

Strong Foundations for 
Great Futures

Louisburg College

Academic Advising
Handbook

Updated April 25, 2018
Registrar's Office

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Points of Contact

Registrar's Office

Brittany Hunt - Registrar	Ext. 3438	Davis 203
Zane Styers - Graduation and Advising Support Specialist	Ext. 3430	Davis 203
Vacant - Office Administrator/Records Manager	Ext. 3232	Davis 203

Provost's Office

Emily Zank - Interim Provost	Ext. 3201	Main 200
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Great Futures

Candace Jones - Great Futures Coach	Ext. 3333	Taft- First Floor
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Advocate

Emily Zank - Associate Academic Dean	Ext. 3291	Taft- 112
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Counseling Center

Fonda Porter - Director of Counseling Services	Ext. 3205	Davis Hall
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Academic Department Division Chairs

Dr. Kelvin Spragley - Business and Social Science	Ext. 3334	Taft 321
Tommy Jenkins - Humanities	Ext. 3313	Taft 220
Dan Bartholomew - Math and Science	Ext. 3336	Franklin 101
Michael Holloman - Health/Physical Education	Ext. 3249	Gym 115
Clare Highfield - First Year Experience	Ext. 3278	Taft 105

Advisor Responsibilities

Advisee Assignments

Each new student is assigned an advisor who meets one or more of the following criteria: (1) The Advisor is teaching within the student's field of study or the Advisor has particular knowledge of the specified educational process in the student's field of study; (2) The student is participating in a sport in which the associated coach will serve as the student's academic advisor; (3) The student is participating in an academic learning community in which the learning specialist or program coordinator will serve as the student's academic advisor; or (4) The student is taught by his/her Advisor in one or more classes during his/her first semester.

Full-time and select part-time faculty members, learning specialists, program coordinators, and coaches serve as academic advisors and carry an average advisee load of 15 students. The Registrar makes advisee assignments as equitably as possible, sends advisee information to

advisors, and maintains a master list of advisors/advisees. Students may change advisors upon request to the Registrar. A Change of Advisor form must be completed and submitted to the Registrar's Office. The form can be found on the Louisburg College website: <http://www.louisburg.edu/academics/registrar/forms.html>. Similarly, advisors may request, through email, that the Registrar transfer an advisee to another advisor.

Periodically, Advisors may receive notification that a student has changed advisors. This occurs for a variety of reasons. If an Advisor's advisee is changing to a new advisor, the "previous" advisor will be asked to forward the student's advising folder to the "new" advisor. This process should be handled as quickly as possible so that the new advisor has access to all of the student's information. For students who are no longer attending Louisburg College, Advisors should forward the advising folders for those students to the Registrar's Office. The only folders Advisors should have are those of current students.

Advising Folders

Advisors will receive an advising folder for each of their new advisees at the beginning of the semester. It is the responsibility of the advisor to maintain all academic advising records during the advisee's academic career at Louisburg College. This includes all documentation regarding registration, withdrawals, transfer equivalency, and any electronic and/or in-person communication. **An example** of this would be when an advisor advises a student to take 16 semester credit hours (sch) in order to graduate in the following semester, but the advisee insists on enrolling in 12 sch. It is best practice in questionable situations to have the advisee document and sign that s/he was recommended to take 16 sch by his/her advisor; however, s/he chose to enroll in 12 sch.

Advisor Duties

Academic advising is an institutional resource for students that is considered a critically important part of faculty's and staffs' responsibility. Ideally, close working relationships will develop between the advisor and advisee in order to facilitate wise academic decisions, to further a student's academic development, and to give the student a sense of belonging. To such ends, each advisor is asked to conscientiously perform the following responsibilities:

- Be available to work with advisees during drop/add, pre-registration and orientation activities, including summer registration of students. Each advisor is expected to participate in all or most Summer Orientation And Registration (SOAR) advising events during the summer to meet and work with their new advisees. If an advisor is unable to fulfill this expectation, s/he is to discuss resolution of the issue with the Provost.
- Help advisees select the proper courses that will ensure graduation from Louisburg, accomplishment of the advisee's academic goals, and maximum transferability to the student's choice of senior institutions. At the end of an advisee's first semester at Louisburg College, a Plan of Study should be developed by the advisor/advisee for the advisee's graduation path. When developing a plan of study, Advisors should use the degree audit worksheets. Worksheets can be located on the Shared **J:Drive/1Shared College Forms/Advising Worksheets**.

- Offer guidance to advisees who may be experiencing concerns acclimating to their life situation that may or may not be academic in nature by referring students to institutional support services offered.
- Monitor advisees' academic performance and offer assistance to those not performing satisfactorily, particularly at the midterm grading period.
- Follow-up with advisees as assigned via The Advocate, a software program for the prompt reporting of concerns with students' academic behaviors that endanger their success. Advisors should, within a week of any referral, meet with advisees, discuss concerns, make action plans, and record intervention reports in The Advocate. For more information, see the faculty handbook and/or the Advocate resource guide located on the **LC website/Academics/Faculty Support/Faculty Technology Resources**.
- Be knowledgeable of the current academic catalog and any policy changes throughout the academic year. Advisors should reference the current catalog through the Louisburg website, as well as any academic advising resource found on the Registrar's webpage.

Registration

SOAR Advising Registration

Throughout the academic year there will be Summer Orientation and Registration (SOAR) events for new fall students. There will also be a fall orientation and registration event for new spring students each December. Students are required to attend one SOAR event prior to starting classes at Louisburg College. This is an important step in their academic career as they set the foundation for their future.

As Advisors meet with their advisees for the first time during the SOAR advising sessions, the advisor will (1) work with advisees to discuss each of the degrees offered at Louisburg College and decide which they would like to pursue. (2) Once the degree is chosen, the advisor and the advisee(s) will discuss the courses that will need to be taken. (3) The advisor will assist the advisee(s) in creating his/her schedule based on placement test scores and transfer credit, if applicable, and register the advisee(s) for classes using the advisor portal. Advisors should use degree audit worksheets and other advising resources to help determine the advisee(s) courses needed for graduation. (4) Once the advisor registers the advisee(s) for classes in the advisor portal, the advisor must print and staple the advisee(s) class schedule to the "Louisburg College Official Program Reporting Form". The Louisburg College Official Program Reporting Form can be found on the **J:Drive/Registrar's Office/Louisburg College Official Program Reporting Form**. Each advisee will need to check the box at the top of the Louisburg College Official Program Reporting Form indicating which degree s/he has chosen to pursue, and both, the advisor and advisee will need to sign the bottom of the form. (5) After the first advising session during SOAR is complete, the advisor must communicate the degrees chosen by each student to the Registrar's Office.

Semester Hours

A typical full-time student load per semester is 15 to 17 semester credit hours. Lighter loads (12 to 14 sch) are sometimes recommended, based upon such factors as academic record, nature of the courses, transfer requirements, and graduation requirements. Additional tuition will be incurred for enrollment over 18 semester credit hours. Students must petition the Provost in writing when desiring to take more than 18 credit hours in any given semester.

First Year Experience

All first-year freshmen must be registered for ACA 122, College Transfer Success, during their first semester unless the awarding of ACA 122 transfer credit was completed by the Registrar's Office.

Developmental Courses

Courses at Louisburg College which are classified as "Developmental" are: ENG 097 –Reading and Critical Thinking, ENG 098 - Developmental Writing Workshop, MAT 095 – AA Math, and MAT 096 – AS Math. The College has specific policies applying only to developmental courses. These policies are explained below.

1. All developmental courses will carry 3 semester hours of institutional credit.
2. Developmental courses will not be included in the GPA calculation. If a student withdraws from a developmental class, a W is given. A withdrawal from a developmental course is considered to be an attempt. Students will be required to earn a 2.0 GPA and at least 60 SCH for graduation without the inclusion of developmental courses.
3. Students are placed in developmental courses based on their performance on placement tests. Louisburg College does not accept placement scores from other colleges, nor are placement scores sent to other colleges.
4. If placement testing reveals the need for a developmental course, the student is required by the college to enroll and pass the course before taking the next level course. For example, the student must pass Eng 098 before Eng 111 is taken. A transfer student must submit an official transcript to have developmental courses evaluated. Some courses from other institutions are equivalent to Louisburg College's courses, and some are not. The Director of Developmental English and/or the Chairperson of the Mathematics Division in consultation with the Registrar will determine equivalency. If a student places into a developmental course, he or she must complete that course or its equivalent before taking and receiving credit for the next level course.
5. Students in developmental courses receive a final grade of RP (remedial pass) or RF (remedial fail). Midterm grades are S (satisfactory) or U (unsatisfactory).
6. Students are permitted three (3) attempts to complete each developmental course offered at the college. A withdrawal from the course is considered to be an attempt. Students who do not successfully complete developmental courses after three attempts will receive a developmental suspension from the college.

Transfer Credit

Louisburg College accepts transfer credit only from regionally-accredited institutions and only for courses equivalent to Louisburg's curriculum and graduation requirements. Credits will be accepted only for classes in which a grade of "C" or higher was earned. Only official transcripts

will be evaluated for course transfer credit. When the Registrar's Office receives a student's unofficial transcript, it will not be evaluated for transfer course credit. Students should be registered for courses based on their placement test scores until an official transcript is received and evaluated by the Registrar's Office. **The Registrar's Office should receive official transcripts from transfer institutions by student check-in.** Once an official transcript is received and evaluated, the Registrar's Office will notify the advisor and student of the transfer course equivalencies. At that time, the advisor should reevaluate the student's registered courses.

Students transferring credit to Louisburg College are limited to 30 hours from other institutions. Students must earn at least 30 semester hours and have two semesters in residence at Louisburg College with at least a C (2.00 gpa) average to qualify for graduation. Quality points at other institutions are not used in computing averages for graduation at Louisburg College. The accepted transfer semester credit hours merely reduce the number of hours required for graduation from Louisburg.

Semester Registration

Louisburg College designates a preregistration period identified on the academic calendar. Students must register for at least 12 semester hours to be considered full-time. A status of full-time is required for residency and some forms of financial aid.

During preregistration, advisors will register their advisees through the advisor portal. Potential graduates and students participating in the Honor's Program and Learning Partners will be registered first. Advisors should use the degree worksheets and additional advisor resources to help determine their advisees' courses needed for graduation. After registering an advisee, advisors should complete a Louisburg College Official Program Reporting Form, both the advisee and advisor should sign the form, and the advisor should file the signed form in the advisee's advising folder.

Checking Final Grades

During preregistration, Advisors register students for the coming semester based on the classes the advisee is currently enrolled. At the end of the fall, spring, and summer semesters/terms, Advisors are required to check their advisees' final grades to determine if scheduling changes need to occur for the coming semester. Advisors must check their advisees' final grades to verify that required grades were earned in certain prerequisite courses. Advisors should:

1. Check for "D," "F," "W," and "RF" grades in courses that require a grade of "RP" or "C" as well as courses that are prerequisites to other courses.
2. Register the student back into the required classes and modify the schedule as needed.
3. Place an updated schedule in the student's advising folder for documentation, noting changes with Advisor signature. Email the advisee an updated schedule noting changes.
4. **The deadline to have advisees' schedules updated at the end of each semester will be one week after final grades are submitted.**

Faculty Portal Registration

When registering advisees for classes, follow the Faculty Portal Registration Tutorial that can be accessed from the faculty support page of the Louisburg College website at:

http://www.louisburg.edu/faculty/technology_resources.html

Add/Drop

Matriculation Policy

The college seeks a five day add/drop and three day matriculation policy. If classes start on Wednesday, the College does not allow a student to be admitted after 5 pm Friday. Faculty and staff are informed if students are arriving late.

Students may add or drop courses during the drop/add time period with no penalty. They may withdraw from courses with notation stipulations as listed below and in accordance with the dates listed on the academic calendar.

Add/Drop

If a student desires to add or drop a course during the drop/add time period, s/he should: (1) have a meeting with his/her advisor. If a course change is advised, the advisor must indicate the necessary changes on the advisee's schedule (schedule received during check-in, used as the official drop/add form) and both the advisor and student must sign. (2) The advisor will make all necessary scheduling changes within his/her advisor portal. (3) The advisor will print two copies of the new schedule, one for the student and one for the advisee's advising folder. (4) If the student is a potential graduate, the advisor should submit an updated Graduation Application to the Registrar's Office with both the advisor's and student's signature of approval. To access the graduation application form, see: J:\Registrar's Office\Graduation Application

Please remind each student that not attending class during the first week of classes may result in the student being dropped without notice. If a student chooses to drop a class, s/he should follow the above procedure rather than miss class.

Withdrawing From a Class After Add/Drop

Please see the academic calendar for course withdrawal dates. There are designated dates as to when a student can be assigned a W for a course. A student who wishes to withdraw from a class after the conclusion of add/drop must follow this procedure:

1. The student must make an appointment with his/her academic advisor. During this meeting the advisor should look ahead to see how dropping this class will impact the student's graduation timeline. If dropping the course will place the student behind, the advisor should make the student aware and document the discussion, with the student's signature, in their advising folder. If applicable encourage the student to complete summer classes to stay on track for graduation.
2. If the academic advisor approves the withdrawal, the advisor must complete a course withdrawal form. Forms can be located in the Registrar's Office. The advisor should give the form to the student.

3. The student should make an appointment with the instructor of the class s/he wishes to withdraw. If the instructor approves the withdrawal, the instructor should complete his/her portion of the form and give the form to the student.
4. The student must bring the form to the Registrar's Office by the appropriate dates listed on the academic calendar.
5. It is important to remember that a student must remain enrolled in 12 semester hours in order to be considered full-time and reside in the residence halls.

Withdrawal from College

Any student desiring to withdraw from the College must follow the official withdrawal procedures. The student must visit the Registrar's Office to initiate the process. If a student speaks with his/her Advisor regarding withdrawing from college, the Advisor is responsible to work with their advisee to gain an understanding of why s/he wishes to leave. Often it is something that can be resolved, but if not, direct him/her to the Registrar's Office. It is important that students complete the appropriate paperwork, rather than just leaving campus. The withdrawal from college form can be located on the Louisburg College website at:

<http://www.louisburg.edu/academics/registrar/forms.html>

Degree Requirements

The requirements for all Associate in Arts and Associate in Science degrees include a minimum of 60 semester hours with a 2.00 grade point average. **At least 30 of the hours used toward graduation must be completed at Louisburg College.** A maximum of six credit hours from one-hour courses may be included in meeting graduation requirements.

Degree Audit Worksheets

The degree audit worksheets are a good resource for advisors to use when working with students in creating their academic plan. It allows for planning of each semester, and updating each semester as needed. Academic advising folders will include one degree audit worksheet for each program of study for which the student matriculated. Additional copies of the degree audit worksheets, for the current term as well as previous terms, can be located on the college shared drive at: **J:Drive/1Shared College Forms/Advising Worksheets.**

Potential Graduates/Application for Degree

Students intending to graduate from Louisburg College must meet with their Advisor and complete a Graduation Application form before their last semester. The deadline for submitting graduation application forms to the Registrar's Office for August graduation is June 1, for December graduation is August 15, and for May graduation is November 1.

Advisors will need to complete the Graduation Application form for all potential graduates. The Graduation Application can be found on the **J:Drive/Registrar's Office/Graduation Application.** Advisors must send one copy to the Registrar's Office, file one copy in the advisee's folder, and give one copy to the student.

Financial Aid: Repeating Coursework In Semester Programs

The Federal regulatory definition for full-time enrollment status has been revised to allow a student to repeat (one time only), any previously passed course. For this purpose, passed means any grade higher than an “F”, regardless of the College or program policy requiring a higher qualitative grade or measure to have been considered to have passed or not passed the course.

You may count a repeated course towards an enrollment status and award Title IV funds to a student who is repeating, for the first time only (i.e. one repetition per class), a previously passed course in a term-based program.

A student **may** be awarded Title IV funds when taking a previous course that was failed and if a student withdraws before completing the course that they are being awarded Title IV funds for repeating, then that is not counted as their one allowed retake for that course. If a third attempt for the same class is necessary, Title IV funding will not be available.

Special Notes

1. Withdrawals – Students are permitted to withdraw officially from a course. See the academic calendar dates for guidance. After the official last day to withdraw from courses, students may only withdraw completely from the college with the understanding that grades of F/RF will be awarded to classes they are still enrolled in. In the event of a medical withdrawal see the catalog for additional information.
2. Grades of "Incomplete" - Students will not be affected by "incompletes" at the time of review. Should the grade become final before the review, the actual grade, credits attempted, and credits earned will be used to determine if the student is making SAP.
3. Repeated Courses - In accordance with Louisburg College procedure, a student is permitted to retake courses. The new grade earned from a repeated course will be used to determine eligibility in accordance with this procedure. For GPA calculation, previous grades are zeroed out in accordance with the procedure for repeating a course. However, the previous hours attempted and earned will continue to be counted in the total hours attempted and earned.
4. Developmental (Non-Credit) Coursework – Developmental Education courses (designated by course numbers below 100, ex., MAT 095) are included in the calculation of satisfactory academic progress. However, there is a limit on the amount of non-credit remedial coursework that can be included in a student’s enrollment status or cost of attendance. Developmental credit hours earned in excess of 30 total semester credit hours cannot be counted towards enrollment status for federal and state grants or towards the cost of attendance for campus-based or direct loan programs. Students should be aware however, that they may be developmentally suspended after three failed attempts.
5. Summer Session - Credit hours attempted and earned during a summer session will be included in the calculation of satisfactory academic progress, just as for any other term of study.

Review Process

It is the responsibility of the student to be aware of his/her satisfactory academic progress status for financial aid eligibility. To determine a student's academic progress status and eligibility for financial aid, a student's academic record will be evaluated at the end of the each payment period. If, at the end of the first payment period, satisfactory academic progress has not been met, the student is placed on financial aid warning until the next evaluation period (one semester). During the warning status period, a student may continue to receive financial aid provided s/he is otherwise eligible. Students are expected to use this period to work on meeting satisfactory academic progress.

If, at the end of the warning period, the student is able to meet satisfactory academic progress, the warning is lifted. If satisfactory academic progress has not been met, the student must successfully appeal the situation in writing to the Office of Financial Services to qualify for financial aid for one additional payment period. If satisfactory academic progress has not been met at the end of the financial aid probation period, the student is allowed continued financial aid eligibility ONLY if the student is successfully following an established academic plan as set up jointly by the College and the student.

A student who does not meet the academic requirements for aid eligibility at the end of the probationary term may attend the College without the benefit of financial aid to make up any deficiencies. This only applies if the student has not been placed on academic suspension by the Provost of the College.

Appeal Process

A student who has become ineligible for financial aid due to a failure to meet the minimum guidelines for satisfactory academic progress may appeal his/her status to the Office of Financial Services. Appeals will be considered for special circumstances. Some examples include:

1. Student/family illness or injury
2. Family member's death
3. Change of degree program
4. Other special circumstances (documented)

To be considered for the appeal, the student must provide reasons beyond his/her control as to why they have failed to make satisfactory academic progress and what has changed in the student's situation that would allow the student to meet the standards at the next evaluation. During the appeal process the school and the student must jointly establish an academic plan. All appeals must be made in writing explaining the basis for the appeal. All appeals along with supporting documentation must be submitted to the Office of Financial Services, Louisburg College, 501 North Main Street, Louisburg, NC 27549.

General Policies

FERPA-Privacy of Educational Records

Louisburg College attempts to provide a safe and secure environment for all students including the contents of educational records according to the Family Educational Rights and Privacy Act

of 1974 (FERPA). In doing so, the College recognizes that each student is in the process of establishing his/her life values and will from time to time encounter personal, social, and academic problems which, as learning experiences and developmental opportunities, should be seen as a foundation for future growth rather than as a stigma. It is with this in mind that the College adopted its policy respecting the confidentiality of student records.

Louisburg College maintains two types of records related to each student 1) public or directory information and 2) non-public information.

Directory information includes the student's name, address, telephone numbers, date and place of birth, area of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards earned, and the most recent previous educational institution attended. Directory information may be released by the College without the student's consent unless a specific written exemption is provided to the Registrar by the student.

Non-public information will not be released to any external person or agency, with exception, without the written consent of the student. Exceptions include: 1) certain federal and state agencies requiring information for audits and inspections, 2) accrediting associations in fulfilling their purposes, 3) organizations conducting legitimate educational studies where the anonymity of the student is guaranteed, 4) in connection with a student's application for or receipt of financial aid, 5) officials of other schools where the student may seek to enroll, and 6) the parents of a financially dependent student.

During advising or anytime during the semester a student can fill out a "Permission to Release Records" form in the Registrar's Office. The form allows a student to indicate an individual, school, organization, or government agency that Louisburg College can provide specific information.

A Student's FERPA status is noted within the college software (CAMS software) and on the Faculty Portal, listing individuals (parents, guardians, employers, etc.) with whom information may be shared if a student has signed a FERPA waiver in the Registrar's office. If someone is requesting information regarding a student's academic information; first, verify the student has signed the permission to release records form, and second, ask a few screening questions to verify you are speaking with the individual the student has allowed their information to be released.

Non-public student records are maintained only by College staff employed for that purpose:

- Academic and Admissions Records - Registrar
- Academic Disciplinary Records - Provost
- Psychological and Counseling Records - Director of Counseling Services
- Financial Records - Director of Financial Services
- Behavioral Disciplinary Records - Vice President of Student Life
- Disability Records - Director of Learning Services
- Alumni Records - Alumni Director

Academic Policies

Advisors should familiarize themselves with curriculum requirements, course sequences, and the normal course loads required to be able to complete programs. Advisors should use the college catalog as a resource.

Students are required to meet graduation requirements of the catalog in effect on the date of the students' most recent matriculation. Louisburg College reserves the right to make changes in courses and policies published in the catalog without obligation or prior notice.

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

Computer Literacy Test

Prior to taking either of the computer literacy tests (CIS 110: 3 sch, CIS 172: 3 sch), a student must complete the CIS Literacy Testing Approval Form. The form will require approval from various departments and can be found on the **J:Drive/Registrar's Office/CIS Exam/Request for CIS Equivalency Testing Form**. Approval is necessary in order to ensure that the student has selected the appropriate equivalency test and that the test assists the student in making progress towards his/her associate's degree. The cost of the computer literacy test is \$100.00. Students will incur additional costs for hours exceeding 18 semester hours credit.

Independent Study Courses

A student may be permitted in extraordinary situations to perform regular coursework as a tutorial, provided a faculty member of Louisburg College consents and the appropriate division chair and provost approve. A syllabus and a course outline are required for all tutorial courses. The prior approval of the instructor, division chairperson, and provost 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 determined by the Financial Services Office equal to the part-time per credit hour charge for independent study courses before work commences.

Transfer Programs

The vast majority of students transfer to senior institutions upon completion of their academic degree at Louisburg College. 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. Additional articulation agreements have been established with other institutions for direct admission into programs. A complete list of articulation agreements can be found at <http://www.louisburg.edu/academics/registrar/ArticulationAgreement.pdf>.

Information for Transferring Students

Most Louisburg College students transfer to a college or university at some point – either before

graduating with an associate's degree or after graduation. It is important that students know the facts before they transfer at any point.

If a student wants to transfer early, they need to realize the following:

Many of the UNC system universities require that transfer students have between 24-30 credit hours. If the student does not have these credit hours, the university will want to see the student's high school transcript and ACT/SAT scores. The student will need to meet the minimum admissions qualifications as a freshman which is higher than the admissions qualifications for a transfer student.

1. If students have not earned an associate's degree in arts or science or met the North Carolina Independent Comprehensive Articulation Agreement General Core or have completed six semester hours in english, mathematics, natural sciences, social/behavior sciences and a second language, they may not qualify as a transfer student.
2. If students want to transfer early but have not satisfied the general education requirements at the transfer college/university, they may in fact end up taking more credit hours. Students should also be aware that transfer students might still need to take some courses such as a physical education (PE) courses or foreign language if they have not earned their associate's degree.
3. All colleges/universities require at least a 2.0 GPA but the more competitive colleges/universities require closer to 3.2-3.6 GPA. Encourage students to stay at LC and work on increasing their GPA to get in their college of choice.
4. If a student has transferred from another college to Louisburg College and the student is considering transferring before earning an associate's degree, the student could be perceived as a retention issue at the receiving college/university. S/he is viewed as having no clear direction or plan to graduate. Encourage the student to finish the degree here showing perseverance and stability.
5. Students that are eighteen credits away from earning their associate's degree can transfer their semester credit hours back to Louisburg College if they decide to leave early, provided they have not already exceeded 30 semester hours of coursework from another institution.
6. Transfer students are low on the priority list when colleges allocate financial aid due in part to the fact that transfer applications are accepted later than the applications for new first-time students. The best merit scholarships go to incoming first-year freshmen. Unlike many other colleges, Louisburg College rewards students who are performing well academically not only as freshmen but also as sophomores. Financial aid could be a deciding factor as to whether or not a student transfers early.
7. Courses that students have taken at Louisburg College may only count as electives. Some courses may not fulfill specific graduation requirements at their four-year institution of choice. Students should have a detailed conversation with the institution they plan to transfer about the credit they will receive for their completed coursework here at Louisburg College before deciding to leave early. Additional coursework = time = money.

If students are graduating and looking at transferring to a four-year institution, they should realize the following:

1. Students should look at colleges/universities that offer the major they want to pursue. Oftentimes students choose colleges based on the prestige or familiarity of the college,

- where friends are attending/transferring, the cost of the college (before financial aid), athletics, and other reasons that may prevent the student from making the best choice.
2. Students should research the institutions they are interested in attending early in their college career. They will need to know the requirements for admission. They will also need to know if there are other requirements to get in a specific school within the university. Some colleges/universities require that students take additional courses before applying to a specific school. These courses could be taken during the summer after graduation if the student is aware of this requirement.
 3. Students need to apply to at least 3 colleges/institutions that they could see themselves at after leaving Louisburg College. Encourage students to attend the college fair each academic year and participate in college campus tours throughout the year. The best way to evaluate a college is to visit it. College application fees can be as much as \$100. Encourage students to be prepared for the costs of multiple applications and transcripts.
 4. Students need to apply early – at least two semesters before they intend to transfer. Students who wait until the week before the application deadline may not be admitted due to lack of space. Many students are shocked to find out that in addition to completing a college application that they may have to provide a personal statement, essay or references. Preparing and gathering this information takes time. The Great Futures Coach and the staff of the Writing Center can help.
 5. If a student is denied admission at a college, the student should find out why. Admission counselors are human and sometimes make errors. They may not realize that the student is earning an associate's degree. It does make a difference in the decision made by the counselor.
 6. Colleges can change their mind about their decision to accept a student and to offer him/her any scholarship money. Students need to know that they must maintain good academic standing even after they are accepted to their senior institution.

If a student needs assistance with career counseling, transferring to another college after graduation, completing a college application, writing a resume, preparing for an interview, drafting a college essay, looking for employment, or if he/she is interested in job shadowing, send him/her to the Great Futures Office, Taft, First Floor.

The Advocate

Tips For The Initial Focus Meeting

Part of an Advisor's role is to meet one-on-one with students who are referred to them within the Advocate. This meeting should accomplish 5 goals:

1. Discuss with the student how his or her behavior is affecting academic performance.
2. Discover the reason for the behavior. Find out their perspective about the behavior by asking them to explain the situation.
3. Help the student make a wise decision on how to positively change the behavior.
4. Ask questions about his or her goals and plans for obtaining goals. Then, continue to ask questions about goals relating to his or her behavior, leading the student toward self-discovery through his or her own answers. Then ask the student how he or she plans on

changing personal behavior in the future. By having the student make the decision, he or she will be more likely to follow through with a new behavior. Students should understand that there is help, but they are responsible for their own behavior.

5. Introduce the student to relevant support centers on campus.

The initial focus meeting should be a positive experience for the student. Advisees may attend the meeting with a defensive attitude and part of the Advisor's job will be to make the student feel that the Advisor's role is to help and not to tell them what to do. Remember the 3 Cs:

Calm

The atmosphere at the meeting should be calm, without yelling, reprimanding, or belittling. An Advisor will gain control of the meeting by earning a student's respect.

Compassion

Show empathy for the student. The advisor's job is to help the student understand reasons behind his or her behavior as well as effects of that behavior. Think of the student's behavior as an iceberg. The top (appearance) is only the portion of what is under the water. Compassion and empathy will help build trust, which will encourage the student to be open and honest about the underlying problem. Make sure the student understands that everyone makes mistakes, but he or she needs to learn from those mistakes. Keep in mind how you would want to be approached in this situation.

Connect

Make a connection with the student. He or she will be more willing to accept help from and communicate with someone who understands.

Remember, if a student is struggling with an issue not related to academics, advisors are encouraged to connect the student with appropriate support centers, such as campus counseling. For more information, the Advocate resource guide can be located on the **LC website/Academics/Faculty Support/Faculty Technology Resources**.

Joel Porter Counseling Center

Distressed Students

College years are characterized by multiple transitions. Stress is a normal and expected reaction to these transitions. Students may experience stress associated with academic demands, family problems, social relations, work, financial concerns, and cultural experiences. Resources that students had while living at home are altered and they may find themselves isolated, lonely, and frustrated. While most students face stress and cope with emerging demands of college life, for some, the pressures become overwhelming and unmanageable. The inability to cope effectively with emotional distress can lead to disruptions in a student's overall functioning and pose a serious threat to academic success. Advisors are in a unique position to show concern and care. Proactive, timely, and at times reactive expressions of concern can be helpful in regulating and maintaining the emotional equilibrium that can lead to a successful college career. The purpose of the guide is to provide Advisors with information that will assist them in identifying students in distress and specific options for intervention and campus referrals.

Recognizing an Emergency Mental Health Crisis

- Overt suicidal or homicidal threats (written or verbal)
- Loss of contact with reality (hearing/seeing things that are not there; beliefs or actions at odds with reality)
- Irrational conversation or speech that seems disconnected
- Highly disturbed behavior (physical/verbal aggression)

Responding to an Emergency Mental Health Crisis

- Remain calm and stay with the student
- Listen
- Contact campus safety and police if there is an immediate risk of harm to oneself or others. Otherwise contact:
 - The Joel Porter Counseling Center 919 497-3205
 - The Office of Student Life 919 497-3247
- ANY reference to suicide, threat of suicide, or attempt at suicide is a medical emergency. File a report in the Advocate. If you need assistance with this please contact Ms. Emily Zank.

Recognizing a non-Emergency Mental Health Crisis

- Changes in academic performance
 - Poor preparation
 - Persistent requests for special consideration
 - Expressions of not caring about class
 - Significantly absent or tardy
 - Strong reactions to class material or discussions
 - Perfectionism and excessive worry
 - Manipulative or disruptive in class
 - Problems remembering, concentrating, or making decisions
- Changes in Behavior
 - Depressed or lethargic mood
 - Persistent sadness or unexplained crying
 - Apathy or “in a daze”
 - Lack of sleep
 - Avoidance of eating with others
 - Marked increase or decrease in energy level
 - Low tolerance for frustration
 - High levels of irritability or inappropriate excitement
- Appearance
 - Changes in personal hygiene or dress style
 - Dramatic weight gain or loss
 - Swollen or red eyes

Responding to a non-Emergency Mental Health Crisis

If a student comes to you for help with personal problems, the following suggestions are recommended.

- Talk with the student in private when you are not rushed or preoccupied. Avoid asking “why” question. Keep questions open-ended.
- Listen with undivided attention.
- Avoid judgments, evaluation, comparisons, or criticism. Respect the student’s value system even if it is different from your own.
- Instill hope. There are resources and in most situations, options.
- Keep clear professional boundaries and avoid unnecessary self-disclosures.
- Follow-up with the student to see if they have followed through with your referral to campus resources.
- File a report in the Advocate. If you need assistance with this, please contact Ms. Emily Zank.

Joel Porter Counseling Center Resources

- **Joel Porter Counseling Center** - Fonda Porter, Director of Counseling Services, Davis Hall, 919-497-3205, fporter@louisburg.edu
- **CHOICES – Alcohol and Other Drug Education Program** - Substance Education Coordinator, Toni Cochis Davis Hall, 919-497-3420, tcochis@louisburg.edu
- **Campus Safety & Police** - Davis Hall, 919-497-3400
- **Learning Partners** - Robin Faulkner, Director of Learning Partners, Taft First Floor, 919-497-3403, rfaulkner@louisburg.edu
- **Health & Wellness Clinic** - Keenan 110, 919-497-3247