

Lourdes Parent Handbook

2010-2011

Dear Parent and/or Guardian,

Welcome to the Lourdes Family! Your son or daughter has chosen a special place to live and learn. We look forward to collaborating with you in many of these experiences. Lourdes actively provides opportunities inside and outside of the classroom, with a variety of occasions for the intellectual, social, moral, aesthetic and spiritual growth of students, in a supportive and caring environment. These experiences, nurtured within the unique values of the Franciscan tradition, provide a distinctive educational setting for Lourdes students. A valuable resource about policies is the student handbook.

The beginning of college is a time for setting clear expectations with your son or daughter: about study, social relationships, and alcohol use/abuse, etc. While we may think that a child knows what we expect, it is important to express expectations prior to their arrival on campus. We see this as the first step in our partnership. Our experience tells us that students whose parents' have set the framework for what they expect have an easier adjustment to college life and to Lourdes, because your expectations will be understood.

If you would like to be updated on any news at Lourdes please join our Parent Network:
<http://www.lourdes.edu/ParentsFamily/ParentNetwork.aspx>

Sincerely,
Campus and Residence Life Staff

Mission of Lourdes

Lourdes, rooted in Catholic and Franciscan traditions, provides a values-centered education that enriches lives and advances academic excellence through the integration of the liberal arts and professional studies.

Lourdes expresses its Franciscan identity as:

- a Community of Learning
- a Community of Reverence
- a Community of Service

We are first and foremost a community because community is fundamental to the Franciscan tradition. As a Franciscan institution we acknowledge and celebrate our relationship to God, to self, to others, to all of creation. The mission of Lourdes is carried out in the context of a community that begins on the Lourdes campus among students, faculty, and staff and flows outward to embrace the religious and civic communities whom we engage. As a community we are called to grow, to be hospitable and inclusive, to be peacemakers and justice seekers.

We are a *community of learning*. In the Franciscan tradition the love of learning stems from a desire to grow in our understanding of God, of creation, and of each other. The quest for truth and understanding allows for growth and transformation to take place both in ourselves and in the world around us.

We are a *community of reverence*. Reverence recognizes and respects the dignity and worth of each human person and all creation. Reverence takes us beyond tolerance and calls us to treasure the diversity of the human family with its various ethnicities, cultures and faith traditions.

We are a *community of service*. The Franciscan tradition is intimately tied to service. The members of the college community challenge one another to cultivate a spirit of gratitude, to be mindful of those who feel unconnected and who are in need, and to develop and share our gifts with the broader community.

Recognizing that the diverse expressions within the human family enrich the learning and life of our community, Lourdes, as a Catholic institution, is committed to nurturing an atmosphere that engages students, faculty, and staff in a dynamic exploration of a broad spectrum of ideas and cultures that leads to a multidimensional understanding of the world.

Lourdes fosters an intellectual community enriched by the full range and depth of human experience where diverse voices and viewpoints are represented. Lourdes College reflects its Franciscan values of community, learning, reverence, and service through initiatives that include professional, pedagogical, and student development, as well as community events, that actively promote and support a diverse population.

Mission of Lourdes Residence Life Our Mission

The Department of Residence Life is committed to our Franciscan values of community, learning, reverence, and service. Our philosophy is intentionally grounded in these values to support individual growth in and out of the classroom. By developing dynamic living-learning communities we are committed to preparing students to become active members of their communities.

We Value

Community: Creating safe, secure environments that support learning and a feeling of belonging, sharing standards and goals, being accountable and responsible, and supporting the common good.

Reverence: Building consideration and regard for acknowledging the uniqueness of each individual.

Service to Every Student: Providing effective and innovative assistance to every student by supporting their learning/growth and the advancement of knowledge, skill and understanding wholeness.

Learning: Creating a living/learning environment that acknowledges that learning happens everywhere on campus.

Living & Learning at Lourdes

We believe that living in the residence halls affects your entire experience at Lourdes therefore we will aim to create and sustain living/learning environments that are open, caring, nurturing, purposeful, and collaborative. Given this philosophy, we are committed to

- *Provide clean and safe residential facilities
- * Create an atmosphere that is fun, caring, friendly, and supportive
- *Offer guidance and support from a wide range of Lourdes faculty and staff members
- *Hire a residence life student and professional staff committed to student learning
- *Provide opportunities for lifelong learning, personal development, and leadership/communication skills
- *Celebrate and value individual differences
- *Create an open and diverse environment that promotes understanding and acceptance of cultural, ethnic, racial, physical, sexual, and religious differences
- *Develop policies and procedures that encourage responsible behavior

Catholic Franciscan Tradition

The Catholic Franciscan tradition is Lourdes founding tradition, and this tradition remains alive at Lourdes where it engages students, faculty, staff, and administrators of diverse backgrounds. The Franciscan tradition is the living legacy of the Saint Francis of Assisi. Franciscan education is affective learning. It occurs in the personal interactions of faculty, students, and student affairs staff; it prepares students to address real issues in our contemporary world, and to raise critical questions.

The Franciscan tradition provides resources which contribute to our academic excellence. Francis called himself simple and unlearned, but he had a profound and coherent understanding of human identity, social life, and the physical world. This understanding began with careful attention to the real experience of being human, living in a community, being situated in a particular place, but then he put this experience in the context of a tradition. He could also listen to and learn from people formed by other traditions.

Adapted from "Franciscan Tradition Statement" April 28, 1998

The Franciscans

St. Francis was born in the town of Assisi, Italy around the year 1182, the son of Pietro Bernardone and Madonna Pica. He acquired the nickname "Francis" at an early age, because of his father's business dealings in France. Pietro Bernardone was a successful cloth merchant, and a member of the rising business class in medieval Italy, and he provided his family quite a comfortable life. He also had dreams of Francis continuing the family business and rising to prominence in the town. As such, he was only too happy to outfit Francis with the equipment needed to serve in the army and go off to war.

Francis' military experience was short-lived as he was soon captured, spending almost a year as a prisoner of war. He returned to Assisi a weak man, but also a changed one. His forced solitude led him to ask questions about his future, and he continued to ponder these questions as he recuperated at home.

One day in 1205 he stopped to reflect and pray in the crumbling chapel of St. Damian, down the hill from Assisi. There, in a mystical experience, he heard Christ speak from the cross, and to give the direction, "Francis, repair my church, which as you see is falling into ruins." He took this charge literally, and began to rebuild the very structure in which he had prayed. Such behavior brought his father's disapproval, and this became anger when Francis sold his father's cloth to raise funds for the needed repairs. Dragged before the bishop by his father, Francis declared that God alone was his father, and he entrusted himself to the bishop.

The strange behavior of this favored son of Assisi brought more than a few laughs and much ridicule. But it also attracted others from the town and the surrounding area who appreciated what this gallant young man was trying to accomplish. They joined him in repairing churches, and slowly came to realize that their service should extend to others who had special needs, like the lepers who were abandoned to fend for themselves.

As the group grew in numbers, Francis was wise enough to know that many such groups had fallen away from the Church and become heretical in their teachings. And so, in 1210, he and his followers set out for Rome, to seek the approval of the Pope for the simple way of life they proposed to live. The Pope, too, had misgivings, but tradition says a dream helped Pope Innocent III to realize that this way of life was a literal following of the Gospel, and that Francis would be a "support" for the whole Church.

Thus the way of life Francis proposed received verbal approval from the Pope in the year 1210. In the immediate years that followed there was phenomenal growth, with literally thousands of men and women joining this movement while Francis was still alive.

Francis and his brothers would go out in small groups to preach penance, to wish those they met "Peace and all good," and to proclaim the Good News of Jesus Christ. After a period of time they would return to a designated spot to pray, to share their experiences, and to renew themselves in their way of life. A missionary effort was an early thrust, and Francis himself was able to preach before a Sultan of the East. This period also brought the first martyrs to the Order, as St. Berard and his companions died in Morocco, an inspiration that led Anthony of Padua to the Friars.

Early on Clare, a rich young woman from Assisi, also sought to live this way of life, and was welcomed by Francis. Clare and her sisters were given the restored Chapel of St. Damian as a place to pursue their contemplative life. This became the Second Order of St. Francis, also known as the Poor Clares. Finally, accepting that many women and men had responsibilities to families but would like to live aspects of the Franciscan life, Francis wrote another Rule of life for what is known as the Third Order or the Secular Franciscan Order. These ways of life also continue to the twenty-first century.

Many aspects of Francis' life are well known. Francis wanted all to experience God's love in sending His Son into the world, and so he created what is said to be the first Christmas crib, at the town of Greccio in 1223, allowing that community to better picture the miracle of Bethlehem. In 1224, while praying on Mount La Verna, Francis received the marks of our Lord's Passion in his hands, feet and side, a miracle known as the Stigmata. And capturing his love for all of creation, in 1225 Francis completed the

"Canticle of the Creatures" wherein he recognized God's goodness in "Brother Sun" and "Sister Moon" and all of nature.

Francis' earthly life came to an end on the evening of October 3, 1226. After much suffering, he asked to be laid on the bare earth outside the Chapel of Our Lady of the Angels below the hill of Assisi. There he would commend his soul to his Heavenly Father.

Francis was declared a saint only two years later, in 1228, and in that same year work was begun on the permanent burial place in Assisi. In 1230 St. Francis' mortal remains were moved to the church that the world knows today as the Basilica of St. Francis. It remains one of the most popular places of pilgrimages in the world, and has been visited by many popes, including John Paul II.

Taken from <http://www.franciscans.org/hislife.cfm>

Message from Lourdes President Dr. Robert Helmer

Family Rights and Privacy Act of 1974 (FERPA)

The FERPA statute states that educational institutions must give students access to their official records, and an opportunity to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate; that an institution must obtain written consent from students before releasing personally identifiable data about students from records to other than a specific list of exceptions; that students be notified of their rights as enumerated by this document, and that the Department of Health, Education, and Welfare investigate complaints of alleged violations of the Act. Current regulations will permit institutions to release information from a student's record if the student has provided written consent to the person seeking access to it. Students at Lourdes can agree to waive their right of privacy during Registration or Orientation.

Academic Calendar-Important Dates

Fall 2010	
Fall Graduation application period	(M) July 26-(F) Oct. 15
Get in the Game Orientation	(F) Aug. 13
Fall Transfer Orientation	(W) Aug. 18
Winning the Game (Academic Orientation) for commuter first-time, full-time students	Aug. 16 & 17
Final Registration	(M) Aug. 16-(S) 21
Classes Begin	(M) Aug. 23
Late Registration	(M) Aug. 23-(S) Aug. 28

Last day to add/drop	Sept. 4
Labor Day (no classes)	(M) Sept. 6
College Night (no classes)	(T) Oct. 5
Spring Graduation application period	(M) Oct. 25-(F) Jan. 28
Registration for Spring semester	(M) Oct. 11
Fall Graduation Application Deadline	(F) Oct. 15
Last day to add/drop Q session	Oct. 27
Thanksgiving Recess	(W) Nov. 24(S) 28
Classes Resume	(M) Nov. 29
Final date for withdrawal from classes	(M) Nov. 22
Semester exams	(M) Dec. 6- (S)Dec. 11
Semester recess	(Su) Dec. 12 - (SU) Jan. 9
Accelerated Schedule	
Session I – Section L	(M) Aug. 23-(T) Oct. 12
Session II – Section Q	(W) Oct. 20-(S) Dec. 11

Spring 2011	
Final Registration	(M) Jan. 10- (S) 15
Spring Orientation	(W) Jan. 12
Martin Luther King Day (no classes)	(M) Jan. 17
Classes Begin	(T) Jan. 18
Late Registration	(T) Jan. 18-(S) 22

Spring Graduation Application Deadline	(F) Jan. 28
Last day to add/drop	Jan. 31
College In-Service (no classes)	(T) Feb. 22
Registration for Summer & Fall	(M) Feb. 28
Spring Break	(M) Mar. 7-(SU) 13
Classes Resume	(M) Mar. 14
Last day to add/drop Q session	March 30
Easter Break	(W) Apr. 20-(SU) 24
Easter Sunday	(SU) Apr. 24
Classes Resume	(M) Apr. 25
Final date for withdrawal from class	(M) Apr. 25
Semester Exams	(M) May 9 - (S) 14
Summer Orientation	(R) May 19
Commencement	(S) May 21
Accelerated Schedule	
Session I – Section L	(M) Jan. 18-(T) Mar. 15
Session II – Section Q	(W) Mar. 23-(S) May 14

Summer 2011	
Final Registration for Summer (I & II)	(M) May 16- (F) 20
Classes Begin (I & II)	(M) May 23
Last day to add/drop Session I & II	May 28

Memorial Day Commemoration (No Classes)	(M) May 30
Summer Graduation Application Period	(M) June 6-(F) July 1
Final Registration for Summer Session (III)	(M) June 20-(F) 24
Summer Session II ends	(S) June 25
Summer Session III begins	(M) June 27
Last day to add/drop Sesion III	July 1
Independence Day (No Classes)	(M) July 4
Fall Graduation Period	(M) July 25-(F) Oct. 4
Summer Session I & III end	(S) July 30
Graduation application period	(M) Aug. 1-(F) Oct. 21
Get in the Game Orientation	(F) Aug. 12
Fall Transfer Orientation	(W) Aug. 17
Fall Semester Begins	(M) Aug. 22

Who to Call With Questions

Academic Support Services

419-517-8867

Janet Robinson, *Vice President for Academic Affairs*

The Department of Academic Services Mission Statement: To provide a wide range of academic support programs that facilitate student success and retention, the Department of Academic Services takes a leadership role in developing, integrating, and maintaining centralized, comprehensive academic services on campus. One aspect of the services includes providing free academic support to all Lourdes College students through the WIN Center in Delp Hall.

Academic Advising

419-824-3882

1-800-878-3210 ext.3882

<http://www.lourdes.edu/Academics/AcademicAdvisingServices.aspx>

Mary Douglas, *Director of Academic Advising*

At Lourdes College academic advising is a comprehensive process that involves much more than registering for courses. It includes designing a plan of study that assists students in reaching their educational goals. Students also receive coaching on how to make the most of the educational opportunities at Lourdes. Advisors enhance students' educational experiences by introducing them to some of the culture, values and practices of the Lourdes College community.

All first semester students register in the Advising Center. (The only exceptions are LPN and RN nursing students and education licensure students who register in their respective departments.) Beginning with the second semester, students are assigned an academic advisor according to their major. Most liberal arts students, conditionally admitted students and students who have not declared their major continue their advising in the Advising Center. All other students are assigned advisors in their area of specialization.

Advisors are available for registration and other advising services such as dropping and/or adding classes and discussing educational goals. Students may call the Advising Center at 419-824-3882 or 1-800-878-3210 ext.3882 to find out the name of their advisor and to schedule appointments.

Win Center

419-824-3759

<http://www.lourdes.edu/Academics/WINCenter.aspx>

Kevin Work, *Director of the Win Center*

The WIN Center Mission Statement: To create an environment focused on increasing student success and retention, The WIN Center will strive to provide academic support services by offering a place where students and faculty can work together or independently accessing developmental, mentoring, and multi-media technologies that deliver supplementary instructional, learning assistance, and training assistance programs.

WIN Center Hours;

Monday-Thursday, 8:30am-9:00pm

Friday & Saturday, 8:30am-4:00pm

*Hours are subject to change

Services:

The WIN Center provides academic assistance to Lourdes students through tutoring, academic coaching, testing and workshops. Additional resources include writing and documentation manuals, textbooks and course-specific CDs; instructors often provide the Center with additional resources and course reserves. The Center also has more than 50 computers with Internet access, Office 2007 and additional course-specific, or supplemental, software programs for patrons. Other equipment available for student use in the WIN Center includes scanners, black & white and color printers, a copy machine, CD/DVD burners and cloner, graphing calculators, Kurzweil 3000 and more! A digital camera and camcorder are available on a restricted basis, as they require an instructor in order to sign them out.

Academic Services Tutor Program:

Tutoring services are available to students actively taking courses at Lourdes College. Students may seek content tutors (peers who can assist students with content questions) or academic coaches (peers who can assist students with study techniques). Patrons seeking tutoring are urged to schedule tutoring appointments. Drop-in tutoring is available for specific subject areas. Students are urged to check the drop-in schedule posted on the WIN Center’s website, or call/visit the WIN Center for updates to the drop-in schedule.

Library

419-824-3762

<http://www.lourdes.edu/Academics/Library.aspx>

Sr. Sandra Rutkowski, *Director of the Library*

The Duns Scotus Library at Lourdes College is named after a 13th century Franciscan scholar. It has a collection of over 60,000 volumes. Lourdes College is a member of the OPAL/OhioLINK, a consortium of colleges and universities sharing their library resources electronically. OPAL/OhioLINK provides access to on-line databases through the Internet. Students are encouraged to use the library for individual study and quiet research. Two study rooms are available and may be reserved by contacting the library.

Library Hours

Monday – Thursday.....8 a.m. – 9 p.m.
Friday.....8 a.m. – 4 p.m.
Saturday.....9 a.m. – 4:30 p.m.

Career Center

419-824-3704

Janet Dickson, *Director of Career Center*

<http://www.lourdes.edu/StudentLife/CareerServices.aspx>

Career Services helps students explore and define decisions related to choosing a major and career focus. Resources available to students include self assessment, direction with career exploration, education and coaching on the mechanics of a job search, with specific attention directed to writing a resume, appropriate correspondence and interviewing preparation.

Career Services offers personal appointments, workshops and assists in classroom instruction to ensure employment readiness. The Career Services website hosts a variety of convenient resources including links to additional information sources and current job postings.

Alumni Affairs

419-824-3813

<http://www.lourdes.edu/AlumniFriends/AlumniAssociation.aspx>

Aileen Meyer, *Director of Alumni Affairs*

The Lourdes College Alumni Association is the official organization of graduates and certificates/licensure holders of Lourdes College. The Alumni Association represents the strongest lifelong bond between Lourdes College graduates, current students, and the students of tomorrow. The Association provides Alumni with an opportunity to stay connected with the College through special events, working with faculty, and networking with students.

Athletics

419-824-3519

419-824-3521

419-824-3743

<http://www.lourdes.edu/AlumniFriends/AlumniAssociation.aspx>

Gregory Reitz, *Women’s Volleyball Coach*
Andre Smith, *Men’s Basketball Coach*
Scott Simon, *Men and Women’s Golf Coach*

Lourdes is currently developing an intercollegiate athletic program for the fall of 2010. Women’s volleyball, men’s basketball, and men’s and women’s golf programs will provide opportunities for students who meet the criteria for participation to engage in competitive sports. For more information, please contact the Vice President for Student Services.

Bookstore

419-824-3694

<http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?langId=-1&storeId=10481&demoKey=d&catalogId=10001>

Jessica Klimesh, *Bookstore Manager*

The Bookstore, located in St. Clare Hall, Room 145, provides new and used textbooks, trade and reference books, supplies, Lourdes College clothing and memorabilia, greeting cards, and snacks. Software (discounted for students and faculty) is available for special order. Hours are posted on the door.

The bookstore buys used texts daily, however, students can get the best price for used texts during finals week of each term. The refund policy is posted in the Bookstore. For a full refund on textbooks, students must return the book with receipt and in its original condition (no markings), within the first week of the class.

The Bookstore accepts Visa, MasterCard, Discover, and American Express charges. Personal checks are accepted, with identification, for the exact amount of purchase. Students using loan or grant money to purchase books and supplies must make arrangements at the Bursar’s office. During each term, the Bookstore offers special promotions on selected items to students, faculty, and staff. Students are encouraged to check posters in the store for announcements of special sales.

Bookstore Hours

Regular Hours:

Monday - Thursday.....8 a.m. - 6 p.m.

Friday.....8 a.m. - 2 p.m.
Saturday.....8 a.m. - noon

Bursar/Financial Services

419-824-3695

419-824-3726

<http://www.lourdes.edu/Bursar.aspx>

Mike Killian, *Vice President of Finance*

Pat Gray, Bursar

Brigette Sadowski, *Director of Finance*

Check, money orders and cash payments for tuition and fees are made in the Bursar’s Office. Online payments can be made with MasterCard, Discover, American Express. A 2.5 % non-refundable convenience fee will be charged on credit card payments. Online payments via a web check/ACH is another payment option available for a \$3 convenience fee. The normal hours are extended during the two weeks prior to the start of fall and spring semesters.

The Bursar’s Office is located in Room 143, St. Clare Hall, Ext. 3695. The normal office hours are as follows:

Monday - Thursday.....9 a.m. - 5:30 p.m.

Friday.....9 a.m. - 4:30 p.m.

Saturday.....By appointment.

Counseling Services

419-824-3803

<http://www.lourdes.edu/StudentLife/CounselingServices.aspx>

Kathy Daley, *Director Counseling Services*

The Counseling Services office, located on the second floor of Lourdes Hall (LH 220), is available to all registered students. Counseling Services offers individual counseling, support services, resource information, and referral assistance for community services in areas such as depression; anxiety; grief and loss; adjustment issues; self–esteem; parenting concerns; personal relationships; eating disorders; stress management; human sexuality; and personal health issues, to name a few. The Counseling Services website will offer numerous resources and links to local, regional and online emotional health and mental health crisis resources. The counseling office hours are Monday - Friday, with evening hours available.

Veteran’s Services

419-824-3970

<http://www.lourdes.edu/StudentLife/VeteransCenter.aspx>

Michael Gill-Jacobson, *Veterans’ Support Staff*

Lourdes College is committed to providing a veteran friendly campus and is participating in the Yellow Ribbon program. Please contact the Dean of Students for a list of support services.

Financial Aid

419-824-3509

419-824-3733

<http://www.lourdes.edu/FinancialAid.aspx>

Denise McCluskey, *Director of Financial Aid*

Deb LaJeunesse, *Associate Director of Financial Aid*

All matriculated (admitted into a degree program) students are eligible to apply for financial aid at Lourdes College. Lourdes College offers both “need” based aid and “non-need” based aid. To determine your eligibility for financial aid, complete the Free Application for Federal Student Aid (FAFSA). You must be formally admitted to the College before you will receive an award notification.

Information & Technology Services

419-824-3938

<http://www.lourdes.edu/LourdesPortal/InformationTechnology.aspx>

LeRoy Butler, *Director of Information & Technology Services*

As part of its educational mission, Lourdes College acquires, develops, and supports technology resources for students, faculty, staff, and the supporting community. This technology is intended for college-related purposes, including direct and indirect support of the college’s teaching, scholarship, and service missions; college administrative functions; student and campus life activities; and the free exchange of ideas within the college community.

Multicultural Affairs

419-824-3866

<http://www.lourdes.edu/StudentLife/DiversityMulticulturalServices.aspx>

Tonya Colbert, *Director of Multicultural Affairs*

The mission of the Office of Diversity and Multicultural Services is to foster a sense of awareness, appreciation, advocacy and understanding of diverse populations so all members of the Lourdes College community feel honored, valued and respected within their unique cultural frameworks. Multicultural programming is available throughout the year.

Public Safety

campus phone → 411, or 419-574-3861 from an off-campus phone

<http://www.lourdes.edu/AboutLourdes/SafetyHealth.aspx>

Lourdes College is committed to the safety and security of our students and employees. Student Services and the Safety, Health and Environmental Management Committee provide the basic services that affect safety and security. The College coordinates for students and employee’s annual awareness programs and provides information about safety, crime prevention, drugs and alcohol abuse, and security in the campus buildings, on the campus grounds, and in the parking areas.

Registrar

419-824-3816

<http://www.lourdes.edu/Registrar.aspx>

Michelle Rable, *Registrar*

The Registrar is the person to see for grades, change of name and/or address, or to request transcripts. The Registrar is located in SCH 139A; the Assistant Registrar is available in SCH 139.

Office hours are as follows:

Normal Hours:

Monday - Thursday.....9 a.m.-5:30 p.m.

Friday.....9 a.m.-4:30 p.m.

During Fall & Spring Final Registration:

Monday - Thursday.....9 a.m.-6 p.m.

Saturday.....9 a.m.-1 p.m.

Office of Mission and Ministry

419-824-3938

<http://www.lourdes.edu/AboutLourdes/MissionMinistry.aspx>

Sr. Ann Carmen Barone, *Vice President of Mission and Ministry*

Mission and Ministry is committed to reflecting, advancing, and translating into action Franciscan values in every facet of the Lourdes College experience. The rich diversity of our College community, Catholic tradition, Sylvania Franciscan roots, and the spiritual, intellectual, and social values of the students, alumni, faculty, staff, and administration are essential measures of the dynamic relationship between our mission and ministry. Together they insure our fidelity to the mission and to service. Together they express our Franciscan values as a Community of Learning, a Community of Reverence, a Community of Service.

Campus Ministry

419-824-3861

<http://www.lourdes.edu/AboutLourdes/MissionMinistry/CampusMinistry.aspx>

Sr. Barbara Vano, *Director*

Campus Ministry offers opportunities for students of all faith traditions to become active members of the College community. The Director of Campus Ministry and the Campus Ministry staff are eager to be of service to students. L.I.N.K. (Linking Interest, Need and Knowledge) is a student organization that works with Campus Ministry to initiate activities that reflect the Lourdes commitment to spiritual and social growth and service. Through L.I.N.K., students help plan and implement outreach efforts. Weekly liturgy, diverse prayer and reflection opportunities, and Scripture study are available. Service activities reflect our support of Sylvania Area Family Services, Bethany House, Habitat for Humanity, and other national and local causes. Students are encouraged to check the Campus Ministry bulletin board to read the Campus Ministry LINK emails, and to check the Ministry & Outreach pages listed under Campus Life on the Lourdes Portal, for current information on all related activities.

Residence Life and Student Services

419-824-3829

419-824-3834

419-517-8870

419-517-8946

<http://www.lourdes.edu/StudentLife.aspx>

Rosanne Gill-Jacobson, *Vice President of Student Services*

Kim Grieve, *Dean of Students*

Lisa Binkowski, *Director of Campus and Residential Life*

Becky Tobias, *Assistant Director of Campus and Residential Life*

Todd Mathews, *Assistant Director of Campus and Residential Life*

Justin Pickens, *Residence Director*

Student Life prepares students for life, career, citizenship, and leadership roles in the community and our diverse society.

The areas within Student Services include: admissions, career services, accessibility services, enrollment management, financial aid, international student services, judicial affairs, counseling services, diversity and multicultural student services, Campus and Residential Life, intercollegiate sports, Veterans services, student organizations, and the Federal Trio Programs, including Student Support Services and Upward Bound. These areas are designed to assist and support students in their overall educational goals and experiences.

Lourdes College offers many different kinds of activities and programs for students to complement the educational experience. Several campus-wide activities are annual events, including Fall Fest, a welcome back to campus picnic; Spike the Spirit Volleyball Tournament each semester; Exam week Stress Busters; Sharing the Holiday Spirit; Showtime, a talent show; and Spring Fling, the end of the year celebration. In addition, the department of Student Activities and Recreation hosts a Performing Artist Series, bringing bands, magicians, speakers, and comedians to the College; the Coffeehouse Series, which features students, staff, and local musicians; novelty entertainment each semester; the Socrates Café, a monthly philosophical discussion group; leadership workshops; and many different student organizations that students can join. For a full schedule of activities each semester contact the staff in the Ebeid Center, the gym or visit the website.

Campus Safety

Federal law requires every college to disclose the previous year's campus crime statistics (To view the crime statistics go to <http://www.lourdes.edu/Portals/0/Files/StudentServ/SecurityInfo.pdf>). As a parent, you have the right to know how safe the campus environment has been, and you should encourage your student not to be complacent about personal safety. While you cannot physically protect your student from becoming a victim of crime, you can help your student live more safely by having frank discussions about safety issues before he/she leaves for college. You can encourage your student to leave valuable items at home. You will also want to make sure your homeowner's insurance covers your student's belongings in a residence hall. If not, consider renter's insurance. Further, keep

the lines of communication open with your student about alcohol and other drug use, and sexual behaviors. You may not like what you hear, but you need to know whatever your student is willing to tell you.

Overall Advice

Homesickness Prevention

Homesickness is characterized by acute longing and preoccupying thoughts of home and attachment to objects (people, animals, places, things.) Seventeen million US college students suffer from homesickness. It has nothing to do with chronological age. It's anyone away for the first time. And geographic distance doesn't matter. Did you know avoiding other people makes homesickness worse? Did you know that homesickness doesn't just happen to freshmen?

Homesickness-Prevention Strategies for Parents of College Students:

1. If your student has not stayed away from home before, encourage him or her to spend some practice time away before leaving for college. This is one of the best ways a student can prepare for moving to college.
2. Encourage your student to get the information he or she needs to form a positive attitude about going to college. A positive attitude will be very beneficial.
3. Assure your student that you are willing to offer your support. Even though you may assume that your student already knows this, it's important for him or her to hear you say it.
4. Don't send mixed messages such as "have a great time. I don't know what I'll do while you're gone," or "I hope you'll be okay." Instead, express enthusiasm and optimism about the separation. If you, the parent, are feeling separation anxiety, share it with other parents, not with your student.
5. Make sure that your student knows about the college's support system and the role of the residence life staff.
6. Discuss coping strategies with your student. Talk about how nearly everyone feels some homesickness at some point, and that there are good ways to cope with those normal feelings. Identify in advance a few things your student can do, such as talking with a residence life staffer, joining a recreation team, or getting involved with group activities in the residence hall.
7. Email. This is a good way to stay in touch and offer your encouragement and support.

More prevention tips:

- Shape positive attitudes
- Provide information about new place
- Spend practice time away from home
- Resolve family stressors and frame separation in a positive light
- Parents don't share own anxiety, don't give student things to worry about
- Establish healthy lifestyle choices and know what supports are available

Effective coping:

- Doing something fun and physical
- Talking with someone you trust
- Making new friends
- Thinking positively about school
- Maintaining some contact with home
- Keeping time in perspective
- Getting into college life
- Sustaining the coping effort

A student going home often doesn't help. Short term may make them feel less homesick but long term the student establishes poor social connection. A major role of the parent is to prepare student. However don't say I don't know what I'm going to do without you.

Finding their own direction

The college is here to help your student grow and develop into a successful adult. There is a large support system within the college that includes: residence life staff, student activities staff, academic support, campus counseling center, and campus ministries. The college community challenges students to grow in a healthy and supportive environment. We do this by helping them:

- Identify and manage emotions
- Become independent and self-sufficient adults
- Discover their purpose and values
- Fostering positive relations
- Providing growth opportunities inside and outside of class.

Part of the growth process for students taking responsibility for themselves and their actions.

We expect every student to hold themselves accountable. They are the ones responsible for their behavior, keeping up with classes, forming positive relations with their peers, faculty, and staff, and taking care of their personal well-being by eating healthy, getting enough sleep, and by not abusing alcohol or drugs.

Occasionally, some students go astray. The college community works together to help the student and get them back on track. By keeping an open and honest relationship with your student, you will be able to spot warning signs and recommend getting help before they are in too deep. However, it will be more beneficial to the student if they are the ones to actually seek the help they need so do not feel that you have to fix all their problems. Most students will come across a few obstacles but will be able to overcome them and become a stronger person.

Most students will make mistakes while in college. Let your student learn from their mistakes.

Discuss their mistake in a non-judgmental way and help them come to their own conclusion about how to solve the problem. The student should be the one who fixes the problem if at all possible. While it may be easier for you to talk to professors about grades or pay a fine for them, they will not gain as much from the experience. Although the student may not enjoy handling the situation, it will help them become a more self-sufficient adult.

Communicating with your student can be challenging at times. Finding out about what is going on in their lives while keeping them updated on things at home requires some patience and balance. Miscommunication or not discussing some of the more difficult topics now may lead to problems down the road. Let your student know now what is expected of them. Keep in mind that these expectations need to be realistic. It's very difficult to take a full load of classes, work enough to make car payments or pay bills, and keep a 4.0 GPA. Something will have to give.

Here are some topics, although some are touchy, that should be discussed before leaving for school or as close to the beginning of school as possible. Try to have the conversation in person.

- Money: who will pay for what and how much? What happens if financial aid runs out? Should the student work?
- Academics: grades, majors, and course loads
- Calling or visiting home: how often and when?
- Behavior
- Drug and alcohol use
- Sex

Starting college can be a stressful time for both students and parents. Students will be beginning a new chapter in their lives often far away from their families. These changes provide great opportunities for growth.

Trust is Key

Emotions often run high during the first year of college. Showing your student that you trust them will help ease the transition into college for you and your student. A lot can be learned outside of the classroom. Students are learning to be responsible for themselves and how to handle their new freedom. They may try new things, change their major several times, or take risks. It is important for parents to express trust in their student. Students that do not feel that they have support at home do not feel comfortable taking these risks. They make do things because it's what their parents want and they may end up miserable for four years. Being supportive of your student's choices while in college shows that you trust them and want them to be happy. Sure, they may hit a few rough spots, but a lot can be learned from taking risk. They may discover something new about themselves!

Grades are usually a major source of stress for students. Be supportive in your student's academic life. Keep in mind that not every student is going to make straight A's all four years. Encourage them to try their hardest and get help when needed.

Help your student by...

- Focusing on what they are learning instead of the grade they are receiving
- Discuss how other commitments are affecting school work and see if any adjustments can be made
- Encourage them to talk with professors and their academic advisor
- Encourage them to attend tutoring sessions
- Discuss papers and projects with them

Becoming Responsible

Having responsibility and being responsible, however, are not necessarily the same things. If your student is to learn to behave responsibly, he/she will need your guidance and support. You can help your student achieve responsibility by overcoming the desire to fix every problem for him/her. Keep in mind that when your student asks for advice on how to handle a situation, he/she may be asking for just

that -- advice. He/she may feel confident in approaching a solution on his/her own, if he/she has some ideas about how to go about it. When students enter college, they are responsible for a whole range of things which their parents may have handled or assisted with in the past:

- Getting up on time to go to class
- Negotiating disputes with roommates
- Meeting academic deadlines and meeting with the instructor when a problem exists
- Paying bills and managing money
- Scheduling routine car maintenance
- Scheduling routine medical and dental appointments, and seeking care when problems arise.

Learning to Manage Money

One of the chief areas of responsibility new college students must master is money management. Their lack of money management skills often creates stress for parents themselves. Parents can reduce some of this stress by doing the following:

- Jointly establish a budget and expectations.
- Resist the temptation to tie money to grades or to use withholding money as a threat.
- Follow all procedures and timetables required by the Financial Aid Office.
- You may choose to encourage your student to work part-time (no more than 15 hours per week is recommended for full-time students).
- Have your student establish a bank account, and make sure he/she knows how to balance it.

Responsible use of debit/ATM cards is important.

- You may choose to allow your student to have one major credit card for emergencies. Having the bill sent to the student and then insisting it be paid in full each month is a good practice.
- Discourage your student from accepting any of the credit card offers received through the mail or other solicitations.