carolina Community College System and the signatory institutions of the North Carolina Independent Colleges and Universities.

Duplicate Diploma: A duplicate diploma may be issued upon request. A written request must be made to the Registrar's Office indicating the reason for a duplicate diploma. The duplicate diploma shall show the date of the original diploma. 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.

Examinations: 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 Vice President of Academic Life 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."

Leave of Absence: A temporary leave of absence from the College may be granted to a student for reasons such as health, military service, or work. The request is to be filed by the student with the Registrar's 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.

Maintenance of Student Records: Louisburg College maintains student records for a minimum of three years. Student's transcripts are kept on file within the Registrar's office permanently.

Matriculation Policy: The College has a seven day drop/add. The faculty will be informed if students are coming in late. Students may not matriculate after the drop/add period.

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 will receive diplomas at Commencement in May. Students who have not successfully completed all graduation requirements may "participate" in commencement by walking across the stage and receiving a diploma cover only, if they meet all of the following criteria:

- They are within eight credit hours or two classes of completing their graduation requirements.
- They have a GPA of at least 2.0.

Grading Policy

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 |
| 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 |
| S – Satisfactory | Satisfactory progress |
| U – Unsatisfactory | Unsatisfactory progress |

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 |

Quarter Grade Review: In order to remain compliant with the U.S. Department of Education regulations, student grades are reviewed each quarter (first-quarter, mid-term, third-quarter, and final grades) to determine if students are meeting the required academic standards. In order to keep up with their progress, students have access to view their quarter grades at any time by accessing the student portal or Brightspace/D2L. Quarter grade review coincides with the attendance, absence, and withdrawal policies set by the College.

Repeating A 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 Vice President of Academic Life 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.

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.

Transcripts: The Registrar's Office is the repository of academic records. Academic transcripts, upon a signed request by the student, are released to other colleges, universities, prospective employers, or other third parties. Transcripts are requested online only at www.studentclearinghouse.org. Transcript requests are not processed during the opening week of school each semester or when the college is closed.

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 including transcript release and verification of enrollment 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 Registrar's Office to initiate the process.

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.

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.

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 of Academic Life and provide him/her with documentation of the violation. The Vice President of Academic Life shall conduct a hearing with the student to review the documentation. The Vice President of 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 of Academic Life shall then 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 Vice President of Academic Life's Office. Records will be maintained to determine the number of violations a student has incurred and the sanctions issued.

Satisfactory Academic Progress Policy

Louisburg College's Satisfactory Academic Progress (SAP) Policy clearly defines the minimum standards required for continued enrollment. The SAP policy guides students in staying on track to college degree completion. SAP standards, regulations and policies are established to ensure a student's academic progress towards achieving the expected grade point average and completion rate.

What is the required Grade Point Average? A cumulative grade point average (GPA) of at least a 2.00 is required.

What is the required Completion Rate? Students must successfully complete at least 67% of cumulative attempted credit hours. Credits transferred into Louisburg College count as both attempted and completed hours. Withdrawals, temporary grades, including incomplete grades, and failed courses all count as attempted hours, but not completed

hours. Completion Rate=Completed Hours divided by Attempted Hours.

Students are expected to complete their degree within four full-time semesters. Part-time students are excluded from this standard. Once students have completed their educational program of 60 earned credit hours they automatically become graduation candidates.

Academic status is determined through five different status points: Good Standing, Warning, Suspension, Probation, and Dismissal.

In order to receive federal Title IV aid, state financial aid funds, and institutional aid, students are required to have met Satisfactory Academic Progress (SAP). At the end of each semester, the student's cumulative Grade Point Average (GPA) must be at least a 2.00 **and** students must earn at least a 67% course completion rate. Students who meet these standards at the end of an enrolled semester will have an academic status of **Good Standing**.

Students who begin an enrolled semester in Good Standing but do not meet the minimum SAP standards at the end of that enrolled semester will earn an academic status of **Warning** and will be placed on an **Academic Improvement Plan**. The student can return to the College and continue taking classes and receive all federal Title IV aid, state financial aid funds, and institutional aid.

Students who begin an enrolled semester with a status of Warning and do not meet the minimum SAP standards at the end of that enrolled semester will earn an academic status of **Suspension**. Students with an academic status of Suspension have the following options:

1. The Suspension student can appeal (must provide documentation of extenuating circumstances). If the appeal is **granted**, the student is placed on **Probation** and SAP monitoring for one semester. The student must complete an Academic Improvement Plan. The student is allowed to return to the College academically and continue taking classes and receive all federal Title IV aid, state financial aid funds, and institutional aid.
2. The Suspension student who appeals the Suspension and the appeal is **denied** is eligible to return to the College academically. The student will be placed on an Academic Improvement Plan for one semester. **The student must pay for tuition and fees out-of-pocket, financial aid of any type will not be awarded.** Once the student achieves at least a 2.0 GPA and a 67% completion rate, all financial aid can be reinstated.
3. The Suspension student who appeals the Suspension and the appeal is **denied** BUT the student cannot afford to pay out-of-pocket will be recommended by the LC Registrar's office to take community college classes. The student may transfer the credits back to Louisburg College after one semester. The student will be placed on an Academic Improvement Plan. **The student must pay for tuition and fees out-of-pocket, financial aid of any type will not be awarded.** Once the student achieves at least a 2.0 GPA and a 67% completion rate, all financial aid can be reinstated.
4. The Suspension student who does not appeal is academically dismissed from the College permanently.

SAP Appeal Process

Suspension means that the student has the opportunity to submit an appeal. Louisburg College extends an opportunity to students to continue enrollment by submitting an SAP appeal along with supporting documentation stating the reason for not meeting the required cumulative 2.0 GPA and 67% completion rate.

If a student chooses to appeal and provide documentation, the student must provide documentation that reflects and supports the nature of the appeal. **The appeal must be due to extenuating circumstances.** Typically, extenuating circumstances are severe physical or psychological distress that is highly detrimental to a student's academic

performance.

Examples of extenuating circumstances are: Life altering medical diagnosis such as cancer; chronic illness; severe asthma; severe depression; death of a family member (mother, father, guardian, sister, brother, son, daughter or spouse) or being involved in an accident or an auto accident that left a student with physical or psychological trauma; severe illness; assault, and the like.

Examples of acceptable documentation that a student could submit are: Funeral programs, statements from medical doctors or facilities verifying the student's diagnoses, court or legal documents, and the like.

Students can appeal Suspension by submitting an SAP appeal statement and supporting documentation using the format below.

NOTE: Place in the subject line of your email the following: *SAP Appeal Statement*. The SAP Appeal Statement should be **no more than 250 words** and follow the guidelines listed below:

- Provide relevant dates and events and an explanation of no more than 250 words.
- Describe the extenuating circumstances that occurred and how these circumstances impacted your academic performance. Be as specific as possible and explain what happened and why it impacted your ability to maintain satisfactory progress.
- Explain what will be different if the appeal is approved and how you will avoid being academically dismissed.
- Attach documentation you can provide to support your appeal statement. All supporting documents will be reviewed.
- **NOTE:** Not being aware of policies – such as withdrawals or SAP policy or coursework submission – is **NOT** a valid reason for an appeal. Students are responsible for being aware of College policies, schedules, and coursework obligations.
- Attach copies of all relevant documents supporting extenuating circumstances. Copies of documents must be clear and/or legible. **NOTE: Pictures of documents taken with a camera or phone are unable to be printed and are not acceptable.**
- Email SAP appeal and supporting documentation to LCacademicappeal@louisburg.edu.

SAP Appeals Committee

The Academic Appeals Committee consists of the Registrar, the Director of Financial Aid, the Vice President of Academic Affairs, and the Dean of Academic Operations Policies and Supports.

Academic Life Conduct Policy

The expectations of the College are that all students are held responsible for their conduct and violations to conduct policies for Academic Life as follows:

The Student Life office and Academic Life office collaborate to enforce the published Student Code of Conduct (as identified in the Student Code of Conduct and the Student Handbook) for all students. When a student violates the Code of Conduct in the classroom or academic space, at any given time the Vice President of Academic Life intervenes. At that time, consequences are established that align with each infraction. Consequences can range from allowing the student to remain on campus, dismissal for a determined amount of time, or permanent dismissal from the College.

A full review of all submitted incident reports from faculty, staff, and students is considered before sanctions are drafted and communicated. Once the Vice President of Academic Life and key Academic Life staff have reviewed the submitted reports, final decisions are made. The Vice President of Academic Life communicates with the Vice President of Student Life about all actions that will be taken. The Vice President of Academic Life also contacts

appropriate Academic Life offices to communicate all actions that must be taken. The Dean of Operations, Policies, and Supports notifies all involved students of the sanction and assists students and their parents/guardians, if applicable, with understanding the consequences along with answering any questions or concerns the student may have.

Students who have been dismissed from the College are not allowed to visit or return to campus or become a guest of a current or future student. Students who have been administratively withdrawn are not allowed to visit or return campus or become the guest of a current or future student during the semester the student is withdrawn. Students who are dismissed from the College based on a Student Conduct violation are not allowed to visit or return to campus or become a guest of a current or future student. Students who have displayed violence or suspected to be a danger to themselves or others are not allowed to visit or return to campus for any reason, including public events and activities.

Academic Grievance Process

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. 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 Disability Services Officer in this initial discussion. If these discussions are not satisfactory, the complaint may be continued formally through the procedure below.

The student submits a grievance in writing via the Student Academic Grievance form which may be obtained in the Registrar's Office. Examples of academic grievances include but are not limited to: discrimination or mistreatment by instructor, error in grading, and ADA non-compliance. Only complaints submitted via the grievance form will be considered official complaints.

The Dean of Academic Operations, Policies and Supports reviews the complaint form and contacts involved parties for investigation and decision-making purposes. The complaint could also be assigned to other appropriate offices at the institution, if needed.

If appropriate, an academic grievance committee composed of staff, faculty, Division Executive Directors and/or the Dean of Academic Operations, Policies and Supports will convene and rule on the complaint and update the student's record with a note of resolution. All documentation is centralized and kept electronically in the Office of Academic Life.

The student will be notified by the Office of Academic Life via email of the decision. If the student is not satisfied with the outcome of the initial complaint, the student may appeal the decision within seven business days of the decision by submitting an Academic Life Student Academic Appeal form.

Student academic appeals give students a chance to appeal an academic grievance or have exceptions made to existing academic policies or procedures at Louisburg College. There are circumstances in life that may affect a student's academic progress. Circumstances such as changes in a student's health or a student's family member or the demands of a student's work schedule or other events can have an impact on your attendance or academic performance. If those circumstances arise, students have the option to go through the Academic Appeals Process by filing a Student Academic Appeal form.

Students must start the appeal process within seven (7) working days of receiving the contested grade or decision from the original complaint. Late appeal submissions will not be accepted. Academic appeals are progressive. If the issue is resolved, it will not proceed to the next step.

Academic Appeal Process

1. The student completes the appeal form located on the website or the student portal.
2. The student submits the appeal form and supporting documentation to the Vice President of Academic Life.
3. The student attends a meeting or meetings with one or more of the following, if needed:
 - Faculty

- Division Executive Director
- Registrar's Office
- Dean of Academic Life
- Vice President of Academic Life

The Vice President of Academic Life will notify all involved parties of his/her final decision. The student will also be notified of the results of the appeal within 30 days and the decision is final.

The Student Life Complaint Policy is published in the Student Handbook. Louisburg College is a community with a special mission and is composed of diverse individuals. As a higher educational institution, Louisburg College encourages growth and diversity in thought and appropriate communications. Louisburg College recognizes that issues (i.e. concerns, grievances, etc.) between students and faculty, staff, peers, and the College are possible. Louisburg College appreciates all individuals who voice issues, and it desires to provide an environment where all issues can be addressed.

In the event that a general or specific issue is submitted in writing by a student, it is the policy of Louisburg College to respond to the student in an appropriate and timely manner. It is also the policy of Louisburg College to provide an appeal procedure for all issues, concerns, and grievances.

Louisburg College assigns oversight for the listed area of responsibility to the individual designated below, and the designated individual is responsible for establishing written procedures that are to be published in appropriate documents.

- | | |
|-----------------------------------|---------------------------------|
| • Academic | Vice President of Academic Life |
| • Americans with Disabilities Act | Disability Services Officer |
| • Sexual Harassment | Title IX Coordinator |
| • Non-Academic | Dean of Students |

If a grievance/complaint cannot be resolved after exhausting Louisburg College's complaint procedure described above, or any other applicable campus procedures, the student may file a complaint with the North Carolina Department of Justice, Consumer Affairs Division. An online complaint form is available at www.ncdoj.gov/complaint. The NC DOJ Consumer Affairs Division can be reached at 1-877-566-7226.

NC DOJ Consumer Affairs Division mailing address is:

North Carolina Department of Justice Consumer Protection Division
9001 Mail Service Center Raleigh, NC 27699-9001

Graduation Requirements

The requirements for all Associate of Arts and Associate of Science degrees include a “C” (2.00) average. Credit hour requirements are dependent on the degree.

Courses may be repeated for credit at Louisburg College. (See “Repeating a 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.

Students transferring credit to Louisburg College from other institutions must earn at least 15 semester hours at Louisburg College. Students must also earn at least a “C” (2.00) average while enrolled at Louisburg College 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.

As outlined in earlier sections of the Catalog, only students who have successfully completed all graduation requirements will receive diplomas at Commencement in May. Students who have not successfully completed all graduation requirements may “participate” in commencement by walking across the stage and receiving a diploma

cover only if they are within nine hours of completing their graduation requirements. Commencement ceremonies for the College are held annually in May.

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. 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 the 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 in 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 complies 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 Office 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 on our website and in the following offices: dean of students, Vice President of Academic Life, 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 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 Vice President of Academic Life 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 Vice President of Academic Life and the registrar to recognize exceptional achievement. Full-time students carrying a minimum of 12 semester credit hours of college-level credits with 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 carrying a minimum of 12 semester credit hours of college-level credits 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 college-level course grades earned at Louisburg College that affect a student's GPA shall be used in determining eligibility for graduation with honors.

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 freshmen. A candidate should have accumulated a minimum of 12 semester hours toward graduation in previous semesters.

Honor Fraternities

Phi Theta Kappa: Phi Theta Kappa (PTK) Honor Society is the oldest, largest and most prestigious honor society serving two-year colleges. The Gamma Upsilon Chapter of Phi Theta Kappa was chartered and organized at Louisburg College in December 1938. Membership is presently open to freshmen with a minimum grade point average of 3.50 who have earned at least 12 hours that can be applied to an associate's degree and to sophomores with a minimum grade point average of 3.50. Continued membership is contingent upon students maintaining a 3.25 grade point average. Good moral character and recognized qualities of citizenship are also emphasized for membership. Membership is by invitation only based on the stated requirements.

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, a 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 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 freshmen 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 to recognize his many years of service as well as 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.

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 academic support centers for assistance in all academic subjects: science, mathematics, writing, reading, 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 maybe 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 Vice President of Academic Life approve. A syllabus and a course outline are required for all tutorial courses. The prior approval of the instructor, division chairperson and Vice President of Academic Life 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.

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 mobile phone numbers and e-mail addresses. In addition, the college offers the following forms of academic support:

Small Classes: The average class size is seventeen (1:18 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 15 students.

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

Accessibility Services (AS): Contact Info: (919) 497-3236, Location: Rooms 107 and 111, Taft Building. The mission of AS is to focus on the abilities of all individuals while providing an accessible and welcoming academic community. AS 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 AS.

AS 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, AS 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. Services are **available at no cost** (including single room assignment) to the student, but we also offer a fee-based program (Learning Partners) 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 AS 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 Partners (LP): The Learning Partners Program is a comprehensive fee-based* academic coaching program for college students with specific learning disabilities and/or attention deficit hyperactivity disorder that exceeds 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.

Additional Learning Partner's Cost: \$4000.00 Fall Semester, \$4000.00 Spring Semester, \$400.00 Summer Session(s)

Learning Support

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

Academic Success Center: Peer tutors are available throughout the week to help students with any academic subject, research, time management, or other academic concern. This resource is located on the first floor of the Franklin Building.

Writing Center: The Writing Center, located in Taft, 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.

The Math Lab is provided by the Mathematics Department to support students in all of their math courses. Math

faculty members staff this lab throughout the week. The Math Lab is located in the Taft Classroom Building.

Science Sessions are provided weekly by science faculty members to assist students in all science courses. Science Sessions are held on First Floor Franklin Hall.

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 143, Math 171, English 111, English 112, Communications 231, History 131, and History 132. 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, geometric, and statistical skills; estimation and checking for reasonableness of answers; and communicating quantitative information. The competency is evaluated in MAT 143 and MAT 171.

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 131, and History 132. 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. *Critical Thinking is also an academic program competency.*

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. *Written Communication is also an academic program competency.*

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 Communications 231. 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. *Oral Communication is also an academic program competency.*

Employment Placement and Types of Employment Obtained by Graduates

A primary aspect of Louisburg's mission is to 'provide a bridge for students to make a successful transition from high school to senior colleges and universities'. Due to the mission of the institution, students are encouraged to complete their associate's degree at Louisburg and then pursue their bachelor's degree immediately after graduation. The Office of Advancement developed a survey to obtain this information from graduating students. In the Spring of 2023, 91% of the graduating students who were surveyed indicated that they plan to attend a 4-year institution for the 2023-2024 academic year. Approximately 9% indicated that they were undecided about their future plans. While our Academic Success Center assists students with career readiness and applying for employment, if students are interested in employment, over 90% of our students are interested in assistance with applying to a 4-year institution when they graduate from Louisburg.

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 the demonstration of competencies for the five academic competency requirement areas.

Overview of Academic Programs

Louisburg College academic programs provide a variety of choices for transfer-oriented students, students interested in immediate employment after two years of study, and students seeking personal enrichment. Most Louisburg College students transfer to senior institutions upon completing their academic degree programs at Louisburg. A minimum of 60 semester hours and a 2.0 GPA are needed for graduation requirements. Students earn the following degrees by completing the requirements below:

- 1. Associate of Arts in General College**
- 2. Associate of Science in Business**
- 3. Associate of Science in Agricultural Studies**
- 4. Associate of Science in Environmental Science**
- 5. Associate of Science in General Science**
- 6. Associate of Science in Health Science**
- 7. Associate of Science in Medical Science**
- 8. Associate of Science in Sports Science**

Associate of Arts in General College

Degree Plan

| Year 1 – Fall | Credit Hours | Year 1 - Spring | Credit Hours |
|---|--------------|--|--------------|
| ENG 111 Writing and Inquiry | 3 | ENG 112 Writing and Research in the Disciplines | 3 |
| ART 111 Art Appreciation or MUS 110 Music Appreciation | 3 | Lab Science | 4 |
| MAT 143 Quantitative Literacy or MAT 152 Statistical Methods I or MAT 171 Precalculus Algebra | 3/4 | HIS 111 World Civ. I, HIS 112 World Civ II, HIS 131 Amer. His. To 1865, or HIS 132 Amer. His. Since 1865 | 3 |
| ACA 122 College Transfer Success | 1 | COM 231 Public Speaking | 3 |
| PSY 150 Introduction to Psychology or SOC 210 Introduction to Sociology | 3 | ART 131 Drawing I or ART 240 Painting I or ART 283 Ceramics I or DRA 111 Theatre Appr. Or DRA 130 Acting I or MUS 121 Music Theory I or ENG 125 Creative Writing or DAN 110 Intro to Dance | 3 |
| PED 110 Fitness/Wellness for Life or HEA 110 Personal Health/Wellness | 2/3 | | |
| TOTAL | 16 | Total | 16 |
| | | | |
| Year 2 – Fall | Credit Hours | Year 2 – Spring | Credit Hours |
| REL 110 World Rel., REL 211 Old Test, REL 212 New Test, or REL 221 Religion in America Today | 3 | ENG 231 Amer. Lit. I or ENG 232 Amer. Lit II, or ENG 241 Brit Lit I, or ENG 242 Brit Lit. II | 3 |
| 200 Level Literature | 3 | General Ed Elective | 3 |
| CIS 110 Intro to Computers or CIS 115 Intro to Program. | 3 | General Ed Elective | 3 |
| ECO 251 Micro., or ECO 252 Macro or HIS 111 or HIS 112 or HIS 131 or HIS 132 | 3 | General Ed Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| TOTAL | 15 | TOTAL | 15 |

Associate of Science in Business

Degree Plan

| Year 1 – Fall | Credit Hours | Year 1 – Spring | Credit Hours |
|---|--------------|--|--------------|
| ENG 111 Writing and Inquiry | 3 | ENG 112 Writing and Research in the Disciplines | 3 |
| BUS 110 Introduction to Business | 3 | BUS 121 Business Math | 3 |
| MAT 143 Quantitative Literacy or MAT 171 Precalculus Algebra | 3/4 | HIS 111 World Civ I, HIS 112 World Civ II, HIS 131 Amer. His to 1865, or HIS 132 Amer His since 1865 | 3 |
| ACA 122 College Transfer Success | 1 | PSY 150 Intro to Psychology or SOC 210 Intro to Sociology | 3 |
| CIS 110 Intro to Computers or | 3 | REL 110 World Rel, REL 211 Old Test, REL | 3 |

| | | | |
|--|---------------------|---|---------------------|
| CIS 115 Intro to Program | | 212 New Test, or REL 212 Religion in America Today | |
| PED 110 Fitness/Wellness for Life or HEA 110 Personal Health/Wellness | 2/3 | | |
| TOTAL | 15-17 | TOTAL | 15 |
| Year 2 – Fall | Credit Hours | Year 2 – Spring | Credit Hours |
| ACC 120 Prin. Of Financial Accounting | 4 | ACC 121 Prin. Of Managerial Accounting | 4 |
| ECO 251 Prin. Of Microeconomics | 3 | ECO 252 Prin. Of Macroeconomics | 3 |
| BUS 260 Business Communication | 3 | BUS 228 Business Statistics | 3 |
| Lab Science | 4 | ENG 231 Amer Lit I, or ENG 232 Amer Lit II or ENG 241 Brit Lit I or ENG 242 Brit Lit II | 3 |
| BUS 210 (Independent Study) | 1 | BUS 290 Professional Development | 1 |
| Business Elective | 3 | Business Elective | 3 |
| TOTAL | 18 | TOTAL | 17 |

**Associate of Science in Agricultural Science
Degree Plan**

| Year 1 – Fall | Credit Hours | Year 1 – Spring | Credit Hours |
|--|---------------------|--|---------------------|
| ENG 111 Writing and Inquiry | 3 | ENG 112 Writing and Research in the Disciplines | 3 |
| BIO 111 General Biology I | 4 | BIO 112 General Biology II | 4 |
| MAT 143 Quantitative Literacy or MAT 171 Precalculus Algebra | 3/4 | BIO 145 Ecology | 4 |
| HEA 110 Personal Health/Wellness | 3 | HIS 111 World Civilization I, HIS 112 World Civilization II, HIS 131 American History to 1865, or HIS 132 American History since 1865 | 3 |
| REL 110 World Religions, REL 211 Old Test, REL 212 New Testament, or REL 221 Religion in America Today | 3 | | |
| TOTAL | 16/17 | TOTAL | 14 |
| Year 2 – Fall | Credit Hours | Year 2 – Spring | Credit Hours |
| CHM 151 General Chemistry I | 4 | CHM 152 General Chemistry II | 4 |
| BIO 130 Introductory Zoology | 4 | BIO 202 Field Biology | 4 |
| PSY 150 Introduction to Psychology or SOC 210 Introduction to Sociology | 3 | CED 275 Cooperative Field Work | 2 |
| CIS 110 Introduction to Computers or CIS 115 Introduction to Programming | 3 | ENG 231 American Lit I, ENGL 232 American Lit II, ENG 241 Brit Lit I, ENG 242 Brit Lit II, or ART 111 Art Appreciation or MUS 110 Music Appreciation | 3 |
| TOTAL | 17 | TOTAL | 13 |

**Associate of Science in Environmental Science
Degree Plan**

| Year 1 – Fall | Credit Hours | Year 1 – Spring | Credit Hours |
|---|---------------------|---|---------------------|
| ENGL 111 Writing and Inquiry | 3 | ENG 112 Writing and Research in the Disciplines | 3 |
| BIO 111 General Biology I | 4 | BIO 112 General Biology II | 4 |
| MAT 143 Quantitative Literacy or MAT 171 Precalculus Algebra | 3/4 | BIO 145 Ecology | 4 |
| HEA 110 Personal Health/Wellness | 3 | HIS 111 World Civilization I, HIS 112 World Civilization II, HIS 131 American History to 1865, or HIS 132 American History since 1865 | 3 |
| REL 110 World Religions, REL 211 Old Testament, REL 212 New Testament, or REL 221 Religion in America Today | 3 | | |
| TOTAL | 16/17 | TOTAL | 14 |
| Year 2 – Fall | Credit Hours | Year 2 – Spring | Credit Hours |
| BIO 140 Environmental Biology | 4 | BIO 202 Field Biology | 4 |
| ETM 101 Renewable Energy | 4 | ETM 101 Renewable Energy | 4 |
| PSY 150 Introduction to Psychology or SOC 210 Introduction to Sociology | 3 | CED 275 Cooperative Field Work | 2 |
| CIS 110 Introduction to Computers or CIS 115 Introduction to Programming | 3 | ENG 231 American Literature I, ENG 232 American Literature II, ENG 241 British Literature I, ENG 242 British Literature II, or ART 111 Art Appreciation or MUS 110 Music Appreciation | 3 |
| TOTAL | 17 | TOTAL | 13 |
| Optional Electives | | | |
| CHM 151 General Chemistry I | | | |
| CHM 152 General Chemistry II | | | |

**Associate of Science in General Science
Degree Plan**

| Year 1 – Fall | Credit Hours | Year 1 – Spring | Credit Hours |
|--|---------------------|--|---------------------|
| ENG 111 Writing and Inquiry | 3 | ENG 112 Writing and Research in the Disciplines | 3 |
| Lab Science | 4 | Lab Science | 4 |
| MAT 171 Precalculus Algebra | 4 | MAT 172 Precalculus Trigonometry | 4 |
| HEA 110 Personal Health/Wellness or PED 110 Personal Health/Wellness | 2/3 | HIS 111 World Civilization I, HIS 112 World Civilization II, HIS 131 American History to 1865, or HIS 132 American History since 1865 | 3 |
| ACA 122 College Transfer Success | 1 | | |
| TOTAL | 14/15 | TOTAL | 15 |
| Year 2 – Fall | Credit Hours | Year 2 – Spring | Credit Hours |
| Math or Science Elective | 4 | Math or Science Elective | 4 |
| Math or Science Elective | 4 | Math or Science Elective | 4 |
| PSY 150 Introduction to Psychology or SOC 210 Introduction to Sociology | 3 | CIS 110 Introduction to Computers or CIS 115 Introduction to Programming | 3 |
| REL 110 World Religions, REL 211 Old Test, REL 212 New Testament, or REL 221 Religion in America Today | 3 | ENG 231 American Lit I, ENGL 232 American Lit II, ENG 241 Brit Lit I, ENG 242 Brit Lit II, or ART 111 Art Appreciation or MUS 110 Music Appreciation | 3 |
| COM 231 Public Speaking | 3 | | |
| TOTAL | 17 | | 14 |

**Associate of Science in Health Science
Degree Plan**

| Year 1 – Fall | Credit Hours | Year 1 – Spring | Credit Hours |
|---|---------------------|--|---------------------|
| ENG 111 Writing and Inquiry | 3 | ENG 112 Writing and Research in the Disciplines | 3 |
| BIO 111 General Biology I | 4 | BIO 104 Human Biology | 4 |
| MAT 143 Quantitative Literacy or MAT 152 Statistical Methods I | 3/4 | HEA 120 Community Health | 3 |
| HIS 111 World Civilization I, HIS 112 World Civilization II, HIS 131 American History to 1865, or HIS 132 American History since 1865 | 3 | PED 110 Fitness/Wellness for Life | 2 |
| | | PSY 150 Introduction to Psychology or SOC 210 Introduction to Sociology | 3 |
| TOTAL | 13/14 | TOTAL | 15 |
| Year 2 – Fall | Credit Hours | Year 2 – Spring | Credit Hours |
| BIO 168 Anatomy and Physiology I | 4 | BIO 169 Anatomy and Physiology II | 4 |
| BIO 250 Genetics | 4 | BIO 275 Microbiology | 4 |
| HEA 110 Personal Health and Wellness | 3 | CIO 110 Introduction to Computers or CIS 115 Introduction to Programming | 3 |
| REL 110 World Religions, REL 211 Old Testament, REL 212 New Testament, or REL 221 Religion in America Today | 3 | ENG 231 American Literature I, ENG 232 American Literature II, ENG 241 British Literature I, ENG 242 British Literature II or ART 111 Art Appreciation or MUS 110 Music Appreciation | 3 |
| COM 231 Public Speaking | 3 | CED 275 Cooperative Field Work | 1 |
| TOTAL | 17 | TOTAL | 15 |
| | | | |
| Optional Electives | | | |
| CHM 151 General Chemistry I | | | |
| CHM 152 General Chemistry II | | | |
| MAT 171 Precalculus Algebra | | | |

**Associate of Science in Medical Science
Degree Plan**

| Year 1 – Fall | Credit Hours | Year 1 – Spring | Credit Hours |
|---|---------------------|---|---------------------|
| ENG 111 Writing and Inquiry | 3 | ENG 112 Writing and Research in the Disciplines | 3 |
| BIO 110 General Biology I | 3 | BIO 112 General Biology II | 4 |
| MAT 143 Quantitative Literacy or MAT 171 Precalculus Algebra | 3/4 | CHM 151 General Chemistry I | 3 |
| HIS 111 World Civilization I, HIS 112 World Civilization II, HIS 131 American History to 1865 or HIS 132 American History since 1865 | 3 | HEA 110 Personal Health and Wellness | 3 |
| COM 231 Public Speaking | 3 | PSY 150 Introduction to Psychology or SOC 210 Introduction to Sociology | 3 |
| TOTAL | 16/17 | TOTAL | 16 |
| Year 2 – Fall | Credit Hours | Year 2 – Spring | Credit Hours |
| BIO 168 Anatomy and Physiology I | 4 | BIO 196 Anatomy and Physiology II | 4 |
| BIO 250 Genetics | 4 | BIO 275 Microbiology | 4 |
| CHM 152 General Chemistry II | 4 | CIS 110 Introduction to Computers or CIS 115 Introduction to Programming | 3 |
| REL 110 World Religions, REL 211 Old Testament, REL 212 New Testaments, or REL 221 Religion in America Today | 3 | ENG 231 American Literature I, ENG 232 American Literature II, ENG 241 British Literature I, ENG 242 British Literature II or ART 111 Art Appreciation or MUS 110 Music Appreciation | 3 |
| | | CED 275 Cooperative Field Work | 1 |
| TOTAL | 15 | TOTAL | 15 |

**Associate of Science in Sports Science
Degree Plan**

| Year 1 – Fall | Credit Hours | Year 1 – Spring | Credit Hours |
|--|---------------------|---|---------------------|
| ENG 111 Writing and Inquiry | 3 | ENG 112 Writing and Research in the Disciplines | 3 |
| BIO General Biology I | 4 | BIO 104 Human Biology | 4 |
| MAT 143 Quantitative Literacy or MAT 152 Statistical Methods I | 3/4 | PED 259 Prev. and Care Athletic Injury | 2 |
| HIS 111 World Civilization I, HIS 112 | 3 | PED Fitness/Wellness for Life | 2 |
| World Civilization II, HIS 131 American History to 1865, or HIS 132 American History since 1865 | | | |
| | | PSY 150 Introduction to Psychology or SOC 210 Introduction to Sociology | 3 |
| TOTAL | 13/14 | TOTAL | 14 |
| Year 2 – Fall | Credit Hours | Year 2 – Spring | Credit Hours |
| PED 165 Sport Science as a Career | 3 | SPM 179 Introduction to Sports Management | 3 |
| BIO 168 Anatomy and Physiology I | 4 | BIO 169 Anatomy and Physiology II | 4 |
| HEA 110 Personal Health and Wellness | 3 | CIS 110 Introduction to Computers or CIS 115 Introduction to Programming | 3 |
| REL 110 World Religions, REL 211 Old Testament, REL 212 New Testament, or REL 221 Religion in America Today | 3 | ENG 231 American Literature I, ENG 232 American Literature II, ENG 241 British Literature I, ENG 242 British Literature II or ART 111 Art Appreciation or MUS 110 Music Appreciation | 3 |
| COM 231 Public Speaking | 3 | CED 275 Cooperative Field Work | 4 |
| TOTAL | 16 | TOTAL | 17 |
| | | | |
| Optional Electives | | | |
| CHM 151 General Chemistry I | | | |
| CHM 152 General Chemistry II | | | |
| MAT 171 Precalculus Algebra | | | |

Academic Divisions

Division of Humanities

Ms. Heather Harris, Executive Director

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

Ms. Caitlin Fredrick, Executive Director

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 computer information systems (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 Mathematics, Science, and Health

Dr. Diane Cook, Executive Director

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

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

ACA 111. COLLEGE STUDENT SUCCESS

1 SHC

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives. The course constitutes a credit hour above and beyond the degree requirements of all degree tracks and is non-transferable. Students may use the course as a credit to graduate from Louisburg College and this course will count towards a student's GPA.

ACA 122. COLLEGE TRANSFER SUCCESS

1 SHC

This course provides information and strategies necessary to develop clear academic and professional goals beyond the two-year college experience. Topics include college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. Students are required to earn a C or This is an AA/AS required course and is a required course for all degree tracks and all degree-seeking students. (2 contact hours)

ACA 220. PROFESSIONAL TRANSITION

1 SHC

This course is designed to increase career awareness through activities designed to give students real-life experiences in the workplace. Participants are able to network with professionals, observe daily operations and experience an organization's culture. Students will research their desired career and have the opportunity to then conduct short interviews with people in their prospective professions to learn more about those fields. Students will be given the opportunity to job shadow by spending time with a professional witnessing first-hand the work environment and occupational skills in practice as well as potential career options.

ASC095. ACADEMIC INTERVENTION

1 SHC

This course is designed for first-year students who were admitted to Louisburg College and did not meet the 2.0 GPA standard for admission. This course addresses obstacles that often become barriers to student success, such as time management, goal setting, and study habits. The goal for the course is to help students increase their ability to succeed academically through the application of a variety of learning strategies, resources and tools. Students must either successfully pass the course or earn a cumulative grade point average of 2.0 or above and a course completion rate of 67% at the end of their first semester. The course must be repeated if the student does not meet the requirement the first semester. After not successfully meeting the requirement a second time, the student is suspended from the College.

ACCOUNTING

ACC 120. PRINCIPLES OF FINANCIAL ACCOUNTING

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. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. Use of general ledger software complements manual solution of problems. This course is designated as an **elective**. *Co-Requisite or pre-requisite: BUS 121.*

ACC 121. PRINCIPLES OF MANAGERIAL ACCOUNTING

4 SHC

A continuation of accounting principles and practices relating to proprietorships, with particular attention to partnerships and business corporations. Emphasis is on managerial and cost accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. Use of general ledger software complements manual solution of problems. This course is designated as an **elective**. *Prerequisite: Accounting 120 or permission of the instructor.*

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.

ART 133. ARTHISTORY I

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.

ART 134. ARTHISTORY II

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.

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. This course is designated as an **elective**.

ART 131. DRAWING I

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. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. This course is designated as an **elective**.

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. The course constitutes a credit hour above and beyond the degree requirements of all degree tracks.

ART 240. PAINTING I

3 SHC

This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form. This course is designated as an **elective**.

ART 283. CERAMICS I

3 SHC

Exposure to basic techniques which produce functional pottery. This course provides an introduction to three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion, students should be able to demonstrate skills in slab and coil construction, simple wheel forms, glaze technique, and creative expression. This course is designated as an **elective**.

ASTRONOMY

AST 111. DESCRIPTIVE ASTRONOMY

4 SHC

This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies and the larger universe. This course has a laboratory section in which emphasis is placed on experiences that enhance materials presented in class and provide practical experience. Upon completion, students should be able to demonstrate an understanding of the universe around them. **This course is currently inactive.**

BIOLOGY

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 BIO 168 or BIO 169. 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 111 with a grade of "C" or higher.*

BIO 110. PRINCIPLES OF BIOLOGY**4 SHC**

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. 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 111. GENERAL BIOLOGY I**4 SHC**

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. The course includes a laboratory section in which students are introduced to basic techniques of laboratory work and experimentation. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. 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 112. GENERAL BIOLOGY II**4 SHC**

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. 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. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. The course is geared towards science majors, but it is open to any student interested in the subject material. *Prerequisite: Biology 111 with a grade of "C" or higher.*

BIO 120. INTRODUCTORY BOTANY**4 SHC**

This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. The course includes a laboratory section in which students are introduced to basic botanical concepts in the laboratory and in the field. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. *Prerequisite: Biology 111 with a grade of "C" or higher.*

BIO 130. INTRODUCTORY ZOOLOGY**4 SHC**

This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. 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. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. *Prerequisite: Biology 111 with a grade of "C" or higher.*

BIO 140. ENVIRONMENTAL BIOLOGY**4 SHC**

This course provides an ecological approach to humans and their place in the ecosystem. This course introduces a comprehensive investigation of global environmental processes and the influences of human activities upon them. This one-semester course explores ecological concepts, world biomes, natural resources, conventional and renewable energy, toxicology, waste management, soil-air-water pollution and human population dynamics. Additionally, the social, economic, political, ethical and theological interrelationships of contemporary environmental challenges will be broadly integrated into the syllabus. Films, assigned readings and computer simulations will be used to explore these topics. This course provides a comprehensive laboratory component involving both laboratory and field investigations as well as field trips enabling students to gain hands-on experience with environmental technology and management practices. Upon completion of this course students will be able to demonstrate both practical skills and academic understanding of global environmental/ecological interrelationships and anthropogenic influences upon these systems. *Prerequisites: BIO 111.*

BIO 145. ECOLOGY**4SHC**

This course provides an introduction to ecological as well as environmental sustainability concepts. Topics include population biology, predation, food chains/trophic levels, ecosystem energetics, biogeochemistry, mathematical modeling energy flow, nutrient cycling, succession, population dynamics, community structure, and other related topics. The role of biological, chemical and physical factors as well as anthropogenic influences will be explored. The course will require hands-on field trips, ecological biometry, and lab experiments. Upon completion, students should be able to demonstrate comprehension of ecosystem structure and dynamics. A comprehensive term paper of

concepts and results as well as an oral presentation of results from ecological studies will be required in addition to laboratory exercise written reports. *Prerequisites: BIO 111.*

BIO 168. ANATOMY AND PHYSIOLOGY I

4 SHC

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. 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. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *Prerequisite: Biology 111 with a grade of "C" or higher; prerequisite or co-requisite: either Chemistry 151 or 130.*

BIO 169. ANATOMY AND PHYSIOLOGY II

4 SHC

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. This 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. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *Prerequisite: a grade of "C" or higher in Biology 168.* This course serves as an **elective**.

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 identification of plants and animals by use of keys. *Prerequisite: Biology 111 with a grade of "C" or higher (Biology 112 and/or 120 and/or BIO 130 recommended but not required).*

BIO 210. INDEPENDENT STUDY

1-4 SHC

Independent laboratory, field, and library investigation carried out under the supervision of a biology faculty member. This course is not recognized by the Comprehensive Articulation Agreement and should NOT be used toward a degree. The course constitutes credit hours above and beyond the degree requirements of all degree tracks. *Prerequisite: Biology 111 with a grade of "C" or higher.*

BIO 250. GENETICS

4 SHC

This course covers principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, patterns of Mendelian and non-Mendelian inheritance, evolution, and biotechnological applications. This course includes a laboratory section which introduces students to basic genetic concepts through experimentation and examination of live specimens. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles.

Prerequisite: Biology 111 with a grade of "C" or higher. Prerequisite or co-requisite: Chemistry 151 or 130. This course serves as an **elective**.

BIO 275. MICROBIOLOGY

4 SHC

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. This course contains a laboratory section in which students will learn microbiological and sterilization techniques by the examination and cultivation of live specimens. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. *Prerequisites: Biology 111 with a grade of "C" or higher and either Chemistry 151 or 130 with a grade of "C" or higher.* This course serves as an **elective**.

BIO 280. BIOTECHNOLOGY

3 SHC

This course provides experience in selected laboratory procedures. Topics include proper laboratory techniques in biology and chemistry and their uses in the modern biotechnology lab setting. Upon completion, students should be able to perform laboratory techniques and use instrumentation common to basic biotechnology. Students should recognize the interdisciplinary aspects of scientific investigation processes, and be able to apply these scientific skills in their laboratory activities. *Pre-requisite of BIO 111 and pre/co-requisite of CHM 151 is required.*

BUSINESS

BUS/INT 110. INTERNATIONAL BUSINESS

3 SHC

This course provides an overview of the environment, concepts, and basic differences involved in international business. Topics include forms of foreign involvement, international trade theory, governmental influences on trade and strategies, international organizations, multinational corporations, personnel management, and international marketing. Upon completion, students should be able to describe the foundation of international business.

BUS 110. 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. This course is designated as an **elective**.

BUS 120. 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 110.*

BUS 121. BUSINESSMATH

3 SHC

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

BUS 125. 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.

BUS 137. 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. This course is designated as an **elective**. *Prerequisite: BUS 110.*

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.

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 business application. This course is designated as an **elective**.

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. This course is designated as an **elective**.

BUS 260. 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 from instructor.*

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.

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 130. GENERAL, ORGANIC, & BIOCHEMISTRY****4 SHC**

This course provides a survey of basic facts and principles of general, organic, and biochemistry. Topics include measurement, molecular structure, nuclear chemistry, solutions, acid-base chemistry, gas laws, and the structure, properties, and reactions of major organic and biological groups. The course includes a 3-hour laboratory section in which students are introduced to techniques of laboratory work and experimentation with emphasis on experiences that enhance materials presented in lecture. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts.

CHM 132. ORGANIC AND BIOCHEMISTRY**4 SHC**

This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. The course includes a laboratory section in which students are introduced to techniques of laboratory work and experimentation with emphasis on experiences that enhance materials presented in lecture. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. A student cannot receive credit for both CHM 132 and CHM 152. *Prerequisite: CHM 151 with a grade of "C" or higher.*

CHM 151. GENERAL CHEMISTRY I**4 SHC**

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. The course includes a 3-hour laboratory section in which students are introduced to techniques of laboratory work and experimentation with emphasis on experiences that enhance materials presented in lecture. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152.

CHM 152. GENERAL CHEMISTRY II**4 SHC**

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. The course includes a 3-hour laboratory section in which students are introduced to techniques of laboratory work and experimentation with an emphasis on experiences that enhance materials presented in lecture. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. A student cannot receive credit for both CHM 132 and CHM 152. *Prerequisites: CHM 151 with a grade of "C" or higher.*

CHM 251. ORGANIC CHEMISTRY I**4 SHC**

This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons, alkyl halides, alcohols, and ethers. Additionally, isomerization, stereochemistry, and spectroscopy will be covered. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of organic chemistry as needed in CHM 252. *Prerequisite: CHM 152 with a grade of "C" or higher.* This course serves as an **elective**.

CHM 252. ORGANIC CHEMISTRY II**4 SHC**

This course provides continuation of the systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines and heterocyclics; multi-step synthesis will be emphasized. The course includes a 3-hour laboratory section in which students are introduced to techniques of laboratory work and experimentation with emphasis on experiences that enhance materials presented in lecture. Upon completion, students should be able to demonstrate an understanding of organic concepts as needed to pursue further study in chemistry and related professional fields. *Prerequisite: CHM 251 with a grade of "C" or higher.* This course serves as an **elective**.

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

This course provides 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.

COM 120. INTRODUCTION TO INTERPERSONAL COMMUNICATION**3 SHC**

This course 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.

COM 231. PUBLIC SPEAKING**3 SHC**

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

COMPUTER INFORMATION SYSTEMS**CIS 110. INTRODUCTION TO COMPUTERS AND THEIR APPLICATIONS****3 SHC**

A digital literacy course which introduces basic computer and related technologies including concepts and skills with emphasis on practical uses, functions, and operations. Topics include hardware, Internet concepts and skills, security issues, and the use of word processing, spreadsheet, database, and presentation software applications. Extensive laboratory exercises promote the use of computers to solve problems and foster productivity.

CIS 115. INTRODUCTION TO PROGRAMMING & LOGIC**3 SHC**

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to use top-down algorithm design, and implement algorithmic solutions in a programming language.

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, 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 create and deploy a webpage using HTML, retrieve/decompress files, e-mail, FTP, website evaluation, understanding E-business, and find and use various internet resources.

CIS 208. WEB DESIGN I**3 SHC**

This course introduces Worldwide Web Consortium (W3C) standard client-side Internet programming using industry-established practices. Topics include JavaScript, markup elements, stylesheets, validation, accessibility, standards, and browsers. Upon completion, students should be able to develop hand-coded web pages using current markup standards.

CIS 210. WEB DESIGN II**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 websites.

DANCE**DAN. 110 DANCE APPRECIATION****3 SHC**

This course for non-dance majors surveys diverse dance forms and the religious and cultural values that shape them. Topics include dances from Europe, Africa, Asia, and America. Upon completion, students should be able to demonstrate and understanding of the diverse forms and values that dance embraces.

DRAMA**DRA 101. REHEARSAL AND PERFORMANCE****1 SHC**

Students learn the innerworkings of a dramatic production 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.). This course is not recognized by the Comprehensive Articulation Agreement. The course constitutes credit hours above and beyond the degree requirements of all degree tracks.

DRA 111. THEATRE APPRECIATION 3 SHC

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists.

DRA 120. VOICE AND PERFORMANCE**3 SHC**

This course provides guided practice in the proper production of speech for the theatre. Emphasis is placed on improving speech, including breathing, articulation, pronunciation, and other vocal variables. Upon completion, students should be able to demonstrate effective theatrical speech. This course is designated as an **elective**.

DRA 130. ACTING I**3 SHC**

This course provides an applied study of the actor's craft. Topics include role analysis, training the voice, and body concentration, discipline, and self-evaluation. Upon completion, students should be able to explore their creativity in an acting ensemble. This course is designated as an **elective**.

DRA 131. ACTING II**3 SHC**

This course provides additional hands-on practice in the actor's craft. Emphasis is placed on further analysis, characterization, growth, and training for acting competence. Upon completion, students should be able to explore their creativity in an acting ensemble. This course is designated as an **elective**.

DRA 140. STAGECRAFT I**3 SHC**

This course introduces the theory and basic construction of stage scenery and properties. Topics include stage carpentry, scene painting, stage electrics, properties, and backstage organization. Upon completion, students should be able to pursue vocational and avocational roles in technical theatre. This course is designated as an **elective**.

DRA 143. COSTUME DESIGN**3 SHC**

This course covers the analysis, research, design, and problem solving related to costume design. Emphasis is placed on director/designer communication, concepting, research, and rendering of designs. Upon completion, students should be able to demonstrate skills in communication, design process, and rendering. This course is designated as an **elective**.

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.

ECONOMICS

ECO 251. 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.

ECO 252. 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.

EDUCATION

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. **This course is currently inactive.**

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. **This course is currently inactive.**

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. **This course is currently inactive.**

EDU 216. FOUNDATIONS OF EDUCATION

3 SHC

This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level. Students will also interact with educational practitioners. **This course is currently inactive.**

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. **This course is currently inactive.**

ENGLISH

ENG 097. Introduction to College Reading and Critical Thinking

3 SHC

To succeed in most college courses, students have to read at a “deep” level. This course focuses on equipping college readers with strategies and skills that will enable them to be more successful in reading college-level material and in applying higher level critical thinking skills such as forming valid conclusions and valid inferences. Students will also become proficient in summarizing and paraphrasing, skills that are at the core of doing research.

This course is currently inactive.

ENG 098. DEVELOPMENTAL WRITING

3 SHC

The main objective of this course is to equip student writers with the skills needed to succeed in the first college-level course, ENG 111 Writing and Inquiry. In addition to reviewing key grammar and punctuation fundamentals, the course focuses on helping students use the writing process steps (prewriting, drafting, conferencing, revising, and editing) to create solid academic paragraphs that are well-developed and well-organized and that strive to limit major errors. **This course is currently inactive.**

ENG 111. WRITING AND INQUIRY

3 SHC

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

ENG 112. WRITING AND RESEARCH IN THE DISCIPLINES

3 SHC

This course, a second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

ENG 125. CREATIVE WRITING I

3SHC

An introductory course in the writing of imaginative literature. This course is designed to provide students with the opportunity to practice the art of creative writing. Some contemporary writers are read and discussed; however, emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. This course is designated as an **elective**.

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.

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.

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.

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.

ENG 235. SURVEY OF FILM LITERATURE**3 SHC**

This course provides a study of the medium of film with a focus on the historical impact and the various literary genres of movies. Emphasis is placed on an appreciation of film as a form of literature which demonstrates various elements of fiction (character, setting, theme, etc.). Upon completion, students should be able to analyze film critically in various literary contexts. **Elective.**

ENG241. BRITISH LITERATURE I**3 SHC**

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

ENG242. BRITISH LITERATURE II**3 SHC**

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

ENG 261. WORLD LITERATURE I**3 SHC**

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works.

ENG 262. WORLD LITERATURE II**3SHC**

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works.

ENG 271. CONTEMPORARY LITERATURE**3 SHC**

This course includes a study of contemporary literature. Emphasis is placed on literary and cultural trends of selected texts. Upon completion, students should be able to interpret, analyze, and respond to the literature. **Elective.**

ENG 273. 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. Upon completion, students should be able to interpret, analyze, and respond to selected texts. **Elective.**

ENG 275. SCIENCE FICTION**3 SHC**

This course covers the relationships between science and literature through analysis of short stories and novels. Emphasis is placed on scientific discoveries that shaped Western culture and our changing view of the universe as reflected in science fiction literature. Upon completion, students should be able to trace major themes and ideas and illustrate relationships between science, world views, and science fiction literature. Additionally, the course will analyze the genre's developmental trends, common themes and motifs, and correlations to established literary traditions from nascent origins to contemporary examples of Science Fiction. **Elective.**

ENVIRONMENTAL, TECHNOLOGY, AND MANAGEMENT**ETM 101. RENEWABLE ENERGY****4 SHC**

This course provides students with a strong overall understanding of the fundamentals of wind and solar power generation and delivery systems. This course prepares the learner to assess the global energy picture; analyze the causes of wind and wind flow properties; assess the environmental effects of wind turbines and solar arrays; perform business and site assessments for wind and solar projects; propose a wind turbine and solar project, evaluate operation and maintenance of the turbine and solar system; and analyze the future of these renewable energy sources. This course also is designed as an introduction to Solar Photovoltaic (PV) technology and will help students achieve a basic knowledge of the applications, design, installation and operation of solar PV systems.

ETM 201. ENVIRONMENTAL MANAGEMENT**4 SHC**

This course covers management of hazardous materials and hazardous waste in industrial and institutional settings.

Emphasis is on compliance with applicable regulations promulgated by the US Environmental Protection Agency and the US Department of Transportation, as enforced by North Carolina State agencies. At the end of the course, students are eligible to take the EPA 40 Hour HAZWOPER and 40 HOUR OSHA certification exams.

ETM 275. ENVIRONMENTAL TECHNOLOGY AND MANAGEMENT 1 SHC

Students in the Associate of Science General Science Environmental Technology and Management Program are required to obtain a paid or voluntary internship in the sustainable energy field (solar or wind). 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. The internship may be served in a private or governmental agency. The term length of the internship will be a minimum of 8 weeks. Prior to beginning the internship, 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. Student performance and progress will be monitored for the duration of the internship. At the end of the internship, the student must write a comprehensive 5-7 page report about his or her experience and address the accomplishment of stated goals. Copies of the written report are provided to the faculty member overseeing the internship as well as to the supporting sponsor.

GEOGRAPHY

GEO 111. WORLDREGIONAL 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.

HEALTH

HEA 110. PERSONAL HEALTH/WELLNESS 3 SHC

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness.

HEA 112. FIRST AID & CPR 2 SHC

This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained.

HEA 120. COMMUNITY HEALTH 3 SHC

This course provides information about contemporary community health and school hygiene issues. Topics include health education and current information about health trends. Upon completion, students should be able to recognize and devise strategies to prevent today's community health problems.

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.

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.

HIS 111. WORLD CIVILIZATION I 3 SHC

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern

world civilizations.

HIS 112. WORLD CIVILIZATION II

3 SHC

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations.

HIS 131. 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.

HIS 132. 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.

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.

HIS 221. 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 is designated as an **elective**.

HIS 236. 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. This course is designated as an **elective**.

HOSPITALITY

HRM 110. INTRODUCTION TO HOSPITALITY

3 SHC

This course covers the growth and progress of the hospitality industry. Topics include tourism, lodging, resorts, gaming, restaurants, foodservice, and clubs. Upon completion, students should be able to demonstrate an understanding of the background, context, and career opportunities that exist within the hospitality industry. This course is not recognized by the Comprehensive Articulation Agreement and should only be taken by students in the AS-Business degree track or as credit hours above and beyond requirements for other degree tracks.

HUMANITIES

HUM 115. CRITICAL THINKING (Advanced Reading)

3 SHC

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts.

HUM 160. INTRODUCTION TO 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.

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.

HUM 191. SELECTED TOPICS IN TUTOR LEADERSHIP DEVELOPMENT 1 SHC

This hybrid course introduces the theoretical framework and requires the practical application of learning support approaches in one-on-one and small-group situations. Students will work toward becoming paraprofessionals who support their peers in not only discipline-specific courses, but also broad academic skills such as time management, study skills, and test preparation. Topics and activities include: learning/study strategies; structuring and conducting diverse tutoring sessions; maintaining academic integrity; utilizing resources and developing supplemental materials for student use; and managing an academic support center.

HUM 230. LEADERSHIP DEVELOPMENT 3 SHC

This course is designed to provide emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills. The course integrates readings from the humanities, experiential exercises, films, and contemporary readings on leadership.

MATHEMATICS

MAT 071. AA MATH 2 SHC

This course provides an opportunity to customize foundational math content specific to Precalculus Algebra. Topics include developing the academic habits, learning strategies, social skills, and growth Mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Precalculus Algebra by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge. **This course is currently inactive.**

MAT 143. QUANTITATIVE LITERACY 3 SHC

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.

MAT 152. STATISTICAL METHODS I 4 SHC

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.

MAT 171. PRECALCULUS ALGEBRA 4 SHC

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.

MAT 172. PRECALCULUS TRIGONOMETRY 4 SHC

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.

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

Independent study in specialized mathematics subjects under the supervision of mathematics faculty. 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.

MAT 252. STATISTICAL METHODS II**4 SHC**

This course is designed to provide a technology-based treatment of multiple sample inferential statistics. Emphasis is placed on two sample hypothesis tests and confidence intervals, linear and multiple regression, analysis of variance, experimental design, and non-parametric techniques. Upon completion, students should be able to draw statistical inferences and communicate results on multiple sample data taken from business and health, social, natural, and applied sciences.

MAT 271. CALCULUS I**4 SHC**

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.

MAT 272. CALCULUS II**4 SHC**

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology.

MAT 273. CALCULUS III**4 SHC**

This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology.

MAT 280. LINEAR ALGEBRA**3 SHC**

This course provides an introduction to linear algebra topics. Emphasis is placed on the development of abstract concepts and applications for vectors, systems of equations, matrices, determinants, vector spaces, multi-dimensional linear transformations, eigenvectors, eigenvalues, diagonalization and orthogonality. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to linear algebra-related problems with and without technology.
Prerequisite: MAT 271 with a grade of "C" or higher.

MAT 285. DIFFERENTIAL EQUATIONS**3 SHC**

This course provides an introduction to topics involving ordinary differential equations. Emphasis is placed on the development of abstract concepts and applications for first-order and linear higher-order differential equations, systems of differential equations, numerical methods, series solutions, eigenvalues and eigenvectors, and Laplace transforms. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to differential equations-related problems with and without technology. *Prerequisite: MAT 272 with a grade of "C" or higher.*

MUSIC**MUS 110. 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.

MUS 121. MUSIC THEORY I**3 SHC**

This course provides an in-depth introduction to the fundamental rhythmic, harmonic and melodic aspects of music.

Musical concepts covered will include dynamics, rhythm, meter, clefs, melodic/harmonic intervals, scales, keys, transposition, major/minor triads, circle of fifths, part writing, ear-training, sight-singing, and basic progressions. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. Prior musical experience is recommended but not required.

MUS 122. MUSIC THEORY II

3 SHC

This course is a continuation of studies begun in MUS 121. Emphasis is placed on advanced melodic, rhythmic, and harmonic analysis and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

MUS 131. CHORUS I

1 SHC

This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. This course is designated as an **elective**.

MUS 132. CHORUS II

1 SHC

This course provides a continuation of studies begun in MUS 131. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. This course is designated as an **elective**.

MUS 133. BAND I

1 SHC

This course provides an opportunity for those who play a band instrument to gain experience playing in an ensemble. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. This course is designated as an **elective**.

MUS 134. BAND II

1 SHC

This course is a continuation of MUS 133. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. This course is designated as an **elective**.

MUS 141. ENSEMBLE I

1 SHC

This course provides an opportunity to perform in any combination of instrumental, vocal, or keyboard groups of two or more. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. This course is designated as an **elective**.

MUS 142. ENSEMBLE II

1 SHC

This course is a continuation of MUS 141 (groups of two or more). Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. This course is designated as an **elective**.

MUS 151. CLASSMUSIC I

1 SHC

This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course is designated as an **elective**.

MUS 152. CLASSMUSIC II

1 SHC

This course is a continuation of the group instruction of MUS 151. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course is designated as an **elective**.

MUS 161. APPLIED MUSIC I

2 SHC

This course provides individual instruction in the skills and techniques of the particular instrument or voice. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course is designated as an **elective**.

MUS162. APPLIED MUSIC II**2 SHC**

This course is a continuation of the individual instruction of MUS 161. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course is designated as an **elective**.

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.

PHILOSOPHY**PHI 215. PHILOSOPHICAL ISSUES****3 SHC**

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue.

PHI 240. INTRODUCTION TO ETHICS**3SHC**

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies.

PHYSICAL EDUCATION AND HEALTH**PED 110. FITNESS/WELLNESS FOR LIFE****2 SHC**

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests.

PED 117. WEIGHT TRAINING I**1 SHC**

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. This course is designated as an **elective**.

PED 118. WEIGHT TRAINING II**1 SHC**

This course covers advanced levels of weight training. Emphasis is placed on meeting individual training goals and addressing weight training needs and interests. Upon completion, students should be able to establish and implement an individualized advanced weight training program. This course is designated as an **elective**.

PED 120. WALKING FOR FITNESS**1 SHC**

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. This course is designated as an **elective**.

PED 121. WALK, JOG, RUN**1 SHC**

This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. This course is designated as an **elective**.

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 is designated as an **elective**.

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 is designated as an **elective**.

PED 165. SPORT SCIENCE AS A CAREER**3 SHC**

This course provides students will foundational knowledge about the study of physical activity and career opportunities within the discipline. Emphasis will be placed on the role of physical activity, the sub-disciplines of the field, and possible career choices. Upon completion, students should have an understanding of the sub disciplines and employment opportunities within an Exercise and Sport Science Program.

PED 207. FITNESS EDUCATION**1 SHC**

Designed to expand student knowledge concerning the various activities that can be utilized in maintaining a healthy lifestyle. This course is designated as an **elective**.

PED 209. CHEERLEADING**1 SHC**

This course introduces basic cheerleading techniques. Topics include the safety and movements needed to compete in cheer. Emphasis is placed on rules, equipment, and motor skills used in cheer. Upon completion, students should be able to demonstrate skills on basic cheer fundamentals. This course is designated as an **elective**.

PED 259 PREVENTION & CARE ATHLETE INJURY**2 SHC**

This course provides information on the prevention and care of athletic injuries. Topics include safety devices, taping, therapeutic techniques, and conditioning exercises. Upon completion, students should be able to demonstrate proper preventive measures and skills in caring for athletic injuries.

SPM 279. INTRODUCTION TO SPORTSMANAGEMENT**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.

PED 260. COLLEGIATE FITNESS EDUCATION**1 SHC**

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

PED 261. COLLEGIATEWEIGHT TRAINING**1 SHC**

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

PED 262 COLLEGIATE CONDITIONING AND FITNESS**1 SHC**

Introduces students to cardio respiratory fitness, endurance, and flexibility, along with proper stretching techniques.

PED 263. COLLEGIATE TEAM SPORTS**1 SCH**

Provides in-depth study into the knowledge of team sport concepts, focusing on the behavioral skills associated with working in a group setting.

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. This course is designated as an **elective**.

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.

PHYSICS**PHY 110. CONCEPTUAL PHYSICS****4 SHC**

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical

world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. This course has a laboratory portion in which emphasis is placed on experiences that enhance materials presented in class and provide practical experience. Upon completion, students should be able to describe examples and applications of the principles studied, and apply laboratory experiences to the concepts presented in class.

PHY 151. COLLEGE PHYSICS I

4 SHC

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

PHY 152. COLLEGE PHYSICS II

4 SHC

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct current circuits, magneto-static forces, magnetic fields, electromagnetic induction, alternating current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

PHY 251. GENERAL PHYSICS I

4 SHC

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

PHY 252. GENERAL PHYSICS II

4 SHC

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct current circuits, magneto-static forces, magnetic fields, electromagnetic induction, alternating current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

POLITICAL SCIENCE

POL 110. INTRODUCTION TO POLITICAL SCIENCE

3 SHC

This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems.

POL 120. 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.

PSYCHOLOGY

PSY 150. 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.

PSY 243. CHILD PSYCHOLOGY

3 SHC

This course provides an overview of physical, cognitive, and psychosocial development from conception through adolescence. Topics include theories and research, interaction of biological and environmental factors, language development, learning and cognitive processes, social relations, and moral development. Upon completion, students should be able to identify typical and atypical childhood behavior patterns as well as appropriate strategies for interacting with children.

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.

RELIGION**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.

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. This course is not recognized by the Comprehensive Articulation Agreement and should NOT be used toward a degree.

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.

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.

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.

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.

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.

SOC 220. SOCIAL PROBLEMS**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.

SPANISH**SPA 101. BEGINNING SPANISH I****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.

SPA 102. BEGINNING SPANISH II**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.

SPA 201. INTERMEDIATE SPANISH I

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.

SPA 202. INTERMEDIATE SPANISH II

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.

SPA 211-212. INTRODUCTION TO HISPANIC LITERATURE

3 SHC

Readings and discussions of selections of Spanish and Spanish-American literature.

SPA 221. CONVERSATION AND PHONETICS I

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.

SPA 222. CONVERSATION AND PHONETICS II

3 SHC

This course will be a continuation of the development of the 4 skills acquired in Spanish 221, plus the continuation on stress in practicing and speaking Spanish in order to master the correctness and fluency of the spoken language.

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 of the educational value of the work experience.

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.

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The Faculty

Full-Time Faculty

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

Erin Benjamin (2020), Instructor of Religion. M.S., George Fox University; M.A., Asbury Theological Seminary.

Scott J. Benrube (2014), Associate Professor of Business. M.Ed., North Carolina State University.

Katie Bolling (2020), Instructor of Science. M.S., University of North Carolina – Chapel Hill.

Diane Cook (2009), Professor of Science. Executive Director of Mathematics, Science, and Health. Ph.D., Hahnemann University.

Caitlin Frederick (2014), Assistant Professor of History. B.A., University of South Carolina; M.A., University of Southern California.

Heather Harris (2021) Assistant Professor of Humanities. B.A. University of North Carolina, Chapel Hill; M.A. North Carolina State University

Michael L. Holloman (1987), Assistant Professor of Physical Education and Health; Director of Athletics. M.A.Ed., East Carolina University.

Tanika Hood (2023), Assistant Professor of English. M.A., East Carolina University.

SangSoon Koh (2011), Associate Professor of Business. M.S. Wayne State University.

Joseph Lloyd (2022), Instructor of Mathematics. B.A. North Carolina Wesleyan College; M.A. Eastern Carolina University.

College Administration

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Dr. Matthew Brigner, Dean of Students

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