
Academic Advising Handbook

A Guide to Academic Advising Policies, Practices, and Resources

Northeast Mississippi Community College

*Second Draft Edition
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I. The Philosophy of Advising

Northeast Mississippi Community College Vision and Purpose Statement

Northeast Mississippi Community College will be a student-centered, customer-driven, academic and technical training center that will provide a comprehensive innovative atmosphere not bound by time or place. In essence, while maintaining traditional and social values, developing partnerships with business and industry, and networking global educational resources, this institution will be a state-of-the-art cultural and technological center.

Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the diverse educational and career needs of individual students and the community within the district it serves – Alcorn, Prentiss, Tippah, Tishomingo and Union Counties – by awarding the Associate of Arts Degree and the Associate of Applied Science Degree and Certificates. Beyond this original scope, Northeast responds to the needs of all who seek to further their education.

To accomplish the intended role and scope of the college, the following institutional goals were established:

1. To provide accessible, high quality and cost-effective curricula that prepare students for continued studies or transfer to four-year institutions
2. To provide industry-focused career and technical education that is student centered, comprehensive, and responsive to the employment needs of business and industry.
3. To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.
4. To provide developmental studies within the curriculum to strengthen the basic skills of students.
5. To offer continuing education, community services, and adult education for individuals striving for personal and professional growth and/or personal enrichment.
6. To provide employer-driven, industry-specific workforce education and training to businesses, industries, and individuals.
7. To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

Academic Advising Defined

At Northeast Mississippi Community College, **academic advising is a teaching and learning process**. Through advising, the College community motivates students to create a path through which educational, career, personal, and social goals may be achieved beyond their own aspirations. The vision of academic advising at Northeast Mississippi Community College is strongly tied to its Vision and Purpose Statements.

Student Learning Outcomes of Academic Advising

Academic advisors act as navigators on the student's path to reach his or her goals. As advisors guide, the student then has the responsibility to make decisions that will be most appropriate for his or her personal goals.

Through appropriate academic advising activities, Northeast students will:

- 1. Utilize academic advising resources in making timely and informed decisions that lead to student success.** Advisors educate their students on career opportunities associated with their coursework. They also explain college policies associated with students' progress toward completing their degrees, certificates, or other credentials. Advisors help students utilize Degree Works software to understand credential requirements and progress. Students will then possess skills to develop personal and realistic timelines for credential completion.
- 2. Demonstrate understanding of the role of academic advising through completion of new student coursework (LLS 1311 and LLS 1151).** Students should understand the academic advising syllabus. They should also understand the value of the academic core curriculum. And, they should grow to understand that learning is a process where we overcome challenges and adapt to change. Advisors act as guides to help students navigate these challenges and changes, especially within new student coursework.
- 3. Demonstrate understanding of the conceptual, informational, and relational components of academic advising.** Advising consists of three main components: conceptual (the purpose of advising), informational (what you need to know to be academically successful), and relational (the connections and conversations essential to student success). In each of these activities, advisors guide, but students decide. Students will establish shared expectations with their academic advisors and will then effectively register for courses they need. Students should also understand and interact with available institutional resources, which will help them reach their educational, career, personal, and social goals.

The Eight NACADA Core Values of Academic Advising

The NACADA Statement of Core Values (2017a) reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, the following represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions. Northeast hopes that its employees strive to embrace these core values.

Caring

Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.

Commitment

Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.

Empowerment

Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality.

Inclusivity

Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.

Integrity

Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.

Professionalism

Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.

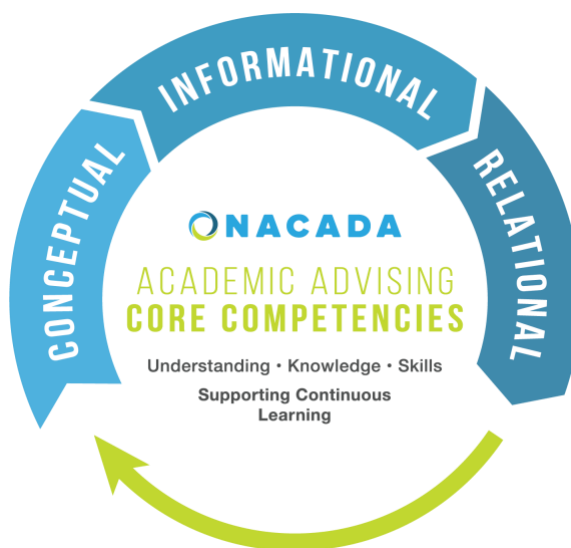
Respect

Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.



The Three NACADA Core Competencies of Academic Advising

NACADA, the Global Community for Academic Advising, defines three competencies each academic advisor should master. The NACADA Academic Advising Core Competencies Model was developed in 2017 in an effort to “identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success” (NACADA, n.d.). The Model is intended for use by all advising roles.



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Three core competencies are contained within the model—conceptual, informational, and relational. These ideals are often referred to as a “three-legged stool” upon which effective academic advising rests (NACADA, 2017b). Past NACADA President Wes Habley (1995) stated that “without understanding (conceptual elements), there is not context for the delivery of services. Without information, there is no substance to advising. And, without personal skills (relational), the quality of the advisee/advisor relationship is left to chance” (p. 76). Folsom (2015) would add that the core competencies encompass “the knowledge and skills that all advisors must master regardless of their individual

responsibilities....To achieve excellence, advisors must understand the three essential components of advising—conceptual, informational, and relational—as well as synthesize and apply them in advising interactions” (pp. 7-8).

Conceptual Component

The Conceptual component (concepts academic advisors must understand) includes the following competencies (NACADA, 2017):

1. The history and role of academic advising in higher education.
2. NACADA’s Core Values of Academic Advising.
3. Theory relevant to academic advising.
4. Academic advising approaches and strategies.
5. Expected outcomes of academic advising.
6. How equitable and inclusive environments are created and maintained.

Informational Component

The Informational component (knowledge academic advisors must master) includes the following competencies:

1. Institution specific history, mission, vision, values, and culture.

2. Curriculum, degree programs, and other academic requirements and options.
3. Institution specific policies, procedures, rules, and regulations.
4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
5. The characteristics, needs, and experiences of major and emerging populations.
6. Campus and community resources that support student success.
7. Information technology applicable to relevant advising roles.

Relational Component

The Relational component (skills academic advisors must demonstrate) includes the following competencies:

1. Articulate a personal philosophy of academic advising.
2. Create a rapport and build academic advising relationships.
3. Communicate in an inclusive and respectful manner.
4. Plan and conduct successful advising interactions.
5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
7. Engage in on-going assessment and development of the advising practice.

We Advise, You Decide

Academic Advising is a teaching and learning process. Like any other teaching and learning relationship, there are expectations advisors will have of their students. Likewise, there are expectations that students should have of their advisors. These expectations, listed below, are published in the [Academic Advising Syllabus](#).

What advisors should expect of students:

- Become stakeholders in the advising process
- Ask questions regarding plans of study
- Meet regularly to discuss classes, typically at least once a semester
- Respond in a timely manner

What students should expect of advisors:

- Give informed, accurate information
- Provide guidance on academic plans of study
- Respond in a timely manner
- Listen and Respond meaningfully

In this regard, students should feel a responsibility to be active stewards over their own educational journeys. They should not view advisors as schedule-creating vending machines. **Advising is much more than scheduling; advising is a teaching and learning process.**

Having a Student-First Mindset: Advising Is a Classroom of One

Advising must be a student-centered activity. Much of the difficulties surrounding advising arise due to a lack of allegiance to the student—on the part of the advisor, the institutional values, the institutional structure, etc. Northeast is committed to continually evaluating its policies, procedures, and administrative practices to better facilitate quality environments.

Independent of any extraneous obstacles, however, the advisor's primary concern and allegiance must be to the student's needs and interests. In every advising activity, the advisor must ask herself or himself, "Am I motivating the student to create a path through which educational, career, personal, and social goals may be achieved beyond their own aspirations?"

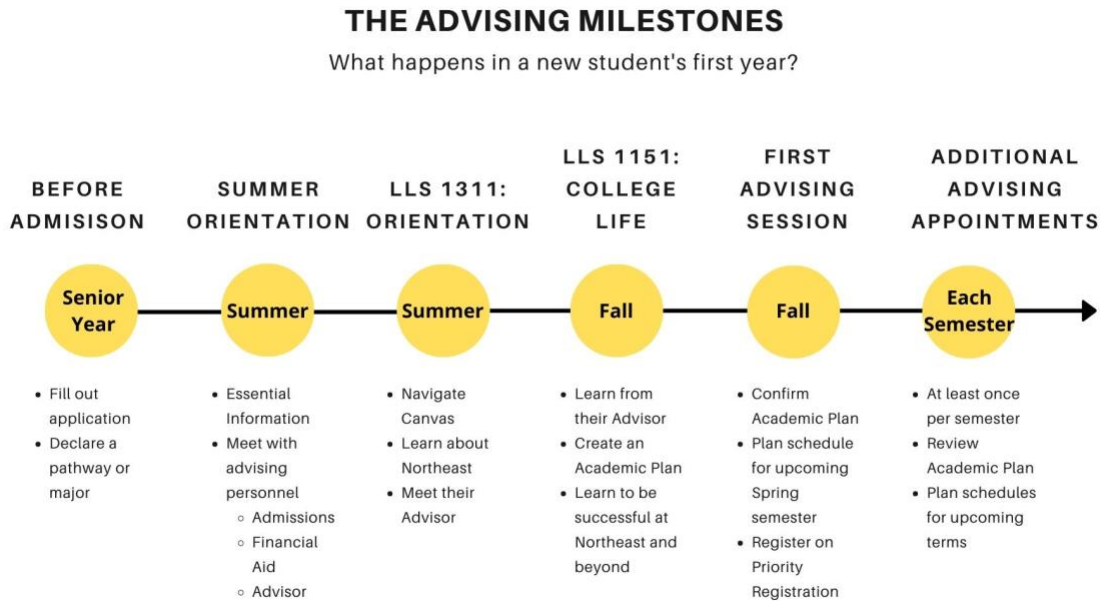
Advising is a teaching and learning activity. It deserves the same attention and care as that of teaching and learning activities that occur in the traditional classroom; advising is simply a classroom with an enrollment of one. [Lowenstein \(2005\)](#) suggests that "an excellent advisor does the same for the student's entire curriculum that the excellent teacher does for one course" (p. 69). As such, advisors should exercise high-quality instructional pedagogy practices in their advising activities with students. Further, students should exercise active learning strategies in advising activities. Consider this perspective:

At its core, advising is a form of teaching and therefore a primary way we as educators motivate and structure academic exploration, support student development (intellectual, professional, moral, social, personal), and encourage students to make their learning meaningful as they engage with their world. Advising has the potential to enhance educational missions by inspiring and guiding student learning, while also offering opportunities for institutions to develop successful mentorship and curricula ([Bandy, 2021](#)).

In summary, "The teacher's and the advisor's central responsibility is to facilitate learning. In the same way teacher effectiveness depends upon a strong command of the subject, well-calculated instructional methods, honed pedagogical skills, and genuine care and concern for students, so too must the advisor as teacher act as a facilitator of learning, have knowledge of academic and cocurricular resources, and communicate to students in a way that both encourages their self-actualization and demonstrates concern for them" (Drake, 2013). For this reason, Northeast has developed both this handbook and an Academic Advising Syllabus. Both should be utilized in carrying out advising activities. Additionally, a New Advisor Training course is provided for all new faculty members to help orient them to these responsibilities.

II. The Academic Advising Milestones

This section will highlight specific milestones or checkpoints along the college student's path to successful credential completion. Academic advising reaches far beyond the typical office meeting with the assigned academic advisor to plan a schedule. This section will cover advising milestones that occur in admission, orientation, new student coursework, the first priority registration, and beyond.



New Students

Admission

Academic advising often begins when students are still in high school. NEMCC personnel visit area high schools to recruit students to enroll at Northeast. This is an advising activity. High school students are encouraged to fill out applications, whereon they will declare a major and pathway of study.

Other students may contact the College directly—via phone calls, the College website, or a campus visit—to enroll and undergo a similar application process whereon they will declare a major and pathway of study. The application tool itself is a critical advising instrument.

Summer Orientation

Summer Orientation is an in-person event held on campus for all new students. While not required of new students, it is strongly encouraged. There are two main aspects of this event: first, students are given essential information in a general session; second, students have the opportunity to meet with college personnel individually about academic matters. In particular, students meet with the Office of Admissions and Records to resolve any outstanding issues obstructing full admittance to the college; students meet with the Financial Aid Office to complete any outstanding documentation for their financial aid; and finally, students meet with an academic advisor to receive their Fall schedule and make any necessary changes. All aspects of Summer Orientation are, at their core, advising activities.

New Student Coursework

The COVID-19 pandemic forced the College to move Summer 2020 New Student Orientation to an online-only format. This was a hard shift away from tradition at NEMCC, but institutional data shows that it was well-received by students and employees alike. Arhin and Wang'eri (2018) conclude in their study that "To accomplish orientation goals and for orientation to have a more positive impact on retention, it is imperative that orientation be considered a comprehensive, continuous process rather than a single event at the university" (p. 10). Aligning with these findings, NEMCC will utilize both LLS 1151 and LLS 1311 as new student coursework that build upon one another and prepare the new student for success at NEMCC. At their core, these examples of new student coursework are fundamentally advising activities.

Orientation Class (LLS 1311)

Orientation (LLS 1311) is designed to help the new college student adjust to college life. It includes a study of personal and social adjustments, and it gives the student guidance in collegiate life. In particular, this course is intended to help students prepare to be successful as they begin at Northeast Mississippi Community College. Students will be exposed to a variety of important informational components essential to success at Northeast. These include academic advising; information about Northeast policies, offices, and programs; personal management techniques; and communication techniques with students' academic advisors.

This course is conducted remotely via staggered sections respective to a student's in-person Orientation date. Students are notified of the course as they arrive for Orientation. Students are notified of the one credit-hour course as they arrive for orientation. Students who do not complete the coursework are administratively withdrawn from LLS 1311, so they do not begin their college experience with a poor GPA

Students learn content and complete simple assignments over four modules. There are no due dates or synchronous course meetings other than the course end date by which all assignments should be completed.

Student learning outcomes for this course:

Through this course, students will:

- 1. Employ effective college skills to promote academic success.** Students will learn and practice skills such as using their Northeast email accounts, navigating Canvas, and communicating with their instructors.
- 2. Develop an understanding of the role of academic advising in their college experience.** Academic advising is crucial for success at Northeast. This course will offer students an introduction to advising and to their advisor.
- 3. Develop personal management skills.** Personal management is critical to success in college and in life. In this course, students will begin to learn about financial management, time management, course and study management, stress management, physical health management, and mental health management.
- 4. Identify positive financial responsibilities.** College finances can be hard to understand and navigate. In this course, students will learn about financial aid, fees, and other financial

requirements specific to Northeast. Students will also be introduced to other general financial principles that will serve them throughout their educational career.

5. Gain access to information essential to beginning their educational journey at Northeast. This includes information pertaining to financial aid, admissions, business office, student life, success center, and counseling.

6. Increase utilization of academic resources. Instructors, advisors, and others will act as guides. It is ultimately up to the student to utilize these resources. In this course, students will be introduced to many academic resources as well as be encouraged to take advantage of them.

7. Make a first and meaningful connection with their assigned advisor to discuss their schedule. The final experience of this class will be making a connection with the students' assigned academic advisor—a faculty member who will act as a navigator throughout their time at Northeast.

The full syllabus for [Orientation \(LLS 1311\) can be found here.](#)

College Life (LLS 1151)

This course is designed to assist the first-time student in achieving academic, career, and personal success. It consists of one credit-hour. This course, effective Fall 2021, is a checkbox requirement for graduation.

College Life is taught in a full-term, online format in the Fall semester. It is taught in a short term, online format in Spring semester. Each new student is placed in the section taught by their respective assigned academic advisor in the Fall semester. This facilitates the advisor-advisee relationship, helping them build a connection throughout the student's first semester at Northeast. This relationship began in the Orientation class which occurs the summer prior to the student's first full Fall semester.

In the Spring semester, it is taught by a member of NEMCC staff or administration due to significantly lower new student enrollment in that semester.

Course Objectives:

1. Establish positive study skills to build academic success
2. Develop time management skills
3. Demonstrate effective financial planning skills
4. Increase utilization of academic resources
5. Incorporate goal-setting strategies for educational and career goals

Student Learning Outcomes:

Throughout and as a result of this course, each student will:

1. Create a plan for exploration and implementation of positive study skills throughout the semester for classes in which the student is enrolled.
2. Create a plan for exploration and implementation of time management skills throughout the semester.
3. Demonstrate understanding of student financial aid principles and policies at Northeast.

4. Complete a reflection on the student's personal budget for the semester in which the student is enrolled.
5. Understand the purpose and value of academic resources, including academic advising, student success center services, eLearning support, technology, College publications and initiatives, and College student support offices.
6. Explore goal-setting strategies for educational and career goals through a personality inventory, a career exploration activity, and creation of an academic plan.

The full [syllabus for College Life \(LLS 1151\) can be found here](#).

New and Continuing Students

The following activities apply to all students—whether they are new or are continuing in their studies at Northeast.

Traditional Advising Sessions

In the very first meeting with an advisee, advisors should speak with the advisee to get to know them better. What are their interests—both academic and non-academic? What are their educational goals? What do they aspire to do for a career? Do they have a clear vision of how to achieve these goals? Do their goals align with their interests? What potential obstacles can they identify that might challenge their success? Can they identify resources to be successful? Can they identify resources they might be lacking?

Advisors should ensure that the student has declared a pathway of study for university transfer or a career-technical (Health Sciences or Business and Engineering Technology) major. Advisors should then view the student's ACT scores and any past coursework on transcripts. In some cases, advisors might see an opportunity to encourage the student to select a second choice.

Additionally, in the first session, advisors should assist the students in mapping out their full curriculum for the two years (or more/less) that they will be attending NEMCC. This curriculum map should be reviewed in each subsequent advising session so as to ensure that the student is continuing on track to timely and successful credential completion. Doing so empowers the student to be an equal steward over their academic success, as well as helping them envision their entire educational experience at Northeast. In some cases, especially those students hoping to enter professional fields (like medicine, engineering, etc.), it will be helpful to the student to identify university programs to which they consider transferring.

A thorough explanation of how these activities can be completed is located in the next section of this handbook.

Priority Registration

For those both new and continuing, students typically meet with their advisor at minimum at least once per semester prior to Priority Registration. This advising session may be conducted in-person, over the phone, through email or via a web conferencing platform like Zoom or Microsoft Teams.

This advising session should review prior advising activities, including any major selections or changes, and their academic plan for NEMCC. If any adjustments need to be made, these should be discussed and enacted at this point. Once the academic plan for NEMCC is confirmed to be accurate and updated, a schedule of courses for the upcoming term with specific course sections and times may be created for the student.

A thorough explanation of how these activities can be completed is found in the next section of this handbook.

Academic Advising Personnel: We Are All Advisors

All employees of Northeast Mississippi Community College aid in the academic advising process. In this regard, while not all employees are officially assigned as advisors, all are advisors in their own respect.

- *Faculty Advisors:* Assigned as primary advisors for each student at Northeast.
- *Division Heads:* Act as secondary advisors for students.
- *eLearning:* Provide informal advising for all students enrolled in online coursework.
- *Librarians:* Assigned as primary advisors for specific pathways of study. Additionally provide informal advising to all students utilizing Library services.
- *Student Success Coaches:* Assigned as secondary advisors for their identified population of students. In particular, they provide intrusive advising for students.
- *Counselors:* Provide holistic advising services through mental health counseling, career counseling, etc.
- *Financial Aid:* Act as informal advisors as they assist students with matters regarding to their financial aid
- *Business Office:* Act as informal advisors as they assist students with necessary financial transactions
- *Recruiters:* Often the first point of advising for new prospective students.
- *Admissions/Records Office:* Provide informal advising to students in regards to academic records and admission procedures, as well as ensure that administrative advising actions occur behind the scenes.
- *Administrators:* Act as informal advisors through their respective interactions with students.
- *Administrative Assistants:* Often the first point of contact for many offices, these individuals provide important informal advising to students

- *Housing Office*: As stewards over many aspects of residential life, these individuals play a vital role in informal advising.
- *Dorm Proctors*: The face of residential life, these individuals have many interactions with students that are, at their core, advising activities.
- *Custodial and Maintenance*: Always visually present, these individuals often serve as a source of general information for students—this is advising.
- *Coaches*: For athletes, coaches serve as informal advisors in all their interactions with students as they guide them toward their next steps athletically and academically.
- *Student Help Desk*: Provide essential information and support for student success.
- *Campus Police*: Serve as informal advisors through their interactions with students as they strive to keep the College safe.
- *Bookstore*: Another point through which all students eventually pass, Bookstore personnel provide essential information and services for students that lead to student success.
- *Other College Personnel*: In short, all College personnel contribute to advising through their normal job duties.

III. How Students Map Their Paths: The How-To of Academic Advising

Step 1: Identify the Major and Pathway of Study

Northeast offers three different options of study:

- the Associate of Arts in General Studies, with emphasis in one of seven University Parallel Pathways;
- the Bachelor of Nursing transfer pathway;
- or one of several Career/Technical Education Associate of Applied Sciences degrees or certificates.

Students must identify one of these majors upon applying to the College. Majors, or Pathways within the AA major, can be changed by completing the Change of Pathway form. An explanation of these options is given below.

Option 1: Associate of Arts in General Studies

University parallel courses are offered for students who plan to transfer to a senior college to earn a four-year degree. The Associate of Arts degree in General Studies is awarded for successful completion of a course sequence.

The general studies degree program is an individualized program designed to provide greater flexibility in course choices than is available in traditional majors. This program prepares students for many careers and graduate/professional programs. Students should complete the academic degree requirements as prescribed by the curriculum of the university to which the student intends to transfer. Only three non-academic hours may be applied toward meeting graduation requirements. Non-academic hours include one-hour physical education, Learning and Life Skills, cooperative education, music, art, drama productions, publications, and technical courses. Technical courses may not be applied toward an A.A. degree with the exception of the 3 non-academic hours.

The advisor will follow the university catalog curricula in order to ensure transfer of earned credits. To graduate, a student must complete the core requirements and other courses for a total of 62 semester hours.

Candidates for the A.A. degree must complete the following:

- Earn a minimum of 62 semester hours applicable to a bachelor's degree of which 3 semester hours may be non-academic credits (Physical education or other activity courses, COE, LLS).
- Earn a grade point average of 2.0 or above
- Complete the 32 semester hours of general education core

A University-Facing Approach to General Studies

All students enrolled in the Associate of Arts degree at Northeast major in General Studies; their chosen pathway is an unofficial subdivision of the General Studies degree that intends to point students toward their university and university degree program of choice.

As such, advisors should take special care to ensure that students enrolled in the AA in General Studies degree program have or are actively working towards a developed vision of their next steps beyond Northeast Mississippi Community College. Advisors and students should carefully review the MATT resource and university program catalogs to ensure that course selections at Northeast serve both to satisfy Northeast degree requirements as well as prepare for successful degree completion at their transfer university.

General Education Core

All students planning to follow a University Parallel Pathway of study must complete the General Education Core courses. These include:

- English Composition (ENG 1113 and ENG 1123, 6 semester hours),
- Social and/or behavioral science (6 semester hours from sociology, psychology, political science, geography, economics, or educational psychology),
- Humanities (6 semester hours from history, literature, modern foreign language, philosophy, religion, art, speech, or music),
- Laboratory science (8 semester hours),
- Fine arts (3 semester hours selected from art/music/theatre appreciation, music survey, or art history),
- Mathematics (MAT 1313, equivalent or above, 3 semester hours).

University Parallel Pathways

Effective Fall 2021, all students enrolled in the Associate of Arts in General Studies degree program will identify one of seven University Parallel Pathways. If a student is undecided in their intended transfer major, they will declare a Pathway that is related to their interests to explore future options.

- **Agriculture, Construction, Manufacturing and Transportation**
Individuals selecting the Agriculture, Construction, Manufacturing, and Transportation Pathway often enjoy being outside with careers in agricultural science, horticulture, and forestry and involve the production, processing, marketing, distribution, financing and development of agricultural commodities and resources
- **Arts and Humanities**
Students selecting the Arts and Humanities Pathway may have a desire to creatively express themselves through the arts in areas such as music, dance, or journalism. In addition, students of this Pathway show an interest in history, social sciences, philosophy, and geography to name a few. Within this Pathway will also be the disciplines that focus on areas such as communication and advertising.
- **Business**
The Business Pathway is for students desiring to prepare for a career in economics, business administration, accounting, or finance. These careers encompass planning, organizing, directing and evaluating business functions that are essential to efficient and productive business operations.

- **Education**
Selecting the Education Pathway means that you are a person who enjoys planning and implementing activities designed to help individuals and groups learn through new experiences. Students often use the Education Pathway to prepare themselves for careers in many areas of education as well as family studies, sports management, and kinesiology.
- **Hospitality and Human Services**
Hospitality and Human Services Pathway individuals enjoy working with the public. Those interested in this Pathway are drawn to the fields of psychology and social work as well as culinary arts and hospitality management. Often, people in this Pathway are drawn to the areas of personal care and consumer services.
- **Public Safety/Administration**
Planning, managing and providing legal, safety and protective services, and homeland security are some of the functions of the Public Safety/Administration Pathway. While Criminal Justice is probably the most recognized career area in this Pathway, this is also a Pathway for students interested in pre-law, forensics, and political science.
- **Science, Technology, Engineering and Mathematics (STEM)**
The fields of science, technology, engineering, and mathematics involve planning, managing and providing scientific research and professional and technical services (such as physical science and engineering) to possibly include laboratory and testing services, as well as research and development. Individuals planning to pursue a career in a medical field may find themselves selecting the Science, Technology, Engineering, and Mathematics Pathway or one Northeast's Health Science programs.

These Pathways are based on those developed by the Mississippi Community College Board and Institutions of Higher Learning. Within each Pathway are specific Bachelor degree programs at Mississippi colleges and universities. These transfer programs and associated transfer coursework can be found via the [Mississippi Articulation and Transfer Tool](#).

For instructions on using the MATT resource, [see this helpful video](#).

In effect, by utilizing Pathways, Northeast is able to provide students with many, many more transfer opportunities than through traditional native fields of study. Advisors are assigned to a group of students from a Pathway related to their own area of expertise; however, they will occasionally advise students whose particular intended university major is different from their own. In whatever case, using the MATT resource is the key to correctly advising AA General Studies students.

Option 2: BSN Nursing

Students planning to transfer to a BSN program at a senior institution should follow the curriculum guidelines and application deadline dates specific to the transfer institution. These guidelines can be found at the website of the particular transfer institution or via the [MATT](#) resource. All students planning to transfer should personally contact the School of Nursing of the transfer institution at least one full academic year prior to the projected date of transfer in order to meet admission requirements, curriculum prerequisites, application deadlines, etc. A maximum of 62 hours of coursework may be transferred. A suggested outline can be found at [this link in the College Catalog](#).

Option 3: Career-Technical Education

Career and Technical programs are offered for students who will seek employment upon completion of program. The Associate of Applied Science degree is conferred for successful completion of a technical program. All programs are designed as terminal; however, transfer of credit is at the discretion of the receiving university. To graduate, a student must complete all courses within a particular curriculum.

Career and Technical Education (CTE) encompasses a variety of challenging fields in diverse subject areas that are constantly evolving to meet employment needs. Northeast offers many CTE programs through the divisions of Business and Engineering Technology and Health Sciences.

CTE provides high school graduates with career pathways linking secondary and postsecondary education. Furthermore, CTE presents nontraditional students and displaced workers a second chance for education and training by preparing them to reenter the workforce in a timely fashion.

A full listing of CTE degree and certificate programs can be found [at this link to the College Catalog.](#)

Associate of Applied Sciences

1. Complete the number of semester hours as designated in programs of study.
2. Earn a minimum grade point average of 2.0.
3. Complete the 15 semester hours general education core consisting of:
 - English Composition (ENG 1113, 3 semester hours),
 - Social or behavioral science (3 semester hours from sociology, psychology, political science, geography, economics, or educational psychology),
 - Fine arts (3 semester hours selected from art/music/theatre appreciation),
 - Computer or computer related (3 semester hours) or Speech (SPT 1113 , 3 semester hours)
 - College Algebra (MAT 1313) 3 semester hours or above, OR laboratory science course BIO, CHE, PHY, AGR (4 semester hours).
4. Complete major courses consisting of 40-65 semester hours.
5. Complete other courses as suggested by advisor.

Career and Technical Certificate Programs

Certificate courses are arranged in the sequence which best assures successful completion. Thus adherence to the course and semester sequence is required unless deviations are approved by the program instructor/advisor or division head. A certificate is awarded to a student who successfully completes the prescribed programs of study.

Step 2: Create an Academic Plan (Long-Term Planning)

An academic plan is an organized sequencing of courses that a student should follow in order to achieve timely credential completion and, where applicable, prepare for successful transfer to the university. Academic plans are tailored to each student's unique needs. While there will be parallel

aspects when comparing plans of students in similar situations, they are not necessarily identical by definition. Further, they are living documents; they are subject to change based on student progression.

Academic plans serve the following purposes:

1. Academic plans illustrate appropriate course sequencing—especially for courses that should be taken in a particular order due to prerequisites, etc.
2. Academic plans demonstrate which courses should be taken in a given semester. As such, academic plans simplify advising sessions after their initial creation.
3. Academic plans give a clear, big-picture vision of a student’s entire expected progress at the College.

All students benefit from academic plans. CTE students should complete an academic plan for their degree at Northeast. Likewise, university transfer students should complete an academic plan for the AA in General Studies, with coursework related to their Pathway of study and intended university program of study.

Academic plans should be created within a student’s first semester at Northeast. This likely should happen within the summer Orientation (LLS 1311) or in the College Life (LLS 1151) course in preparation for or in conjunction with their first priority registration week. The plans should be referred to in each official advising activity and should be updated as necessary in a timely manner.

Here are instructions for creating an Academic Plan.

[Instructions for AA General Studies Students in Pathways](#)

1. Complete the Academic Planning Worksheet
 - a. Fill out the information at the top of the form, including contact information, Pathway (for university transfer students), intended transfer university, and intended university program of study.
 - b. Navigate to the MATT resource to find the respective intended university program of study.
 - c. Navigate to the university’s catalog where the intended university program of study is found.
 - d. Navigate to the Student Advising Profile to verify student test scores, prior education, etc.
 - e. The front of the Academic Planning Worksheet is designed to ensure all Northeast academic graduation requirements are met.
 - f. The back of the Academic Planning Worksheet is designed to provide a full map of all courses and sequences of courses the student will take at Northeast.
 - g. Use the MATT resource to fill out both the front and back of the Academic Planning Worksheet with the student.
 - i. Be sure to verify [course prerequisites](#) as the Worksheet is completed.
 - ii. Be sure to inquire of the student about their desired course loads, etc.
 - iii. If more than 6 terms will be required to finish coursework at Northeast, attach another copy of the Worksheet.
 - h. Once the front and back of the Academic Planning Worksheet are complete, fully review the Academic Plan with the student. Ensure he or she understands that the projected

graduation date is fully contingent upon the successful completion of courses and course sequencing.

- i. Sign the worksheet in the designated location and have the student sign it as well.
 - j. It is recommended to make a copy for your personal records before giving the original to the student.
2. Enter the Academic Plan into Degree Works

In addition to completing the paper worksheet, enter the Academic Plan digitally into the Degree Works Planner Tool. [Refer to this video](#) for instructions on how to use the digital tool. Doing so allows the student to access the plan in the event of losing the paper worksheet as well as making adjustments easier if they become necessary. Additionally, [refer to this video](#) for instructions for how students can likewise make plans in Degree Works on their own.

[Instructions for CTE Students](#)

CTE programs should follow the same instructions as AA General Studies, but will use the form of the Academic Planning Worksheet respective to the student's Northeast CTE program of study. These specific Academic Planning Worksheets are currently under production.

[Step 3: Plan the Schedule \(Short Term Planning\)](#)

One of the main outcomes of a typical advising session will likely be to planning a course schedule for the upcoming term. This includes not only identifying which courses a student should take next but also planning the actual course sections in which the student will enroll. This is the scheduling aspect of academic advising.

If the Academic Planning Worksheet has been completed, then planning the semester course schedule becomes very simple; the courses the student should take each term have already been outlined from the start. Follow these steps to plan the student's schedule:

1. Gather all necessary advising resources.
 - a. Locate the student's Academic Planning Worksheet.
 - b. Open the Student Advising Profile.
 - c. Open the Course Search.
 - d. Consider using the [Course Schedule Planning Worksheet](#) to stay organized.
2. Review the student's Academic Planning Worksheet.
 - a. Is he or she on pace for credential completion? Do any classes need to be retaken? Do any adjustments need to be made?
 - b. Make any necessary adjustments
 - i. On paper
 - ii. In DegreeWorks
3. Once adjustments have been made to the student's Academic Plan, discuss with the student any considerations for his or her course schedule
 - a. Minimum number of hours for financial aid/scholarships?
 - b. Course delivery style? (descriptions found on back of Course Schedule Planning Worksheet)
 - c. Course delivery location?

4. Use the [Course Schedule Planning Worksheet](#) and the Course Search to identify and note the desired course sections with the student.

Step 4: Register for Classes (Make the Plan a Reality)

Once students have their Academic Plan and have identified the course sections they wish to take in the upcoming semester, they are prepared with the information they need to register. Here are some helpful videos explaining how that process works from the Faculty or Advisor perspective

[Click here](#) to watch the instructional video on how to register students for classes as a Faculty member or Advisor.

[Click here](#) to watch an instructional video on how to access alternate sites for registration and class search in light of a system outage.

IV. Empower the Student: Best Practices for Academic Advising

Advising Checklist

The First Meeting

- I. The Personal
 - a. How are you today?
 - b. Tell me about yourself. Dorm? Commuter? Band? Athlete? Honors College? First generation student? Etc.
 - c. Advisor Introduction-see if you can find common ground that may make the student more comfortable
- II. Future Plans
 - a. Career goals?
 - b. If a transfer student, what university do you plan to attend?
 - c. Other goals while at NEMCC (ex. be invited to join PTK, join specific clubs or organizations, obtain a job as a student worker, etc.)?
- III. Teaching
 - a. Explain your role as an advisor and what the student can expect from you.
 - b. Explain student expectations
 - c. NEMCC Lingo (drop, withdrawal, DegreeWorks, “lock in” a schedule, etc).
 - d. Show student how to use Course Search & enter their own classes (can also be done during Step 4: Scheduling).
- IV. Academic Plan Creation
 - a. Use the [Academic Plan Worksheet](#) to create the student’s academic plan at Northeast.
 - b. If the student is pursuing a CTE program, use the Northeast Catalog to complete this activity.
 - c. If the student is planning to transfer to a university or beyond, use the MATT resource and the intended transfer university’s website to map out the courses he or she will take at Northeast before transferring.
 - d. Create the plan in DegreeWorks.
- V. Creating a Schedule
 - a. How many hours would you like to take?
 - b. Do you have any scholarships/grants/loans that require a certain number of hours?
 - c. Courses required for major
 - d. Actually plan schedule—consider using the [Course Schedule Planning Worksheet](#)
 - e. Requirements for Program of Study (ACT scores, GPA, prerequisites, etc.)
- VI. Help & Resources
 - a. Inform students about Student Success Center (including Success Coaches, Mental Health Counselor, Special Populations Counselor, Writing Center, Tutoring).
 - b. Tell students about resources available in the Library.
 - c. Inform them about the Tiger D.E.N.
- VII. Review & Wrap-Up
 - a. Does your schedule look okay?
 - b. Do you have any questions for me?
 - c. Contact me if you need anything, & provide student with your contact information.

The subsequent meetings with the student will follow a similar checklist, though some steps may be in a different order.

The Second Meeting and Beyond

- I. The Personal
 - a. Though you already know each other at this point, ask follow up questions about things the student told you in the first meeting.
 - b. How are you? How are your classes going? Your grades? Have you had to drop/withdraw from a course?
 - c. This may lead directly into Step 2: Help & Resources.
- II. Help & Resources
 - a. If the student is having a problem, inform them about the resources on campus that will help the most (Student Success Center, tutoring, Tiger D.E.N., mental health counselor, etc.).
- III. Future Plans
 - a. Have your plans changed from our last meeting?
 - b. Do you still plan to _____?
 - c. Are you thinking about changing your major? Taking time off? Transferring early? Going to a different university? Changing a concentration? etc.
- IV. Teaching
 - a. We NEVER stop teaching, even after that first meeting.
 - b. Refresh student's memory on how to use the TigerOne Portal, if necessary; how to perform a course search; how to sign up for classes; etc.
- V. Academic Plan
 - a. Review the student's academic plan in DegreeWorks and (if available) on their Academic Planning Worksheet.
 - b. Make any adjustments necessary due to past withdrawals, D's or F's, etc.
 - c. Update the Academic Planning Worksheet and DegreeWorks.
- VI. Creating a Schedule
 - a. Same as above
- VII. Review & Wrap
 - a. Contact, contact, contact!

PIN Number Do's and Don'ts

Please Note: Students will need a PIN in order to register.

At Northeast, we want to help students stay on track to complete their academic goals! An academic completion plan lays out a student's courses semester-by-semester to degree completion. Creating a plan with an academic advisor will help the student review remaining degree requirements and determine which classes to take and when to take them, which can save time and money.

1. What are PINs?

A six digit numerical code that students use to register for classes. Students must get the PIN from their advisors to be able to register for classes.

2. When are PINs available?

PINs are available from advisors during the registration time period.

3. How do I find the PIN?

Students in good standing (academic and financial aid) and who have discussed and updated academic plans with their advisor may receive PINs from their advisor.

PINs are available under Registration Notices in the Student Advisor Profile tool. PINs can also be found in ARGOS under Faculty and Advisors -> View Assigned Advisees by Term.

The screenshot displays a student profile for Tony Tiger (880138783). The page is divided into several sections:

- Student Information:** Includes bio information (Email: tiger18@tigers.nemcc.edu, Phone: 662 4156573, Gender: Male, Date of Birth: 05/01, Ethnicity: Not Provided, Race: Not Provided, Emergency Contact: Tiger, Tori The, Emergency Phone: 662 7207375) and general information (Level: Undergraduate, Class: Freshman, Status: Active student, Student Type: Transfer, Residency: MS In-District, Campus: Booneville Campus, First Term Attended: Fall 2018, Matriculated Term: Not Provided, Last Term Attended: None, Leave of Absence: Not Provided, Graduation Information: Graduation Applications: None).
- CURRICULUM, HOURS & GPA:** Shows a table with columns for Primary, Secondary, and Hours & GPA. The Degree is Associate of Arts, Level is Undergraduate, Program is AA - General Studies, College is University Parallel, Major is General Studies, Department is Not Provided, Concentration is Not Provided, Admit Type is Transfer, Admit Term is Summer 2021, and Catalog Term is Summer 2021.
- REGISTRATION STATUS:** Shows a table with columns for Total Hours, Registered Hours, Billing Hours, CEU Hours, Min Hours, and Max Hours. The status is Not Registered.
- Registration Notices:** Shows 5 notices and 0 holds.
- Overall Academic Standing:** Good Standing, Permits Registration.
- Student Status:** Active student, Permits Registration.
- Enrollment Status:** Permits Registration.
- Registration PIN Assigned:** Student PIN: 211111.

Do's and Don'ts of PINS

1. Do discuss the student's overall academic plan as well as the courses for the upcoming semester.
2. Do discuss the student's grades for the current semester.
3. Do discuss the student's career goals.
4. Don't just hand the student a PIN without a discussion of the student's academic plan.

Special Considerations for Unique Student Populations

Many student populations will have needs that are unique from traditional college students. The sections below outline important considerations for these special student populations.

For additional resources, [please visit this helpful NACADA resource](#).

Disability Accommodations

Northeast Mississippi Community College provides reasonable accommodations for students with disabilities through the Office of Disability Accommodations (ODA).

Students must self-identify in order to receive accommodations. Self-identification may be made in person, via email, or via phone contact. After self-identification has occurred, the student must meet with the Disability Coordinator in Wright Hall to make a determination and to fill out the Disabilities Application. Appropriate documentation must be provided when applying for accommodations. Documentation must be diagnostic in nature. More information may be obtained by contacting Leigh Ann Stewart.

Students will be assigned to a Disabilities Counselor for development of a reasonable accommodations plan. ODA will work with the student to decide the most reasonable accommodations based on disability.

The Office of Disability Accommodations is committed to creating a positive campus environment where students with disabilities are encouraged to pursue careers on the basis of personal interest and ability. Reasonable accommodations are offered in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

The ODA is located in Wright Hall, Office 106. To make an appointment with the ODA Counselor/Coordinator, students should call 662-720-7192.

Typical ADA Covered Conditions:

- AIDS
- Arthritis
- Asthma
- Attention Deficit Disorder
- Autism
- Cancer
- Diabetes
- Emotional Disorder
- Epilepsy
- Hearing Impairment
- Learning Disability
- Mobility Difficulty
- Physical Impairment
- Sensory Deprivation
- Speech Disorder
- Visual Impairment
- Wheelchair User

The ODA Counselor arranges classroom and program access, as well as these and more accommodations:

- Assistive Technology
- Peer Tutoring
- Readers
- Individualized Testing
- Testing in a Quiet Environment
- Extended Testing Time
- Special Registration
- Counseling
- Study Skills Assistance
- Text Enlargement
- Any Other Reasonable Accommodations

If a student is unsure whether his or her condition is covered by the Americans with Disability Act, he or she should contact: Mrs. Leigh Ann Stewart (ext. 7192, lastewart@nemcc.edu).

Honor Students

The Director of the Honors Institute (Ms. Morgan Ricks, mbricks@nemcc.edu, ext. 7234) makes every effort to meet with students prior to their meeting with the regular academic advisor. In these

meetings, the Director and the student make plans for the student's upcoming semester and the honors classes he or she will take.

The Director of the Honors Institute attempts to put multiple students who are enrolling in the same course for honors credit in the same section. Because of this, the Director requests that advisors avoid switching students to other sections.

Student Athletes

Student Athletes are an important special population of students at Northeast. They have specific academic standards they must meet in order to be eligible and transfer successfully and in a timely manner. As such, the Student Athlete Success Coaches play an integral role in advising our student athletes.

The Student Athlete Success Coaches meet with student athletes prior to their traditional advising sessions with their assigned academic advisors. The student athletes will then bring a Course Planning Worksheet to their meeting with their assigned academic advisors. If any changes need to be made to the proposed plans, the advisor should indicate them in the Suggested Changes column.

If you have any questions about advising Student Athletes, please contact our Student Athlete Success Coaches:

Leigh Treloar
Ext. 7147
lptreloar@nemcc.edu

Jillian Guy
Ext. 7315
jjguy@nemcc.edu

First-generation Students

First-generation students make up an important demographic of Northeast's student population. They have unique needs and should be advised accordingly.

For information on how to best advise first-generation college students, visit [this NACADA resource](#).

Veterans

The college is approved to train veterans and war orphans under the existing public laws.

A student receiving benefits under Chapter 30, 31, 32, 35, 1606, 33 (Post 9/11), and VRAP must maintain a cumulative grade point average (GPA) of at least a 2.0. If the required GPA is not met by the end of the second consecutive semester in residence, the student will be suspended by the college. Students will need to follow the published guidelines for suspended/excluded students.

An individual may attend or participate in a course of education if the individual provides a certificate of eligibility under chapter 31 or 33. The student may attend the course, beginning on the date the student provides a COE until the earlier date VA provides payment to the school or 90 days

after the school certifies tuition and fees. The school does not impose any penalty, including assessing late fees, denial of access to classes, libraries or school facilities, or require the student to borrow additional funds due to the inability to meet his or her financial obligations to the institution as a result of delayed payments for education assistance under Chapter 31 or 33, unless the student is less than 100% covered.

For additional questions please contact Mrs. Chassie Kelly (ext. 4075, cmkelley@nemcc.edu).

Student Resources

Student Success Center

The Student Success Center provides a program of services that facilitate the educational, career, personal, and social growth of students. Success coaches value excellence and are dedicated to all dimensions of student success. Success coaches motivate, encourage and support students and the greater educational community to recognize their potential, meet challenges, and express individuality. Success coaches provide a realistic assessment of a student's academic progress and help the student develop strategies for achieving academic goals.

Students may contact a counselor or success coach by visiting their offices located in the Student Success Center (Wright Hall) or through email.

Tutoring Services

NEMCC students are afforded additional classroom assistance in the form of tutoring services. All students have access to free tutorial services through tutors in Wright Hall, overseen by the Student Success Center. Additionally, students in Career Technical Education programs are able to access high quality, professionally led tutoring offered in the Math and English labs located in Dean Hall.

Please contact the Student Success Center or one of its personnel to connect a student with tutoring services.

Counseling Services

Counseling Services at the Northeast Mississippi Community College responds to individual student needs, motivations, and readiness levels, and helps prepare students for successful entry into a program of higher education and/or the world of work. All students have access to NEMCC's counseling services.

Career Counseling

Northeast Counselors offer a wide array of inventories and assessments to help students determine interests and aptitudes for future careers. Counselors are trained to interpret these interventions, as well as to provide personal counseling for students in regard to their academic and professional careers.

Mental Health Counseling

Mental health counseling is available at no cost to NEMCC students. NEMCC's Mental Health Counselor is available for face-to-face and Zoom sessions. If a student would like to schedule a time to meet with the mental health counselor, please complete and submit [the referral form](#).

V. Northeast Policies and Procedures Related to Academic Advising

The College Catalog: The College's Syllabus

In each college course, students will find access to a published syllabus. This syllabus serves as a contract between the student and the instructor. It explains policies, procedures, and establishes expectations for the student.

The College Catalog is a type of syllabus for the entire College. Whenever students have questions in class, instructors will often refer them to the syllabus. Similarly, when appropriate advisors should direct advisees to the College Catalog for answers to questions regarding policy and procedure.

Much of this section pulls or links directly to the College Catalog but is placed in this handbook for ease of reference. When in doubt, always refer to the most recent, active College Catalog for clarification.

Financial Aid

Many students will have questions about Financial Aid when meeting for advising. This section will attempt to provide simple answers to basic Financial Aid questions. However, when seeking clarification, always refer to the [Financial Aid website](#) or speak to personnel in the Financial Aid Office.

Minimum Hours

To qualify for different types of aid, students will need to be enrolled in different numbers of minimum hours. It is good practice to always contact the Financial Aid office whenever in doubt.

If a student is receiving a **Federal Pell grant**, as a general rule he or she should be enrolled in at least **12 hours (full-time)**.

If a student is receiving an **institutional or academic scholarship**, he or she should be enrolled in at least **15 hours**.

If a student is receiving **state aid (MTAG, MESG)**, he or she must be enrolled in and complete at least **15 hours**.

SAP: Satisfactory Academic Progress

To be eligible for student financial aid, students must meet Satisfactory Academic Progress standards. The Financial Aid Office has established guidelines (based on federal regulations) for evaluating student progress, taking into consideration both cumulative GPA and the number of hours attempted. This includes ALL coursework attempted (even if it was years ago).

In order to be eligible to receive Federal student aid such as Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Leveraging Education Assistance Partnership Educational Program, Federal Stafford Loan, Federal Work Study Program, and Academic Competitiveness Grant, a student must progress satisfactorily toward completion of his/her educational objective. Failure to achieve satisfactory progress will result in the termination of all Federal financial aid.

Satisfactory progress will be measured according to the following table:

Hours Attempted	Percentage Hours	Cumulative GPA
0-32	50%	1.50
33 or more	67%	2.00

Financial Aid Eligibility

Federal Financial Aid recipients will be given a total of 96 hours (including withdrawal hours) to complete a four-semester program and 141 hours (including withdrawal hours) to complete a six-semester program. At the end of this period, the student will not be eligible to participate in the Federal financial aid program regardless of grade point average, hours accumulated, or change of program unless approved by the appeals committee.

A student will be required to enroll in courses pertaining to his/her program of study to be eligible for financial aid

Developmental courses, for which institutional credit is granted and grades are recorded, will be treated in the same manner as regular courses.

Awards will be reduced proportionately for part-time students. A student must enroll in at least six academic hours to receive some types of Federal Aid. All part-time semesters, including summer terms, will be considered when determining satisfactory progress.

Repeated courses will count as hours attempted but not hours completed. For enrollment purposes, you may only count a repeated course one time unless it is for a failed course which you may repeat until passed.

How Do Withdrawals Affect Financial Aid?

A student receiving financial aid is expected to remain in all classes throughout each semester. Any semester in which a student withdraws will be counted as a semester of attendance and will count toward the number of semesters allowed to participate in financial aid programs.

Federal regulations specify that return of Title IV funds must be calculated for recipients of Title IV aid who withdraw or cease attendance from all classes during a semester. The institution must calculate the amount of Title IV aid the student earned (based on last day of class attendance). Therefore, any unearned portion of Title IV awards must be returned to the proper fund. The Return of Title IV Funds Federal Policy can be viewed in the Financial Aid Office.

Financial Aid Warning and Probation

If a student is denied aid based on academic progress, that denial takes precedence over any previous award notification. If a student do not meet the minimum standards at the end of a semester, he or she will be placed on financial aid warning for the next semester. The student may continue to receive financial aid for that warning semester. If placed on initial financial aid warning, a student will have one academic semester to meet the minimum Satisfactory Academic Progress standards. Failure to

meet minimum Satisfactory Academic Progress standards by the end of the initial warning semester will result in ineligibility for aid (including grants, student loans, and/or Federal Work-Study) in subsequent semesters, and the student will be placed on suspension.

[Appeals for Financial Aid Suspension](#)

A student who wishes to appeal the suspension status should submit a written request for an appeal to the Financial Aid Appeals Committee chairman. The request should indicate why the student did not achieve the minimum academic requirements and why financial aid should not be suspended. The Financial Aid Appeals Committee will review the appeal to determine whether financial aid suspension is justified. The decision of the committee is final. (Note: Financial aid suspension must be appealed separately from academic suspension.)

[Click here to access the Financial Aid Satisfactory Academic Progress Appeal Form.](#)

[Scholarships](#)

NEMCC offers a large number of scholarships, including Institutional Scholarships, which are based on ACT performance, academic achievement, career/technical incentive, activity, leadership, participation and competition. Students may also apply and be considered for a limited number of scholarships available through the Northeast Development Foundation/Alumni Association which are included in Agency Scholarships. It is the responsibility of students to carefully review the various scholarships and submit an Application for Scholarships.

Information and assistance is available by

- Contacting the Coordinator of Scholarships – Joye Farris at (662) 720-7273
- Reviewing the [scholarships website](#)
- Reviewing the [Scholarship Booklet](#)

[Academic Standing](#)

Students enrolled in the college are expected to demonstrate performance in their course-work sufficient to lead to the eventual completion of their program. The following is a summary of the progress requirements for the various program types:

A student must maintain a minimum grade point average of 2.0 to remain in “Good Standing” with the college. Students who fail to maintain this status for one semester are designated as “Probation 1”. A student may be classified as probation 1 for one term. If he/she does not meet the cumulative GPA of at least 2.0 by the end of his/her second consecutive semester in residence, he/she will be suspended for one semester. A student who has been suspended may request readmission from the Vice President of Instruction. If a **suspended** student is readmitted, he/she must reach a cumulative GPA of at least 2.0 by the end of the second semester following his/her return or he/she will be **excluded** from the college

Withdrawal

General Information

Students who successfully complete the withdrawal process, either class or college, will receive a grade of “W” on their official college transcript. Withdrawals (W’s) are not used in the computation of a student’s semester or cumulative grade point average. Withdrawals are used by the Financial Aid Office in the computation of attempted hours for financial aid eligibility.

Withdrawal from Class

Northeast Mississippi Community College strongly supports activities that promote student success in classes and degree programs. With this goal in mind, the college provides a means for students to withdraw from individual classes. Students are encouraged to maintain their enrollment in all courses for the full semester. In cases where the academic load is too great to maintain, the student may reduce his/her load by withdrawing from one or more classes. Students are strongly encouraged to maintain full-time status (12 or more hours), if practical. Withdrawal period begins the day after drop/add and ends on the Monday one week before final exams. Online classes will follow the MSVCC calendar withdrawal ending dates. Students who receive state aid (MTAG, MESG) must enroll in and complete 15 semester credit hours each semester.

The student who desires to withdraw from class should contact the instructor of the individual course. The following process applies to all class withdrawals:

Procedure for Class Withdrawal

1. Student meets/discusses withdrawal with instructor, Division Head, Counseling Center, or Instruction Office. (Online classes may talk to eLearning Office)
2. Student & Instructor complete form together.
3. Form is sent electronically to Financial Aid.
4. Financial Aid reviews effects of withdrawal on student’s aid.
5. Financial Aid enters notes about effects into online database.
6. Form is sent electronically to Business Office.
7. Student contacts Business Office:
 - a. If no adverse effects on financial aid, student pays fee. Form is sent electronically to Records for processing.
 - b. If adverse effects on student’s financial aid, Business Office informs student. (Sends student over to Financial Aid, if necessary). Student can pay fee and the form is sent to Records for processing, or the student can cancel the withdrawal.

Withdrawal period begins the day after drop/add and ends on the Monday one week before final exams. Online classes will follow the MSVCC calendar withdrawal ending dates.

***\$10 withdrawal fee waived in extenuating circumstances, as determined by VP of Finance/Business Office.

Withdrawal from College

College withdrawal is available for students who, because of personal hardship, can no longer attend any classes. A student may withdraw from college at any time up to one week prior to the beginning of final exams. Students who desire to withdraw from college should contact their advisor or the Counseling Center to begin the process. Students are responsible for completing the College Withdrawal process which includes:

Procedure for College Withdrawal

1. Student meets/discusses withdrawal with instructor, Division Head, Counseling Center, or Instruction Office. (Online classes may talk to eLearning Office)
2. Student & Instructor complete form together.
3. Form is sent electronically to Financial Aid.
4. Financial Aid reviews effects of withdrawal on student's aid.
5. Financial Aid enters notes about effects into online database.
6. Form is sent electronically to Housing Office, if student resides in campus housing.
7. Form is sent electronically to Business Office.
8. Student contacts Business Office:
 - a. If no adverse effects on financial aid, student pays fee. Form is sent electronically to Records for processing.
 - b. If adverse effects on student's financial aid, Business Office informs student. (Sends student over to Financial Aid, if necessary). Student can pay fee and the form is sent to Records for processing, or the student can cancel the withdrawal.

Withdrawal period begins the day after drop/add and ends on the Monday one week before final exams. Online classes will follow the MSVCC calendar withdrawal ending dates.

***\$25 withdrawal fee waived in extenuating circumstances, as determined by VP of Finance/Business Office.

Grade Forgiveness Policy

Academic Forgiveness offers a fresh start to students who have been separated from the college for at least two (2) consecutive semesters and wish to re-enroll. Under this policy, the student may receive W's for any courses with F's or D's within a single semester. The student will retain credits for any courses in which a grade of C or better was earned.

Academic Forgiveness can be granted only once during a student's career at NEMCC.

By federal regulation, the Financial Aid Office must include all courses attempted in evaluating a student's satisfactory academic progress. There will be no "automatic" eligibility for aid based on academic forgiveness.

A student receiving benefits from Veterans Administration will not be reimbursed for repeating courses which had been passed.

This policy applies to NEMCC records only. In case of transfer to another institution, students will be bound by that college's terms and conditions for accepting transfer credits. This can only be used for coursework after 1993. Grades before this period are archived and cannot be changed.

Repeat Course Policy

Effective Fall 2005, a student will be permitted to retake up to two different courses (limited to Northeast courses only), not to exceed eight semester hours, in which he or she made a "D" or "F", with the original grade remaining on the transcript but not counted toward the student's institutional GPA. Only the higher grade will be computed in the institutional GPA. A student may retake a course only once under this policy and it must be taken at Northeast. Some courses may not be eligible for this policy. Students may not retake a course in which an "F" was received as a sanction for academic misconduct. This Repeat Course Policy is only in effect for Northeast and may not apply at other institutions.

After Fall 2017, repeated courses taken at Northeast Mississippi Community College are excluded at the end of each semester, leaving only the highest grade to count into the student's GPA. Courses will be marked "E" for exclusion from the GPA. Health Science Program Courses: DHT, MET, MLT, NUR, PNV, RCT, and RGT are not eligible for exclusion.

Hold

Students may have a number of holds on their account for a number of reasons. Below is an overview of common student account holds.

- AH – Admissions Hold (variety of things: new admissions application, ACT scores, transcript, copy of social, residency, etc.)
- BK - Bankruptcy
- BM – Bill Mailed (Business Office)
- BO – Business Office
- CM – Comment on SPACMNT
- CO – Counseling Center (ex: ACT fee hold)
- CT – College Dual Enrollment (ex: MSU & NE for certain semester)
- DE – Dual Enrollment
- DH – VP of Students (typically, dorm violation)
- DT – Deferred Tuition
- FH – Faculty Hold
- IH – VP of Instruction
- LH – Library Hold
- MB – MiBest Hold
- PH – Provisional Hold (Placed by Admissions & Records)
- RH – Records Hold

Family Educational Rights and Privacy Act

Northeast Mississippi Community College is in compliance with provisions granted under the Family Educational Rights and Privacy Act of 1974. Under this law, students enrolled in any educational institution receiving federal funds are given certain rights concerning school records.

The following rights are accorded under this act:

1. Students are entitled to have access to their school records upon request. This request should be directed to the Registrar of the college.
2. Students are entitled to inspect and review the contents of their school records, and to challenge the contents if they feel they are inaccurate, misleading, in violation of the privacy of other rights of the student, or if they contain inappropriate data. If students wish to challenge the contents, they should write the Registrar and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.
3. Students have a right to file a complaint with the U.S. Department of Education concerning alleged failures by Northeast Mississippi Community 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 Compliance Office
600 Independence Ave., S.W.
Washington, DC 20202-4605**

4. Before any school records will be released to third parties (colleges, potential employers, etc.), the school must have the student's written consent. Exception:
The records may be forwarded to officials of another college, upon request, in which the student seeks or intends to enroll.
5. Upon receipt of a subpoena or judicial order requiring the Registrar to relinquish control of their records, students will be notified of the subpoena or judicial order before the Registrar will relinquish control of the records.
6. The law allows "directory information" about students to be made public without specific permission. The FERPA Compliance Office considers the following items to be directory information:
 - Name
 - Degrees and awards received
 - Address
 - Most recent previous institution attended
 - Telephone number
 - Participation in officially recognized activities/sports
 - Date and place of birth
 - Dates of attendance
 - Major Fields of Study
 - Email address
 - Weight and height of individuals on athletic teams
7. All inquiries pertaining to records should be made to:

**Registrar
Northeast Mississippi Community College
101 Cunningham Blvd
Booneville, MS 38829**

Title IX and Sexual Misconduct

Northeast Mississippi Community College has developed its policy on Sexual Misconduct in accordance with Title IX of the Education Amendments and the Violence Against Women Act to reaffirm the College's commitment to address sexual misconduct and take steps to prevent its reoccurrence and remedy its effects.

NEMCC will not tolerate and prohibits sexual assault and all forms of sexual misconduct including intimate partner violence, stalking, dating violence, sexual exploitation, sexual harassment, and domestic violence offenses. These acts are against Mississippi State Law.

If you become aware of a student in need of assistance regarding Title IX and Sexual Misconduct, contact our Title IX Coordinator immediately (Ms. Beth Benson, elbenson@nemcc.edu). For full details of the Title IX policies and legislation, please visit the [College Catalog](#).

Tuition and Fees

To see the most accurate information about tuition and fees, please visit the [College Catalog](#).

How to Calculate GPA

The following is a helpful resource for students to calculate their GPA. [GPA Calculator](#)

VI. Advisor Resources, Forms, and Documents

NACADA

NACADA is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

NACADA promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for Research related to academic advising.

Visit the [NACADA website](#) for general information, or the [NACADA Clearinghouse](#) for published research related to Academic Advising.

Student Advisor Profile

See [this resource](#) for information about the Student Advisor Profile.

TigerOne Portal

The TigerOne Portal is a one-stop-shop for many resources that students, faculty, and advisors alike need to be successful. [See this helpful video](#) for an orientation on the TigerOne Portal.

Instructional Videos

Linked below are some helpful instructional videos associated with academic advising.

- [TigerOne Portal](#)
- [How to Use the MATT Resource in Academic Planning](#)
- [How to Use Degree Works Plans for Advisors](#)
- [How to Use Degree Works Plans for Students](#)
- [Using alternate sites for registration and class search \(in times of system outage\)](#)
- [How to Register Students for Courses \(For Advisor Audience\)](#)

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- Folsom, P. (2015). New advisor development chart: Building the foundation. In Folsom, P., Yoder, F., & Joslin, J. E. (Eds.), *The new advisor guidebook: Mastering the art of academic advising* (pp. 19-35). San Francisco, CA: Jossey-Bass.
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- Lowenstein, M. (2005). If advising is teaching, what do advisors teach? *NACADA Journal*, 25(2), 65-73. <https://www.nacada.ksu.edu/Portals/0/Clearinghouse/documents/If%20Advising%20is%20Teaching.pdf>
- NACADA: The Global Community for Academic Advising. (n.d.) *Core competencies handout* [PDF]. <https://nacada.ksu.edu/Portals/0/Resources/documents/Core%20Competencies%20BASIC%20Flyer%20%28update%205-10-17%29.pdf>
- NACADA: The Global Community for Academic Advising. (2017a). *NACADA core values of academic advising*. <https://www.nacada.ksu.edu/Resources/Pillars/CoreValues.aspx>
- NACADA: The Global Community for Academic Advisors. (2017b). *Academic advising core competencies guide*. NACADA: The Global Community for Academic Advising.

Appendices

[Academic Planning Worksheet](#)

[Course Schedule Planning Worksheet](#)

[Who to See at Northeast](#)

[Campus Map](#)

[LLS 1311 Orientation Syllabus](#)

[LLS 1151 College Life Syllabus](#)

[Academic Advising Syllabus](#)

[Course Prerequisites](#)

AA General Studies Academic Planning Worksheet Date: _____

Student Name: _____

Advisor Name: _____

Student ID Number: _____

Advisor Email: _____

Pathway (Choose One):

- Agriculture, Manufacturing, Construction and Transportation
 - Arts and Humanities
 - Business
 - Education
- Hospitality and Human Services
 - Public Safety/Administration
 - Science, Technology, Engineering and Mathematics (STEM)

Intended Transfer University: _____

Intended University Program of Study: _____

General Education Core: 32 Credits

Area	Requirement	Course	Planned/Completed Terms	Grade
English Composition	English Composition I	ENG 1113*	/	
	English Composition II	ENG 1123**	/	
Social and/or Behavioral Science	3 Credits		/	
	3 Credits		/	
Humanities	3 Credits		/	
	3 Credits		/	
Laboratory Science (with labs)***	4 Credits		/	
	Lab		/	
	4 Credits		/	
	Lab		/	
Fine Arts	3 Credits		/	
Mathematics	College Algebra	MAT 1313****	/	

*Must have ACT of at least 17 or "C" final grade or higher in Beginning English (ENG 0113) to enroll

**Must have "C" final grade or higher in English Composition I (ENG 1113)

***Check prerequisite requirements for each course

****Must have ACT of at least 19, or Math SREB Score of 80 or higher, or "C" final grade or higher in Int. Algebra (MAT 1223) to enroll

Additional Academic Coursework: 30 Hours (27 must be academic; 3 may be non-academic)

Course	Credits	Planned/Completed	Grade
LLS 1151	1	/	
		/	
		/	
		/	
		/	
		/	
		/	
		/	

Course	Credits	Planned/Completed	Grade
		/	
		/	
		/	
		/	
		/	
		/	
		/	
		/	

AA General Studies Academic Planning Worksheet Date: _____

Full Course Sequencing Plan:

Term:

Course	Title

Term:

Course	Title

Term:

Course	Title

Term:

Course	Title

Term:

Course	Title

Term:

Course	Title

Conditional upon adherence to this academic plan,

Projected Graduation Term:

Student Signature: _____

Advisor Signature: _____

Course Schedule Planning Worksheet

Term: _____

Student Name: _____

Advisor Name: _____

ID Number: _____

Advisor Email: _____

MONDAY/ WEDNESDAY

PERIOD	CRN	COURSE	INSTRUCTOR	HOURS	SUGGESTED CHANGES
8:00-9:15					
9:25-10:40					
10:50-12:05					
12:45-2:00					
2:10-3:25					

TUESDAY/THURSDAY

PERIOD	CRN	COURSE	INSTRUCTOR	HOURS	SUGGESTED CHANGES
8:00-9:15					
9:25-10:40					
10:50-12:05					
12:45-2:00					
2:10-3:25					

Online eLearning/ Evening Classes

PERIOD	CRN	COURSE	INSTRUCTOR	HOURS	SUGGESTED CHANGES

Term Total Hours:

Advisor Signature: _____

Pin Number: _____

Course Types and Definitions

Follows the seated calendar

- **O1** – with defined class times – regular Face-to-Face (F2F) seated with designated class meeting times
- **O1** – with TBA – only used in Fine Arts for private lessons or Health Sciences
- **HO1** – with defined class times – hybrid courses that meet 50% of the class meetings. (can be one day only)
- **LO1** – with defined class times – F2F seated lab sections
- **TC1** – with defined class times – Tigercast F2F seated, instructor is at one campus teaching and video conferences (by Zoom) with the three off-campus sites (Ripley, New Albany, and Corinth) These sections are cross-listed (merged) in Banner and Canvas.
- **RO1** – with defined class times – remote learning with synchronous lectures by Zoom, instructor zooms with students at a defined class time
- **HC1** – with defined class times – Honors College, meets at the same time as a regular section
- **DO1** – Dual enrolled – taught at local high school

Follows the virtual calendar

- **VN1** – MSVCC virtual course taught by NEMCC
- **NV1** – NEMCC virtual course
- **Vxx** – MSVCC virtual course taught by another college

MW/TR definitions

- M=Monday
- T=Tuesday
- W=Wednesday
- R=Thursday
- F=Friday (very uncommon)

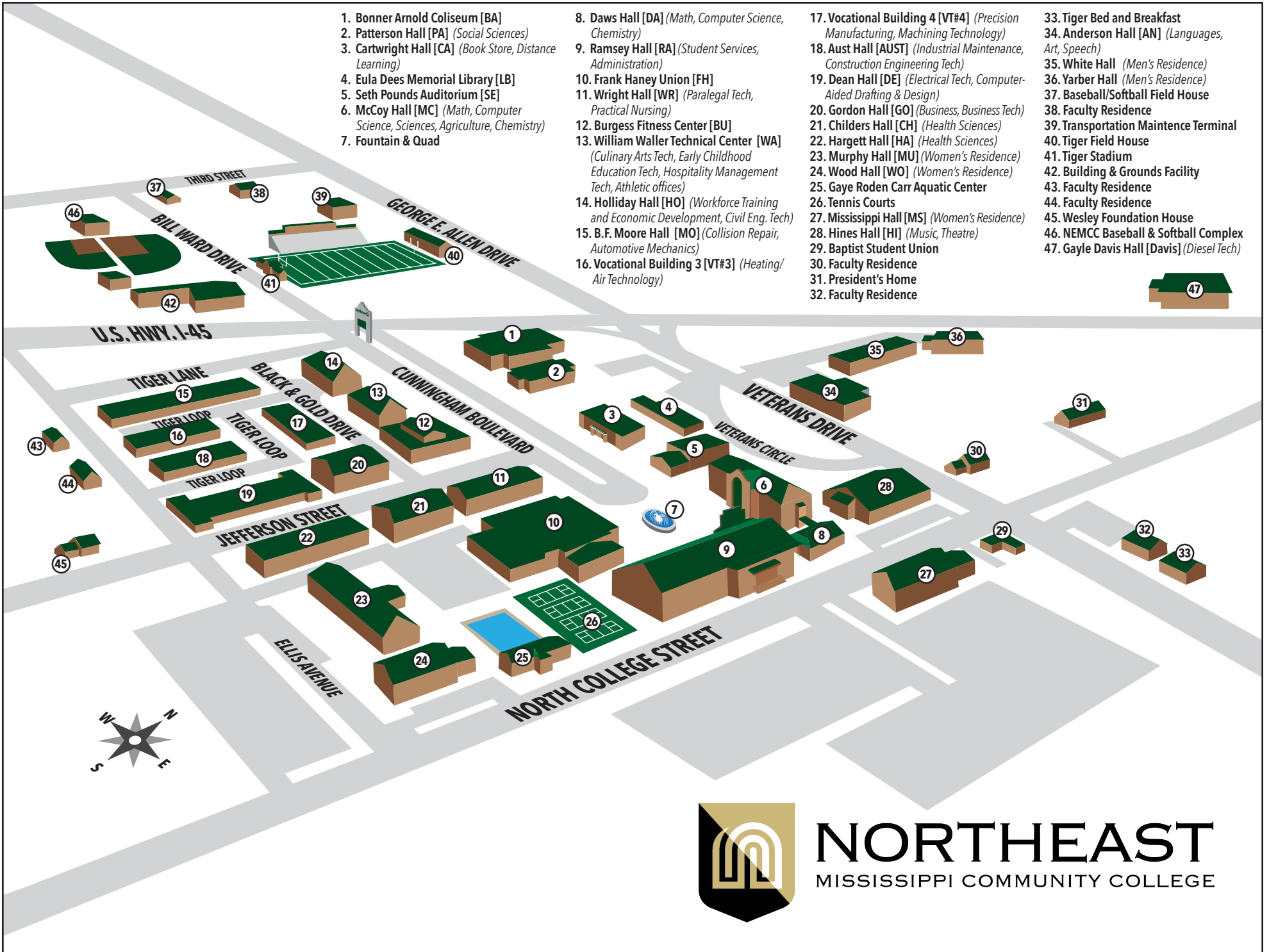
Who TO CONTACT

AT NORTHEAST MISSISSIPPI COMMUNITY COLLEGE



SUBJECT	WHO TO CONTACT	OFFICE LOCATION	PHONE	EMAIL
ACADEMIC/CAREER COUNSELING	KARRYE TYNES	Wright Hall 102	662.720.7204	kstynes@nemcc.edu
ACADEMIC SCHOLARSHIPS	RAY SCOTT	Ramsey Hall 216	662.720.7235	jrscott@nemcc.edu
ACT TESTING	KARRYE TYNES	Wright Hall 102	662.720.7204	kstynes@nemcc.edu
ADMISSION INFORMATION	SHEILA GANN	Ramsey Hall 104	662.720.7239	sggann@nemcc.edu
ADULT EDUCATION/HSE	LAURIE KESLER	Holliday Hall 317	662.720.7768	lgkesler@nemcc.edu
AGENCY SCHOLARSHIPS	TIFFANY JOHNSON	Ramsey Hall 101	662.720.7185	tsjohnson@nemcc.edu
ART	TERRY ANDERSON	Anderson Hall 109	662.720.7336	tfanderson@nemcc.edu
ATHLETICS	KENT FARRIS	Waller Hall 240	662.720.7309	wkfarris@nemcc.edu
BAND (MARCHING)	BRYAN MITCHELL	Hines Hall 13	662.720.7257	bpmitchell@nemcc.edu
BOOKSTORE	JOSH CULPEPPER	Cartwright Hall	662.720.7243	jaculpepper@nemcc.edu
BUSINESS TECHNOLOGY	JASON MATTOX	Gordon Hall 125	662.720.7299	jlmattox@nemcc.edu
CAMPUS COUNTRY	CHRISTOPHER DUNN	Hines Hall 63	662.720.7320	crdunn@nemcc.edu
CAMPUS POLICE	RANDY BAXTER	Haney Union 145	662.720.7576	rabaxter@nemcc.edu
CAMPUS TOURS	GEORGIE CARROLL	Ramsey Hall 102	662.720.7591	gecarroll@nemcc.edu
CAREER/PLACEMENT TESTING	KARRYE TYNES	Wright Hall 102	662.720.7204	kstynes@nemcc.edu
CAREER TECH COUNSELOR	CARRIE COBB	Dean Hall 107	662.720.7265	cjcobb@nemcc.edu
CHANGE OF MAJOR	ERICA MILLER	Wright Hall 110	662.720.7564	eamiller@nemcc.edu
CHANGE OF NAME	AMY HOWELL	Ramsey Hall 104	662.720.7423	arhowell@nemcc.edu
CHEERLEADING	CHASITY MOORE	Patterson Hall 137	662.720.7189	cgmoore@nemcc.edu
CHILD CARE	JENNIFFER NEWELL	Waller Hall 103	662.720.7214	jennifer@nemcc.edu
CHORUS	CLAIRE LEEKE	Hines Hall 64	662.720.7228	ctleeke@nemcc.edu
CONTINUING EDUCATION	PHYLLIS COLSON	Holliday Hall 303	662.720.7277	pgcolson@nemcc.edu
DENTAL HYGIENE	NICK ALEXANDER	Childers Hall 401	662.720.7283	nealexander@nemcc.edu
DISABILITY SERVICES	LEIGH ANN STEWART	Wright Hall 106	662.720.7192	lastewart@nemcc.edu
ELEARNING/CANVAS	KIM HARRIS	2nd Floor Cartwright Hall	662.720.7193	kkharris@nemcc.edu
ENGINEERING TECHNOLOGY	JASON MATTOX	Gordon Hall 125	662.720.7299	jlmattox@nemcc.edu
FEE PAYMENTS/STUDENT ACCTS	BUS. OFFICE STAFF	Ramsey Hall 103	662.720.7196	businessoffice@nemcc.edu
FINANCIAL AID	GREG WINDHAM	Ramsey Hall 113	662.720.7210	jgwindham@nemcc.edu
FINE ARTS	RAY HARRIS	Hines Hall 21	662.720.7359	rharris@nemcc.edu
HEALTH SCIENCE ADVISOR	TIFFANY HATCHER	Childers Hall 101	662.720.7324	tlhatcher@nemcc.edu
HEALTH SCIENCES	JENNIFER DAVIS	Childers Hall 113	662.720.7236	jdavis@nemcc.edu
HOUSING/ID'S/DECALS/TICKETS	RAINA MICHAEL	Ramsey Hall 112	662.720.7311	rjmichael@nemcc.edu
HUMANITIES	JUSTIN TRELOAR	Anderson Hall 144	662.720.7430	jatrelor@nemcc.edu
LIBRARY	ELLICE YAGER	Eula Dees Library	662.720.7584	leyager@nemcc.edu
MATH & SCIENCES	BETH BYRD	McCoy Hall 103	662.720.7332	bbyrd@nemcc.edu
MEDICAL ASSISTING	VICKIE HOPKINS	Hargett Hall 202	662.720.7393	vjhopkins@nemcc.edu
MEDICAL LABORATORY	SHANNON GOOLSBY	Hargett Hall 214	662.720.7388	shgoolsby@nemcc.edu
NORTHEAST@CORINTH	BONNIE BELL	2759 S Harper Rd	662.696.2303	bmbell@nemcc.edu
NORTHEAST@NEW ALBANY	DAVID GOODE	301 North St	662.692.1507	dtgoode@nemcc.edu
NORTHEAST@RIPLEY	BEN SHAPPLEY	1525 City Ave N.	662.416.9836	bshapple@nemcc.edu
NURSING ADN	CAMILLE BEALS	Childers Hall 111	662.720.7773	jcbears@nemcc.edu
NURSING PNE	KRISTI TOOLEY	Wright Hall 206B	662.720.7288	kbdempsey@nemcc.edu
POM SQUAD/TIGER DANCER	BRYAN MITCHELL	Hines Hall 13	662.720.7257	bpmitchell@nemcc.edu
PUBLICATIONS	TONY FINCH	Haney Union 226	662.720.7304	tfinch@nemcc.edu
RADIOLOGY	HOPE HARRELSON	Hargett Hall 209	662.720.7466	hrharrelson@nemcc.edu
RESPIRATORY CARE	JOHN SHELBURNE	Hargett Hall 205	662.720.7292	jsshelburne@nemcc.edu
SOCIAL/BEHAVIORAL SCIENCES	ROBBIE COLEMAN	Patterson Hall 203	662.720.7335	rrcoleman@nemcc.edu
STUDENT ACTIVITIES	CHARLOTTE TENNISON	Haney Union 147	662.720.7772	cwtennison@nemcc.edu
THEATRE	CHRISTOPHER SCHAGER	Hines Hall 58	662.720.7172	cjschager@nemcc.edu
TUTORIAL ASSISTANCE	BRITNEY WHITLEY	Wright Hall 114	662.720.7177	bdwhitley@nemcc.edu
VETERANS AFFAIRS/BENEFITS	CHASSIE KELLY	Ramsey Hall 104	662.720.4075	cmkelly@nemcc.edu
VP OF FINANCE	CHRIS MURPHY	Ramsey Hall 208	662.720.7280	cdmurphy@nemcc.edu
VP OF INSTRUCTION	MICHELLE BARAGONA	Ramsey Hall 217	662.720.7375	mabaragona@nemcc.edu
VP OF STUDENTS	RAY SCOTT	Ramsey Hall 216	662.720.7235	jrscott@nemcc.edu
WORK STUDY	BRANDI LAUDERDALE	Ramsey Hall 113A	662.720.7437	bmlauderdale@nemcc.edu

1. Bonner Arnold Coliseum [BA]
2. Patterson Hall [PA] (Social Sciences)
3. Cartwright Hall [CA] (Book Store, Distance Learning)
4. Eula Dees Memorial Library [LB]
5. Seth Pounds Auditorium [SE]
6. McCoy Hall [MC] (Math, Computer Science, Sciences, Agriculture, Chemistry)
7. Fountain & Quad
8. Daws Hall [DA] (Math, Computer Science, Chemistry)
9. Ramsey Hall [RA] (Student Services, Administration)
10. Frank Haney Union [FH]
11. Wright Hall [WR] (Paralegal Tech, Practical Nursing)
12. Burgess Fitness Center [BU]
13. William Waller Technical Center [WA] (Culinary Arts Tech, Early Childhood Education Tech, Hospitality Management Tech, Athletic offices)
14. Holliday Hall [HO] (Workforce Training and Economic Development, Civil Eng. Tech)
15. B.F. Moore Hall [MO] (Collision Repair, Automotive Mechanics)
16. Vocational Building 3 [VT#3] (Heating/Air Technology)
17. Vocational Building 4 [VT#4] (Precision Manufacturing, Machining Technology)
18. Aust Hall [AUST] (Industrial Maintenance, Construction Engineering Tech)
19. Dean Hall [DE] (Electrical Tech, Computer-Aided Drafting & Design)
20. Gordon Hall [GO] (Business, Business Tech)
21. Childers Hall [CH] (Health Sciences)
22. Hargett Hall [HA] (Health Sciences)
23. Murphy Hall [MU] (Women's Residence)
24. Wood Hall [WO] (Women's Residence)
25. Gaye Roden Carr Aquatic Center
26. Tennis Courts
27. Mississippi Hall [MS] (Women's Residence)
28. Hines Hall [HI] (Music, Theatre)
29. Baptist Student Union
30. Faculty Residence
31. President's Home
32. Faculty Residence
33. Tiger Bed and Breakfast
34. Anderson Hall [AN] (Languages, Art, Speech)
35. White Hall (Men's Residence)
36. Yarber Hall (Men's Residence)
37. Baseball/Softball Field House
38. Faculty Residence
39. Transportation Maintenance Terminal
40. Tiger Field House
41. Tiger Stadium
42. Building & Grounds Facility
43. Faculty Residence
44. Faculty Residence
45. Wesley Foundation House
46. NEMCC Baseball & Softball Complex
47. Gayle Davis Hall [Davis] (Diesel Tech)



NORTHEAST
MISSISSIPPI COMMUNITY COLLEGE



Orientation (LLS 1311) Syllabus

This course is designed to help the new college student adjust to college life. It includes a study of personal and social adjustments, and gives the student guidance in collegiate life. In particular, this course is intended to help students prepare to be successful as they begin at Northeast Mississippi Community College.

Prerequisites

This course has no prerequisites.

Instructor	[instructor image]
Email	
Phone	
Office	
Office Hours	

Course Materials

Learning Management System

Northeast uses the Canvas Learning Management System for course delivery. For direct support of Canvas through Northeast Mississippi Community College, contact the eLearning Office located on the second floor of Cartwright Hall, Booneville, MS.

Email: canvas@nemcc.edu

Office: 662.720.7191

Textbook Requirements

There is no required textbook for this course.

Supporting Materials

No additional materials will be required for this course.

Goals and Objectives

Core Learning Objectives

Northeast Mississippi Community College strives to reach five Core Learning Outcomes: communication, critical thinking, collaboration, digital literacy, and quantitative fluency. In this course, students will interact with 4 of the Core Learning Outcomes:

- Communication
- Critical Thinking
- Collaboration
- Digital Literacy

Course Objectives

In this course, students will be exposed to a variety of important informational components essential to success at Northeast. These include academic advising; information about Northeast policies, offices, and programs; personal management techniques; and communication techniques with students' academic advisor.

Student Objectives/Outcomes

Through this course, students will:

1. **Employ effective college skills to promote academic success.** Students will learn and practice skills like using their Northeast email account, navigating Canvas, and communicating with their instructors.
2. **Develop an understanding of the role of academic advising in their college experience.** Academic advising is crucial for success at Northeast. This course will offer students an introduction to advising and to their advisor.
3. **Develop personal management skills.** Personal management is critical to success in college and in life. In this course, students will begin to learn about financial management, time management, course and study management, stress management, physical health management, and mental health management.
4. **Identify positive financial responsibilities.** College finances can be hard to understand and navigate. In this course, you will learn about financial aid, fees, and other financial requirements specific to Northeast. You will also be introduced to other general financial principles that will serve you throughout your educational career.
5. **Gain access to information essential to beginning their educational journey at Northeast.** This includes information pertaining to financial aid, admissions, business office, student life, success center, and counseling.
6. **Increase utilization of academic resources.** Instructors, advisors, and others you will work with at Northeast will act as guides. It will ultimately be up to you as the student to utilize the resources they connect you with. In this course, you will be introduced to many academic resources, as well as be encouraged to take advantage of them.
7. **Make a first and meaningful connection with their assigned advisor to discuss their schedule.** The final experience of this class will be making a connection with your assigned academic advisor—a faculty member who will act as a navigator throughout your time at Northeast.

Instructional Techniques

Teaching Methods

The entirety of this course will take place online via Canvas. All announcements, assignments, and course content will take place within this platform. Instruction is asynchronous, but students should pay close attention to due dates of assignments as listed in Canvas and the course syllabus.

Methods of Evaluation

Student learning outcomes will be assessed through multiple means of evaluation, including quizzes, discussion forums, and simple projects.

Grading

This course is designed as pass/fail. Students will receive a passing grade by completing assignments on time. An overall grade of 60 or higher will be considered passing for this course.

Assignment descriptions and due dates are posted for each assignment within Canvas. Late work will be accepted, but with a grade deduction. If you have a question about any assignment, do not hesitate to contact me; however, if a question is clearly answered within the course or on the syllabus, students will be redirected to those sources.

Course Policies

Attendance

Because this course is different from other traditional courses at Northeast, attendance will not be required. However, as part of your orientation, please review the official Northeast policies below for future reference.

[Northeast Policies on Attendance, Withdrawals, and Reinstatement](#)

Academic Honesty

Academic honesty is a fundamental attribute of higher learning. Students who violate the principle of honesty deny themselves an opportunity to master the skills that they are credited to possess, cheat their classmates of deserved recognition, and demean the college and its degrees. It is a matter of great concern that all members of the college community strive for high standards of personal integrity.

Evaluation of each student's level of knowledge and understanding is a vital part of the teaching process, and requires tangible measures such as reports, examinations, and homework. Any act that interferes with the process of evaluation by misrepresenting the relationship between the work being evaluated and the student's actual state of knowledge is an act of academic dishonesty. These acts of dishonesty include but are not limited to: fraud, cheating, plagiarism, forgery, and facilitating dishonesty. (Definitions and discipline procedures may be found in Northeast Procedures Manual).

American with Disabilities Act

Northeast Mississippi Community College provides adaptations and modifications to the learning environment for eligible impaired and/or disabled students. All students with a disability, including distance learning students, are strongly encouraged to contact the ADA/Section 504 Counselor/Coordinator, Mrs. Leigh Ann Stewart, located in Wright Hall 106 at (662) 720-7192, or via email at lstewart@nemcc.edu to discuss their disability and the appropriate accommodations. Students may also contact the ADA/Section 504 Compliance Officer, Mr. Ray Scott located in Ramsey Hall Room 216, or at (662) 720-7179. Students must self-identify in

order to receive accommodations. NEMCC Disability Applications may be obtained from the Counseling Center in Ramsey Hall or online from NEMCC's website at <http://www.nemcc.edu/disability-accommodations/ada-statement/>.

[Canvas Accessibility Statement](#)

Title IX Policy

NEMCC is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. NEMCC's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the campus community, you are encouraged to report the conduct to NEMCC's VP of Student Services, Mr. Ray Scott (jrscott@nemcc.edu), or to NEMCC's Title IX Coordinator, Ms. Beth Benson (elbenson@nemcc.edu). Additional resources are available at <http://www.nemcc.edu/about/title-ix/faq/> & <http://www.nemcc.edu/about/title-ix/sexual-misconduct-policy/>.

Course Communication

At Northeast, we understand that not every student is the same. Some work, some have families to care for, and some are involved in college activities. So, Northeast provides multiple ways to connect with your instructor.

Appointments

What it is: up to ½ hour, one-on-one conversations with me as your instructor over a phone call or video conference

Best for: complex questions and reflections on your academic experiences, goals, options, and decisions

How-to: In general, I am available to meet via phone Monday-Thursday from 8:00-4:00 and Friday from 8:00-12:00. Feel free to call me at any time during those hours. If I am unable to answer, leave a message.

While Northeast and our community continues to overcome the COVID-19 pandemic, I will not be available to meet in person. However, I am happy to meet through video conferencing. This is very simple to do. You can make an appointment with me through [edit]. Make sure that you plan your questions ahead of the appointment.

Email

What it is: formal, written communication

Best for: scheduling appointments or asking questions that can be answered through a written response.

How-to: Send me a message through your Northeast email address or your Canvas Inbox messaging system. Please practice proper grammar. Allow at least 24 hours for a response during the week, and 48 hours for a response over the weekend. If the question you ask turns out to be more complex than it at first seems, I will likely ask you to schedule an appointment.

Course Calendar

MONTH/YEAR						
SUN	MON	TUE	WED	THU	FRI	SAT



Course Syllabus for College Life (LLS 1151)

Course Description

This course is designed to assist the first-time student in achieving academic, career, and person success. One credit-hour.

Prerequisites

None for this course.

Instructor	[name] [image]
Email	[insert]
Phone	[insert]
Office	[insert]
Office Hours	[insert]

Course Materials

Learning Management System

Northeast uses the Canvas Learning Management System for course delivery. For direct support of Canvas through Northeast Mississippi Community College, contact the eLearning Office located on the second floor of Cartwright Hall, Booneville, MS.

Email: canvas@nemcc.edu

Office: 662.720.7191

Textbook Requirements

Great news: your textbook for this class is available for **free** online!

[College Success from OpenStax \(Links to an external site.\)](#), ISBN 978-1-951693-16-9

You have several options to obtain this book:

- [View online \(Links to an external site.\)](#)(Links to an external site.)
- [Download a PDF](#) (Links to an external site.)

You can use whichever formats you want. Web view is recommended -- the responsive design works seamlessly on any device.

Supporting Materials

None required for this course.

Goals and Objectives

Core Learning Objectives

Northeast Mississippi Community College has developed 5 Core Learning Outcomes for all students. Those addressed in this course are bolded:

- Quantitative Literacy
- Collaboration
- **Communication**
- **Digital Fluency**
- **Critical Thinking**

Course Objectives

- A. Establish positive study skills to build academic success
- B. Develop time management skills

- C. Demonstrate effective financial planning skills
- D. Increase utilization of academic resources
- E. Incorporate goal-setting strategies for educational and career goals

Student Objectives/Outcomes

Throughout and as a result of this course, each student will:

1. Create a plan for exploration and implementation of positive study skills throughout the semester for classes in which the student is enrolled.
2. Create a plan for exploration and implementation of time management skills throughout the semester.
3. Demonstrate understanding of student financial aid principles and policies at Northeast.
4. Complete a reflection on the student’s personal budget for the semester in which the student is enrolled.
5. Understand the purpose and value of academic resources, including academic advising, student success center services, eLearning support, technology, College publications and initiatives, and College student support offices.
6. Explore goal-setting strategies for educational and career goals through a personality inventory, a career exploration activity, and creation of an academic plan.

Instructional Techniques

Teaching Methods

All instruction throughout this course is asynchronous and online. This means that all material and assignments are conducted virtually through Northeast’s learning management system, Canvas. Additionally, there is no set class meeting time where students must convene for lecture. There are required assignments with fixed due dates, organized into weekly modules with associated content.

Methods of Evaluation

Students will be evaluated through multiple means of measurement. Evaluation forms include quizzes, written assignments, discussions, and projects.

This course utilizes a Pass/Fail grading scale, as follows.

Grade	Numerical Score
P (Pass)	60-100
F (Fail)	0-59
I (Incomplete)	Only with the approval of the Vice President

	of Instruction; reserved for emergencies.
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Grading

Assignment	Weight of Final Grade
Weekly Surveys	20%
Weekly Assignments	60%
Final Survey	20%
Total	100%

Course Policies

Attendance

Online courses require attendance the same as seated classes. Attendance is recorded through the timely completion of weekly module surveys.

For full explanation of Northeast policies on attendance, withdrawals, and reinstatement, see the below link.

[Northeast Policies on Attendance, Withdrawals, and Reinstatement](#)

Academic Honesty

Academic honesty is a fundamental attribute of higher learning. Students who violate the principle of honesty deny themselves an opportunity to master the skills that they are credited to possess, cheat their classmates of deserved recognition, and demean the college and its degrees. It is a matter of great concern that all members of the college community strive for high standards of personal integrity.

Evaluation of each student’s level of knowledge and understanding is a vital part of the teaching process, and requires tangible measures such as reports, examinations, and homework. Any act that interferes with the process of evaluation by misrepresenting the relationship between the work being evaluated and the student’s actual state of knowledge is an act of academic dishonesty. These acts of dishonesty include but are not limited to: fraud, cheating, plagiarism, forgery, and facilitating dishonesty. (Definitions and discipline procedures may be found in Northeast Procedures Manual).

American with Disabilities Act

Northeast Mississippi Community College provides adaptations and modifications to the

learning environment for eligible impaired and/or disabled students. All students with a disability, including distance learning students, are strongly encouraged to contact the ADA/Section 504 Counselor/Coordinator, Mrs. Leigh Ann Stewart, located in Wright Hall 106 at (662) 720-7192, or via email at lastewart@nemcc.edu to discuss their disability and the appropriate accommodations. Students may also contact the ADA/Section 504 Compliance Officer, Mr. Ray Scott located in Ramsey Hall Room 216, or at (662) 720-7179. Students must self-identify in order to receive accommodations. NEMCC Disability Applications may be obtained from the Counseling Center in Ramsey Hall or online from NEMCC's website at <http://www.nemcc.edu/disability-accommodations/ada-statement/>.

[Canvas Accessibility Statement](#)

Title IX Policy

NEMCC is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. NEMCC's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the campus community, you are encouraged to report the conduct to NEMCC's VP of Student Services, Mr. Ray Scott (jrscott@nemcc.edu), or to NEMCC's Title IX Coordinator, Ms. Beth Benson (elbenson@nemcc.edu). Additional resources are available at <http://www.nemcc.edu/about/title-ix/faq/> & <http://www.nemcc.edu/about/title-ix/sexual-misconduct-policy/>.

Course Communication


Students are welcome to contact me as their instructor at any time via email. Students should expect a reply within 24 hours. If a student waits until the day an assignment is due to ask for help, the instructor cannot guarantee a response before the assignment is due. Students are also welcome to contact me as their instructor during my office hours through a phone call, a video call (like Zoom), or an in-person visit. Walk-ins are always welcome.

Course Calendar

MONTH/YEAR						
SUN	MON	TUE	WED	THU	FRI	SAT

MONTH/YEAR						
SUN	MON	TUE	WED	THU	FRI	SAT

Academic Advising Syllabus

Your Advisor:	Mrs. Jane Doe 
Email:	Jmdoe@nemcc.edu
Phone:	662-720-0000
Office:	Antler Hall Room #212 (2 nd Floor)
Office Hours:	Mon./Wed. 2:00-4:00 Tues./Thur. 8:00-9:15, 1:00-2:00

What is Advising?

At Northeast Mississippi Community College, **academic advising is a teaching and learning process.** Through advising, the College community motivates students to create a path through which educational, career, personal, and social goals may be achieved beyond their own aspirations.

Student Learning Outcomes

Advisors act as navigators on your path to reach your goals. As advisors guide, you as the student then have the responsibility to make decisions that will be most appropriate for your personal goals.

Through appropriate academic advising, Northeast students will:

1. **Utilize academic advising resources in making timely and informed decisions that lead to student success.**

Advisors want their students to understand career opportunities associated with their coursework. They also help students understand college policies associated with their progress towards completing their degree, certificate, or other credential. Advisors will help students to utilize DegreeWorks software to understand credential requirements and progress. Students will then develop a personal and realistic timeline for credential completion

2. **Demonstrate understanding of the role of academic advising through completion of new student coursework (LLS 1311 and LLS 1151).**

Students should understand the academic advising syllabus. They should also understand the value of the academic core curriculum. And, they should grow to understand that learning is a process where we

overcome challenges and adapt to change. Advisors act as guides to help students navigate these challenges and changes, especially within new student coursework offerings—Orientation and College Life.

3. **Demonstrate understanding of the conceptual, informational, and relational components of academic advising.**

Advising consists of three main components: conceptual (the purpose of advising), informational (what you need to know to be academically successful), and relational (the connections and conversations essential to student success). In each of these activities, advisors guide but students decide. Students will establish shared expectations with their academic advisors and will then effectively register for courses they need. Students should also understand and interact with available institutional resources. Northeast has resources that students use as needed to help them reach their educational, career, personal, and social goals.

We Guide, You Decide

Like any other teaching and learning relationship, there are expectations advisors will have of their students. And, there are expectations that students should have of their advisor.

What Advisors Should Expect of Students

- Become a stakeholder in the advising process
- Ask questions regarding plan of study
- Meet regularly to discuss classes, typically once a semester
- Respond in a timely manner

What Students Should Expect of Advisors

- Give informed, accurate information
- Provide guidance on academic plan of study
- Respond in a timely manner
- Be willing to listen and respond meaningfully

How Can I Be Advised?

At Northeast, we understand that not every student is the same. Some work, some have families to care for, and some are involved in college activities. So, Northeast provides multiple ways to connect with your advisor.

Appointments

What it is: ½ hour, one-on-one conversations with me as your advisor

Best for: complex questions and reflections on your academic experiences, goals, options, and decisions

How-to: In general, I am available to meet [dates and times] at my office in [location]. You can make an appointment with me through email, Canvas Inbox, or by calling me. Have a couple of days and times already in mind as to when you would like to meet. Then, I will find a time that works for both of us. Remember that times around Priority Registration Day fill up fast. Make sure that you plan your questions ahead of the appointment.

Drop-In Meeting

What it is: 5-10 minute drop-in interactions with me or another academic advisor

Best for: less complex questions about an immediate or time-sensitive issue

How-to: Stop by my office during my posted office hours. It may be helpful to send me an email or Canvas Inbox message beforehand. I occasionally need to meet with other instructors or otherwise step out of my office briefly. If I am not in my office, message me or wait for a few minutes. I want to meet with you!

Email

What it is: formal, written communication

Best for: scheduling appointments or asking questions that can be answered through a written response.

How-to: Send me a message through your Northeast email address or your Canvas Inbox messaging system. Please practice proper grammar. Allow at least 24 hours for a response during the week, and 48 hours for a response over the weekend. If the question you ask turns out to be more complex than it at first seems, I will likely ask you to schedule an appointment.

Video Conference

What it is: a replacement to in-person meetings for online or dual-enrolled students

Best for: students who have difficulty or obstacles to physically coming to campus

How-to: First, send me an email or Canvas Inbox message requesting a video conference, along with a description of what you hope to discuss as you would for any other meeting with me. Also include a couple of days and times that you might be able to meet. I will find a time that works for both of us, and then send you a link to a Zoom meeting. When it is time for our meeting, click that link, and we will meet online with video and voice.

English Advising Prerequisites

For placement in English Composition I (ENG 1113)

Students need a 17 or higher English ACT subscore to register for ENG 1113; otherwise, place them in ENG 0113 (Beginning English).

For placement in Literature Courses

Students must have successfully completed ENG 1123 (English Composition II) before taking any literature class.

Advising Notes—Mathematics and Sciences

REMINDER OF MATH PRE-REQS

MAT 0123 – Beginning Algebra

- Not required; students sign up if they feel they need the extra help

MAT 1233 – Intermediate Algebra

- Any ACT score

MAT 1313 – College Algebra

- 19 or higher Math ACT or “C” or higher in Intermediate Algebra or Math SREB score of 80 or higher

LAB REMINDER:

For Science courses—the lecture and the lab **MUST** have the same instructor

REMINDER OF SCIENCE PRE-REQS

BIO 1134 – General Biology I

- Must be eligible for College Alg (MAT 1313) OR “C” or higher in Prin. Of Bio. I (BIO 1114)

BIO 2414 – Anatomy and Physiology I

- 19 or higher composite ACT OR “C” or higher in Survey of A&P (BIO 1534)

CHE 1213 – General Chemistry I

- Must be eligible for College Alg (MAT 1313) OR “C” or higher in Prin. of Chem. (CHE 1313)



Contact Beth Byrd
at 7338

SCIENCE FOR NON-MAJORS

- BIO 1114 and 1124 – Prin. of Biology I and II (can be taken in any order)
- BIO 1534 – Survey of A&P
- CHE 1313 and 1311 – Principles of Chemistry
- PHY 1114 – Astronomy
- PHY 2244 and 2254 – Physical Science I and II (can be taken in any order)

SCIENCE REMINDERS

Hybrid Science courses—A separate lab is not scheduled for the following:

- BIO 1114—Prin of Bio I
- BIO 1124—Prin of Bio II
- BIO 1534—Survey of A&P
- PHY 1114—Astronomy
- PHY 2244—Phys. Science I
- PHY 2254—Phys. Science II