VIRGINIA UNIVERSITY OF LYNCHBURG



2025-2027 CATALOG

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Virginia University of Lynchburg

Catalog

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MESSAGE FROM THE PRESIDENT



Virginia University of Lynchburg is one of America's Historical Black Colleges and Universities (HBCU's). This group of schools was founded in the 19th century to serve African Americans that were not allowed to attend predominately white institutions. For one hundred and twenty-four years our institution has nurtured and sent out some of the most effective schoolteachers, missionaries, ministers, and community leaders in our nation.

Through a century, Virginia University has survived post-reconstruction disenfranchisement of African Americans in the south, the emergence of Jim Crow Laws, the great depression of the late 1920s, and our struggle for equality in the 1960s. In each instance, her graduates have emerged as courageous leaders who have led our people on through the storms.

Today, we are challenged once again to provide our young men and women with an education and programs that will prepare them to lead in a new century, and a new millennium. As we celebrate our rich heritage, our institution must position herself to prepare the next generation of leaders who will address some of our world's most pressing problems. Among these are an economic meltdown, unemployment, healthcare, energy, global warming, and inadequate education for our citizens, growing national debt and political self-indulgence. All institutions are judged by the quality of the graduates they produce. Our faculty then must become committed to developing pre-college initiatives that equip many of our high school graduates with the skills they need to matriculate successfully in a college environment. This will no doubt call for strong student support through social, financial, academic assistance to students by the way of peer and teacher-student mentoring programs and tutoring. In so doing, Virginia University of Lynchburg will be the institution that will be positioned to salvage the lost generation among us, and provide that enlightened leadership that will help the nation find solutions to the problems of our time.

Kathy Franklin, Ph.D.
President

VIRGINIA UNIVERSITY OF LYNCHBURG
AUTHORIZATIONS, MEMBERSHIPS, AND AFFLIATIONS

Accreditation

Transnational Association of Christian Colleges and Schools (TRACS)

Virginia University of Lynchburg is a member of the Transnational Association of Christian Colleges and Schools (TRACS), [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; email: info@tracs.org] having been awarded Reaffirmation II Status as a Category IV institution by the TRACS Accreditation Commission on April 12, 2021; this status is effective for a period of ten years (2021-2031). TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation, and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

Degree-Granting Authority

Virginia University of Lynchburg is authorized to confer Associates, Baccalaureate, and Doctorate degrees in the Commonwealth of Virginia.

State Authorization Reciprocity

Virginia University of Lynchburg participates in the State Authorization Reciprocity Agreements (SARA).

Memberships

National Association for Equal Opportunities in Higher Education Virginia Association of Collegiate Registrars and Admissions Officers (VACRAO)

Affiliations

The Virginia Baptist State Convention
The Lott Carey Baptist Foreign Mission Convention
The National Baptist Convention, Inc.
National Baptist Convention of America, Inc.
Progressive National Baptist Convention

NON-DISCRIMINATION

Non-Discrimination Policy

Virginia University of Lynchburg does not discriminate on the basis of race, color, sex, religion (Title VII), ethnic origin (Title VI), handicap (Section 504), sexual orientation, or age in the administration of its educational and employment policies, and maintains such nondiscriminatory policy in all aspects of operation in the administration of its educational programs and policies, scholarship and loan programs, and athletic or other University-administered programs, except as such conditions may constitute bona fide occupational or assignment qualifications. Discriminatory acts of any kind are strictly forbidden.

In keeping with the historical values of Virginia University of Lynchburg, the University endeavors to treat all students and employees with dignity, justice, and fairness. The University strives to provide equal opportunity and an atmosphere of nondiscrimination. This policy is to be implemented throughout the University and is the responsibility of all departments and personnel, supervisory, and nonsupervisory.

Inquiries concerning the application of these policies may be directed to the Director of Financial Aid, the Dean of the University, the Section 504 Coordinator, or the Vice President for Academic Affairs, at 434-528-5276, in Lynchburg, Virginia 24501.

Americans with Disabilities Act

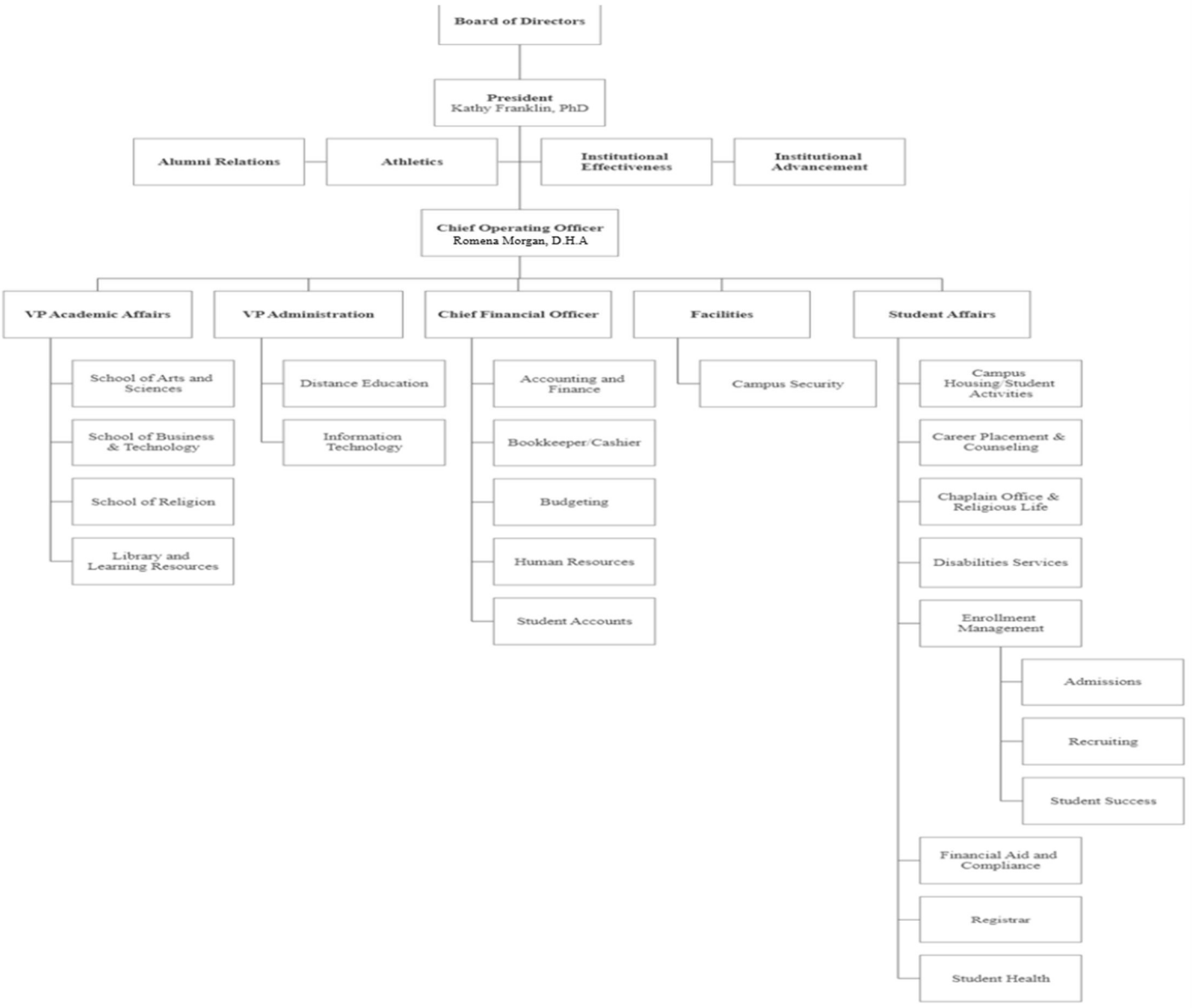
Virginia University of Lynchburg will make reasonable accommodations for the known physical or mental disabilities of an otherwise qualified individual (as those terms defined in the American with Disabilities Act). If you have a disability which requires accommodation, please contact Dr. Patricia Price, Director of Disability Services 2058 Garfield Avenue, Lynchburg, Virginia 24501, pprice@vul.edu or by telephone (434) 333-6453. Students and the Director will engage in an interactive process to determine reasonable accommodation.

Title IX

In compliance with Title IX of the Education Amendments Act of 1972, Virginia University of Lynchburg works to ensure that "no person shall...on the basis of sex, be excluded from participation in, denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financiał assistance." For Title IX inquiries or complaints please email: TitleIXcoordinator@vul.edu. Inquiries about the University's compliance with and policies that prohibit discrimination on these bases may be directed to:

United States Department of Education
Office for Civil Rights
400 Maryland Avenue, S.W.
Washington D.C. 20202-1475

ORGANIZATIONAL CHART



BOARD OF TRUSTEES

Dr. LeRoy M. Owens, **Chairman**	Washington, DC
Dr. Bess Dunner	Waco, Texas
Ms. Rosylind Fitz	Portsmouth, Virginia
Dr. Kathy Franklin, **President**	Forest, VA
Dr. Waddell G. Jones, Jr.	Appomattox, VA
Dr. Trina Parks	Madison, NJ

HISTORY

The Virginia Seminary and College was organized in May 1886, during the 19th annual session of the Virginia Baptist State Convention at the First Baptist Church at Lexington, Virginia. The Reverend P.F. Morris, the pastor of the Court Street Baptist Church of Lynchburg, Virginia, offered the resolution that authorized the establishment of the institution. A preliminary meeting perfecting the plans to organize the school and locate it at Lynchburg, Virginia, was held in July 1886. At this meeting, Lawyer James H. Hayes of Richmond was appointed to obtain a charter for the school. The plans drawn up in the preliminary meeting were ratified in the 20th annual session of the Convention held at High Street Baptist Church at Danville, Virginia, in May 1887. The next annual session of the Virginia Baptist State Convention was held at Court Street Baptist Church in Lynchburg, Virginia, the Reverend P.F. Morris, Pastor, in 1888. At this session of the Convention, the location of the school in Lynchburg, the plans and specifications of the first brick building, the letting of the contract for the erection of the building and the charter were approved. The cornerstone of this building was laid in July 1888.

According to the charter, the school was first known by the name of the Lynchburg Baptist Seminary. A temporary weather-board building was erected in 1889. The Seminary was opened by Professor R. P. Armstead, January 18, 1890, with an enrollment of thirty-three students.

By Charter amendments, the school's name has been changed five times: first, from Lynchburg Baptist Seminary to Virginia Seminary, February 4, 1890; second, from Virginia Seminary to Virginia Theological Seminary and College, June 5, 1900; from Virginia Theological Seminary and College to Virginia Seminary and College, May 15, 1962; and from Virginia Theological Seminary and College to Virginia College-Virginia Seminary, 1967 and finally to Virginia University of Lynchburg, 1996.

Virginia University of Lynchburg has had sixteen presidents. The first president of Virginia University of Lynchburg was the Reverend P.F. Morris (1888-1890). Professor G. W. Hayes, the second president (1890- 1906), gave to the institution its philosophy of "SELF-HELP," and during his administration, Hayes Hall was built. During the administration of Dr. R.C.

Woods, a former student of Professor Hayes, the school enjoyed its greatest period of expansion: Fox Hall, Graham Hall, and Humbles Hall were erected; several lots and cottages were purchased, capable and efficient faculties were employed, and a capacity student body of six hundred was enrolled.

The College has grown from a small frame building to a plant that could not be replaced today for 30million dollars. The plant, its management, and the responsibility of financing it reveals the potential mental, moral, and spiritual resources of the institution's DO-FOR-THYSELF philosophy.

During the past 128 years, the University has had sixteen presidents, eleven of whom were graduates of the University, namely: Robert C. Wood, William H.R. Powell, Vernon N. Johns, Madison C. Allen, McCarthy C. Southerland, Benjamin W. Robertson, Leroy Fitts, Melvin R. Boone, Thomas E. Parker, Elisha G. Hall, and Ralph Reavis.

Presidents of Virginia University of Lynchburg
Philip F. Morris, B.A., B.D., M.A., D.D., 1888-1890
Gregory W. Hayes, A.B., MA., 1891-1906
Mrs. Mary Hayes, A.B., 1906-1908
J.R.L. Diggs, A.B., M.A., Ph.D. , 1908-1911
R.C. Woods, B.A., A.M., D.D., 1911-1926
W.H.R. Powell, A.B.,B.D., D.D., 1926-1929
Vernon Johns, A.B., B.D., D.D., 1929-1934
W.H.R. Powell, A.B., B.D., D.D., 1934-1946
M.C. Allen, A.B., M.A., B.D., D.D., 1946-1966
MacCarthy C. Sutherland, A.B., S.T.B., M.A., D.D., 1966-1980
Benjamin W. Robertson, A.B., B.Th., M.Div., D.Min., D.D., 1980
Leroy Fitts, A.B., M.Div., D.D.1980-1981
Thomas E. Parker, B.Th., D.D. 1982-1987
Melvin R. Boone, A.B., M.Div., D.D., 1988-1990
Ada M. Palmer, A.B., M.A., L.H.D. 1990-1992
Elisha G. Hall, A.B., M.A., M.Div., D.D., 1992-1999
Ralph Reavis, A.B., B.D., M.Div., S.T.M., Ph.D., L.H.D., 2000-2015
Dr. Kathy Franklin, B.S, M.Ed., L.H.D., Ph.D., 2015 – Present

DOCTRINAL POSITION

Doctrinal Statement *Revised April 21, 2009*

Virginia University of Lynchburg (formerly Virginia Theological Seminary and College) was founded as a Christian institution of higher education. Therefore, in order to provide the means by which the administration, faculty, and students may be guided by the Word of God, the founding fathers of the Virginia Baptist State Convention stated that the initial aim was to "make this institution thoroughly and positively Christian." As a community which follows the Christian Doctrine, we subscribe to the faith of our fathers and mothers who followed the teachings of the Old Testament and the New Testament.

We believe in one True God, the Creator of the Universe, and all that exists within. God is the Father of Abraham, Isaac, Jacob, and of our Lord Jesus Christ who was manifested in the flesh as God and man, lives and reigns in unity with God the Father, God the Son, and God the Holy Spirit. The three modes of being in the Trinitarian Godhead as understood by Christians are of the same substance and are distinct in person and function.

We believe that God the Father is the First Person of the Trinity and the beginning of all that God has made evident in the Universe. He is the maker of heaven and earth and is actively involved in His purpose to redeem all of creation to its original state of perfection.

We believe that Jesus Christ is the Second Person of the Trinity, eternally generated from God the Father. Jesus our Lord is God and man and his unitary personality unites the divine and human natures. Through a miracle, by the Holy Spirit, He was conceived and born to the Virgin Mary and lives forever as God and man with two distinct natures united in one person. We believe that the Holy Spirit is the Third Person of the Triune Godhead, emanating from the Father and the Son, and sharing equality with them. The Holy Spirit gives life to all and participates in the creation and the orderly activity of the universe. The Holy Spirit is the means by which men, women, boys and girls are born again to comfort the believers and assist us on our journey toward perfection.

We believe that God created all things, angels were created as messengers and ministering beings, but with the advocacy of Satan, and some angels rebelled against God and fell from their sinless state and became evil beings. We further affirm that God created the universe in six days and rested upon the seventh. Human beings were created by God in His image and likeness, and they are responsible under God for how they exercise dominion over the work of God's hands and conduct their own lives.

We believe that the Bible (the Old and New Testament) was written by individuals who were inspired by God and is, therefore, authoritative in all matters. We believe that under

the inspiration of the Holy Spirit the believer can understand and discern its meanings. We believe that Adam and Eve, the first man and woman, willfully disobeyed God, and thereby bringing sin and death into the world; now all persons are sinners from birth and stand in need of redemption from the consequence of sin.

We believe that Jesus Christ gave Himself as the supreme sacrifice by the Will of God the Father, and through the crucifixion on a cross and His obedience to the will of His Father, He redeemed all through the shedding of His blood and death at Calvary. He was buried and on the third day, He arose from the dead. He ascended into heaven where He now sits at the Father's right hand and makes intercession for all believers.

We believe that each person can be saved through the work that Jesus accomplished on the Cross of Calvary and the subsequent resurrection on the third day. Salvation for the Believer by grace becomes reality when repentance of sin is confessed with faith alone in Jesus Christ as Savior. The Believer is then made righteous through faith alone and experiences the new birth through the power of the Holy Spirit. With this power, the Believer is able to turn from sin and lives out his or her life through faith in the Lord Jesus Christ. The Holy Spirit dwells in all who have been born again, assisting in the preservation of the image of God within them, and conforming their lives into the likeness of the Lord Jesus Christ.

We believe that the local church is a congregation of baptized believers, organized to carry out the great commission to evangelize, teach, and administer the Ordinances of Baptism and the Lord's Supper. The Church has two scriptural officers, the Pastor, and the Deacon. The Church carries out its mission through the gifts given by the Holy Spirit to all believers and prepares them for eternal life.

We believe that the resurrected body of Jesus Christ will return to the earth to judge and purge sin, to establish His eternal Kingdom, and to consummate and fulfill His purposes in the works of creation and redemption with eternal rewards and punishments. In juxtaposition to heaven, hell is a place of eternal punishment where all who die outside of Christ shall be confined in conscious torment for eternity.

MISSION

Virginia University of Lynchburg seeks to recognize the possibilities in every human being and maximize the gifts of the individual within the context of a thoroughly Christian and nurturing environment, which offers students opportunities to develop into able leaders and scholars.

The Mission of the school is to provide a solid Liberal Arts and Christian Education program for all students. The University continues to embrace our African-American heritage along with appreciation for other cultures and ethnic groups in our global Community.

Virginia University of Lynchburg has, for the past 25 years, operated several teaching locations in the state of Virginia. This effort is in keeping with VUL's historic missionary spirit of reaching out to the wider community beyond the University.

This historical African American institution was founded in 1886 to meet the growing demands of our community for better-educated and trained ministers, missionaries, and public school teachers.

OBJECTIVES

In support of its Mission, Virginia University of Lynchburg seeks to equip its students with training and skills to:

1. Share the Word of God with the saved and unsaved.
2. Understand, apply, analyze, synthesize, and evaluate information gained in the humanities, social sciences, and natural sciences during their educational careers and throughout their lives.
3. Engage in a major field of study with a solid liberal arts foundation.
4. Actualize their spiritual, academic, and vocational potentialities.
5. Know and help fulfill the needs of others in a way that leads to the betterment of humanity.
6. Possess university-level competencies in writing, speaking, reading, analytical reasoning, computer literacy, library research, and the appreciation of the arts.
7. Cultivate and implement distinct Christian service ministries.

ADMISSION REQUIREMENTS

General Admission to the University

The University seeks to enroll students who will benefit from academic and character training and who are willing to contribute to the development of a democratic society without regard to race, creed, color, or national origin. The student must be willing and able to assume responsibility for personal conduct and have a sense of concern for others.

Students Transferring from Other Colleges

Academic Degree Requirements – Bachelor's Degree

To earn a baccalaureate degree from Virginia University of Lynchburg, a student must:

1. Earn at least 25 percent of credits for a degree through VUL;
2. Complete a minimum of 120 semester hours of study in the degree program;
3. Complete all Virginia University of Lynchburg General Education requirements;
4. Complete the requirements for a major program as outlined in the catalog;
5. Earn a 2.00 minimum quality point average on all work taken at VUL;
6. Earn a quality point average of at least 2.00 in the major;
7. Comply with all University standards, regulations, and procedures from the date of enrollment through the date of graduation.

A student may wish to satisfy specific requirements for admission to a graduate or professional school, for teacher licensure, or for a specialized program of an outside agency. These credits may be included in the 120 hours as electives or may be taken in addition to those required for graduation.

HOW TO APPLY

I. Students at Virginia University of Lynchburg are encouraged to develop themselves to their fullest potential. In keeping with the philosophy of the University, the Admissions Committee gives due regards to the following:
   - Character and personality traits
   - The physical and emotional health of the student
   - Academic performance in high school or other colleges

II. All applicants for admission are required to:
   - File the appropriate admission application
   - Submit the non-refundable application fee
   - Have official high school and/or college transcripts forwarded to the Admissions Office
   - Schedule a conference with the Director of Admissions to outline a program of study
   - Fill out the Free Application for Federal Student Aid (FAFSA Form)

Foreign students must submit results of the Test of English as a Foreign Language (TOEFL) to be classified as a foreign student. The Educational Testing Service, Princeton, New Jersey, offers this test and it is administered in several locations in Virginia during the year. Admission to the University cannot be considered until satisfactory results of the test are forwarded to the Admissions Office. Prospective students who may have questions on the admissions process or admission policies may contact our Admissions Director.

STUDENTS WITH DISABILITIES

Virginia University of Lynchburg does not discriminate on the basis of race, color, sex, religion (Title VII), ethnic origin (Title VI), handicap (Section 504), sexual orientation, or age in the administration of its educational and employment policies, and maintains such nondiscriminatory policy in all aspects of operation in the administration of its educational programs and policies, scholarship and loan programs, and athletic or other University administered programs, except as such conditions may constitute bona fide occupational or assignment qualifications.

Discriminatory acts of any kind are strictly forbidden.

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qualified individual (as those terms defined in the American with Disabilities Act). If you have a disability which requires accommodation, please contact Dr. Patricia Price, Director of Disability Services, 2058Garfield Avenue, Lynchburg, Virginia 24501 or by telephone 434-528-5276 (Ext. 1114). The students and the Director will engage in an interactive process to determine reasonable accommodations.

DISTANCE LEARNING PROGRAMS

Virginia University of Lynchburg offers multiple degrees, programs, and courses online through Distance Education (DE). These electronically-delivered courses and programs provide the same high-quality instruction as face-to-face classes and encourage a plenitude of interaction. Online courses are delivered through Moodle, an Internet-based software platform. Students in online courses need daily access to a computer with internet connections. Students should also have a back-up plan for accessing a second computer should any technical problem arise.

Prospective students may download an application online at www.vul.edu or mail the application to the Admissions Director at the address listed above. It is mandatory that all online students are required to have access to a high-speed computer with e-mail and Internet service.

Distance Learning/Online Programs
*Certificate in Ministry/Church Leadership
*Associate in Liberal Arts and Sciences
*Bachelor of Arts in Sociology
*Bachelor of Arts Sociology/Criminal Justice
**Bachelor of Arts in Business Administration
**Bachelor of Arts in Organizational Management
**B.A. Human Resource Management
**B.A. Sports Management
**B.A. E-Sports Management
**B.A. Criminal Justice Management
**Master of Arts in Organizational Management
**M.A. Criminal Justice Management
**M.A. Organizational Management
***Master of Divinity
**Doctor of Healthcare Management-
*** Doctor of Divinity

*** Refer to School of Liberal Arts and Sciences Curriculum**
**** Refer to School of Business Curriculum**
*****Refer to Leonard N. Smith School of Religion**

STUDENT TRANSFER OF CREDITS

Students Transferring from Other Colleges or Universities

Usually, a student transferring from another college or university who is eligible for re-entrance to that college shall also be eligible for admission to Virginia University of Lynchburg. It is the role of the University to help each student succeed in a program from which he can benefit. If a transfer student is ineligible to return to a particular curriculum in a previous college, generally he will not be allowed to enroll in the same curriculum in the college until two semesters elapse or until he/she completes an approved developmental program at the college. The Admissions Committee of the University shall decide on each case and usually shall impose special conditions for the admissions of such students, including "conditional admittance."

Students transferring from other colleges should consult with the Director of Admissions for an assessment of credits in order to determine their academic standing before registering for classes. Generally no credit will be given for courses with grades lower than "C." A transfer student may be advised to repeat courses if it is clearly to his/her advantage to do so in order to make satisfactory progress in his/her chosen curriculum. *Students must earn at least 30% of the credit hours required for the degree from Virginia University of Lynchburg.*

Students Transferring to Other Colleges or Universities

Students planning to transfer to a four-year college or university are responsible for determining the transfer admission policies and requirements of the department or program at the intended institution. The four-year institution's policies and requirements should guide a student in choosing a course of study and appropriate electives at Virginia University of Lynchburg. Deans will provide assistance to students in designing an appropriate program of study. Virginia University of Lynchburg offers the Associate in Liberal Arts and Sciences. This transfer program is designed so that students can parallel VUL's course work with four-year college requirements. Because of the changing academic requirements of the many Virginia schools, students are encouraged to have direct contact with the institution to which they plan to transfer. Credits earned at Virginia University of Lynchburg are transferable to other institutions solely at the discretion of the receiving institution.

Applicants for admission will be considered for admission without regard to race, color, gender, national or ethnic origin, religion, age, or disability. Virginia University of Lynchburg reserves the right to refuse or revoke admission or readmission to any prospective or returning student. Applicants who intentionally withhold information or who falsify information will be required to withdraw from Virginia University of Lynchburg.

POLICY ON PRIOR LEARNING

Virginia University of Lynchburg does not accept any credit for life-work experience.

SCHEDULE OF COURSES

All VUL undergraduate and graduate courses are offered annually.

DEVELOPMENTAL COURSES

Quality Control (Q.C.) courses are designed for students who enter, after being assessed during Orientation, on the developmental track and need assistance with some of the basic skills required to be successful in college. The Below 100 level coursework hours are given credit, but cannot be used in lieu of liberal arts requirements. The institution offers four developmental courses that are listed below:

***Q.C. 098** English/Reading (1 credit hour). This developmental course serves as an enrichment course designed to help students enhance their basic language skills. The course provides a review of grammatical and syntactical material and helps students improve their reading comprehension skills. A student must receive a grade of "C" or better in order to receive credit and move to the next level in sequence.

Q.C. 099 Vocabulary Building (1 credit hour). This course follows in sequence Q.C. 098 and is designed to continue its review of Standard English usage. Q.C. 099 focuses on honing the higher level reading and writing skills necessary for success in the various academic disciplines. In addition, students study the components of a well-written essay. A student must receive a grade of "C" or better in Q.C. 099 in order to receive credit.

Q.C. 097 Fundamentals of Math (1 credit hour). A review course in the fundamentals of mathematics required of entering college students who do not make satisfactory scores on the placement tests.

EDUC 100 Learning Plus/Career Services (1 credit hour). This is a mandatory interactive self-paced computerized instructional laboratory program designed to assist students to improve their reading, writing, mathematical skills, critical skills, and test-taking skills.

VETERANS

Virginia University of Lynchburg is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. **GI Bill ® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at* benefits.va.gov/gibill.

The appropriate Military GUIDE for each branch of the Armed Services (MOS), along with the standards set forth by the American Council on Education (ACE) are used to evaluate the military training/education of service men and women. Upon the presentation of proper certificates, (DD-214 may include information), service education and training will be evaluated, and proper credit awarded. Veterans Administration benefit claims are processed through the Registrar's office.

Veterans Grievance Procedure
The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Their office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact the SAA office via email at saa@dvs.virginia.gov.

Satisfactory Academic Progress Policy for Federal Veterans Education Benefits
Students receiving Federal Veteran Education Benefits are required to maintain satisfactory academic progress by earning a minimum 2.0 semester grade-point average (GPA) and complete at least 67% of the courses attempted within the semester:

Federal Veterans Education Benefit Statuses
Federal Veteran Education Benefit Satisfactory Academic Progress calculations will be completed prior to the start of the next consecutive semester. Once the student's final grades are reviewed, their Federal Veteran Education Benefits will be placed on one of the following statuses: Good Standing, Warning, Probation or Suspension (see below for more information regarding each status). Students will be notified of their status via their VULstudent email.

Good Standing for Students Receiving Federal Veterans Education Benefit Statuses
Good Standing means the student has successfully met the Federal Veteran Education Benefit Satisfactory Academic Progress criteria (VA SAP) for the semester in question, and they are eligible to continue receiving their benefits. A student will be eligible to receive their Federal VA Education Benefits while their status is in Good Standing. If a student is placed on warning or probation and they meet the VA SAP criteria in their next semester of attendance, they will earn back good standing.

Warning
A student's Federal Veterans Education Benefits will be placed on warning if they fail to meet the VA SAP criteria while their benefits are in Good Standing. Students in a warning status are eligible to continue receiving Veterans Benefits.

Probation
A student's Federal Veterans Education Benefits will be placed on Probation if any of the following occurs:

- Fail to meet the Federal Veterans SAP criteria while on warning
- Approved Federal Veterans Education Benefit Suspension Appeal Form on file
- Successfully Reestablish Satisfactory Academic Progress (earn 6 credits with a minimum 2.0 semester GPA) while on Suspension.

Students are still eligible for Federal Veterans benefits while on Probation.

Suspension

If a student's Federal Veterans Education Benefits are on Suspension, they are no longer eligible to receive their benefits. A student's benefits can be suspended due to the following reasons:

- Failure to meet the VA SAP criteria while on Probation;
- Incomplete Federal Veterans Education Benefit Suspension Appeal form submitted;
- Denied Federal Veterans Education Benefit Suspension Appeal form. VUL is required to notify the Department of Veterans Affairs anytime a student's Veterans benefits are placed on Suspension.

Reinstatement of Federal Veteran Education Benefits

When a student's Federal VA Education Benefits are placed on Suspension, the student has two options to regain eligibility for benefits:

1. Federal VA Education Benefit Suspension Appeal Form: Students that have been placed on Suspension will receive an email that includes a link to the Federal VA Education Benefit Suspension Appeal form. The appeal form should be filled out by students who had an extenuating circumstance occur during their schooling that directly caused them to not meet the satisfactory academic progress criteria.
2. Re-establish Satisfactory Academic Progress: Students are able to regain eligibility for their Federal VA Education Benefits by successfully completing a minimum of six college level credits with a minimum 2.0 semester GPA. Once this step is completed, the student would be placed on Probation, and the student would be eligible to receive their Federal VA Education Benefits for the next semester of attendance.

Students Called for Military Service

- Students called for active service in the armed forces of the United States or who are requested to work for the Federal government during a national emergency will receive a 100% refund of all tuition and fees (as allowed for under Section 10.08 of Chapter TCS 10, "special circumstances involving unforeseen hardship").
- Students called for active service in the armed forces of the United States or who are requested to work for the Federal government during a national emergency will receive priority readmission and service members who perform service whether voluntary or involuntary, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days will be promptly readmitted to the institution with the same academic status as long as they meet the following conditions:
    - The institution was given notice of the service member's absence for service.
    - The cumulative length of absences from the institution by reason of service does not exceed five years.
    - The service member gave notice of his or her intent to return no later than three years after the completion of the period of service (for a service member who is hospitalized for or convalescing from an illness or injury incurred in or

aggravated during the performance of service, notice must be provided no later than 2 years after the end of the period necessary for recovery).

- Students shall not be penalized for class absence due to all unavoidable or legitimate required military obligations not to exceed two (2) weeks. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade.
- Students that have unavoidable or legitimate required military obligations that exceed (2) weeks but are less than 30 days should seek special permission from the instructor to complete course work or withdraw (as allowed for under Section 10.08 of Chapter TCS 10, "Special circumstances involving unforeseen hardship").
- Students are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the instructor to verify the reason for the absence.

(Section 484C of the Higher Education Act of 1965, as amended, or 20 U.S.C. 1091c & Uniformed Services Employment and Reemployment Rights Act (USERRA) (38 U.S.C. 4301-4334).

GI-Bill

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. Government Website.

Veterans Payment Policy

Any student receiving Veterans benefits will be given an additional semester to pay outstanding balances without penalty (as long as they are receiving their benefit for the term in question). Any remaining balance due at the end of the term will be excluded from being sent to collections. If the student still has a balance remaining at the end of the following term at Virginia University of Lynchburg, that balance would then be subject to the normal collections process at that time and would be subject to collections fees.

In-State Tuition and Fees

Veterans and Their Family Members

- A veteran **living in this state**, regardless of whether the veteran is a resident, if the veteran was discharged or released from at least 90 days of active service within the three years before the date of enrollment in the institution; and
- The veteran's spouse or child, **living in this state**, who is eligible for certain federal benefits by virtue of his or her relationship to the veteran. Act 21 further provides that an individual who is enrolled in a college and has been charged resident fees under its provisions on the date that begins the third year after the qualifying veteran was discharged or released from service shall continue to be charged resident fees for as long as the individual maintains continuous enrollment at the college.

- All students that meet the criteria listed above are required to have an approved Residency Verification Form on file prior to the start of the semester.

Members of Armed Forces On Active Duty, Spouses, and Dependents

- Nonresident members of the armed forces and persons engaged in alternative service who are stationed in Virginia on active duty, and their spouses and dependents, are entitled to in-state tuition rates during the period that such persons are stationed in Virginia.
- All students that meet the criteria listed above are required to have an approved Residency Verification Form on file prior to the start of the semester.

LEAVE OF ABSENCE POLICY

Students, who decide upon consultation with their advisor, to arrange for a leave of absence from Virginia University of Lynchburg, must file a properly completed application for the leave. The major purpose for filing an application for a leave of absence is to clear the student's record, making it possible for him or her return to the college with relative ease, and to set down clearly the terms of the student's future matriculation and financial aid. Applications for a leave of absence are available at the Office of the Registrar. It is the University that makes the final decisions whether you may return to the institution. Leave of absence will not be approved for students subject to disqualifications or dismissal due to academic deficiencies or disciplinary action. Conditions for return include the student continuing to fulfill payment arrangements with the University while on a leave of absence. Failure to fulfill this obligation will result in official withdrawal.

The following Leaves of Absence may be requested:

- **Medical Leave of Absence:** Requests must be accompanied by a statement from a medical doctor explaining why the student must interrupt enrollment.
- **Military Leave of Absence:** For students being called to active military service, Title 5, Section 40401, provides for an extended leave of absence up to a maximum of two years due to approved educational reasons and for circumstances beyond a student's control. The university will approve a leave for students called for active military service as a result of mobilization of U.S. military reserves.
- **Personal and Planned Educational Leaves of Absence:** is defined as a planned interruption or pause in a student's regular education during which the student temporarily ceases formal studies at VUL. The student must plan to return to VUL at the end of the leave. Such activities may be for the purpose of clarifying or enriching educational goals or to allow time to address personal matters and thus enhance the prospect of successful completion of the student's academic program.

Please be advised that if you receive financial aid, there may be implications if you interrupt your studies by taking a leave of absence. Please inquire with the Financial Aid Office. Also be advised that the leave of absence does not exceed 180 days in any 12-month period; and upon the student's return from the leave of absence, the student is permitted to complete the coursework he began prior to the leave of absence.

READMISSION

Any student whose enrollment at the University has been interrupted for more than one semester must complete a readmission application with the Office of Admission. The student must also submit a statement of intent, which includes (1) an explanation of the reason for leaving the University and (2) reason(s) for desiring to return.

An official Leave of Absence is required for readmission to the University. All readmission applications must be on file in the Registrar's Office one month prior to the first day of classes and validated with the appropriate fee of $20.00 (non- refundable).

Students who attended another institution after leaving VUL must submit an official transcript from the host institution(s) before readmission with advance standing is considered.

ORIENTATION PROGRAM

An orientation program has been established to acquaint new freshmen students to the purpose and programs at the University. All entering freshmen are required to sign up for the orientation program. A grade is assigned by the instructor for students who successfully complete the program. The orientation program is required for graduation in the Certificate, Associate, and Bachelor programs. Online orientation is offered also for students who enroll in the online coursework.

STUDENT ACTIVITIES AND SERVICES

Student Government Association (SGA)
The Student Government Association (SGA) is the official and foremost student organization on campus. It is the major core governance for all other organizations that will exist on campus. The SGA operates under the authorities outlined in its Constitution and Bylaws. Under the authority vested in it through the Constitution, it maintains the responsibility to hold annual campus-wide elections, facilitate student-sponsored activities, and regulate and sanction all student organizations. Through its president and other elective officers, the organization works with its advisor, the faculty, staff, and administration. It also holds permanent membership on various Student Affairs Boards. The SGA serves as the official voice of the student body that enables students to exercise self-governance through the democratic process. The Student Government Association also actively serves to ignite and make visible the spirit of loyalty among all of the University's constituents.

Counseling Service
College counseling is considered a major component of campus life for the academic and social well- being of students. A professional counselor and peer counselors fulfill their roles in helping students resolve some of their anxieties and other factors that may interfere with their day to day routines.

Counseling provided for students is kept within the realm of a trusting and confidential atmosphere.

Career Services
The Career Development Skills Center helps students to successfully navigate through the career development process. These include workshops, networking events, panels, and webinars.

Students receive additional skills in resume writing, and job interviewing in the Learning Plus/Career Services course, which is a general education requirement for all students.

Health Insurance
All students are required to have health insurance while attending Virginia University of Lynchburg.

You may maintain coverage through your existing parental or personal policy, or you may choose to purchase the University's student group insurance.

Housing and Residence Hall Living
Housing accommodations for students are provided through the college for on-campus living. The housing application accompanied by a deposit is required in order that students may secure on-campus housing for the year. Students must read the "Student Housing Agreement" in its entirety before he or she signs the housing application and contract. Students are expected to abide by the rules and regulations of Student Conduct as outlined in the University's Catalog and Housing Manual. Failure to comply may result in the loss of housing.

Commuter Students
Some students who live outside of the immediate college vicinity choose to drive, use public transportation, or walk to campus. Virginia University of Lynchburg appreciates the opportunity to serve its commuter population and attempts to accommodate their needs in the most convenient ways possible. These include a commuter lounge area located at the lower floor of the library, computer lab, and other study areas when their classes are not in session. All students are encouraged to make good use of their time between classes by visiting the library or preparing for their classes in areas designated for study.

Campus Safety and Security
Virginia University of Lynchburg is concerned about the safety of its community and visitors to its campus. The Safety and Security Office focuses on the protection of college assets, but the primary goal is to assure a safe, secure, and comfortable living environment which promotes learning and personal development. Respect, consideration, and fairness to others are paramount in our daily operations. The Safety and Security Office is an important area within Student Affairs.

Information on emergency procedures is included in all the University's manuals. A list of emergency numbers is provided to all students during orientation and is available at all times from the Student Affairs Office.

A Crisis Management Team and an Emergency Team are available in case of need.

Local police, fire department and ambulance services can be reached from any university phone in the event of an emergency.

ACADEMIC REGULATIONS

Classification of Students

All students are classified according to the following categories:

Freshmen
A student who has been admitted to the University and has not yet earned 30 semester hours of college work.

Sophomore
A student who has earned at least 30 semester hours but not more than 55 semester hours.

Junior
A student who has earned at least 56 semester hours but not more than 90 semester hours.

Senior
A student who has earned at least 91 semester hours.

Student Status

Full-Time Student - A student is considered full-time if he/she is carrying 12 credit hours or more of course work in a semester.

Part-Time Student - A student is considered a part-time student if he/she is carrying less than 12 hours of work.

Examinations

The final examination is mandatory for the professor in each course, and the professor is free to decide the weight of the examination in evaluating course grades. Attendance at the final meeting of the class is required. Serious excuses for absences from the class must be submitted in writing and will be considered by the professor. The schedule for final class meetings, examinations, or other activities is announced in the schedule of classes and the professor's syllabus.

Academic Advising

Academic Advisors help students to meet their goals, understand core curriculum, and draft an educational plan and access on-campus resources.

Grading Systems

Final Grades are given at the end of each semester. The grades, which are used to indicate the quality of a student's work, are relative; the significance varies according to the level, the objectives, the materials, and procedures of a given course. Within the following definitions, instructors seek to evaluate the achievement of their students:

- The grade of "A" is awarded only for outstanding (Quality points per credit hour: A=4.0.)
- The grade of "B" indicates that the student's work, though not of excellence, is in many ways distinguished. It indicates initiative, enthusiasm, and creative thought (Quality points per credit hour: B= 3.0.)

- The grade of "C": indicates the broad range of generally satisfactory work. It signifies that the student has learned the basic materials and skills of the course and that his/her work is acceptable, adequate, though not distinguished (Quality points per credit hour: C= 2.0.)
- The grade of "D" indicates that the student's work has been in some respects acceptable, but was less than satisfactory, with perhaps a few noticeable deficiencies. It denotes that his/her work has barely met the minimum standards considered necessary for passing the course and receiving credit (Quality points per credit hour: D=1.0.)
- The grade of "F" signifies that the student's work has fallen below the minimum standard and that he has failed to pass the course (0 credit and 0 quality points).
- Work incomplete. The grade of "I" will be given in a course only for a reason of illness or some other unavoidable condition acceptable to the instructor. In each case, the instructor is required to report to the Dean an explanation of the reason for the "I" and what the student must do to remove it. The student will be granted a reasonable time, not later than the end of the semester immediately following, in consultation with the instructor, to remove an incomplete. Any "I" remaining at the end of that following semester will become
- "F" unless the Dean has granted a further extension of time.
- Withdraw. The grade of "W" is given after the first four weeks and within the first six weeks ofa semester if a student drops a course with the written consent of his advisor, the instructor, and the Dean.
- When a student is registered in a course as an auditor, no final grade is to be given, but the symbol AU shall be used if attendance has been regular, the symbol W if attendance has been unsatisfactory.

Credit Hour

A Credit hour is defined as an amount of work that *Reasonably approximates not less than* -

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours; and
- Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

Grading Scale

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Below 60
I = Incomplete

ACADEMIC STANDING, PROBATION, AND ACADEMIC SUSPENSION

Non-Federal Funding Students
Each Virginia University of Lynchburg student has an academic standing determined by his/her cumulative grade point average. Transfer course work is not included in the VUL grade point average (GPA). To remain in good standing undergraduates must maintain a cumulative GPA of 2.0 or higher. If at the end of a semester, a student fails to meet the minimum requirement (2.0), he/she will be placed on probation.

Academic Probation
Students are placed on probation if their cumulative GPA fails below a 2.0. Students on probation have one term/semester to bring their cumulative GPA back to a 2.0 or higher. Failure to do so will result in academic suspension.

Academic Suspension
Students are placed on Academic Suspension for failure to bring their cumulate grade point average (GPA) to 2.0 after one term/semester on academic probation.

Students academically suspended are not allowed to register for or audit classes, negotiate with professors for grades other than those already posted or make further arrangements to remove incomplete grades. In order to return to VUL, students must apply for academic reinstatement. A suspended student is not eligible for academic reinstatement the semester immediately following his/her academic suspension. Students receiving scholarships (athletic/academic) who are academically suspended loses their scholarship.

Once you have been suspended, these are the possible outcomes:

- Reinstatement: Reinstatement after suspension is possible but requires several steps to assure that you will return to good academic standing. This is the process:
    - Submit an appeal. Meet with your academic advisor and develop a plan to get **your** GPA to a cumulate 2.0. Submit your plan to the Academic Dean. If you have been suspended for the current term/semester and are attempting to enroll immediately, your advisor should alert that office to that fact, so a quick decision can be made, if possible. If your plan is approved, you will be allowed to register. If your plan is not approved or your request for reinstatement is denied, you will be dismissed from your program.
- Dismissal

SASTISFACTORY ACADEMIC PROGRESS (SAP)

One of the conditions to maintain eligibility for financial aid (federal, state, and institutional scholarships, grants, loans, and work) is to meet the requirements of Satisfactory Academic Progress as defined by the federal government. This assessment of your academic record measures your progress towards earning a degree. It is calculated differently from your academic standing (see your Academic Advisor for how your academic standing is calculated).

Components of the Satisfactory Academic Progress Policy

1. You must complete 67% of all of the Virginia University of Lynchburg's hours you register for/attempt towards your degree, earning grades of "A", "B", "C", "D", and "P" (completion ratio). Grades of "F", "IP", "I", and "W" do not count. Repeated courses count towards hours attempted and count in passed hours when a passing grade is received. You may receive aid for only ONE repeat of a previously passed class. Remedial courses are counted in hours attempted and counted in hours passed when a passing grade is received.
2. You must maintain an overall cumulative grade point average of 2.0 or higher. Remedial courses are included in the grade point average calculation. When repeating a class, the highest grade is used in calculating your grade point average.
3. All periods of enrollment are included in these calculations whether or not you received financial aid during those periods.
4. Monitoring Progress: Your progress will be assessed at the end of each term.

Financial Aid Warning

You will be placed on financial aid warning in your next term of enrollment if you do not meet component #1 and/or component #2 above. You will be notified of this status. You can only receive aid for one semester under this warning status.
Financial aid warning lasts until the next time your progress is assessed (at the end of your next term of enrollment). You will continue to be eligible for financial aid while on financial aid warning.

Financial Aid Termination

Eligibility for future financial aid will be ended if your cumulative record does not reflect a minimum 67% completion ratio and a minimum cumulative 2.0 grade point average the first time your record is assessed after your financial aid warning term. Eligibility for future aid or an appeal will also be ended if you fail to meet the terms of your Satisfactory Academic Progress Academic Plan and/or earned "F's" during your Financial Aid Warning term.

You may attend another college or university while trying to bring your record back into compliance with the Satisfactory Academic Progress standards. Submitting an application for academic reinstatement does not automatically grant a student the opportunity to return to VUL.

Right To Appeal
If your eligibility for financial aid has been terminated, you may appeal to the Office of Financial Aid for consideration for a Financial Aid Probation period based upon extraordinary extenuating circumstances. These circumstances include, but are not limited to, illness or injury that you may have suffered, death of a relative, or other circumstances that result in undue hardship that can be documented by a third-party professional such as a healthcare provider, counselor, cleric, lawyer, etc. It must be shown that there is a reasonable and established plan to prevent failing to meet the Components of the Satisfactory Academic Progress Policy again. A 'complete appeal' is one that is written well and submitted with all relevant documentation. Incomplete appeals (appeals without supporting documentation) will not be reviewed or receive a response.

Repetition of A Course
When a student receives "F" for a course and later repeats the course and passes it, both the original failure and the passing grade are recorded on the student's transcript.

Scholarship Ineligibility
There are several scholarships available for students to apply for annually. A suspended student (athlete/academic) is not eligible to continue receiving a scholarship.

Scholarships	**Deadline**
AAUW- Lynchburg Branch (Women Only)	April
Sallie Mae Fund Scholarship	Website
E.C. Smith Scholarship	April
Ida Mae Washington Scholarship	April
Geneva Wiggins Scholarships	April
Jason J. Randoo	April

COMMENCEMENT

The University holds its annual Commencement ceremony on the first Saturday of May each year. Only students who have successfully completed all specific credits for each program (including all coursework prior to the Commencement ceremony) are eligible to participate in the ceremony. You are not eligible to participate in the Commencement ceremony if your financial obligations are not satisfied by the application due date. Your diploma will not be released. It will be necessary to contact the Office of the Registrar directly when all debts are satisfied.

TUITION AND FEES

It is the aim of Virginia University of Lynchburg to keep expenses at the lowest level while providing superior quality education.

Certificate of Ministry (On Campus)

ITEM	PER SEMESTER	ACADEMIC YEAR
Tuition	$2,124.00	$4,2480.00
Room	2,100.00	4,200.00
Board (19 meals per week)	2,600.00	5,200.00
Comprehensive Fees: Technology/Lab Fee/Student Activities	400.00	800.00
TOTAL	$7,224.00	$14,448.00
*** Estimated Book Fees**	$707.00	$1,414.00

*Full-Time (per 12 credit hours) *$501 for a 3-credit hour undergraduate course.

Certificate of Ministry (Online)

ITEM	PER TERM	ACADEMIC YEAR
Tuition	$1,260.00	$5,400.00
Comprehensive Fees: Technology	300.00	1,200.00
TOTAL	$1,560.00	$6,2400.00
*** Estimated Book Fees**	$707.00	$1,414.00

*Full-Time (per 12 credit hours) *$600 for a 3-credit hour undergraduate course.

On Campus Undergraduate & Master's Tuition

ITEM	PER SEMESTER	ACADEMIC YEAR
Tuition	$4,224.00	.$8,448.00
Room	2,100.00	4,200.00
Board (19 meals per week)	2,600.00	5,200.00
Comprehensive Fees: Technology/Lab Fee/Student Activities	400.00	800.00
TOTAL	$9,324.00	$18,648.00
*** Estimated Book Fees**	$707.00	$1,414.00

*Full-Time (per 12 credit hours) *$1056 for a 3-credit hour undergraduate course.

Online Undergraduate and Master's Tuition

ITEM	PER TERM	ACADEMIC YEAR
Tuition	$2,292.00	$9,168.00
Comprehensive Fees: Technology	300.00	1,200.00
TOTAL	$2,592.00	$10,368.00
*** Estimated Book Fees**	$707.00	$1,414.00

*Full-Time (per 12 credit hours) *$1146 for a 3-credit hour undergraduate course.

Master of Divinity (Online)

ITEM	PER SEMESTER	TOTAL
Tuition	$4,584.00	$28,650.00
Comprehensive Fees: Technology	300.00	3,900.00
TOTAL	4,884.00	32,550.,00
*** Estimated Book Fees**	$707.00	$1,414.00

*Full-Time (per 12 credit hours) *$1146 for a 3-credit hour undergraduate course.

Doctor of Healthcare Administration (Online)

ITEM	PER SEMESTER	TOTAL
Tuition	$6,500.00	$19,500.00
Comprehensive Fees: Technology	500.00	1,500.00
TOTAL	$7,000.00	$15,000.00
*** Estimated Book Fees**	$707.00	$21,000.00

*Total tuition and fees for the three-semester program is $21,000. Students who take more than three semesters to complete the program must pay $1,500.00 for each semester beyond the three-semester period.

Doctor of Ministry (Online)

ITEM	PER PHASE	ACADEMIC YEAR
Tuition	$5,000.00	$15,000.00
Comprehensive Fees: Technology	300.00	600.00
TOTAL	$5,300.00	$15,600.00
*** Estimated Book Fees**	$707.00	$1,414.00

Total tuition for the three-year program is $15,600. Students who take more than three years to complete the program must pay $1,000.00 for each year beyond the three-year period.

Other Fees

The charges listed are non-refundable fees and are not included in tuition and general fees.

DESCRIPTION	FEE CHARGED
Admission Application	$25.00
Diploma Duplicate or Replacement	$40.00
Dormitory Fee	$125.00
Graduation Fee	$110.00 - Certificate $130.00 – Associate degree $140.00 - Bachelor degree $150.00 – Master degree $160.00 – Doctor degree
Late Installment Payment	5% of Payment Due
Late Readmission	$25.00
Late Registration	$100.00
Missed Convocation	$25.00
Official Transcript	$5.00
Overdue Semester/Term Charges	1.5%
Readmission	$25.00
Returned Check Fee	$30.00

FINANCIAL AID

General Financial Aid Information

Virginia University of Lynchburg (VUL) seeks to offer quality education and services at the lowest possible cost to each student. The total funds for operating a college program come not only from the student tuition costs but include donations received from alumni, churches, businesses, and friends of the University. VUL has tried to keep the costs of an education at a minimum by seeking funds from other sources other than student tuition.

There are several means by which a student may finance his or her education. Students desiring information of the financial aid that is available may contact the Financial Aid Office at the University. The following are some of the options and process for applying for each of them.

How to Apply for Financial Aid

1. Obtain the Free Application for Federal Student Aid (FAFSA) from the Office of Financial Aid at VUL. Complete the FAFSA and return to the Financial Aid office for submission. The results of the FAFSA will be sent to the student in a Student Aid Report (SAR) and will be sent to the school/service in an Institutional Student Information Record (ISIR). The financial aid office will then determine aid for which the student may be eligible.
2. If an application has been selected for verification, the student will be asked to submit a signed copy of his/her parents' federal income taxes as well as a Verification Worksheet that will be provided for the student by the Financial Aid Office. The student may also be asked to provide copies of other documents to resolve any conflicting comments flagged on the SAR/ISIR.
3. If a student wishes to apply for a low interest student loan, he or she must complete an entrance interview and a Master Promissory Note, which can be obtained on studentaid.gov. The student must complete the documents and return these to the Financial Aid Office. To obtain federal student loans please go to the following website studentaid.gov.
4. The student will be certified with the amount listed or the amount for which he or she is eligible (if it is less than the amount requested).
5. The student will receive an award letter after his or her aid is packaged. The student must sign the award letter and RETURN it to the Financial Aid Office before funds can be disbursed.

Pell Grants

The Pell Grant Program is a Title IV federal student aid program. Pell Grants provide money to help students pay for their education after high school. Unlike loans, grants do not have to be repaid. The Pell Grant is available to undergraduate students taking at least three credit hours if enrolled in a program leading to graduation. Applications for the Pell Grant can be obtained from

the Financial Aid Office. Use the FAFSA (Free Application for Federal Student Aid) when applying to the Pell Grant Program. For more information concerning the Pell Grants contact the Financial Aid Office.

Federal Supplemental Educational Opportunity Grant (FSEOG)
The FSEOG is a grant funded by the federal government. Students must complete the FAFSA and demonstrate financial need. The student must receive a valid SAR and have all necessary materials in the Financial Aid Office before being considered for these funds. Students who qualify for the Federal Pell grant receive first priority in receiving FSEOG funds.

Federal Work Study (FWS)
A limited number of institutional work assignments called Federal Work-Study (FWS) are available to needy students. In exchange for work performed, the student receives a paycheck. Students should register their skills with the financial aid office by completing a FWS application. Jobs are limited, so early application is important

Satisfactory Academic Progress for Federal Student Aid
The Financial Aid Office administers the student aid Title IV federal programs under governmental guidelines. The U.S. Department of Education allows each institution to develop its own policy concerning the standard of practice as long as it satisfies governmental guidelines. The Department of Education considers an institution's standard to be reasonable if the standard for a student enrolled in an eligible program is the same as, or stricter than, the institution's standard for a student enrolled in the same academic program who is not receiving assistance under a Title IV program. A condition to maintain eligibility for financial aid (federal, state, and institutional scholarships, grants, loans, and work) is to meet requirements of Satisfactory Academic Progress as defined by the federal government. This assessment of your academic record measures your progress towards earning a degree. The intent of the SAP policy is to ensure that students who are receiving financial aid are making measurable progress toward completion of an approved degree, diploma, or certificate program in a reasonable period and number of credit hours attempted in their program of study.

(1) Students full-time or part-time must maintain an overall cumulative grade point average of 2.0 or higher (undergraduate) and 3.0 or higher (graduate) which is the same as the institution Academic Policy. Remedial courses are included in the grade point average calculation. When repeating a class, the highest grade is used in calculating your grade point average.

(2) Students must complete 67% of all Virginia University of Lynchburg's hours you register for/attempt towards your degree, earning grades of "A"," B","C"," D", and "P" (completion ratio). Grades "F," "IP"," I," and "W" does not count. Repeated courses count towards hours attempted and count in passed hours when a passing grade is received. You may receive aid for only ONE repeat of previously failed classes. Remedial courses are counted in hours attempted and counted in hours passed when a passing grade is received. Transfer credits accepted are counted towards completion of program as attempted and completed hours.
Note: VUL uses standard rounding rules when calculating percentages under the quantitative completion measurement

(3) Students that receive financial aid at Virginia University of Lynchburg are allowed up to 150% of the published credit hours needed to graduate in their program.
(For example: an undergraduate program requires 124 credits to graduate, the student must complete their degree within 186 attempted hours.)
(For example: a graduate program that requires 60 hours for completion, the student must complete

within 90 attempted credits.)
If a student is pursuing more than one program of study, maximum timeframe standards of 150% will be applied, toward each program, for all attempted hours. If the student needs additional periods of enrollment to complete the additional program(s) or if the student has a valid reason for pursuing an additional program of study, appeal procedures noted within this Satisfactory Academic Progress policy may be applied and reviewed on a case basis.

All periods of enrollment are included in these calculations whether student received financial aid during those periods or not. Students' progress is monitored and assessed at the end of each term.

Financial Aid Warning
Students who do not have the required cumulative GPA and/or have not successfully completed 67% of their cumulative attempted credit hours, will be placed on Warning status for the following semester. Satisfactory progress will be monitored at the end of the semester to determine if the student met the standards of progress and is eligible to continue receiving financial aid. Students will continue to be eligible for financial aid while on financial aid warning.
Financial Aid Suspension
Students on "Financial Aid Warning" status who have not attained at least a cumulative 67% completion rate and/or earned the minimum required cumulative grade point average listed above will have their financial aid suspended at the conclusion of the warning period.
Right to Appeal Suspension
If student eligibility for financial aid has been suspended, students may appeal to the Office of Financial Aid for consideration for an appeal and financial aid reinstatement on a probationary period based upon extraordinary extenuating circumstances. Notification on how to appeal is communicated with students when notification on suspension disbursed. These circumstances include, but are not limited to, illness or injury that you may have suffered, death of a relative or other circumstance that result in undue hardship that can be documented by a third-party professional such as a healthcare provider, counselor, cleric, lawyer, etc. It must be shown there is a reasonable and established plan to prevent failing to meet the components of the SAP policy again. A 'complete appeal' is one that is written well and submitted with all relevant documentation along with an Academic Success Plan.
Financial Aid Probation
If a status of Suspension is appealed and approved, a status of Probation is assigned. This status requires students to maintain both a term GPA greater than or equal to 2.0 and a term completion rate equal to 100%. To achieve a completion rate equal to 100%, a student must successfully complete each course enrolled for the term. If a student withdraws or fails a course during a term dropping the term completion rate below 100% or does not maintain a term GPA greater than or equal to 2.00, the appeal is terminated, and the student will return to a "Financial Aid Suspension" status. Students on probation are required to work with their Academic Advisor to establish a personal Academic Success Plan to ensure academic success and prevent further actions/termination.
Warning Near Maximum Timeframe: Students who have attempted approximately 100% of the maximum allowable credit hours for their program of study will receive a courtesy notification status of Warning Near Maximum Timeframe. Students receiving this status will continue to receive financial aid until they reach 150% of their program of study, at which time they will have their financial aid suspended and be assigned a status of Maximum Timeframe.
Maximum Timeframe: Students who have attempted the maximum allowable credit hours, 150%, of their program of study will have their financial aid suspended.
Students who exceed the maximum timeframe to complete a program of study must appeal and provide the documentation required on the Satisfactory Academic Progress Appeal Request form. If the appeal is approved, the student may receive financial aid on probation for one or more semesters until the degree is completed.

TITLE IV REFUND PROCEDURES

Virginia University of Lynchburg shall abide by all Title IV regulations. Title IV regulations require any institution participating in the Title IV program to establish a Return of Federal Funds Policy that is fair, equitable, and uniformly applied. This policy is used to refund unearned tuition, fees, and room and board charges when a student does not complete a period of enrollment. Virginia University of Lynchburg applies the U.S. Department of Education Return of Title IV Funds Policy.

A calculation shall be completed when a recipient of Title IV grant or loan assistance withdraws from the Virginia University of Lynchburg during an enrollment period in which the recipient began attendance. The institution must determine the amount of Title IV grant or loan assistance the student earned as of the withdrawal date. The institution then determines the proper source, according to federal guidelines, and the funds are returned to the proper source, also according to federal guidelines.

Students receiving financial aid must submit written authorization for VUL to hold a credit balance resulting from the TITLE IV funds on the account. Authorization to hold a TITLE IV credit balance will be given through the financial aid award letter. This authorization may be rescinded at any time. Recipients of TITLE IV funds who have requested a refund will be automatically refunded their credit balance within 14 days from the time the credit occurs or the first day of classes, whichever is earlier. All other students must submit a written request by email, letter, FAX, or in person to the Office of Financial Aid.

Refund checks will be provided for the entire credit balance unless the student submits a request otherwise. Students will be limited to two checks per semester. If there is a second refund check within a given semester, it will be written for the remaining credit balance.
Refunds will not be provided for credit balances occurring solely from institutional work-study or scholarships. These accounts will be properly adjusted by the Office of Financial Aid.

Refund Policy for Title IV Federal Financial Aid Recipients
Student Federal Financial Aid (SFA) programs are covered by specific guidelines included in the Higher Education Amendments of 1992. Students receiving assistance from a Stafford Loan, Perkins Loan, Plus Loan, Pell Grant, and Supplemental Educational Opportunity Grant are subject to specific federal guidelines based on the official date of withdrawal and type of aid received.

Refunds for SFA recipients must be distributed according to a specific order of priority prescribed by Federal law and regulations as follows: Supplemental Loans, Unsubsidized Stafford Loans, Subsidized Stafford Loans, Parental Loans, Pell Grants, Supplemental Educational Opportunity Grants, other SFA programs, other Federal, State, private, or

institutional sources of aid, and the student. A portion of the refund can be paid to the student only if funds remain after the refund has been returned to the Federal Aidprograms and other sources in order.

Return of Title IV Funds Procedure

1. Determine the percentage of the payment period the student completed. For credit hour programs, the law defines this percentage based on calendar days. To determine the percentage, the number of calendar days up to and including the student's last date of attendance is divided by the number of days in the payment period. The total number of calendar days in the payment period does not include any days in which the student was on an approved leave of absence. In addition, this does not include breaks of five (5) or more days.
2. Determine the amount of aid earned by the student. The amount of aid the student earned for the payment period is determined by multiplying the percentage derived from Step I by the total amount of Title IV aid that was disbursed or that could have been disbursed as of the student's withdrawal date.
3. Compare the amount earned to the amount disbursed. If less aid was disbursed than was earned, the student may receive a post-withdrawal disbursement for the difference. If more aid was disbursed than was earned, the difference is refunded back to Title IV programs.
4. Allocate responsibility for returning unearned aid between the school and the student. Students who receive living expenses will be responsible for repayment of any unearned aid. If the student's share of the unearned funds that must be returned is attributed to a Title IV Loan Program, then repayment will still be based under the terms and conditions of the promissory note. If the student's share of the unearned funds that must be returned is attributed to a Title IV Loan program, the initial amount to return will be reduced by 50%.
5. Distribute the unearned aid back to the Title IV programs. Refer to the Priority Method as outlined in the catalog.

Priority Method

Students paying tuition with assistance of Title IV Funds Financial Aid will have refunds calculated using the Return of Title IV Funds calculation and the institutional refund (See refund policy.) Students not receiving Title IV Funds Financial Aid will have refunds calculated using the institutional refund only (See refund policy).

If a student is terminated or withdraws from the school, refunds are calculated based on the student's last date of attendance. If a refund is due to a student not receiving Title IV Funds Financial Aid, the school will refund directly to the student. If a refund is due to Title IV funds, the school will return the unearned aidfor which the school is responsible by repaying funds to the following sources, in order, up to the total net amount disbursed from each source:

1. Unsubsidized FFEL/Direct Stafford Loan
2. Subsidized FFEL/Direct Stafford Loan
3. FFEL/Direct PLUS
4. Pell Grant
5. FSEOG
6. Other Title IV programs

If a student re-enrolls following withdrawal or termination, financial aid will not be disbursed until credits previously paid for have been completed and the student is again maintaining satisfactory academic progress.

- Complete Student Federal financial aid regulations governing withdrawals and refunds and examples maybe found in the Financial Aid Office.
- Comply with all VUL standards, including the payment of all tuition and fees

Student Accounts Refunds
It is the policy of the University to issue refunds to students when a credit balance exists on the student's account, after all, known charges have been applied and when the student has applied forand received approval for the refund.

Refund Schedule	
Prior to first day of Semester	100%
End of 1st week	90%
End of 2nd week	50%
End of 3rd week	40%
End of 4th week	25%
Thereafter	0%

Request for Refund
Students desiring a refund must complete request, which is available in the Student Accounts Office, Monday-Friday from 9-5pm.

Director of Student Accounts and/or the Coordinator of Financial Aid must approve all refunds for students receiving any form of financial aid. Once the refund is properly authorized, the voucher will be processed in 5-15 working days.

If a student is terminated or withdraws from the school, refunds are calculated based on the student's last date of attendance. If a refund is due to a student not receiving Title IV Financial Aid, the school will refund directly to the student. If a refund is due to Title IV funds, the school

will return the unearned aid for which the school is responsible by repaying funds to the perspective sources, in order, up to the total net amount disbursed from each source (Refer to Priority Method).

Student Withdrawal
Complete Student Federal financial aid regulations governing withdrawals and refunds and examples maybe found in the Financial Aid Office.

Review of Grades
A student who believes a final grade is in error should first discuss the matter with the instructor. If the student fails to "show cause," to the instructor, the student may submit a written appeal, within three weeks after the grade notifications are provided by the Registrar's Officer, to the dean of the school in which the course is listed in the catalogue. The Dean will notify the instructor and the student, in writing, of the decision. Other than the course instructor, only the Vice-President for Academic Affairs may change a grade.

STUDENT RIGHTS

1. All students, before entering this institution, are privy to information regarding their rights, obligations, and responsibilities, as well as, the rules and regulations of this college as prescribed in the official Student Manual.
2. Within the limits of its facilities, the University is open to all students who are qualified according to its admission standards. The facilities and services of the University are open to all of its students.
3. Student performance in class will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.
4. A student has the right to be protected against improper disclosure of personal information by the administration and faculty members.
5. A student's permanent educational record includes a transcript of academic achievements separate from, and independent of, disciplinary or counseling files.
6. Students are free to organize and join associations to promote their common interests, subject to institutional and educational policies.
7. A student, as a citizen, has the right to participate in off campus activities without jeopardizing his or her standing with the University as long as he or she does not claim to represent the University and does not reflect negatively on the reputation of the University.

FAMILY EDUCATION RIGHTS AND PRIVACY ACTS (FERPA)

RELEASE OF INFORMATION ABOUT STUDENTS

1. A student may secure a transcript upon request to the Registrar. The University may decline to provide a copy of such transcript in the event the student has failed to comply with his/her financial obligation to the University.
2. A student may inspect his or her records upon request.
3. Information in a student's record obtained after January 1, 1975, will be available for student's review upon written request.
4. Material in a student's file that was obtained before January 1, 1975, will be held in confidence and denied review by the students.
5. A log (record) of persons other than University officials who review students' records will be kept by the custodian of records.
6. Only upon written authorization by the students will grades and/or other personally identifiable information relating to the student be released to institutions or agencies unless required by law.
7. A student shall have an opportunity for a hearing, in accordance with the regulations of the Secretary of Education, to challenge the content of his or her records and assure that the records are accurate and not in violation of the privacy acts or other rights of the student. This policy provides an opportunity for the correction or deletion of inaccurate, misleading, or inappropriate data contained therein.
8. Students will be notified of directory information the college plans to make available to the general public. Students must inform the University within fifteen (15) days of notification of any or all of the directory information that should not be released.
9. Until guidelines are released by the Department of Education or the appropriate federal agency, records will be kept indefinitely.

CODE OF CONDUCT STANDARDS AND REGULATIONS

Misconduct for which students are subject to disciplinary action includes, but is not limited to, the following enumerated violations:

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.
2. Harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.
3. Sex discrimination/sexual harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member. This includes, but is not limited to, sex discrimination, sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors,

and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence.

4. Stalking or persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.
5. Disruptive behavior that hinders or interferes with the educational process.
6. Violation of any applicable professional codes of ethics or conduct.
7. Failure to promptly comply with any reasonable directive from faculty or University officials.
8. Failure to cooperate in a University investigation.
9. Carrying of weapons on campus, at campus-sanctioned events, or when meeting with campus personnel. (This policy is not applicable to students who are law enforcement officers required by law to carry firearms at all times).
10. Using, dealing in, or being under the influence of alcohol or illegal drugs while in class, at campus-sanctioned events, or when meeting with campus personnel.
11. Failure to maintain confidentiality and respect the privacy of personal or professional information communicated about clients, one's employer, other students or their employers.
12. Falsification, alteration or invention of information, including, but not limited to, any third party document used to apply for financial aid, or lying during a University investigation.
13. Violation of the Student Code of Academic Integrity.
14. Violation of the policy on Acceptable Use of University Computing and Communication Resources for Students and Faculty.
15. Hazing (any action which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University- sanctioned organization).
16. Violation of University regulations and policies (in addition to those regulations and policies covered by items 1-15 above).
17. Violation of federal, state, or local laws or regulations

Procedure for Processing Alleged Violations of the Student Code of Conduct

Campus Code of Conduct - all violations unless related to student records or sex discrimination/sexual harassment.

- Alleged Violations are subject to a fair and impartial process and may result in warning or charge.
- Investigation - alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses.

- During an investigation, a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with the Office of Discipline and Student Conduct.

Students found responsible for the following behavior will receive a minimum sanction of dismissal.

Dismissal
Dismissal is involuntary separation from the institution without any guarantee of readmission. Consideration of readmission will not occur in less than one calendar year, with the burden of proof even then lying with the student. Students who are involuntarily separated from the University may not return to campus during the time the sanction is in effect without advance written permission from the Dean of Students.

1. **Use of Weapons:**
   Using or threatening to use a weapon or any object as a weapon in any building or on any property owned or operated by the University, except as required for classroom instruction.
2. **Distribution of Drugs:**
   Distributing an illegal drug or possessing an illegal drug with the intent to distribute as defined by the Drug Control Act of the Commonwealth of Virginia.
3. **Sexual Misconduct (see section below):**
   a. Forcing another person to participate in sexual activities against his/her will.
   b. Forcing another person to have sexual intercourse against his/her will.

Students found responsible for violating the following should receive a sanction of **SUSPENSION** or **DISMISSAL**.

Suspension is involuntary separation from the institution for a specified period of time, at the end of which the student is entitled to readmission, assuming no intervening misconduct has occurred. Students who are involuntarily separated from the institution may not return to campus during the time the sanction is in effect without advance written permission from the Dean. If the conduct of a student, prior to the date in which the sanction takes effect, is judged to be an immediate threat to himself/herself, toothers, or to University operations or property, the student may be suspended for the remainder of the term, pending appeal.

4. **Possession of Drugs:**
   Possession or using an illegal drug as defined by the Drug Control Act of the Commonwealth of Virginia. Possession is defined to include any area or property for which the student is responsible. The possession of alcohol or drinking alcohol on University property is also considered possession of or using drugs, as defined by the University.

5. **Explosives:**
   Possessing or using explosives—including, but not limited to, ammunition, fireworks, firecrackers, etc.—in any building or on any property owned or operated by the University, except in instances where such possession is required for classroom instruction or the Dean has provided written permission.
6. **Weapon Possession:**
   Possessing a weapon (including, but not limited to, firearms, air guns, slingshots, knives other than non-spring pocket knives, martial arts weapons, and bows and arrows) in any building or on any property owned or operated by the University, except as required for classroom instruction.
7. **Student Violence:**
   Engaging in any form of physical violence directed toward another person or group of people, except when such response constitutes legitimate self-defense is a violation of University rules.

Students found responsible for violating the following should receive a sanction of **DISCIPLINARY PROBATION, SUSPENSION OR DISMISSAL.**

Disciplinary Probation is a strong, formal warning issued to the student in response to a serious violation of the University Rules and Regulations. Probation is for a stated period of time and is intended to foster increased self-discipline and respect for the standards of the University. Subsequent misconduct, especially during the probationary period, will result in a more stringent sanction.

8. **Alcohol Policy Violations:**
   a. Violating state law in regards to legal age for consumption, purchase, or possession of alcohol.
   b. Being drunk in public.
   c. Possessing an open container of alcohol in public.
   d. Serving alcohol to an under-aged or intoxicated drinker.
   e. Violating other aspects of the alcohol policy not noted elsewhere in the Conduct Standards and Regulations.
   f. Driving while impaired or under the influence of alcohol or other drugs.
9. **Property:**
   a. Damaging property owned, operated or controlled by the University or one of its members (i.e., students, faculty, staff, or visitor).
   b. Vandalizing property owned, operated or controlled by the University or one of its members (i.e., student, faculty, staff, or visitor).
   c. Tampering with property owned, operated or controlled by the University or one of its members (i.e., student, faculty, staff, or visitor).
10. **Attempted Violence/Abuse to Persons**

a. Attempting or intending to engage in any form of violence directed toward another person or group of people, except when such response constitutes legitimate self-defense.
b. Harassing or abusing (e.g., verbally, graphically, or electronically) any student, guest, faculty, or staff member of the University community.
c. Violating any aspect of the Sexual Harassment Policy.

11. **Drug Paraphernalia:**
    Possessing drug paraphernalia (including, but not limited to, "roach clips," "bongs," or any item or device associated or used in conjunction with illegal drug activity).
12. **Obscene or Indecent Behavior:**
    Committing obscene or indecent acts.
13. **Physical Well-Being:**
    Endangering another's or one's own physical well-being.
14. **Trespassing:**
    Unauthorized presence on, in, or within any building or property owned or operated by the University.

JUDICIAL BOARD CONSTITUTION

Preamble
We the students of Virginia University of Lynchburg, to promote the welfare of the University community, establish the Virginia University of Lynchburg Judicial Board as our representative Judicial Body.

Article I: Purpose.
The Judicial Board members are to be appointed by the President, Vice-President for Academic Affairs and Director for Student Affairs and Deans and shall serve to foster and promote appropriate behavior in the conduct of the student body.

Article II: Powers.
The Judicial Board shall have the power to:
A. Hear Complaints of student misconduct as specified in the Conduct Standards and Regulations and to determine, utilizing the guidelines of parliamentary procedure and due process, whether the accused is in violation of the Conduct Standards and Regulations.
B. Determine the sanction it deems appropriate, should the accused be found responsible for the alleged violation(s). A list of the minimum sanctions can be found in the Conduct Standards and Regulations section of the Student Manual.
C. Create and implement any policies, programs, or bylaws vital to the operation of the Judicial System.
D. Remove any members from the Board for behaving in any manner that is considered inappropriate for a Board member.
E. Hear cases involving Virginia University of Lynchburg's Judicial Board members accused of violating the Conduct Standards and Regulations.

Article III: Membership. Section 1:
Membership of the Virginia University of Lynchburg Judicial Board shall consist of five members, one each from each class and one from the Graduate School.
Section 2:
The members must have a cumulative GPA of at least 2.0 and cannot be on disciplinary or academic probation at the time of their elections or during their terms.
Section 3:
Members of the Judicial Board shall be fair, honest, non-biased, and truly dedicated to the endeavors of theUniversity Judicial System. Members are expected to hold the system in the highest regard and conduct themselves accordingly.

Article IV: Members and Officers. Section 1:
The members of the Judicial Board shall be appointed by the President, Vice President for Academic Affairs, and Dean.

Section 2:
One (1) Chair and one (1) Vice-Chair shall be elected from within the Judicial Board. A Secretary shall also be elected by the Judicial Board members. Each officer shall have served one (1) full year on the Board prior to his or her election, and shall have a minimum cumulative GPA of 2.3 (except in the case of the first year of the Judicial Board's organization).
Section 3:
Length of term will be one calendar year for all members and officers. The members and officers may be reappointed/elected to the Board for no more than two additional terms.

Article V: Responsibilities of the Officers. Section 1:
The duties of the Chair and Vice-Chair shall include, but shall not be limited to, the following:
A. Presiding over all Judicial Board meetings.
B. Acting as a representative of the Judicial Board to the Administration.
C. Working in conjunction with the secretary on record-keeping system, and also working with the Vice-President for Student Affairs/or Academic Affairs.
D. Conducting the election of officers.
Section 2:
The duties of the Secretary shall include, but shall not be limited to, the following:
A. Keeping accurate records.
1. Taking the attendance of Board members and deciding absentee status.
2. Making sure all necessary case documents are properly completed prior to and after the case.
B. Maintaining Judicial Board files.

THE HONOR CODE

I,_____, having a clear understanding of the basis and spirit of the Honor Code created and accepted by the Virginia University of Lynchburg, pledge myself to govern my college life according to its standards and to accept my responsibility for helping others to do so, and to live by the Honor Code at all times and endeavor to help others do likewise.

Pledge of Honor
I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.

HONOR CODE CONDUCT STANDARDS AND REGULATIONS

Part I. Cheating

Section 1. Academic Cheating:

A. Intentionally giving or receiving help on written assignments, examinations, or on any work without prior permission of the instructor.
B. Looking at another's test paper or other material with intent to gain and give unfair academic advantage without permission of the instructor.
C. Any other inappropriate behavior related to stealing information or aiding another student with information.

Section 2. Plagiarism:

A. Handing in as one's own a paper or assignment purchased from a term paper service or any other source.
B. Copying another's paper or work and handing it in as one's own.
C. Taking a paper or work from a file not one's own and handing it in as one's own.
D. Appropriating passages or ideas from another and using them as one's own without proper documentation.
E. Handing in as one's own a paper or work that is not truly the work of the student.

Part II. Stealing

Section 1. Property:

A. Stealing or attempting to steal personal, University, or other property.
B. Using personal, University, and other property without authorization.
C. Possessing property that is known to be stolen.
D. Any other student behavior that removes property from others that is not authorized.

Part III. Lying

Section 1. Falsifying Information:

A. Giving false information to any student, staff member, faculty member, or administrator with the intent to lie, deceive, or conceal.
B. Falsifying information or falsifying official records (e.g., admission records, grades, computer information, registration materials, or office records) in any manner.
C. Violating the Pledge of Honor by giving or receiving help on work or by not reporting Honor Code-related information to University officials or the Honor Board.

SANCTIONS AS APPLIED BY HONOR BOARD

HEARINGS DISMISSAL
Dismissal is the involuntary separation from the institution without any guarantee of readmission. Consideration of readmission will not occur in less than one calendar year, with the burden of proof even then lying with the student. Students who are involuntarily separated from the University may not return to campus during the time that sanction is in effect without advance written permission of the Dean.

SUSPENSION
Suspension is the involuntary separation from the institution for a specified period of time, at the end of which the student is entitled to readmission, assuming no intervening misconduct has occurred. Students who have involuntarily separated from the institution may not return to campus during the time the sanction is in effect without advance written permission from the Dean.

DISCIPLINARY PROBATION
Disciplinary Probation is a strong, formal warning issued to the student in response to a serious violation of the Code of Conduct Standards and Regulations. Probation is for a stated period of time and is intended to foster increased self-discipline and respect for the standards of the University. Subsequent misconduct, especially during the probationary period, will result in a more stringent sanction.

ADMONITION
Admonition is a written notice that a student has violated campus regulations and that future misconduct of any nature will be dealt with more stringently.

RESTITUTION
A student or group may be required to make payments to the University or to other persons, groups, or organizations, for damages incurred as a result of misconduct.

The Virginia University of Lynchburg Judicial Board will have authority to preside over and administer discipline relating to violations of the University's Rules and Regulations and Honor Code. Procedures

A. Filing of Disciplinary Charges and Notification of Hearing:

1. Any person alleging that a student has violated a University policy, standard, or Honor Code regulation may file a complaint by completing a "Form to File Judicial/Honor Charges." These forms are available from the Deans' offices.
2. The University will not, in the absence of extraordinary circumstances, allow a complaint to go forward where the incident or incidents complained about occurred more than 30 working days prior to the date of the filing of the complaint.
3. The respondent will be contacted and given all required due process.
4. Strict rules of evidence and procedure will not be applicable at disciplinary hearings.
5. A disciplinary hearing generally will proceed in the following manner (student Judicial/Honor Board):
6. The Board Officer (Chair) is introduced.
7. Participants state any questions they have concerning rights or procedures.
8. The statement of charges is presented.
9. The respondent enters a plea of Responsible, Not Responsible, or No Plea.
10. Evidence is presented. The Board Chair coordinates a dialogue between the respondent, complainant, any witnesses, and Board members, allowing all parties to raise their questions in the interest of having them answered and to attain clarity in all testimony.
11. The respondent has the opportunity to present up to three (3) character witnesses and/or not more than five (5) letters of support.
12. The complainant and/or witnesses may present concluding remarks.
13. The respondent may present concluding remarks.
14. All persons are excused from the hearing room except the Board members so that the Board may deliberate.
15. The Board considers information introduced in the hearing and deliberates in executive session until a decision of Responsible or Not Responsible is made. The decision is based on a preponderance standard of proof and decided by a simple majority vote of the Board. The complainant bears the burden of proof and meets the threshold necessary when a preponderance of the facts, testimony, and other information presented demonstrates that the respondent is responsible for the offense as charged.
    a. The disciplinary cases are part of the official educational record of the student and are therefore confidential and private.

B. Rights of Students Regarding Hearings

1. The Board may apply no disciplinary sanctions to a student without dueprocess.
2. A student is presumed Not Responsible until proven Responsible.
3. The burden of proof shall rest on the complainant.
4. The student has a right to a timely hearing.

5. The respondent shall have access to an official record of the charges for the purpose of preparing a defense.
6. The respondent shall receive notification of the charges, the policy violated, and the time, date, and place of the hearing.
7. The complainant and the respondent are allowed one advisor each, provided those persons are willing to assist the students.
8. An attorney may represent the student if the Dean is notified within 48 hours of the hearing. The attorney may be present at the hearing for the purpose of advising the student but may not examine the witness or make statements during the hearing.
9. The respondent shall receive notification in writing of the decision within ten (10) working days of the hearing.
10. If the respondent desires to appeal the ruling, he/she must submit his/her request in writing to the Vice-President for Academic Affairs within five (5) working days of receiving the written notification of action of the Board.
11. The Vice-President will determine if (1) due process was violated; additional information has become available on behalf of the respondent that was not available at the time of the hearing; and/or (3) the sanction was disproportionate to the violation, hence being too harsh.
12. The decision of the Vice-President is final. No appeals may be submitted beyond this final level.

STUDENT COMPLAINT S AND GRIEVANCES

ACADEMIC GRIEVANCES

It is the policy at Virginia University of Lynchburg to protect the rights and freedoms of students. The following procedures have been established to provide for an orderly, fair, and prompt resolution of student grievances concerning academic issues. These
procedures are established to ensure the due process, equitable treatment, and protection of all parties involved in the process.

No adverse action shall be taken in response to an individual who registers an academic grievance. Academic grievance, as used here, shall mean a complaint by a student of Virginia University of Lynchburg against a representative of the University when s/he perceives that s/he has suffered adverse academic consequences from an alleged violation, misinterpretation, inequitable application, misrepresentation, or inappropriate implementation of the academic regulations and procedures of the University. In keeping with the intent and spirit of these procedures, it is incumbent upon all parties to show respect, restraint, and responsibility in their efforts to resolve the grievance. It is incumbent on students proceeding with a grievance to provide evidence of a violation. It is incumbent upon representatives of the University to arrange meetings and conferences concerning the matter in good faith and promptly communicate decisions to the student promptly.

The Academic Grievance procedure applies only to enrolled students. It applies to those cases involving a perceived academic impropriety arising from a decision taken by an individual instructor, a school, or program. This grievance procedure does not apply to: (1) complaints expressing dissatisfaction with a VUL policy as unfair; (2) school or program academic policies or degree requirements; and (3) matters covered by VUL such as student conduct.

This procedure is in no way intended to supplant or duplicate other grievance procedures available either to the student or the University representative(s) named in the grievance, or to prevent such individuals from pursuing other remedies as are provided by law.

Academic Grievance Procedures

When a student believes s/he can demonstrate s/he has been harmed by a violation, misinterpretation, inequitable application, misrepresentation, or inappropriate implementation of the academic regulations and procedures of the University, the following grievance procedure shall be followed. The failure of any University personnel at any level to communicate a decision to the aggrieved student within the stated time limits shall permit the student to proceed to the next step of the process. The failure of the student to appeal the grievance to the next step within the stated time limits shall constitute a withdrawal of the grievance and shall bar further action.

I. Initial Informal Procedures

The student shall initiate the informal procedures within **ten University working days** after the student first perceives the alleged violation on which the complaint is based. The informal procedures outlined below will be initiated prior to a formal grievance being filed.

1. Whenever possible, the student shall meet with the University representative whose actions are the object of the complaint to discuss the issue and attempt to resolve it satisfactorily.

2. If the complaint has not been resolved in conference with the University representative, or if the student cannot meet with the University representative, the student will discuss the complaint with the

University representative's immediate supervisor, who will attempt to help the student resolve the complaint. In the interest of resolving the complaint, when the student discusses the complaint with the immediate supervisor, the immediate supervisor shall confer with the University representative.

3. If the student does not feel the problem has been resolved within **ten University working days** after the conference with the University representative's supervisor, the student may initiate the formal academic complaint procedure.

II. Formal Procedures

1. Within **thirty University working days** after the student first perceives the alleged violation on which the complaint is based, the student will file an Academic Grievance Form in the Office of Academic Affairs (**Available in the Office of Academic Affairs**). Thereafter, the complaint shall be referred to as a grievance. The form will be completed and returned to the Office of Academic Affairs.

2. Within **two University working days** of receipt by the Office of Academic Affairs of the grievance, the Office of Academic Affairs will send written notification to the student who has initiated the process acknowledging receipt of the formal grievance. At the same time, the Office of Academic Affairs will also send written notification to the University representative named in the grievance indicating that a formal grievance process has been initiated. A copy of the formal grievance will be attached. (To protect the rights and privacy of other individuals who may be identified by the student complainant, but who may or may not choose to participate in the grievance process, the Office of Academic Affairs will retain the right to expunge the names of such other individuals from the complaint.)

3. Within **five University working days** of receipt by the Office of Academic Affairs of the written grievance, the Office of Academic Affairs will inform the Academic Grievance Committee about the grievance and appoint a Chair. (For reasonable cause, the Office of Academic Affairs may extend this time requirement.) A copy of the grievance or redacted grievance, as the case may be, shall be provided to the Chair. The Academic Grievance Committee shall be composed of Administrators, Deans, Faculty, Student Government President and Vice President, unless any of these individuals have participated in the informal process, in which case s/he will not be a member of the committee.

4. Committee meeting(s) of the Academic Grievance Committee will be completed within **twenty University working days** of receipt of the written grievance. (For reasonable cause, this time requirement may be extended by the Office of Academic Affairs.) The Office of Academic Affairs will be responsible for making copies of the formal academic grievance, sending them to members of the Academic Grievance Committee, and scheduling the committee meeting(s).

    a. During the meeting(s), the Academic Grievance Committee may interview the student, the individual against whom the grievance is directed, and/or request additional material they feel is necessary for a fair and complete consideration of the issue.

    b. At all stages and at their own expense, the student and the individual to whom the grievance is directed may have one person with them during the process. Nevertheless, the student and the University representative named in the grievance shall serve as their own spokespersons. The role of their accompanying representatives, if any, shall be to advise the student or the University representative, and they will not be permitted to speak or to participate directly in any other way unless invited to do so by the Chair of the Committee.

    c. Both the student and the University representative named in the grievance may request that the testimony of witnesses be heard. Requests for such witnesses must be made in writing in advance of any hearing scheduled by the Academic Grievance Committee and must be submitted to the Office

of Academic Affairs no later than **five University working days following the date of written notification by the Office of Academic Affairs to the student and the University representative against whom the grievance is directed acknowledging the initiation of a formal grievance procedure.**

d. Requests for witnesses must include the complete name of all witnesses, a description of the relationship of the witness to the individual making the request, and a summary of the expected testimony each witness will provide. The Academic Grievance Committee will retain the right to limit the number of witnesses.

e. In the event that either a witness or the University representative, who is the subject of the grievance, does not appear at the meeting(s) called by the Academic Grievance Committee, or will not provide information or documents as requested, the recommendation of the Committee will be made on the basis of the information available to them.

5. When voting on an Academic Grievance, only committee members may be present. All members of the Academic Grievance Committee will participate in the vote.

   The Academic Grievance Committee may decide to:

   a. Accept the arguments of the grievance, in which case they will recommend in writing to the Office of Academic Affairs an appropriate action to be taken concerning the grievance. Such recommended actions may include, but will not be limited to, reinstatement after dismissal from the University, change of grade, approval of a waiver, retaking a test.

   b. Not accept the arguments of the grievance, which they will so recommend in writing to the Office of Academic Affairs.

   c. As noted above, the Academic Grievance Committee will have completed its meetings within **twenty University working days** of receipt of the written grievance. The Chairperson of the Academic Grievance Committee will submit to the Office of Academic Affairs a written recommendation concerning the appropriate disposition of the grievance, as well as all supporting materials.

6. Within **ten University working days** of receipt of the recommendation from the Academic Grievance Committee, the Office of Academic Affairs will review the materials submitted, file a final decision, and provide written notification to both the student and the individual against whom the grievance is directed as to the disposition of the grievance. Normally, the Office of Academic Affairs will accept the findings and recommendations of the Academic Grievance Committee and (s)he will take the action appropriate to redress any demonstrated harm to the student. However, the Office of Academic Affairs will retain the right to undertake a further review of the grievance, to also interview the student, the individual named in the grievance, and/or request additional material (s)he feels is necessary to a complete consideration of the issue. If the decision of the Office of Academic Affairs differs from the findings and recommendations of the Academic Grievance Committee, (s)he will meet with the Committee in order to provide an explanation of the decision. The decision of the Academic Affairs Office is final.

   If the Office of Academic Affairs is directly involved in any way in the informal stage of the grievance, the President or the President's designee will assume the responsibilities assigned to the Office of Academic Affairs at every stage in the formal process.

7. The Office of Academic Affairs will be responsible for recording and filing the decision. All materials

connected with the grievance will be held in confidence in the Office of Academic Affairs, and shall not be utilized in proceedings concerning
discipline, promotion, tenure, or appointments, unless otherwise provided by law.

8. The Office of Academic Affairs will be responsible for recording and filing the decision. All materials connected with the grievance will be held in confidence in the Office of Academic Affairs, and shall not be utilized in proceedings concerning
discipline, promotion, tenure, or appointments, unless otherwise provided by law.

The decision of the Office of Academic Affairs is final and not appealable. Non-academic grievances should be addressed through the Student Complaints Policy/Procedures. VUL's Chief Operating Officer, who has no decision making authority for Academic Grievances, is available to discuss and advise on any matter of concern related to VUL to assist students seeking resolutions on non-academic matters.

STUDENT GRIEVANCE/COMPLAINT POLICY AND PROCESS

Virginia University of Lynchburg is committed to a policy of ensuring that no individual is excluded from participation in, denied the benefits of, or subjected to discrimination in university programs or activities on the basis of race, color, religion, political affiliation, age, disability, national origin, or sex. Virginia University of Lynchburg is also committed to a policy of ensuring that no individual is subject to retaliation for participating in the grievance process, complying with any law or reporting a violation of such law to a governmental authority, reporting an incidence of fraud, abuse, or gross mismanagement, or exercising any right otherwise protected by law.

Purpose

The purpose of the Student Grievance/Complaint Policy is to provide equitable and orderly processes to resolve grievances by students. This procedure applies to all student issues, including but not limited to academic issues, student services, or administrative concerns. Any student may file a grievance under this policy. The grievance can arise from any official faculty or staff action or decision deemed to be unjust or discriminatory by the student and is based upon violation of an institutional policy or written standard that protects every student. The goal of this process is to insure fair and equitable treatment of all students, to hold administrators, faculty and staff accountable for compliance with institutional policies and procedures. Resolution of student complaints, regardless of the outcome, also can improve a student's progress toward completion of a course or degree and ultimately success at the institution.

Any individual (including any student) who believes that he or she has been subjected to discrimination, harassment, or unfair treatment, or has been denied access or accommodation required by law in a Virginia University of Lynchburg program or activity shall have the right to invoke this Grievance Procedure. Any individual who believes that he or she has been subjected to retaliation for participating in the grievance process, complying with any law or reporting a violation of such law to a governmental authority, reporting an incidence of fraud, abuse, or gross mismanagement, or exercising any right otherwise protected by law shall also have the right to invoke this Grievance Procedure.

The identities of the grievant and respondents (the individuals against whom the allegations in the grievance are directed), as well as all witnesses, will not be disclosed except as required by law or policy, or as necessary to fully investigate the grievance.

Definition

A. A grievable action is an action that:
   1. Is in violation of written campus policies or procedures, or
   2. Constitutes misapplication or misinterpretation of University policies, regulations, rules, or

procedures. Grievances may not be used to challenge policies or procedures of general applicability.

B. Complaints between students, disciplinary decisions administered by the Office of Student Conduct, and decisions made by persons not employed by VUL are not grievable under these procedures.

C. Tables are presented below to help determine what is grievable and what is not grievable action is provided below:

Table I: Grievable Issues

ISSUE	ACTION
1. Is your complaint about a violation of a written campus policy or procedure?	Contact the Student Grievance coordinator to file a complaint.
2. Is your complaint about an arbitrary, capricious, or unequal application or use of written campus policy or procedure?	At any time, you may ask for help from the campus.

Table 2: Non-Grievable Issues

ISSUE	ALTERNATIVE AVENUE
1. Is your complaint against another student?	See the Office of Student Conduct (Student Affairs Office)
2. Is your complaint about a financial aid decision, rule, and/or regulation?	See the Financial Aid Office in Humbles Hall to initiate the financial aid appeal process.
3. Is your complaint about facilities?	Submit a work request to the Student Affairs Office.
4. Is your complaint about computer equipment or technology?	File a request with the IT Department.
5. Is your complaint about your course grade?	Complaints about course grade must first be resolved through your professor, then the Academic Dean, and then the VP for Academic Affairs in that order until a resolution is reached
6. Is your complaint about sexual harassment or discrimination on the basis of race, creed, color, religion, sexual preference, national origin, age, marital status, pregnancy, veteran's status, or disabling condition?	FILING WITH THE OFFICE OF CIVIL RIGHTS: The formal and informal procedures listed below are encouraged, but not mandatory. Individuals may also file a complaint directly with the U.S. Department of Education, Office for Civil Rights (OCR) in the following ways. • E-mail: Grievant may file a complaint, using the following e-mail address: ocr@ed.gov • Online: Grievant may file a complaint with OCR using OCR's electronic complaint form at https://www2.ed.gov/about/offices/list/ocr/complaintintro.html Mail: Grievant may file a complaint with OCR by mail at U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, S.W., Washington, DC 20202-1475 • Facsimile: Grievant may file a complaint with OCR by facsimile at (202) 453-6021. • An informative brochure on filing a complaint directly with the OCR is available at the Department of Education's website: http://www2.ed.gov/about/offices/list/ocr/doc s/howto.pdf
7. Is your complaint in regard to a denial of accommodation due to a qualified disability?	Contact the University's Director of Disability Services Dr. Patricia Price, who can be reached at pprice@vul.edu or 434-528-5276 ext.1114. Inquiries about the University's compliance with and policies that prohibit discrimination on these bases may be directed to: United States Department of Education Office for Civil Rights 400 Maryland Avenue, S.W. Washington D.C. 20202-1475

A grievance differs from an appeal of an academic decision, as it deals with service issues and not the actual outcomes of course work. A student may file a grievance in the cases of an unresolved difference or dispute between themselves and the university (office or individual) related to services rendered or non-academic decisions. The policy covers matters outside the scope of other policies of the university.

Complaints about sexual harassment and discrimination based upon protected class are addressed via the *Discrimination Complaint Procedure*; complaints about services related to disabilities are addressed through *Rights of Students with Disabilities Policy*, complaints about student behavior are addressed through the *Student Conduct Policy and Procedures* and student academic appeals including grading are addressed through *Student Academic Appeals Policy and Procedures*.

In cases where service issues underlie a disagreement about an academic evaluation, the service issue will be investigated and decided first.

Informal Grievance Procedure
Individuals who want to file an informal grievance alleging discrimination, harassment, or retaliation pursuant to this Grievance Procedure must send the informal grievance to the Director of Disability Services within 45 calendar days of the date of the actions or failures to act being grieved, or the date the individual should reasonably have known about those actions or failures to act.1 Disability Services is located in Humbles Hall. The Director of
Disability Services can be reached at 434-528-5276 ext. 1114 or pprice@vul.edu.

Individuals desiring to lodge a grievance are encouraged, but not required, to consult with the Director of Disability Services as soon as concerns arise. The Director of Disability Services will attempt conflict resolution at the lowest level possible and move forward when necessary to the next appropriate level. If the dispute cannot be resolved by this informal procedure within 14 calendar days of the date on which the informal procedure was initiated, the individual may then lodge a formal written grievance (see below).

Formal Written Grievance Procedure
Formal written grievances should be submitted to the Director of Disability Services (or alternate designee—see footnote 1). The Director of Disability Services will work with University personnel and the individual(s) in a timely manner to resolve disagreements.

The following procedures will be used to review all formal written grievances alleging discrimination, harassment, or retaliation:

- The written grievance (use Student Formal Written Complaint Form) shall specify the nature of the act claimed to be in violation and the period of time and circumstance in which the grievance arose. The written grievance shall include a statement concerning what actions if any, have been taken to resolve the issue prior to filing the grievance, and what the desired remedy the grievant seeks. The written grievance shall contain the name and contact information of the person making the grievance. The University will not consider a grievance that fails to comply with this paragraph but will inform the grievant of the deficiencies in the grievance and provide the grievant with seven calendar days within which to remedy those deficiencies. The grievance may be supplemented by supporting documents and/or affidavits from persons having first-hand knowledge of the facts.
- The grievance should be filed within 45 calendar days of the alleged violation (not including the 14-day period for an informal resolution described above), or within 45 calendar days of the date, the individual should reasonably have known about those actions or failures to act. If the written grievance is not filed within the 45-day period, the University will not consider the grievance, absent a showing of good cause, such as circumstances beyond the grievant's control. If the written grievance is filed outside the 45-day period, it should include a clear explanation of why the grievance was not filed within the prescribed period.
- Disability Services will investigate all pertinent facts and circumstances in support of the alleged violation.
- Disability Services may attempt resolution of a grievance through mutual agreement of the affected parties at any point during the course of the investigation.
- Should such resolution be achieved, the investigation shall be ended. The terms and conditions of the resolution agreement shall be issued to the grievant and to the appropriate faculty member, administrator or department charged with implementing the prescribed action. A copy of the agreement will be filed in the grievant's file in the office of the Director of Disability Services.
- Where resolution through mutual agreement is not achieved, written findings from the investigation, along with a recommendation for resolving the grievance, shall be forwarded simultaneously to the grievant and to the responsible administrator of the charged department

by the Director of Disability Services.

- The Director of Disability Services shall appoint a Formal Grievance Panel of at least three university personnel from departments other than the department complained of, and schedule a Grievance Hearing for a date within 21 calendar days of the receipt of the formal grievance and shall provide the grievant and respondents with at least three calendar days written notice of the Grievance Hearing. The Hearing Notice shall include the allegations, the general manner in which the hearing will be conducted, and the rights of the grievant and respondents at the hearing, including the rights to submit documentary evidence and verbal testimony, and the right of the grievant to cross-examine respondents and witnesses and rebut evidence.
- The grievant and respondents shall bring all witnesses and/or evidence to the Grievance Hearing, except that evidence previously submitted by the grievant in the informal or formal grievance procedure need not be brought to the Grievance Hearing. The Formal Grievance Panel shall conduct the hearing, accept evidence, determine the order in which evidence will be presented and witnesses examined and cross-examined, identify any additional witnesses or evidence relevant to the grievance, and question the grievant, respondents, and/or witnesses.
- Within 28 calendar days of the receipt of the request of the formal grievance, the Formal Grievance Panel shall make and send a decision to the grievant and respondents which shall include the specific issues raised in the grievance, the applicable standards, the facts alleged, specific findings concerning the merit or lack of merit of each allegation, the basis for the decision, the remedies to be provided, if any, and the grievant's right to appeal the decision (see Grievant Appeal Procedure, below).
- Upon final resolution of a grievance, copies of all records will be forwarded to and maintained by the Director of Disability Services. All records relating to complained-of failures to provide reasonable accommodation are evaluative in nature and, along with all medical information contained in grievance records, shall be deemed confidential.

If the grievance is partly or completely against the Director of Disability Services, the grievance should be submitted to any of the following: Chief Operating Officer at 434-528-5276 ext. 1111 or Rmorgan@vul.edu.

Grievant Appeal Procedure

Grievants who are dissatisfied with the Formal Grievance Panel decision must send an appeal within 14 calendar days of their receipt of the decision to the Chief Operating Office. The Chief Operating Officer office is located in Humbles Hall and can be reached at 434-528-5276. The appeal must be signed by the grievant and include the following:

- The name of and contact information for the grievant;
- A copy of the Formal Grievance Panel decision; and
- A statement concerning the specific flaws in the Formal Grievance Panel decision and why that decision should be reversed.

Within 14 calendar days of the Chief Operating Officer's receipt of the appeal, he or she shall send a final decision letter to the grievant. The final decision shall include the specific issues raised on appeal, specific findings concerning the merit or lack of merit of each raised issue, and the basis for the decision. This final decision letter is not subject to appeal.

A grievant who believes that his or her grievance has not been handled appropriately at any stage of the grievance procedure should bring this to the attention of the Director of Disability Services.

If the grievance is partly or completely against the Chief Operating Officer, the appeal should be submitted to University President, at 434-528-5276 or president@vul.edu

Final Review

Any enrolled or prospective student who feels their complaint was not handled in a satisfactory manner shall contact VUL's Chief Operating Officer to discuss and advise on any matter of concern related to VUL to assist students seeking resolutions on non-academic matters. If, after the complainant has exhausted available remedies through the institution and feels a satisfactory resolution has not been reached, they are free to seek review by the accreditor and/or external agencies.

Filing Complaint with Accreditor, State, or Federal Agency

Pursuant to the United States Department of Education's Program Integrity Rule (34 CFR §668.43(b)), Virginia University of Lynchburg must provide enrolled students with contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint.

Accrediting Agency

Transnational Association of Christian Colleges and Schools; P.O. Box 328, Forest, Virginia 24551; Phone (434) 525-9539 • Fax (434) 525-9538; E-mail: info@tracs.org.

State Agencies

Virginia Residents

If a student complaint is a concern that VUL has incorrectly or unfairly applied its own written policy or procedure in your specific case, the student may submit a complaint to the State Council of Higher Education for Virginia (SCHEV) as a final step after the VUL's internal complaint process has been fully completed.

Matters Outside SCHEV's Authority

1. Academic decisions such as admissions, grading, class scheduling, attendance, plagiarism determinations, etc. (handled by the institution).
2. Disputes involving other students, staff conduct, housing, or student account issues (handled by the institution).
3. Federal financial aid issues, discrimination complaints, or civil rights violations (contact the U.S. Department of Education).
4. Criminal matters such as assault, theft, property damage, stalking, etc. (contact campus or local law enforcement).

Students may contact State Council of Higher Education for Virginia staff to file a complaint as a last resort. The institution will not subject a student to unfair actions as a result of the student initiating a complaint.

- SCHEV Student Complaints: https://www.schev.edu/students/resources/student-complaints
- State Council of Higher Education for Virginia (SCHEV)
  James Monroe Building
  101 N. 14th St 9th FL Richmond, Virginia 23219
  (804) 225-2600

Distance Education Students

Complaints against Virginia University of Lynchburg which is operating under SARA policies go first through the institution's own procedures for resolution of grievances. Allegations of criminal offenses or alleged violations of a state's general-purpose laws may be made directly to the relevant state agencies.

Complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the VUL's home state, the Commonwealth of Virginia.

If the complainant is not satisfied with the outcome of the institution's complaint process, the resolution of the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA State Portal Entity of the home state of the institution or to the SARA State Portal Entity of the state in which the student is located. **Additional information on the SARA Student Complaint process is available at https://nc-sara.org/wp-content/uploads/2025/12/SARA-Policy-Manual-25.2-Blackline-12.16.25.pdf** and **https://nc-sara.org/sara-student-complaints-0/**

Federal Agencies

Office of Civil Rights

The formal and informal procedures listed above are encouraged, but not mandatory. Individuals may also file a complaint directly with the U.S. Department of Education, Office for Civil Rights (OCR) in the following ways.

- E-mail: Grievants may file a complaint, using the following e-mail address: ocr@ed.gov
- Online: Grievants may file a complaint with OCR using OCR's electronic complaint form at https://www2.ed.gov/about/offices/list/ocr/complaintintro.html
- Mail: Grievants may file a complaint with OCR by mail at
  U.S. Department of Education, Office of Civil Rights
  400 Maryland Avenue, S.W.
  Washington, DC 20202-1475
- Facsimile: Grievants may file a complaint with OCR by facsimile at (202) 453-6021.

An informative brochure on filing a complaint directly with the OCR is available at the Department of Education's website: http://www2.ed.gov/about/offices/list/ocr/docs/howto.pdf

Veterans

The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for Virginia. Their office investigates complaints of GI Bill beneficiaries.

While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact the SAA office via email at saa@dvs.virginia.gov.

UNIVERSITY FACULTY/STAFF APPEAL PROCEDURE

Faculty and staff are required to implement accommodation and remedial actions recommended or required through the above procedure. If faculty or staff members question an action, remedy, or accommodation recommended by Disability Services in the informal procedure or the decision of the Formal Grievance Panel in the formal procedure and wish to submit an appeal, they must continue to afford the grievant the action, remedy, or accommodation while their appeal is considered. To appeal, the faculty or staff member shall submit a formal written appeal to the Chief Operating Officer. The relevant documentation and reasoning for and against the requested accommodation(s) will be reviewed by the Chief Operating Officer who will issue a written decision within 14 calendar days. This final decision letter is not subject to appeal.

STUDENT ACCESS TO THE INTERNET

The University's "limited educational purpose" means that the use of the Internet on campus is only available for class projects or activities. The use of the Internet, use for commercial purposes, use for self- discovery purposes, and use for personal communication is not permitted. E-mails will be limited to classroom purposes but is not available for personal use. "Chat lines" are not approved for student use. Students using the Internet inappropriately will be disciplined accordingly.

1. First offense--Loss of privilege for two weeks. Letter will be placed in student's file.
2. Second offense—Loss of privilege for four weeks. A conference will be scheduled before access is resumed.
3. Third offense—Loss of privilege, student's name placed on list of students not approved for Internet use. A conference will be required to discuss further participation.

Students must sign an agreement declaring their involvement with the Internet and their understanding of the discipline. Even with restrictions to maintain a safe use of Internet, some materials accessed may not be appropriate and in keeping with the University's guidelines. The University does not sanction these materials for instructional purposes. No user of the University's system may knowingly access material that is vulgar or obscene, that advocates violence or illegal acts. Students are to report to their professors any message or material they receive that violates the University's Biblical position or makes them feel uncomfortable. To protect against viruses, no individual may download information onto computer disks. Please contact the Informational Technology Manager if you have any questions or concerns. All students are required to sign the following statement before access to the Internet will be granted:

I,_____, have read the University's Internet Access procedures and will abide by the policy and regulation as outlined above.

_____

Student Date

ACADEMIC PROGRAMS

Virginia University of Lynchburg offers several undergraduate programs for students, including the Certificate, Associate Degree, and Bachelor's degree. Students may select a program according to their academic preparation, interests, abilities, and achievement goals.

MISSION AND PURPOSE OF UNDERGRADUATE

PROGRAM

Consistent with the mission of the University to recognize the possibilities in every human being and to maximize the gifts of the individual within the context of a thoroughly Christian and nurturing environment, the University seeks to fulfill its mission by bringing students who possess a wide range of backgrounds, interests, and abilities together to build and participate in a community that values each student as an individual.

The primary concern of the University is to provide quality teaching and enlightened guidance to students in order that they will acquire the knowledge, skill, and attitudes for enriching their own lives and the lives of those in the communities in which they serve. To this end, the University encourages scholarly inquiry, research, and academic freedom in the search for truth.

The specific mission of the undergraduate education program at the University is to provide the academic and spiritual foundations by which students can be nurtured and qualify for entrance into professional ministry as well as to pursue graduate study. The University also assists students to become productive adults and leaders in their local communities.

GOALS

The primary goal of undergraduate education is to prepare the student for post-graduate pursuits. A second goal is to assure that students who seek employment after graduation will have developed the necessary skills, knowledge, and competencies to compete in both the public and private sectors. The University expects its graduates to demonstrate a mastery of those skills that are a requisite for post- graduate education and workplace performance, including mastery of content, communication, research methods, and intellectual acumen.

UNDERGRADUATE PROGRAMS

LEONARD N. SMITH SCHOOL OF RELIGION

Certificate in Ministry

Requirements for graduation: 30 semester hours of study minimum; and 33 semester hours maximum hours.
The Certificate in Ministry is a one-year program of study, in cooperation with the School of Liberal Arts and Sciences, designed to improve the level of competency in ministry for ministers and lay persons who have not met college entrance requirements. It is not a degree program; however, some of the coursework required may be useful to individuals who desire further study.

PROGRAM OF STUDY

Course Number	First Semester	Credits
MIN 100	Effective Preaching I	1
BIB 300	Introduction to New Testament	3
BIB 303	Introduction to Old Testament	3
+Q.C. 097	Math	1
+Q.C. 098	English/Reading	1
+Q.C. 099	Vocabulary Building	1
Total		10

Course Number	Second Semester	Credits
MIN 101	Effective Preaching II	1
BIB 301	New Testament Survey	3
BIB 304	Old Testament Survey	3
TH 400	Intro. to Systematic Theology	3
Total		10

Course Number	Third Semester	Credits
COM 230	Public Speaking	3
BIB 402	Christian Moral Values	3
MIN 205	Practical Ministry	1
MIN 199	Intro. to Church Administration	3
Total		10
Program Total		**30 credit hours**

+Required of all Certificate of Ministry Enrollees

Completion of the Certificate coursework does not entitle the certificate completer to be admitted into the Bachelor Programs.

Candidates for admission to the Bachelor Program must meet the prerequisites (Math, English, Diploma or G.E.D., etc.). The Admissions Committee may make exceptions under certain circumstances.

Course Descriptions

BIB 300 Introduction to New Testament (3 credit hours). The goal of this course is to assist the student in gaining an understanding of the New Testament scripture texts. And we aim to accomplish this by equipping the student with the cultural, literary, and historical understanding necessary for a critical reading of the New Testament. The course will introduce participants to the New Testament through a close reading of various New Testament books from the Gospel through the book of Acts and from the book of Romans through Revelation.

Competencies:

1. Develop an understanding of the different types of literature in the New Testament.
2. Demonstrate how to read the different types of literature in the New Testament.
3. Gain knowledge of the general divisions and content of the New Testament.
4. Understand the New Testament literature in its historical and cultural context.
5. Demonstrate written communication skills.

BIB 303 Introduction to Old Testament (3 credit hours). This course is designed to introduce the student to the literature, history, and the message of the Old Testament. The Old Testament provides its readers with a history of the people of Israel and a picture of Israel's relationship with God. Yet, the Old Testament is far more than the story of ancient Israel. The material revealed in its pages functions as the theological and moral foundation for three of the world's major religious traditions: Judaism, Christianity and Islam.

Competencies:

1. Understand the basic theology of the Old Testament.
2. Identify characteristics of the various books of the Old Testament.
3. Understand the cultural settings of the Old Testament world.
4. Develop an understanding of the main people and events described in the Old Testament.
5. Understand the chronology of Old Testament writings and events.

BIB 304 Old Testament Survey (3 credit hours). This course is designed to assist the student in knowing the primary content of the Old Testament books and themes. It will also provide the student with an appreciation for the cohesive understanding of the major figures, events and themes of the Old Testament.

Competencies:

1. The student will analyze certain persons, places, and events in the Old Testament.
2. Interpret Biblical texts using literary, historical-critical, and feminist methodologies.
3. Synthesize faith and critical thinking by understanding how the historical, literary and contemporary dimensions of the Bible relate to each other.

BIB 402 Christian Moral Values (3 credit hours). A course that explores Christian moral teachings as found in the Bible with special attention to covenant, law and prophets of the Old Testament and how these teachings relate to life today.

Competencies:

1. Understand the basic ethical systems, both non-Christian and Christian.
2. Develop an informed and more Biblical ethical system.
3. Identify critical ethical issues facing the church and society.
4. Apply Biblical precepts, principles and examples to a variety of contemporary ethical dilemmas.

MIN 100 Effective Preaching I (1 credit hour). Provides special supervised laboratory work in the preparation and delivery of sermons. It equips the preacher with practical experience in speaking before the public.

Competencies:

1. Demonstrate the ability to select a text and utilize the hermeneutical and exegetical skills necessary to evolve Biblical truth into a homily.
2. Demonstrate a knowledge of crating seminal and skeletal outlines.
3. Apply the basic principles of good composition to the writing of a sermon.
4. Utilize such organizing principles as the message in one sentence, the doctrine, and the desired response within.

MIN 101 Effective Preaching II (1 credit hour). A more extensive study and practice of effective preaching. This course continues the study beyond Effective Preaching I (MIN 100) and provides a more thorough study and practice of the principles of effective preaching.

Competencies:

1. Develop and strengthen preaching skills through practical application of techniques in the preparation of sermons.
2. Interpret correctly and appropriately the entire cannon of scripture as representative of and consistent with the good news of Jesus Christ.
3. Develop and strengthen preaching skills through, and delivery of, several different styles of sermons.

MIN 199 Introduction to Church Administration (3 credit hours). A study of the foundation and working models for effective Christian church administration. The student will study the principles of leadership as it relates to the church.

Competencies:

1. Demonstrate a foundational understanding of leadership and theory in a broad sense.
2. Develop a personal philosophy of leadership and administration.
3. Demonstrate a basic grasp of the primary responsibilities and roles of leadership in Christian organizations.
4. Demonstrate an in-depth understanding of at least one major leadership or administrative role or responsibility.

MIN 205 Practical Ministry (3 credit hours). This course is designed to provide the student with a basic understanding of practical ministry which include the following: Hospital and nursing home visitation; prison and jail visitation; officiating funerals and wedding and pulpit ethics.

Competencies:

1. Develop and refine a Biblical definition of worship.
2. Understand how Christians have ordered their worship services and why.
3. Identify issues which the current worship renewal movements present to the church.
4. Explore and evaluate how Christian worship uses time.
5. Explore and evaluate how non-verbal means of communication enrich worship.

TH 400 Intro to Systematic Theology (3 credit hours). An introduction to the study of the topics covered in Old Testament 1 (BIB 303). The student will analyze certain persons, places, and events in the Old Testament.

Competencies:

1. Articulate an account of the doctrines of creation and providence.
2. Understand the meaning and importance of the divine attributes.

3. Explain the foundations, development, and implications of the doctrine of the Trinity.
4. Understand the spiritual purposes and vitality of theology.

***Q.C. 098 English/Reading (1 credit hour).** This developmental course serves as an Enrichment course designed to help students enhance their basic language skills. The course provides are view of grammatical and syntactical material and helps students improve their Reading comprehension skills. A student must receive a grade of "C" or better in order to receive credit and move to the next level in sequence.

Competencies:

1. Identify words in sentences according to their parts of speech.
2. Identify words according to their function in any given sentence.
3. Differentiate between phrases and clauses and understand their relative use.
4. Recognize and avoid fragments and run-on sentences.
5. Read college level material more easily.

***Q.C. 099 Vocabulary Building (1 credit hour)**. This course follows in sequence Q.C. 098, and is designed to continue its review of Standard English usage. Q.C. 099 focuses on honing the higher level reading and writing skills necessary for success in the various academic disciplines. In addition, students study the components of a well-written essay. A student must receive a grade of "C" or better in Q.C. 099 in order to receive credit.

Competencies:

1. Understand and apply rules of coordination and subordination.
2. Avoid/correct unnecessary shifts in vice, tense, and person.
3. Avoid/correct ambiguous and weak references.
4. Avoid/correct the faulty placement of modifiers.
5. Avoid redundancies and wordiness.
6. Make use of parallel construction and other stylistic devices.

***Q.C. 097 Fundamentals of Math (1 credit hour).** A review course in the fundamentals of mathematics required of entering college students who do not make satisfactory scores on the placement tests.

Competencies:

1. Understanding natural numbers and whole numbers.
2. Recognizing the importance of place-value in whole numbers.
3. Rounding whole numbers to the desired degree of accuracy.
4. Demonstrating competence in addition, subtraction, and factoring algebraic expressions.

***Required of all Certificate of Ministry students.**

Certificate in Ministry - Concentration: Church Leadership

Requirements for graduation: 35 semester hours minimum and 40 hours maximum hours.
The Certificate in Church Leadership is an online, one year program of study, designed to increase the level of know-how in Ministry for current and potential church leaders (i.e., pastors, ministers, diaconates, chairpersons). It is not a degree program. Course credits may be applied towards a B. A. or A.A. degree without loss of credit.

Program of Study

First Semester		
Course Number	**Course Title**	**Credits**
QC 098	English/Reading	1
CH 100	Intro. to Church History	3
MIN 115	Devotional Life	1
MIN 119	Intro to Spiritual Discovery/Formation	2
MIN 199	Intro to Church Administration	3
Total		10
Second Semester		
Course Number	**Course Title**	**Credits**
PT 232	Intro. to Pastoral Care	3
MIN 250	Conflict Resolution Part I	1
MIN 251	Conflict Resolution Part II	2
MIN 205	Practical Ministry	1
BIB 302	Interpretation of Old & New Testaments	3
Total		10
Third Semester		
Course Number	**Course Title**	**Credits**
E 309	Christian Education	3
TH 400	Intro. To Systematic Theology	3
BIB 402	Christian Moral Values	3
CH 403	Christian Missions	3
MIN 405	Servant Leadership Model of Ministry	3
Total		15
Program Total		**35 credit hours**

Completion of the Certificate in Church Leadership coursework does not entitle the Certificate graduate to be admitted in the Bachelor Program. Candidates for admission into the Bachelor Program must meet the prerequisites (Math, English, Diploma or G.E.D., etc). The Admissions Committee may make exceptions under certain circumstances.

Class Substitution
Upon approval of your Advisor, one or more of the classes listed below may be exchanged for a class with corresponding credit hours. Flexibility is presented in light of the diverse needs of the Church.

Course Number	Course Number	Credits
COM 230	Public Speaking	3
BIB 300	Introduction to New Testament	3
BIB 303	Introduction to Old Testament	3
BIB 401	Jesus of Nazareth	3

QC 098 English/Reading. Reviews the basic principles of writing. It provides the student with college-level English skills that are required for the various higher education academic requirements.
Competencies:
1. Identify words in sentences according to their parts of speech.
2. Identify words according to their function in any given sentence.
3. Differentiate between phrases and clauses, and understand their relative use.
4. Recognize and avoid fragments and run-on sentences.
5. Read college level material more easily.

Course Descriptions
CH 100 Introduction to Church History (3 credit hours). A basic study of Church history. The student will analyze certain persons, places, and events within Church history.
Competencies:
1. Describe the Church in relation to Jesus.
2. Describe the Church of the Medieval and Renaissance worlds.
3. Understand and appreciate the Church in the global community.
4. Understand the effect on the Church of the persecution in the Holy Roman Empire.

MIN 115 Devotional Life (3 credit hours). A practical course nurturing the spirituality of the student while cultivating a vibrant personal relationship with God. Special attention is given to prayer, meditation, fasting, praise, worship and music.
Competencies:
1. Describe your relationship with the Lord.
2. Develop a consistent and rewarding prayer life-style by giving practical input on the what and how of devotions, and how to remove the roadblocks.
3. Understand the importance of the prayer dynamic as an essential element of spiritual growth and well-being.
4. Understand the purpose and power of worship and praise and the role that music plays in this.
5. Demonstrate the ability to discern spiritually edifying music and make practical applications.
6. Understand the principles and practice of worship which is "in spirit and truth."

MIN 119 Introduction to Spiritual Discovery and Formation (3 credit hours). A rational study of how the Creator, the source of all that exists, manifests God-self in human beings. Students will examine what it means to be a child of God in the now, as well as discover untapped potentials of being.
Competencies:

1. Understand that the most fundamental principles of evangelism are to be found in the character and attributes of God.
2. Define who he, or she, is as a person, thereby discovering how the Gospel continues to transform the believer and lend creditability and authority to the presentation of the Gospel.
3. Enable the student to connect the Gospel to the lives of others he/she meets.
4. Explain the Gospel with clarity and sensitive application to the felt needs of others.

MIN199 Introduction to Church Administration (3 credit hours). A study of the foundation and working models for effective Christian church administration. The student will study the principles of leadership as it relates to the church, as well as its growth and development.
Competencies:
1. Demonstrate a foundational understanding of leadership and theory in a broad sense.
2. Develop a personal philosophy of leadership and administration.
3. Demonstrate a basic grasp of the primary responsibilities and roles of leadership in Christian organizations.
4. Demonstrate an in-depth understanding of at least one major leadership or administrative role or responsibility.

COM 230 Public Speaking (3 credit hours). An introductory study of effective and responsible speaking. The student will learn how to write and deliver formal speeches.
Competencies:
1. Demonstrate the various types, purposes, and structures of oral presentations.
2. Use various types of support aids/tools used to support oral presentations, i.e.,illustrations, statistics, visual technology support.
3. Critique relationships among purpose, audience, and content of presentation.

PT 232 Introduction to Pastoral Care (3 credit hours). Introduces students to purposes and practices of pastoral care based on the Biblical model of shepherding. The student will evaluate appropriate methods for hospital and prison visitations; as well as methods of ministering to the terminally ill and their families.
Competencies:
Theological Competencies
A. Scripture
    1. Ability to articulate the ways in which Scriptures illuminate one's personal and social experience and that of others.
B. Theology
    1. Understanding of the interaction of spiritual experience and culture in their ecumenical interfaith and multicultural dimensions.
    2. Knowledge of the history and methods of Christian spirituality.

Pastoral and Ministerial Skills Competencies
A. Understanding of self as human, minister and leader.
    1. Ability to name one's own style of interaction and leadership.
    2. Ability to name one's ministerial gifts, limitations, and opportunities for growth.
B. Ability to identify one's own cultural and co-cultural perspectives.
C. Understanding of the other and the dynamics of interaction with another.
    1. Ability to listen for understanding, respond with empathy, and invite toward growth.
    2. Ability to be an effective participant in different kinds of groups, maintaining one's personal authority and collaborating openly in the group.

BIB 402 Christian Moral Values (3 credit hours). A course that explores Christian moral teachings as found in the Bible with special attention to covenant, law and prophets of the Old Testament and how these teachings relate to life today.

Competencies:

1. Understand the basic ethical systems, both non-Christian and Christian.
2. Develop an informed and more Biblical ethical system.
3. Identify critical ethical issues facing the church and society.
4. Apply Biblical precepts, principles, and examples to a variety of contemporary ethical dilemmas.

TH 400 Introduction to Theology (3 credit hours). An introduction to the study of the topics covered in Old Testament 1 (BIB 303). The student will analyze certain persons, places, and events in the Old Testament.

Competencies:

1. Articulate an account of the doctrines of creation and providence.
2. Understand the meaning and importance of the divine attributes.
3. Explain the foundations, development, and implications of the doctrine of the Trinity.

BIB 300 Introduction to New Testament (3 credit hours). The goal of this course is to assist the student in gaining an understanding of the New Testament scripture texts. And we aim to accomplish this by equipping the student with the cultural, literary, and historical understanding necessary for a critical reading of the New Testament. The course will introduce participants to the New Testament through a close reading of various New Testament books from the Gospel through the book of Acts and from the book of Romans through Revelation.

Competencies:

1. Develop an understanding of the different types of literature in the New Testament
2. Demonstrate how to read the different types of literature in the New Testament.
3. Gain knowledge of the general divisions and content of the New Testament.

BIB 303 Introduction to Old Testament (3 credit hours). This course is designed to introduce the student to the literature, history, and the message of the Old Testament. The Old Testament provides its readers with a history of the people of Israel and a picture of Israel's relationship with God. Yet, the Old Testament is far more than the story of ancient Israel. The material revealed in its pages functions as the theological and moral foundation for three of the world's major religious traditions: Judaism, Christianity and Islam.

Competencies:

1. Understand the basic theology of the Old Testament.
2. Identify characteristics of the various books of the Old Testament.
3. Understand the cultural settings of the Old Testament World.
4. Develop an understanding of the main people and events described in the Old Testament.
5. Understand the chronology of Old Testament writings and events.

BIB 401 Jesus of Nazareth (3 credit hours). An analytical examination of selected passages which tell of the life and teachings of Christ.

Competencies:

1. Define the key terms relating to Biblical study
2. Identify and give dates for significant personages in the four canonical gospels.

3. Outline the key themes and characteristics of each of the four New Testament gospel portrayals of Jesus.
4. Discuss the significance of each of these four views of Jesus as the Messiah.
5. Discuss the cultural appropriation of these canonical portraits in popular films of different eras.
6. Evaluate the gaps and spaces in that appropriation as well as the positive use of the canonical images.

MIN 250 Conflict Resolution (3 credit hours). A basic study of techniques for effective conflict resolution. The student will develop problem solving and basic counseling techniques to adequately provide a win/win solution when conflicts arise.

Competencies:

1. Demonstrate an understanding of the characteristics of conflict and how it manifests itself into interprofessional and organizational contexts.
2. Ability to demonstrate knowledge of the basic negotiation rules of ethics and principles of practice including:
    - respect of all participating parties,
    - professional accountability,
    - freedom from bias (objectivity)
    - tolerance of different people and perspectives,
    - importance of honesty (long term personal credibility and trust),
    - not using self-defensiveness as a tactic in negotiation,
    - ability to hold confidence (confidentiality),
    - and ability not to personalize the process
3. Demonstrate knowledge of ethics of collaborative conflict resolution including:
    - Neutrality
    - Confidentiality
    - Objectivity
    - Respect for differences
    - Honesty
    - Demonstrate the following collaborative problem solving skills:
    - Active listening
    - Formulate and express desired outcomes.
    - Identify underlying interests
    - Develop and analyze options

MIN 251 Conflict Resolution II Team Ministry (3 credit hours). A study of group dynamics and how to effectively work with others, including basic counseling skills. Students gain awareness of the stages of group interaction, to include conflict resolution techniques. Prerequisite: Conflict Resolution Part I.

Competencies:

1. Foster productive working relationships
2. Analyze diverse viewpoints
3. Develop comfort in communicating effectively with people at all levels
4. Use team building to achieve collaborative solutions
5. Know when and how to use conflict management strategies, negotiation, and mediation tools to achieve results
6. Use stakeholder input for more sustainable results

7. Engage in effective alternative dispute resolution
8. Think creatively and strategically to innovate solutions
9. Manage conflict in a positive and constructive manner.

UNDERGRADUATE DEGREE PROGRAMS

REQUIREMENTS

The academic program of study at Virginia University of Lynchburg consists of three elements: General education consisting of sixty-two (62) semester hours in the liberal arts and sciences; a major field of study comprising one-third to one-half of the program; and electives completing the remainder of the course of study.

General Education

One of the principal goals of liberal arts education is to prepare students for fulfilling lives. To achieve this goal, Virginia University of Lynchburg requires that every student, regardless of major, must satisfy General Education requirements. In addition, to earn a baccalaureate degree from Virginia University of Lynchburg, a student must:

1. Complete the requirements for a major program as outlined in the catalogue.
2. Complete a minimum of 120 semester hours of study (maximum of 132).
3. Earn a 2.00 minimum GPA on all college work.
4. Earn a GPA average of at least 2.00 on all courses which apply to the major.
5. Earn at least 30% of the credit hours required for the degree from VUL.

Student Academic Load

A student's academic load is normally fifteen or sixteen credit hours per semester. Students carrying fewer than twelve (12) credit hours of work during a semester will not be classified as full-time students. A student may not take more than eighteen (18) hours of work during a semester without special permission.

G. W. HAYES SCHOOL OF ARTS AND SCIENCES

Associate Degree in Arts and Sciences

Requirements for graduation: 62 semester hours of study (minimum); 65 hours (maximum).Major: Liberal Arts Requirement: Four Semesters (2yrs)
Purpose: The Associate of Arts and Science Degree is designed for individuals who plan to enter or transfer into a four-year college to complete a baccalaureate degree program, generally a Bachelor of Arts (B.A. degree). The Bachelor of Arts Program provides instruction for those persons seeking careers in law, education, journalism, ministry, and other fields. The curriculum consists of courses in the humanities, foreign language, biology, and social sciences. Upon satisfactory completion of the two-year program, the graduate will be awarded the Associate in Arts and Sciences Degree in Liberal Arts.

Liberal Arts Curriculum (Associate Degree Program)

First Semester		
Course Number	**Course Title**	**Credits**
GENL 100	College Orientation	0
EDUC 100	Learning Plus	1
MATH 162	Math for Liberal Arts I	3
ENGL 162	English Composition I	3
GS 111	Life Choices/Health/Wellness	3
HIST 111	U. S. History I	3
FREN 119 or SPAN 119	Introduction to French I or Introduction to Spanish I	3
Total		16
*Students may elect either French or Spanish		
Second Semester		
Course Number	**Course Title**	**Credits**
MATH 163	Math for Liberal Arts II	3
ENGL 163	English Composition II	3
SOCI 112	Introduction to Sociology	3
HIST 112	U.S. History II	3
FREN 120 or SPAN 120	Introduction to French II or Introduction to Spanish II	3
Total		15
Third Semester		
Course Number	**Course Title**	**Credits**
BIOL 130	Human Anatomy / Lab	4
MUSC 130	Music Appreciation	3
PSYC 230	General Psychology	3
ENGL 262	Survey of American Literature	3
EDUC 208	Curriculum Development	3
Total		16

Fourth Semester		
Course Number	**Course Title**	**Credits**
PHIL 200	Introduction to Philosophy	3
ECON 207	Principles of Economics	3
HIST 232	World Geography	3
BIB 300	Introduction to New Testament	3
COM 230	Public Speaking	3
Total		15
Program Total		**62 hours**

Course Number	**Credits**	
**Com 101	Intro. to Computers	3
*Q.C. 097	Math	1
*Q.C. 098	English/Reading	1
*Q.C. 099	Vocabulary Building	1

** Elective

Note: Courses below 100 level courses (QC) are not a part of the regular curriculum. *Quality Control (Q.C.) courses are designed for students who enter on the developmental track. Below 100 level coursework hours are given credit but cannot be used in lieu of liberal arts requirements.

Course Descriptions

BIB 300 Introduction to New Testament (3 credit hours). The goal of this course is to assist the student in gaining an understanding of the New Testament scripture texts. And we aim to accomplish this by equipping the student with the cultural, literary, and historical understanding necessary for a critical reading of the New Testament. The course will introduce participants to the New Testament through a close reading of various New Testament books from the Gospel through the book of Acts and from the book of Romans through Revelation.

Competencies

Develop an understanding of the different types of literature in the New Testament.

1. Demonstrate how to read the different types of literature in the New Testament.
2. Gain knowledge of the general divisions and content of the New Testament.
3. Understand the New Testament literature in its historical and cultural context.
4. Demonstrate good written communication skills.

BIOL 130 Human Anatomy/Lab (4 credit hours). This course provides a foundation of basic information necessary for the study of human anatomy and physiology. It serves as an introduction to the inner workings of the body and provides a wealth of information about the body structures and functions that will be relevant to the student's future.

Competencies

1. This course introduces students to an overview of anatomy and physiology, the language of anatomy, basic chemistry, cells, and tissues.

2. The body systems covered are integumentary, skeletal, muscular, and the central nervous system as well as special senses.
3. Included in this course are prefixes, suffixes, and combining forms.

COM 230 Public Speaking (3 credit hours). An introductory course that focuses upon effective and responsible speaking. The student will learn how to write and deliver formal speeches.

Competencies

1. Demonstrate the various types, purposes, and structures of oral presentations.
2. Use various types of support aids/tools used to support oral presentations, i.e. illustrations, statistics, visual technology support.
3. Critique relationships among purpose, audience, and content of presentation.

ECON 207 Principles of Economics (3 credit hours). This course is an introduction to the principles of economics including both macroeconomics and microeconomics. (Cross-Listed With ECON 200).

Competencies:

1. Detail overview of basic economics principles.
2. Know definitions of economics, macroeconomics, microeconomics.
3. Develop graphs, charts to show various economic activities.
4. Understand unemployment relative to overall economic activity.
5. Define the roles of industries, firms, and consumers.
6. Demonstrate knowledge of government spending and taxation.

ECON 200 Survey of Economics (3 credit hours). A study of the American economy as compared with other economic systems. Primary areas of emphasis include budgets, consumer credit, business influence on consumers, tips on better buying, insurance, investments, and aids for consumers (Cross-Listed with ECON 207).

Competencies

1. Detail overview of basic economic principles.
2. Know definitions of economics, macroeconomics, microeconomics.
3. Develop graphs, charts to show various economic activities.
4. Understand unemployment.
5. Define the roles of industries, firms, and consumers.
6. Demonstrate knowledge of government spending and taxation.

EDUC 100 Learning Plus (1 credit hour). This is a mandatory interactive self-paced computerized instructional laboratory program designed to assist students to improve their reading, writing, mathematical skills, critical skills, and test-taking skills.

Competencies:

1. Taking responsibility.
2. Demonstrating a sense of quality.
3. Working in teams.
4. Processing of information.
5. Problem solving.
6. Persisting.
7. Adapting to change.
8. Life-long learning.

EDUC 208 Curriculum Development (3 credit hours). A study of appropriate curriculum and methods for teaching students. The course includes classroom management, planning, selecting materials and evaluating learning.

Competencies:

1. Understand and analyze the American collegiate from various historical and philosophical perspectives. Develop skills to formulate, implement, and evaluate curricular patterns and strategies.
2. Understand the current curricular models and the contemporary curricular issues facing American undergraduate education. Develop an understanding of the processes and implications of curricular change.
3. Develop an understanding of curriculum development and design.

ENGL 162 English Composition I (3 credit hours). Emphasis on functional grammar, paragraph development, vocabulary building, and enrichment reading. The student will demonstrate an understanding and practical knowledge of these principles by applying them successfully in various written projects.

Competencies:

1. Demonstrate knowledge of the writing process and various writing strategies.
2. Apply the study of rhetoric and grammar to the context of academic writing.
3. Use writing for purposes such as summary, analysis, synthesis, and description.
4. Use current technology such as word processing.

ENGL 163 English Composition II (3 credit hours). An intermediate course in English that continues emphasis on writing. Two analytical papers, based upon studies of the short story, poetry, and drama, in addition to a research paper, are required.

Competencies:

1. Demonstrate competence in rhetoric and grammar (English Proficiency Exam).
2. Use writing for purposes such as summary, analysis, synthesis, and description.
3. Demonstrate competence in academic research (extended research paper).
4. Use current technology such as word processing and online databases for research.

ENGL 262 Survey of American Literature (3 credit hours). A survey of major authors in America during the late nineteenth and early twentieth century. Attention to realistic and naturalistic movements in American Literature. Emphasis on Twain, Dickinson, James, Crane, Hemingway, and Faulkner.

Competencies:

1. Recognize many writers, works, and literary movements in American literature.
2. Develop written interpretations of the texts covered in the course.
3. Demonstrate competence in literary research using library and online services.

FREN 119 Introduction to French I (3 credit hours). Development of basic oral expression, listening and reading comprehension, and writing. Students without any previous study of French will study the fundamentals of grammar, pronunciation, and essential vocabulary.

Competencies:

1. Write compositions, relate events in a journal, and answer questions about written materials in French.
2. Understand the geography and customs of France.
3. Understand basic grammar structures; utilize learned grammar in listening, reading, speaking and writing French.

4. Analyze daily grammar exercises.
5. Understand the rules of French grammar.

FREN 120 Introduction to French II (3 credit hours). An intermediate course in French designed to give the student a reading and speaking knowledge of the language, intensive idiom drills, review of grammar, and reading. French will be the main mode of communication during the class.

Competencies:

1. Demonstrate ability to communicate in culturally appropriate ways using more complex structures than in French I.
2. Develop skills to understand oral French and to speak the language individually.
3. Demonstrate correct pronunciation of French consonants and vowels.
4. Demonstrate ability to understand and respond to simple statements and questions.
5. Demonstrate ability to exchange personal information.
6. Fulfill routine communication needs within the cultural context.

GENL 100 College Orientation (1 credit hour). This one hour orientation course is designed to acquaint students to college life and to help the transition process go smoothly. College orientation is comprised of three elements: 1) class, 2) Chapel attendance, and 3) tutorial services.

Competencies:

1. Improve note-taking and test-taking skills.
2. Strengthen time on task management skills.
3. Develop group participation skills.
4. Develop effective study habits.
5. Develop personal development and self-awareness.
6. Develop an appreciation for a Christian education.
7. Know the various campus resources available to make the College transition a successful
8. one for the student.

GS 111 Life Choices for Health and Wellness (2 credit hours). The application of scientific facts and principles to current health issues that affect an individual's personal health. The student will make intelligent decisions in the areas of health needs and health behavior for the present and future.

Competencies:

1. Gain firsthand knowledge of safety measures for maintaining healthy lifestyles
2. Learn proper techniques for managing emergency situations, (CPR related skills, campus (safety).
3. Manage stress levels.
4. Develop an understanding of controlled substances and how these affect society.
5. Understand and develop a plan for the "hostile" environment.

HIST 111 U. S. History I (3 credit hours). A survey of American history extending from Colonial times until1877. The students will focus on the role of the nation and its citizens in the history of the United States.

Competencies:

1. Identify major leaders and event of periods in American history from 1877 to present.
2. Identify major eras in American history up to 1877.
3. Analyze cause and effect regarding the major changes in America to 1877.
4. Understand the basic elements of the Colonial, Revolutionary, and Ante-bellum and Civil War eras.
5. Write an acceptable paper on a topic about history.

HIST 112 U. S. History II (3 credit hours). A survey of U. S. History from 1877 to the present. Emphasis upon those aspects relevant to contemporary affairs.

Competencies:

1. Identify major leaders and events of the United States in the post-Civil War period.
2. Identify the major changes that took place in the Nation in the period after the Civil War.
3. Analyze the era in terms of cause and effect regarding these major changes.
4. Analyze these changes in line with major historical interpretations.
5. Write an acceptable paper in history.

HIST 232 World Geography (3 credit hours). An examination of geographic factors which influence cultural and economic diversity.

Competencies:

1. Identify the major regions of the world.
2. Interpret the unique qualities of the major regions of the world.
3. Analyze the relationship between the world's major regions.
4. Critique the interactions of the regions and nations.
5. Integrate geographic concepts with geographic data about specific regions andcountries.

MATH 162 Math for Liberal Arts I (3 credit hours). A review of Algebra and an introduction to logic, probability, and statistics. The student will demonstrate a practical understanding and application of mathematical principles.

Competencies

1. Use several methods, such as algebraic, geometric and statistical reasoning to solve problems.
2. Interpret and draw inferences from mathematical models such as formulas, graphs, and tables.
3. Generalize from specific patterns and phenomena to more abstract principles and to proceed from abstract principles to specific applications.
4. Represent mathematical information symbolically, graphically, numerically and verbally.
5. Estimate and verify answers to mathematical problems to determine reasonableness, compare alternatives, and select optimal results.

MATH 163 Math for Liberal Arts II (3 credit hours). An intermediate study of Algebra, logic, probability, and statistics. The student will demonstrate a deeper understanding and application of the mathematical principles.

Competencies:

1. Introduce inductive reasoning and help develop problem solving strategies;
2. Review elementary set theory and expose the student to elementary logic;
3. Examine and compare different numeration systems;
4. Analyze the different subsets of real numbers (natural numbers, whole numbers, integers, etc.);
5. Promote an understanding of elementary statistics and probability;
6. Review the basics of plane geometry along with some solid geometry;
7. Develop and understanding of constructions, congruence, and similarity.
8. Cover the basic concepts of measurements and introduce coordinate geometry.

MUSC 130 Music Appreciation (3 credit hours). Recognition and appreciation of musical elements of rhythm, melody, and harmony, with emphasis on perceptive listening.

Competencies:

1. To provide culturally enriched opportunities for appreciation and participation in music.
2. To explore the historical and philosophical perspectives of music.
3. To recognize various artists and musicians and their contributions to their respective fields.

PHIL 200 Introduction to Philosophy (3 credit hours). A study of the methods and nature of philosophical inquiry, the problems with which this inquiry is concerned, and various principal solutions which have been offered to these problems.

Competencies:

1. Students will be familiar with the major areas of philosophy.
2. Students will be familiar with the history of philosophy.
3. Students will understand and be able to discuss the inherent problems of philosophy.
4. Students will identify some of the major philosophers of modern times.

PSYC 230 General Psychology (3 credit hours). A survey of psychology as a scientific discipline. Emphasis is on the basic psychological processes and methods used in their study.

Competencies:

1. Demonstrate ability to apply knowledge of psychological principles to enhance understanding of one's self and others.
2. Utilize new learning to increase personal and social intelligence that may lead to a happier, more effective and fulfilling life.
3. Gain information and knowledge of basic concepts and understandings of the field of psychology.

SOCI 112 Introduction to Sociology (3 credit hours). Analysis of some of the basic theories and methods used by social scientists. The course includes such areas as socialization, culture, social organization, social differentiation, institutions, and social changes.

Competencies:

1. Identify and critique distinct theories of society and social structure.
2. Understand and critique distinct beliefs and value frameworks in our society.

3. Understand the use and abuse of the empirical tradition in making inferences about society.

SPAN 119 Introduction to Spanish I (3 credit hours). Introductory language course designed to teach the fundamentals of reading, writing, listening, and speaking the Spanish language. It is appropriate for those students who have little or no previous experience with Spanish.

Competencies:

1. Read authentic material from the Spanish speaking world such as newspapers, magazine articles, classified advertisements, and reading material specifically created for beginning-level students.
2. Write short compositions that narrate events and describe people and places in the present tense.
3. Communicate with others in Spanish about yourself, your life, and other present tense events.
4. Understand Spanish at a slower than normal rate and understand some Spanish spoken by native speakers.
5. Gain an understanding of the customs particular to the Hispanic culture.

SPAN 120 Introduction to Spanish II (3 credit hours). Spanish 120 is a continuation of Spanish 119. Students will review grammar with emphasis on gaining a thorough understanding of the subjunctive mood. Students will continue the study of Hispanic history and culture.

Competencies:

1. Read authentic material from the Spanish-speaking world such as newspapers, magazine articles, and write compositions that narrate events and describe people using simple and compound tenses in the present, past, future, conditional, and subjunctive tenses.
2. Speak to others in Spanish about yourself, your life, and other present tense events.
3. Understand Spanish at a slower than normal rate and understand some Spanish spoken by native speakers.
4. Gain an understanding of the customs particular to the Hispanic culture.

***Courses below 100 level (Enrichment/developmental courses). Must achieve a grade of "C" in order to successfully pass Q.C. courses.**

Q.C. 097 Fundamentals of Math (1 credit hour). A review course in the fundamentals of mathematics required of entering college students who do not make satisfactory scores on the placement tests.

Competencies:

1. Understanding natural numbers and whole numbers.
2. Recognizing the importance of place-value in whole numbers.
3. Rounding whole numbers to the desired degree of accuracy.
4. Demonstrating competence in addition, subtraction, and factoring algebraic expressions.

Q.C. 098 English/Reading (1 credit hour). This developmental course serves as an enrichment course designed to help students enhance their basic language skills. The course provides a review of grammatical and syntactical material and helps students improve their reading comprehension skills. A student must receive a grade of "C" or better in order to receive credit and move to the next level in sequence.

Competencies:

1. Identify words in sentences according to their parts of speech.

2. Identify words according to their function in any given sentence.
3. Differentiate between phrases and clauses and understand their relative use.
4. Recognize and avoid fragments and run-on sentences.
5. Read college level material more easily.

Q.C. 099 Vocabulary Building (1 credit hour). This course follows in sequence Q.C. 098 and is designed to continue its review of Standard English usage. Q.C. 099 focuses on honing the higher level reading and writing skills necessary for success in the various academic disciplines. In addition, students study the components of a well-written essay. A student must receive a grade of "C" or better in Q.C. 099 in order to receive credit.

Competencies:

1. Understand and apply rules of coordination and subordination.
2. Avoid/correct unnecessary shifts in voice, tense, and person.
3. Avoid/correct ambiguous and weak references.
4. Avoid/correct the faulty placement of modifiers.
5. Avoid redundancies and wordiness.
6. Make use of parallel construction and other stylistic devices.

Bachelor of Arts in Religious Studies

Major: Religious Studies
Requirements: 122-minimum semester credit hours; 126 maximum semester credit hours

Purpose: The Bachelor of Arts in Religious Studies degree is designed to prepare students for church- related vocations. Students are required to complete the core curriculum of the Associate of Arts Program before they can proceed in the Religious Studies Major.

Program of Study

First Semester		
Course Number	**Course Title**	**Credits**
GENL 100	College Orientation	0
EDUC 100	Learning Plus	1
MATH 162	Math for Liberal Arts I	3
ENGL 162	English Composition I	3
GS 111	Life Choices/Health/Wellness	3
HIST 111	U. S. History I	3
FREN 119 or SPAN 119	Intro to French I (or)* Intro to Spanish I	3
Total		16
*Students may elect either French or Spanish.		
Second Semester		
Course Number	**Course Title**	**Credits**
MATH 163	Math for Liberal Arts II	3
ENGL 163	English Composition II	3
SOCI 112	Introduction to Sociology	3
HIST 112	U.S. History II	3
FREN 120 or SPAN 120	Intro French II (or)* Intro to Spanish II	3
Total		15
Third Semester		
Course Number	**Course Title**	**Credits**
PSYC 230	General Psychology	3
BIOL 130	Human Anatomy / Lab	4
MUSC 130	Music Appreciation	3
ENGL 262	Survey of American Lit.	3
EDUC 208	Curriculum Development	3
Total		16
Fourth Semester		
Course Number	**Course Title**	**Credits**
PHIL 200	Introduction to Philosophy	3
ECON 207	Principles of Economics	3
HIST 232	World Geography	3
BIB 300	Introduction to New Testament	3
COM 230	Public Speaking	3
Total		15

Fifth Semester		
Course Number	**Course Title**	**Credits**
CH 300	Church History I	3
CE 309	Christian Education	3
BIB 300	Introduction to New Testament	3
BIB 303	Introduction to Old Testament	3
CE 301	Methods of Teaching the Bible	3
Total		15
Sixth Semester		
Course Number	**Course Title**	**Credits**
CH 301	Church History II	3
BIB 301	New Testament Survey	3
BIB 304	Old Testament Survey	3
HIS 301	World Religions	3
MIN 205	Practical Ministry	3
Total		15
Seventh Semester		
Course Number	**Course Title**	**Credits**
CH 403	Christian Missions	3
CH 400	Christianity in Africa	3
BIB 401	Jesus of Nazareth	3
BIB 403	The Epistles of Paul	3
BIB 402	Christian Moral Values	3
Total		15
Eight Semester		
Course Number	**Course Title**	**Credits**
THEO 400	Christian Doctrine of Man	3
THEO 401	Black Theology	3
BIB 404	The Gospel of John	3
BIB 405	Acts of the Apostles	3
BIB 406	Wisdom Literature	3
Total		15
Program Total		122 credit hours

Course Descriptions

BIB 300 Introduction to New Testament (3 credit hours). The goal of this course is to assist the student in gaining an understanding of the New Testament scripture texts. And we aim to accomplish this by equipping the student with the cultural, literary, and historical understanding necessary for a critical reading of the New Testament. The course will introduce participants to the New Testament through a close reading of various New Testament books from the Gospel through the book of Acts and from the book of Romans through Revelation.

Competencies:

1. Develop an understanding of the different types of literature in the New Testament.
2. Demonstrate how to read the different types of literature in the New Testament.
3. Gain knowledge of the general divisions and content of the New Testament.
4. Understand the New Testament literature in its historical and cultural context.
5. Demonstrate written communication skills.

BIB 301 New Testament Survey (3 credit hours). The course is designed to introduce the student to the authorship and contents of the New Testament books. Special attention will be given to important persons, places, events, as well as to key chapters in the New Testament.

Competencies:

1. Develop an understanding of the different types of literature in the New Testament.
2. Demonstrate how to read the different types of literature in the New Testament.
3. Gain knowledge of the general divisions and content of the New Testament.
4. Understand the New Testament literature in its historical and cultural context.
5. Demonstrate written communicate skills.

BIB 303 Introduction to Old Testament (3 credit hours). This course is designed to introduce the student to the literature, history, and the message of the Old Testament. The Old Testament provides its readers with a history of the people of Israel and a picture of Israel's relationship with God. Yet, the Old Testament is far more than the story of ancient Israel. The material revealed in its pages functions as the theological and moral foundation for three of the world's major religious traditions: Judaism, Christianity and Islam.

Competencies:

1. Understand the basic theology of the Old Testament.
2. Identify characteristics of the various books of the Old Testament.
3. Understand the cultural settings of the Old Testament world.
4. Develop an understanding of the main people and events described in the OldTestament.
5. Understand the chronology of Old Testament writings and events.

BIB 304 Old Testament Survey (3 credit hours). This course is designed to assist the student in knowing the primary content of the Old Testament books and themes. It will also provide the student with an appreciation for the cohesive understanding of the major figures, events and themes of the Old Testament.

Competencies:

1. Analyze people, places, and events in the Old Testament.
2. Interpret Biblical texts using literary, historical-critical, and feminist methodologies.
3. Synthesize faith and critical thinking by understanding how the historical, literary and contemporary dimensions of the Bible relate to each other.

BIB 401 Jesus of Nazareth (3 credit hours). An analytical examination of selected passages which tell of the life and teachings of Christ.

Competencies:

1. Define the key terms relating to Biblical study.
2. Identify and give dates for significant personages in the four canonical gospels.
3. Outline the key themes and characteristics of each of the four New Testament gospel portrayals of Jesus.
4. Discuss the significance of each of these four views of Jesus as the Messiah.
5. Discuss the cultural appropriation of these canonical portraits in popular films of different eras.
6. Evaluate the gaps and spaces in that appropriation as well as the positive use of the canonical images.

7. Explain the meaning and significance of the key Christological doctrine: "fully human, full divine."

BIB 402 Christian Moral Values (3 credit hours). A course designed to help the student develop a coherent approach to the problems of society in the light of the Christian ideal. The student will discuss societal issues and evaluate them from a Christian perspective.

Competencies:

1. Understand the basic ethical systems, both non-Christian and Christian.
2. Develop an informed and more Biblical ethical system.
3. Identify critical ethical issues facing the church and society.
4. Apply Biblical precepts, principles and examples to a variety of contemporary ethical dilemmas.

BIB 403 The Epistles of Paul (3 credit hours). A study of the life of Paul as revealed in the 13 Epistles. Students will explore Paul's writings and principles for Christian living.

Competencies:

1. Develop skills of critical analysis and interpretation through close reading, discussion, and frequent writing assignments.
2. Demonstrate knowledge of the language, argument, and theology of Paul's letters.
3. Summarize the life of Paul.
4. Identify the important events of Paul's life.
5. Explain the background, purpose, and basic content of each of the Pauline Epistles.

BIB 405 Acts of Apostles (3 credit hours). A study of the works and teachings of the New Testament apostles.

Competencies:

1. Describe the literary/culture form of Acts and its significance for understanding the book.
2. Demonstrate the literary and theological relationship between Acts and the Gospel of Luke.
3. Describe the probable purposes of Acts.
4. Describe at least eight major classical and contemporary works on the book of Acts.

BIB 406 Wisdom Literature (3 credit hours). An in-depth study of the Songs of Solomon and the Book of Proverbs.

Competencies:

1. Demonstrate knowledge of origins and historical development.
2. Analyze and interpret the Biblical text.
3. Demonstrate knowledge of central ethical teachings and perspective characteristics of Christianity.
4. Demonstrate knowledge of the intersections between religion and various contemporary issues.

CE 301 Methods of Teaching the Bible (3 credit hours). A course to help the students plan and review diversified methods of teaching the Bible; to explore the purpose of teaching in the Church, and to examine strategies for teaching various age levels.

Competencies:

1. Demonstrate an understanding of new methodology by incorporating methods not used previously in teaching ministry.
2. Identify advantages and disadvantages of various teaching methods and how these can be used to meet lesson objectives.
3. Demonstrate methods and strategies by teaching a lesson and doing a self- critique of that lesson.
4. Reflect on teaching strategies and redemptive elements used in teaching.

CE 309 Christian Education (3credit hours). A study of the foundation and approaches for developing Christian education through adulthood.

Competencies:

1. Define the mission and functions of the local church.
2. Formulate a Biblical basis for the teaching ministry of the church.
3. Understand the integration of educational ministries with the Biblical mission of the church and a local church's mission statement.
4. Identify, understand, and evaluate the educational programs of the church.
5. Demonstrate skills for organizing a church for educational ministries including Sunday School/Bible study, small group ministries, outreach, new member orientation, care groups, leadership development, teacher training, ministry teams, and discipleship.
6. Develop skills in curriculum planning, budgeting, ordering, and obtaining educational materials.

CH 300 Church History I (3 credit hours). A study of major events and theological developments within organized Christianity from the immediate post-New Testament era to the Protestant Reformation.

Competencies:

1. Describe the Church in relation to Jesus.
2. Describe the Church of the Medieval and Renaissance worlds.
3. Understand and appreciate the Church in the global community.
4. Understand the effect on the Church of the persecution in the Holy Roman Empire.

CH 301 Church History II (3 credit hours). A study of major events and theological developments within organized Christianity from the Protestant Reformation to the present.

Competencies:

1. Understand the broad scope of the history of the Christian Church, its major turning points, personalities, and teachings.
2. Understand the importance of historical context (especially social, political, and religious thought and actions) on the formation of Church teachings and practices.
3. Develop an appreciation for people of the Church in the history of Christianity.
4. Clarify the centrality of religion in world history.

CH 400 Christianity in Africa (3 credit hours). A study of Christianity's encounter with Africa during the early centuries of civilization.

Competencies:

1. Demonstrate an understanding of the impact of African ancestors on American Culture.
2. Understand the impact of European intrusion on African history.
3. Understand the background of Africa and African peoples and civilizations.
4. Interpret news items and other information from a critical perspective.
5. Understand the social and cultural changes taking place in independent Africa.

CH 403 Christian Missions (3 credit hours). A study of the missionary task and structure. The meaning of service and missions is explored.

Competencies:

1. Understand and articulate a Biblical theology of world missions.
2. Understand the priority of world missions in Christian life and ministry.
3. Understand the Biblical nature and mission of the Church, especially as it relates to starting, growing and reproducing churches as a vital part of the Mission of God.
4. Understand the Biblical, theological, historical, and cultural roots from which contemporary missions have developed.

BIB 404 The Gospel of John (3 credit hours). This course is designed to allow the student to thoroughly investigate the fourth Gospel, highlighting the person and work of Jesus Christ and the differences between this Gospel and the Synoptic Gospels.

Competencies:

1. Develop and refine a Biblical definition of worship.
2. Understand how Christians have ordered their worship services and why.
3. Identify issues which the current worship renewal movements present to the church.
4. Explore and evaluate how Christian worship uses time.
5. Explore and evaluate how non-verbal means of communication enrich worship.

HIS 301 World Religions (3 credit hours). An examination of the origin, basic beliefs, historical developments, and sociology manifestations of the world's great religions.

Competencies:

1. Understand the teachings, practices, institutions, vocabulary, and cultural contexts ofthe Hindu, Jewish, Buddhist, Christian and Islamic traditions.
2. Identify and understand the foundational concepts around which the discipline of Religious Studies is organized.
3. Describe religious beliefs and practices non-normatively, i.e., without reference to their ultimate truth or falsity.
4. Perform close readings of and comparisons between religious ideas and texts.
5. Practice reading, writing, listening, and talking about religious ideas critically and carefully.

THEO 400 Practical Ministry (3 credit hours). This course is designed to provide the student with a basic understanding of practical ministry. The course will include counseling, hospital and

nursing home visitation, officiating funerals, officiating weddings, prison and jail visitation, prayer in the public arena, fasting as a means of ministry, church celebrations.

Competencies:

1. Develop an understanding of particular practical ministry skills.
2. Demonstrate ministry training in public speaking, evangelism, and missions.
3. Demonstrate effective and practical ministry skills.
4. THEO 401 Black Theology (3 credit hours). An overview of the thought of selected Black Theologians and a study of Black Liberation theology.

Competencies:

1. Identify the elements of traditional West African religions and their impact on the formation of nascent African American spirituality.
2. Analyze the similarities and differences between White Anglo-Saxon Protestantism and African American Christianity.
3. Identify formative leaders of African American radicalism and Christianity during the 18th and 19th centuries, such as David Walker, Richard Allen, Nat Turner, Denmark Vesey, Sojourner Truth, Harriet Tubman, and Frederick Douglass.
4. Identify and analyze the elements of Black Theology from the period of enslavement into contemporary African American spiritualties.

Bachelor of Arts in Sociology

Major: Sociology
Requirement 123 min.; 126 max.

The purpose of the Department of Sociology is guided by its mission to acquaint students with the forces and principles basic to the operation of human society and help them to relate this understanding to contemporary social problems; to assist students in understanding the individual, society and culture; and to provide a useful background for diverse fields including counseling, placement in the areas of public service, and social work.

The Sociology program is oriented toward providing a mature understanding of social behavior on the pre-professional and pre-graduate levels geared toward an understanding of social welfare as a social institution and an appreciation of the values that underline such activities. The program is not designed to prepare one for teaching in elementary and secondary schools.

Requirements: Students must complete 33 semester hours, within the 123-semester hour Sociology Major curriculum. Students must meet the following criteria for admission to the applied sociology concentration:

1. Must have completed the first two years of the sociology curriculum.
2. Must have a GPA of 2.5 in all sociology courses taken in the first two years of the sociology curriculum.
3. Must have a 2.0 GPA or above in required English and Mathematics core classes (remedial) English and Mathematics courses will not meet).
4. Must submit an application to the coordinator or chair of the Sociology Department.

Students may be terminated from the Sociology program for any of the following reasons:

1. A GPA below 2.0 in any semester
2. Any violation of the student rules of the Sociology Department and/or the rules and regulations of Virginia University of Lynchburg.

Program of Study

First Year

Course Number	Course Title	Credits
GENL 100	College Orientation	0
MATH 162-163	Math for Liberal Arts I	6
ENGL 162-163	English Composition I, II	6
GS 111	Life Choices/Health/Wellness	3
EDUC 100	Learning Plus	1
HIST 111-112	U. S. History I, II	6
BIOL 130	Human Anat/Lab	4
SOCI 112	Intro to Sociology	3
MUSC 130	Music Appreciation	3
Total		32

Second Year

Course Number	Course Title	Credits
ENG 262	Survey of American Lit	3
HIST 232	World Geography	3
*FREN 119-120 or *SPAN 119-120	Intro French I, II (or) Intro to Spanish I, II	6
EDUC 208	Curriculum Development	3
ECON 207	Principles of Economics	3
PHIL 200	Intro to Philosophy	3
PSYC 230	General Psychology	3
COM 230	Public Speaking	3
BIB 300	Introduction to New Testament	3
Total		30

**Either French or Spanish*

Third Year

Course Number	Course Title	Credits
SOCI 210	Social Welfare	3
SOCI 310	SPSS/ Social Science Statistics	3
EDU 300	Children in American Culture	3
EDU 310	Patterns of Development	3
EDUC 311	Fundamentals of Leadership	3
SOCI 320	Social Policy	3
SOCI 330	Survey Research Methods	3
SOCI 331	Social Problems	3
SOCI 332	Contemp. Family Life	3
Total		30

Fourth Year

Course Number	Course Title	Credits
SOCI 434	Social Psychology	3
SOCI 436	Field Experience (Intern)	6
SOCI 437	Racial & Cultural Minorities	3
SOCI 435	Social Theory	3
SOCI 444	Penology	3
SOCI 447	Criminology	3
SOCI 443	Community Organization	3
SOCI 464	Social Analysis	3
SOCI 442	Juvenile Delinquency	3
Total		30
Program Total		**122 credit hours**

Course Descriptions

EDUC 300 Children in American Culture (3 credit hours). This course provides an introduction to the study of American Culture. Students will understand and appreciate the interrelationship of all aspects of American Culture.

Competencies:

1. Develop a critical view of commonly held notions about American society and Americans.
2. Understand the differences between socially or politically motivated myths of our society and our people.

EDUC 311 Fundamentals of Leadership (3 credit hours). This course is designed to give students a clear understanding of the philosophy of leadership, the requirements of good leadership, a greater understanding of group dynamics, and the know-how to apply this in any group situation regardless of whether it is in the Christian or secular arena.

Competencies:

1. Define the role of power in leadership.
2. Explain the role of a leader in a group situation.
3. Define leadership and the role of credibility and influence.
4. Develop an understanding of the differences between male and female leaders in organizations and the power of expectations.

POSC 232 United States Government (3 credit hours). United States Government. An introductory course in American government and politics. The course focuses on major aspects of American government and politics: The founding of our nation, the constitution, federalism, and political development; public opinion, voting, and elections, political parties, interest groups, and mass media.

Competencies:

1. Demonstrate knowledge of the origins of the United States as a new nation.
2. Demonstrate familiarity with key phases in the development of the Constitution.
3. Understand the nature of the key principles of the Constitution.
4. Understand the manner in which citizens play a key role in the political process.
5. Identify and analyze the structure and functioning of major institutions of the American Government such as Congress, the Judicial System, and the Presidency.

PHIL 250 Ethics Prerequisite: PHIL 200 (3 credit hours). This course seeks to provide theoretical tools for ethical decision making. Ethical theories are explored, including egoism, utilitarianism, self-realization, conscience, and existentialism, and the course emphasizes the application of ethical theory to contemporary issues.

Competencies:

1. Explore the meanings of morals, values, mores, and folkways and how these play a role in ethical situations.
2. Discuss various types of ethics.
3. Identify ethical conflicts and various options for dealing with those conflicts.

SOC 210 Intro to Social Welfare (3 credit hours). A focus on social and economic policies in light of the principles of economic and social justice. The course surveys historical evolution of social welfare and contemporary provision of social welfare services.

Competencies:

1. Identify needs of organizations.
2. Develop and understand Social Welfare Policy Reform.
3. Compare the U.S. Social Welfare Policies with those of other countries.
4. Identify Social Welfare Policies.

SOCI 310 Social Science Statistics Prerequisite: SOCL 112 (3 credit hours). Computer application of quantitative and statistical techniques to sociological data. Emphasis on questionnaire construction, coding sampling, building and maintaining data sets, probability, statistical distribution, and hypothesis testing.

Competencies:

1. Understand the purposes of major forms of statistical analysis.
2. Perform basic statistical computations from social science data and meaningfully interpret the results.
3. Conduct statistical analysis using a computer-based package (SPSS Basic Statistics.)

SOCI 320 Social Policy (3 credit hours). This course explores Legislative/Political processes, examines values and issues facing human service professionals in organizations and communities. How to assist in developing skills in political lobbying, advocacy and policy analysis will be studied.

Competencies:

1. Demonstrate lobbying skills, and policy analysis.
2. Identify policies that may affect communities and organizations.
3. Understand how policies are formulated.

SOCI 330 Survey Research Methods (3 credit hours). The logical basis for conceptualization and research in sociology. Research design, concept formation, data collection, data reduction, data analysis, and data interpretation will be studied. Prerequisite: Three to six hours of Sociology.

Competencies:

1. Understand the key differences between the scientific approach and other approaches to knowledge.
2. Understand methodological foundations of empirical research.
3. Identify key stages in the research process, as well as understand processes involved in each of these stages.
4. Be familiar with various types of research designs employed by researchers in social sciences.
5. Develop an appropriate research design/research proposal on a specific topic.

SOCI 331 Social Problems (Prerequisite: SOCL 112 3 credit hours). Study of current social issues such as poverty, race, and ethnic relations, unemployment, crime, drug use, women, the elderly, population and environmental problems. This course examines the various explanations, consequences, and suggested solutions for each problem.

Competencies:

1. Understand and critique distinct ways of approaching social problems
2. Demonstrate an understanding of why crime is considered a social problem.

3. Understand the use and abuse of empirical research.
4. Become familiar with the issues of the health care system and its impact on social problems.
5. Develop and display an understanding of war and terrorism and its impact on society.
6. Become familiar with the concepts of collective behavior, social movements, and special interest groups as an attempt to identify and reduce social problems.
7. Become familiar with the sociological understanding of inequality based on gender, age, and sexual orientation.

SOCI 332 Contemporary Family Life (3 credit hours). Shows adjustments in interpersonal relationships as a continuing process throughout the life cycle. The course helps students to foster flexibility in their attitudes that will enable them to make the choices that will best suit their own needs. Research findings on marital adjustment are presented.

Competencies:

1. Demonstrate an understanding of the different areas of family life.
2. Develop an understanding of families through research and theory.
3. Become familiar with the concepts of family and education as social issues.
4. Develop and display an understanding of the concepts of gender and intimacy.
5. Become familiar with the concepts of love and loving.
6. Demonstrate an understanding of the process of childbearing and parenting.

SOCI 333 Special Topics (3 credit hours). Recommended when the student desires to pursue a specialized topic in depth. Must obtain permission of Department Chair and instructor directing the course. Student's cumulative average must be 2.50 or higher for eligibility.

Competencies:

1. Develop sociological inquiry using various research sources.
2. Demonstrate knowledge of diverse topics within the field of sociology.
3. Demonstrate and apply major theoretical perspectives to topics chosen.
4. Become familiar with and develop research using the Sociological Imagination.
5. Display an understanding of Micro, Macro, Mezzo, and Exo systems as they pertain to socialization, stratification and human behavior.

SOCI 341 Social Gerontology (3 credit hours). Basic study of various aspects of senior citizens' way of life. Includes demographic, political, socio-cultural, biological, economic, recreational, medical, intellectual, psychological, and religious aspects of aging. Focuses on stress placed on the process of aging and the characteristics and needs of the elderly through observation and research. Also, provides careful examination of health delivery systems to senior citizens.

Competencies:

1. Define social gerontology, aging, and related concepts and explain their significance in understanding today's culture.
2. Compare and contrast different theories of aging.
3. Explain the dynamics of social role and social institutions on older adults.
4. Discuss the interplay of society and the individual as they adapt to and influence each other.

SOCI 434 Social Psychology (3 credit hours). An analysis of the complex nature of social behavior in small groups using a scientific approach. The course explains what social systems are on the micro-sociological level.

Competencies:

1. Develop a basic understanding of the principles of social psychology and be able to apply these to the world around us.
2. Develop an understanding of the pervasive nature of social psychology.
3. Recognize legitimate and illegitimate forms of social influence.
4. Apply social psychological principles and knowledge to social and ethical problems such as prejudice and crime.

SOCI 435 Social Theory Prerequisite: Nine credit hours of Sociology and approval of Chairperson (3 credit hours). The study of social theories from Augustus Comte to modern times; the evolution theories of the individual, group, and society; the modern development of sociology and interpretive systems accompanying these developments.

Competencies:

1. To understand the initial emergence and subsequent development of sociological theory.
2. To study the emergence of sociological theory.
3. To study those scholars who contributed the most to the development of abstract concepts, models, and propositions in sociology.
4. To study the origins and development of theoretical concepts and propositions.
5. To understand the intellectual connections among purely theoretical ideas in sociology. SOCI 436 Field Experience (Internship 6 credit hours). Students are placed in an approved agency in order to acquire first-hand knowledge of the intricacies of sociology. Prerequisite Sociology major with approval of Department Chairperson.

Competencies:

1. Apply sociological concepts and principles to the experience gained in the community.
2. Strengthen personal understanding of how the sociological imagination informs social experience.
3. Propose modified or new strategies which are more effective for accomplishing the chosen site goals.
4. Develop a greater understanding and appreciation for human agency as it relates to participants at the selected site.
5. Refine and expand existing skills.
6. Recognize the significance of her/his own contribution to the community, there by increasing the sense of personal social responsibility.

SOCI 437 Racial and Cultural Minorities (3 credit hours). Analysis of the origin and present status of American minority's sources and consequences of prejudice and discrimination and goals and strategies of change in race and ethnic relations.

Competencies:

1. To provide students with an objective analysis of race and ethnic relations in contemporary multi-ethnic societies.

2. To emphasize the global nature of ethnicity and the prevalence of ethnic conflict in the modern world.
3. To enable students to better understand the uniqueness of their society.
4. To enable students to become more sensitive to the common principles underlying much of inter-group relations.
5. To enable students to understand that race and ethnic relations are seen as manifestations of stratification and of conflict that develops over societal rewards, power, wealth, and prestige.

SOCI 442 Juvenile Delinquency (3 credit hours). A course designed to study the sociological and psychological factors which help produce delinquent behavior. Special emphasis will be placed on the increasing manifestation of sociopathic behavior in the larger society and how this can account for the growing incidents of violent behavior by adolescents.

Competencies:

1. Demonstrate an understanding of what is meant by juvenile delinquency.
2. Develop an understanding of the sociological perspective of juvenile delinquency.
3. Develop an understanding of the social learning and social control theories of delinquency.
4. Understand the process and procedures of the juvenile justice system.
5. Understand the proposed causes of juvenile delinquency
6. Become familiar with the social strain and cultural transmission theories of delinquency.
7. Become familiar with the labeling and radical theories of delinquency.

SOCI 443 Community Organization (3 credit hours). Community Organization is viewed as a process of bringing about desirable changes in community life. Community needs and resources available to meet these needs are studied.

Competencies:

1. Describe the historical context of community organizing in the field of sociology.
2. Develop an understanding of the three pillars of progressive organizing.
3. Become familiar with the problems, programs, and precedents of community organizing.
4. Understand the basic components of a grassroots organization and its main organizing strategies.
5. Understand specific historical and contemporary issues related to immigrant, labor, youth, and women organizations.
6. Provide opportunities for practical experience in real community organization contexts.

SOCI 447 Criminology (3 credit hours). A study of the nature, extent, causes, and methods of treatment and prevention of crime and delinquency.

Competencies:

1. Understand what is meant by “criminology” and the social context of crime.
2. Become familiar with the patterns of crime along with the statistics in the United States.
3. Demonstrate an understanding of the research methods and theory development of criminology.

4. Understand the sociological theories associated with criminology.
5. Develop an understanding of the association between drug abuse and crime.

SOCI 455 Penology and Criminology (3 credit hours). This course will introduce you to the study of a wide range of topics in the study of crime as well as some aspects of the criminal justice system. The course will examine the role of social factors (more than individuals), particularly institutions, organizations, groups, and social inequalities. Individuals will not be ignored, but rather use a "sociological imagination" to examine the relationship between individuals and the wider society, with an emphasis on the latter. In terms of format, the class will be a mix of lectures and discussion to create a structured but also interactive learning experience. The aim is to facilitate the emergence of a diversity of views and exchanges among class members on given topics, informed by sociological concepts and research. News reports on crime and criminal justice matters, for example, will be brought in for classroom discussion.

Competencies:

1. Relate the basic principles of the American Criminal Justice System.
2. Understand the goals of the police, the history of the system and how the system protects the rights of all persons; and the constitutionality of imposed restrictions on the system.
3. Develop an understanding of the history and philosophy of law enforcement, the various agencies that comprise the criminal justice system, and the various processes of the system.

SOCI 464 Social Analysis (3 credit hours). Social Analysis is a course designed to enhance and corroborate concepts learned in the Introduction to Sociology Course. This course is also designed to assist students with the integration of theory and practice as it relates overall to Sociology as a field of study.

Competencies:

1. Demonstrate an understanding of social interaction as it relates to social structure.
2. Become familiar with groups and organizations as social agents of influence, change and its efficacy along with media influence.
3. Examine and re-examine deviance and social control as agents of socialization.
4. Conceptualize patterns of inter-group relations.
5. Understand the aging process as a social phenomenon within the context of social stratification in the U.S.
6. Articulate marriage, divorce and diverse lifestyles as social agents of change.

SOCW 430 Development of Social Welfare (3 credit hours). Traces the development of the institution of social welfare from the English Poor Law tradition to the beginnings of the modern welfare state. Analyzes public and private responses to the economic and social needs of the population in the context of values, social structure, economic change, and political response.

Competencies:

1. Understand the political factors and constraints that have shaped social welfare policies.
2. Analyze the two decade old dual crisis of economic and political legitimacy.

3. Identify specific policy areas such as income maintenance, employment, health care and Medicaid.

SOCW 450 Social Welfare Legislation and Services (3 credit hours). Analyzes social welfare policy as related to social values, social problems, and social structures. Examines frameworks for policy analysis and for evaluation of programmatic outcomes of policy, with application to contemporary social services and income maintenance policies and delivery systems.

Competencies:

1. Understand Labor Law and Social Welfare Legislation.
2. Identify both collective and individual Labor Laws.
3. Analyze Labor Law and Social Welfare Legislation.
4. Discuss Social Services Legislation.
5. Discuss Social Security Legislation.

SCHOOL OF BUSINESS

Majors

Bachelor's degree
General Business Administration (offered on campus and online)
Organizational Management (offered on campus and online)
Human Resource Management (offered on campus and online)
Sports Management (offered on campus and online)
E-Sports Management (offered on campus and online)
Criminal Justice Management (offered on campus and online)

Master's degree
Criminal Justice Management (offered on campus and online)
Organizational Management (offered online)

Doctor's degree
Doctor of Healthcare Management (offered online)

Statement of Purpose: The School of Business at Virginia University of Lynchburg exists to provide an academic environment and curriculum that promote the Mission of the University of "self-help and spiritual interdependence" to educate all students with theoretically-based, as well as, entrepreneurial educational, cultural, spiritual, and lifelong learning experiences that will enable them to compete in a highly competitive, technological, and global society.

Bachelor of Arts in General Business Administration

Requirement: 120 semester hour's min.; 124 max.

Professional Core

1. To use the holistic approach to enhance the students' academic, moral, and professional development.
    - BUAD 164 Principles of Business
    - BUAD 300 Business Communications
    - MKTG 330 Principles of Marketing
    - MNGT 300 Principles of Management
    - ECON 207 Survey of Economics
    - MNGT 430 Business Ethics

2. To provide the opportunity for students to obtain business knowledge and skills neededin today's competitive and technologically advanced global workplace.
    - BUAD 164 Principles of Business
    - BUAD 300 Business Communication
    - BCIS 101, 102 Introduction to Computers I, II
    - BCIS 310 Programming in Basic
    - MNGT 300 Principles of Management
    - MNGT 310 Organizational Behavior

- MNGT 410 Management Information Systems
- MNGT 420 Operational Management

3. To provide students with an entrepreneurial education and skills that will enable them to engage in self-employment.
    - BUAD 164 Principles of Business
    - BUAD 431 Principles of Finance
    - ACCT 201 Principles of Accounting
    - BCIS 101, 102 Introduction to Computers I, II
    - BUAD 300 Business Communication
    - ECON 207 Survey of Economics
    - MNGT 300 Principles of Management
    - MNGT 430 Business Ethics

4. To prepare students for gainful employment in technology-related jobs and careers in management information systems.
    - BCIS 101, 102 Introduction to Computers I, II
    - BCIS 310 Programming in Basic
    - MNGT 410 Management Information Systems
    - BUAD 400 Research Seminar
    - BUAD 333 Statistics & Quantitative Analysis
    - MNGT 430 Business Ethics

5. To prepare students for entry level careers in the sphere of economics and the allied disciplines of management, marketing, and accounting.
    - BUAD 164 Principles of Business
    - ACCT 201-202 Principles of Accounting I, II
    - MKTG 330 Principles of Marketing
    - MNGT 300 Principles of Management
    - MNGT 310-320 Organizational Behavior I, II
    - BUAD 400 Research Seminar
    - BUAD 431 Principles of Finance
    - MNGT 430 Business Ethics
    - To prepare students for graduate study in business
    - BUAD 164 Principles of Business
    - BUAD 333 Statistics & Quantitative Analysis
    - BUAD 341 Business Law
    - ACCT 201-202 Principles of Accounting I, II
    - MNGT 300 Principles of Management
    - MNGT 310-320 Organizational Behavior I, II
    - MNGT 420 Operational Management
    - MNGT 430 Business Ethics
    - MNGT 450 Business Policy

Program Study

First Year		
Course Number	**Course Title**	**Credits**
GENL 100	College Orientation	0
BCIS 101-102	Intro Computer I, II	6
BUAD 164	Intro to Business	3
MATH 162-163	Math Lib Arts I, II	6
ENGL 162-163	English Comp I, II	6
BIOL 130	Human Anat./Lab	4
GS 111	Life Choices/Hlt./Wellness	3
HIST 111	U. S. History I	3
Total		31
Second Year		
Course Number	**Course Title**	**Credits**
ACCT 201-202	Principles of Acct I, II	6
SPAN 119-120	Intro to Span I, II	6
EDUC 100	Test Taking Skills/Lab	1
HUM 130	Music/Art Appreciation	3
PSYC 230	General Psychology	3
ENGL 262	Survey of American Lit	3
SOC 112	Intro to Sociology	3
HIST 112	U.S History II	3
HIST 232	Geography	3
Total		28
Third Year		
Course Number	**Course Title**	**Credits**
ECON 207	Survey of Economics	3
BUAD 230	Business Calculus	3
BUAD 300	Business Communication	3
MKTG 330	Principles of Marketing	3
MNGT 300	Principles of Management	3
MNGT 310	Organizational Behavior I	3
MNGT 320	Organizational Behavior	3
MNGT 330	Global Management	3
PHIL 200	Intro to Philosophy	3
COM 230	Public Speaking	3
Total		33

Fourth Year		
Course Number	**Course Title**	**Credits**
MNGT 410	Management Info Systems	3
MNGT 340	Managing Human Resources	3
BUAD 400	Research Seminar	1
BUAD 431	Principles of Finance	3
BUAD 401	Elect -Internship	3
MNGT 420	Operational Management	3
BUAD 333	Statistics & Quan. Analysis	3
BUAD 341	Business Law	3
BIB300	Introduction to New Testament	3
MNGT 430	Business Ethics	3
MNGT 450	Business Policy	3
Total		31
Program Total		**123 credit hours**

Course Descriptions

BCIS 101 Computer Information Systems I (3 credit hours). This is an introductory course designed to develop computer awareness and literacy. Emphasis will be placed on computer concepts and terms, applications, and computer related issues and trends. The course provides an introduction to campus computing facilities.

Competencies:

1. Identify computer concepts and terms.
2. Apply computer applications.
3. Discuss computer related issues and trends.
4. Discuss WORD 2007 core skills for MOUS certification.
5. Demonstrate PowerPoint 2007 core skills for MOUS certification.

BCIS 102 Computer Information Systems II (3 credit hours). In this course students study the features of electronic spreadsheets as well as database management in a simulated business environment.

Competencies:

1. Construct an electronic spreadsheet.
2. Develop a database.
3. Explain Excel 2007 core skills for MOUS certification.
4. Access 2007 core skills for MOUS certification.

BCIS 310 Programming in BASIC (3 credit hours). This course is an introduction to the BASIC language using flow charts, coding, and applications in the areas of business, mathematics, science, and social science.

Competencies:

1. Understand BASIC program statements.
2. Identify Coding programs and formatting output.
3. Design programs to solve various problems.

4. Interpret flow chart logic.
5. Develop debugging programs.

BUAD 164 Principles of Business (3 credit hours). An introductory course designed to acquaint the student with the field of business and the activities encompassed by electronic commerce and the role of the Internet and World Wide Web.

Competencies:

1. Understand business trends in the global economy.
2. Identify strategies of owning and starting a small business.
3. Develop an appreciation of business management.
4. Understand the role of business practices.

BUAD 201 Principles of Accounting I (3 credit hours). This course is an introduction to basic principles, problems, and concepts underlying the preparation and presentation of financial statements for managerial planning and control and external reporting of accounting data. Emphasis is on the valuation and classification of assets, liabilities, equities and income determination.

Competencies:

1. Develop basic accounting concepts and principles.
2. Prepare financial statements.
3. Identify Accounting cycle for service and merchandising concerns.
4. Understand basic accounting information systems.
5. Discuss internal control including cash, receivables, and payables.
6. Understand ethical judgments and financial decisions.

BUAD 202 Principles of Accounting II (3 credit hours). Introduction to basic principles, problems, and concepts underlying the preparation and presentation of financial statements for managerial planning control and external reporting of accounting data. Emphasis is on the valuation and classification of assets, liabilities, and equities and on income determination.

Competencies:

1. Understand the accounting cycle.
2. Understand the importance of integrity, objectivity, and ethics in business.
3. Understand how to prepare and analyze financial statements.
4. Understand transactions involving cash, accounts receivables, inventories, plant assets,and current liabilities.
5. Possess the ability to proficiently use the accounting knowledge and skills acquired in the course.

BUAD 300 Business Communications (3 credit hours) Cross Listed with OM 300. This course reviews the basic foundations of the development of English communication. Major emphasis is on the development of a greater appreciation for and proficiency in oral and written communication for writing reports, memos, letters, and other business correspondence.

Competencies:

1. Understand and demonstrate the use of basic and advanced proper writing techniques that today's technology demands, including anticipating audience reaction.
2. Write effective and concise letters and memos.

3. Prepare informal and formal reports.
4. Proofread and edit copies of business correspondence.
5. Complete an accurate, complete resume and cover letter.
6. Conduct excellent interviews and complete follow-up employment correspondence.

BUAD 301 Managerial Accounting (3 credit hours). This course is a study of the use of accounting data by management in planning and controlling business activities of the firm. Emphasis will be placed on budgeting, cash flow, differential analysis, and financial analysis.

Competencies:

1. Analyze and interpret managerial accounting reports.
2. Understand various cost systems (e.g., Job Order Costing, Process).
3. Evaluate the organizational role of management accountants and
4. Apply and interpret basic financial statement, summarize and interpret cash flow activities.
5. Describe and illustrate income analysis.
6. Describe the basic elements of the budgeting process and its objectives.

BUAD 333 Statistics and Quantitative Analysis (3 credit hours) Prerequisite: Math 162-163; BUSN 230. This course is designed to acquaint the student with statistical methods related to managerial decision making with special emphasis on methods of representation, measures of location, dispersion, skewness and kurtosis, simple probability, sampling, hypothesis testing, and quantitative analysis techniques such as linear programming, PERT/CPM, transportation.

Competencies:

1. Define descriptive versus inferential statistics.
2. Identify variables and scales of measurement.
3. Create visual description of data.
4. Understand statistical description of data, measures of central tendency, and measures of dispersion.
5. Understand basic probability concepts.
6. Describe discrete probability and distributions, continuous distributions.
7. Understand sampling and sampling distribution.

BUAD 341 Business Law (3 credit hours). A study of the legal environment of business as it affects individuals' rights, government, and society. Emphasis will be placed upon contracts, partnerships, special ventures and corporations, sale, agency contractual variables, and real property.

Competencies:

1. Discuss the applicability of the Uniform Commercial Code to negotiable instruments and secured transactions. (Communication)
2. Compare the advantages and disadvantages of various types of business organizations. (Communication, Critical Thinking)
3. Describe elements of property law and estates. (Communication)
4. Apply employment law to various business situations. (Critical Thinking)
5. Explain the impact of creditors' rights and bankruptcy on business organizations. (Communication)

BUAD 400 Research Seminar (1 credit hour) Cross-Referenced with OM 340. Students are required to select a topic related to business, conduct research on the topic, write a report based on the research under the guidance of an assigned professor or mentor. Students will make an oral presentation in a session at which peers, the business faculty, and visitors are invited to attend.

Competencies:

1. Understand how to compile data.
2. Practice oral communication/public speaking.
3. Project self-confidence.
4. Develop audio-visual aids.
5. Demonstrate positive interpersonal skills.

BUAD 401, 402 Business Internship (3 credit hours/120 clock hours, 6 credit hours/240 clock hours). A concentrated period of field experiences in the student's area of interest in business.

Competencies:

1. Experience working in a professional environment.
2. Understand the history of the company for whom you work.
3. Understand the importance of security and know your company's security policies and procedures.
4. Relate your work experience to material that you have learned in school.
5. Summarize and communicate your work experience through a complete report.

BUAD 431 Principles of Finance (3 credit hours) Prerequisite: ACCT 201-202. A systematic study of the basic concepts of financial valuation, decision making tools, capital structure and debt leverage.

Competencies:

1. Understand terms and concepts relative to the field of finance.
2. Discuss the role and responsibilities of the financial manager in profit and nonprofit organizations.
3. Explain a statement of cash flow.
4. Discuss total assets and total liabilities.
5. Understand appropriate capital structure using minimum cost of capital and maximum value of shares of stock.

ECON 207 Survey of Economics (3 credit hours). This course is an introduction to the principles of economics including both macroeconomics and microeconomics.

Competencies:

1. Explain the definition of economic principles.
2. Discuss macroeconomics.
3. Discuss microeconomics.

MKTG 330 Principles of Marketing (3 credit hours). A course designed to study the phases that take place between production and ultimate consumption. Emphasis is placed on the economic activity in the process of marketing. A study is made of the marketing institutions such as wholesalers, retailers, and middlemen.

Competencies:

1. Demonstrate a basic understanding of the principles of marketing.
2. Demonstrate an ability to apply marketing principles in a plan for a new product.
3. Demonstrate an ability to use technology to develop and present a marketing plan.

4. Demonstrate oral and written communication skills.
5. Demonstrate the ability to integrate faith into issues that arise regarding marketing.

MNGT 300 Principles of Management (3 credit hours). Coverage includes the development of management thought, basic management functions of planning, organizing, leading, motivating, and controlling, linking functions of communicating and decision-making; brief introduction to foundations of behavior, group dynamics, and staffing.

Competencies:

1. Understand fundamental concepts and principles of management, including the basic roles, skills, and functions of management.
2. Understand historical development, theoretical aspects and practice application of managerial process.
3. Become familiar with interactions between the environment, technology, human resources, and organizations in order to achieve high performance.
4. Understand ethical dilemmas faced by managers and the social responsibilities of businesses.

MNGT 310 Organizational Behavior I (3 credit hours) Prerequisite: MNGT 300 Cross- Listed with OM 310. An introduction to the field of organizational behavior focusing on individual behaviors and processes and the effect of such dynamics on the organization.

Competencies:

1. Understand why people and groups in organizations feel and behave as they do.
2. Identify processes and methods that can improve the behavior and attitudes of organizational members and, thus, their effectiveness.
3. Develop and enhance one’s skills as an organizational member and a manager.

MNGT 320 Organizational Behavior II (3 credit hours) Prerequisite: MNGT 300 Cross- Listed with OM 320. Continuing on to the macro-level, emphasis will be placed on team processes, organizational structure and design, organizational culture, and organizational change.

Competencies:

1. Define the construct of personality in terms of consistency and distinctiveness.
2. Explain what is meant by a personality trait and describe the five-factor model of personality.
3. Discuss behavioral approaches to personality using Skinner’s, Bandura’s, and Mischel's theories.
4. Describe the assumptions of the humanistic view of personality using Roger's person-centered theory and Maslow's hierarchy of needs.
5. Explain the concepts and characteristics of locus of control, sensation seeking, and self-monitoring.

MNGT 330 Global Management (3 credit hours) Prerequisite: MNGT 300 Cross-Listed with OM 330. An overview of globalization and diversity, with emphasis placed on understanding cross-nation and cross-cultural issues and management practices needed to succeed in a global marketplace.

Competencies:

1. Build an understanding of basic supply-chain management concepts.
2. Provide a knowledge base for conversing with those familiar with supply-chain concepts.
3. Build both quantitative and qualitative analysis skills, especially those needed for designing supply-chain systems.
4. Develop your ability to gain insights from popular press articles which describe

company experiences with supply-chain management.

MNGT 340 Managing Human Resources (3 credit hours) Prerequisite: MNGT 300 Cross-Listed with OM 340. An introduction to the field of human resources management. Emphasis will be placed on the recruitment, selection, orientation, training, compensation, and evaluation processes of an organization.

Competencies:

1. Analyze the conflicting demands on human resource management and the values underlying those conflicting demands.
2. Discuss ethical decisions on complex human resource management issues.
3. Apply theoretical perspectives to practical problems in human resource management.
4. Apply computer skills necessary for effective practices in human resource management.

MNGT 410 Managing Information Systems (3 credit hours) Cross-Listed with OM 410 Prerequisite MNGT 300. This course is a study of management information systems (MIS) and the impact that MIS has on management decision-making. The emphasis of the course is on data collection techniques, information flow with the organization, techniques of analysis, and implementation of a system.

Competencies:

1. Discuss information technology's impact on society and business.
2. Identity the types of data computers can handle.
3. Discuss the roles of transaction-processing systems.
4. Understand different methods and techniques for implementing a knowledge management process within an organization.

MNGT 430 Business Ethics (3 credit hours) Prerequisite: MNGT 300 Cross-Listed with OM 430. This course will focus on the core competencies that are essential to operating in an organizational environment. Emphasis will be placed on the following core competencies: leadership abilities; visioning; creating and leading teams; fostering conflict resolution; assessing situations quickly and accurately; creative problem-solving; professionalism; and financial awareness.

Competencies:

1. Understand basic organizational responsibility.
2. Identify the organizational environment
3. Discuss work climate influence on ethics
4. Understand social welfare policies and business

MNGT 440 Operational Management (3 credit hours) Cross Listed with OM 440 Prerequisite MNGT 300. Emphasis is placed upon the systems approach to task and process management in an operations setting. The course will also include an introduction to the field of non-profit management (including churches, social agencies, and healthcare). Emphasis will be placed on basic management issues confronting almost all non-profits, the design and execution of strategic and operational programs, and techniques essential to running a non-profit organization.

Competencies:

1. Explore the significant role of operations in any type of organization and job.
2. Understand basic operational functions.
3. Examine and explore the relationship between operations and the other functional areas of the firm.
4. Identify the tools and techniques of operations management.

MNGT 450 Business Policy (3 credit hours) Prerequisite MNGT 300 Cross Listed with OM 450. This is a capstone course in which an investigation of the formulation and implementation of policies in a business organization is made. The course is designed to develop logical thinking and to give an opportunity for increasing effective writing and speaking skills in the solution of business problems. The course integrates the business areas of accounting, economics, finance, law, management, marketing, and others into a managerial interdisciplinary concept of business decision making.

Competencies:

1. Examine the most recent policy concepts and theories through primary readings and discussions.
2. Conduct an environmental scan and understand its impact on developing a strategy for optimal performance and gaining competitive advantage.
3. Conduct a SWOT analysis to interface with the environmental scan to capitalize on strengths and develop plans to overcome weaknesses.
4. Develop a detailed critical analysis of an organization and assess its market position.
5. Reflect upon diverse strategic situations within the context of policy theory and personal experiences.
6. Write a report that is logical, coherent, and easy to understand.

Bachelor of Arts in Organizational Management

Requirement: 122 semester hours min.; 123 max.
Virginia University includes in its distance learning opportunities a degree completion program that is on-line and on campus. Virginia University of Lynchburg's online Bachelor of Arts in Organizational Management program examines management theory and its application in today's global business environment driven by technology. Studies include organizational leadership, organizational change management, effective team-building, conflict resolution, and the impact of group dynamics on organizational effectiveness. Additional topics include communication skills for the organizational environment, strategic planning and management techniques, and human resource management practices. You can examine how social issues such as poverty, illiteracy, sexism, racism, and drug abuse impact the modern day workplace; consider personal and organizational ethical theories and paradigms; and understand the effect of organizational ethics on reputation and performance. The B.A. degree requires 120-semester credits.

Program of study

First Year		
Course Number	**Course Title**	**Credits**
GENL 100	College Orientation	0
PHIL 200	Introduction to Philosophy	3
EDUC 208	Curriculum Development	3
MATH 162-163	Math Lib Arts I, II	6
ENGL 162-163	English Comp I, II	6
BIOL 130	Human Anat./Lab	4
GS 111	Life Choices/Hlt./Wellness	3
HIST 111	U. S. History I	3
BIB 300	Introduction to New Testament	3
Total		31
Second Year		
Course Number	**Course Title**	**Credits**
ECON 207	Principles of Economics	6
SPAN 119-120	Intro to Span I, II	6
EDUC 100	Test Taking Skills/Lab	1
HUM 130	Music/Art Appreciation	3
PSYC 230	General Psychology	3
ENGL 262	Survey of American Lit	3
SOC 112	Intro to Sociology	3
HIST 112	U.S History II	3
HIST 232	Geography	3
Total		31

Third Year		
Course Number	**Course Title**	**Credits**
OM 305	Organizations & Management	3
OM 325	Career Assessment & Planning	3
OM 435	Entrepreneurship	3
OM 400	Quality Management	3
OM 440	Managing Non-Profit	3
OM 460	Group Dynamics	3
OM 425	Leadership for Academic Success	3
OM 410	Knowledge Management	3
OM 320	Organizational Behavior II (Macro)	3
OM 320	Organizational Behavior II (Macro)	3
Total		30
Fourth Year		
Course Number	**Course Title**	**Credits**
OM 335	Conflict Management	3
OM430	Organizational Ethics	3
OM 415	Management Theories	3
OM 300	Managerial Communication	3
OM 310	Organizational Behavior I (Micro)	3
OM 315	Business English	3
OM 330	Global Management & Diversity	3
OM 340	Managing Human Resources	3
OM 350	Coaching and Mentoring	3
OM 420	Organizational Leadership	3
Total		30
Program Total		**122 credit hours**

Course Descriptions

OM 300 Managerial Communication (3 semester hours). Cross-Listed with BUAD 300. Focusing on communication skills and strategies that managers need in contemporary organizations, this course will emphasize effective communications needed to manage and capitalize on the advantages of a multicultural workforce.

Competencies:

1. Understanding factors that affect communication around the globe.
2. Expanding English language skills.
3. Writing effective business letters, memos, and reports.
4. Correctly arranging written business communications.
5. Increasing reading speed and comprehension.
6. Verbal communication skills.
7. Communicating for results.

OM 310 Organizational Behavior (3 semester hours) Cross-Listed with MNGT 310. An introduction to the field of organizational behaviors and processes and the effect of such dynamics on the organization.

Competencies:

1. Understand why people and groups in organizations feel and behave as they do.
2. Identify processes and methods that can improve the behavior and attitudes of organizational members and, thus, their effectiveness.
3. Develop and enhance your skills as an organizational member and a manager.

OM 320 Organizational Behavior II (Macro: 3 credit hours) Cross-Listed with MNGT 320. Continuing onto the macro-level, emphasis will be placed on team processes, organizational structure and design, organizational culture, and organizational change.

Competencies:

1. Define the construct of personality in terms of consistency and distinctiveness.
2. Explain what is meant by a personality trait and describe the five-factor model of personality.
3. Discuss behavioral approaches to personality using Skinner's, Bandura's, and Mischel's theories.
4. Describe the assumptions of the humanistic view of personality using Roger's person-centered theory and Maslow's hierarchy of needs.
5. Explain the concepts and characteristics of locus of control, sensation seeking, and self-monitoring.

OM 330 Global Management and Diversity (3 credit hours) Cross-Listed with MNGT 330. An overview of globalization and diversity, with emphasis placed on understanding cross-nation and cross-cultural issues and management practices needed to succeed in a global marketplace.

Competencies:

1. Define globalization.
2. Identify the differences in national economics and cultures.
3. Understand the international trade theory.
4. Discuss the foreign exchange market.

OM 340 Managing Human Resources (3 credit hours) Cross-Listed with MNGT 340. An introduction to the field of human resources management. Emphasis will be placed on the recruitment, selection, orientation, training, compensation, and evaluation processes of an organization.

Competencies:

1. Discuss the role of human resource management.
2. Define Equal Employment Opportunities (EEO) and affirmative action.
3. Demonstrate the job analysis process.
4. Understand recruitment strategies.

OM 350 Coaching and mentoring (3 credit hours) Cross-Listed With BUAD 400. Coaching skills and mentoring strategies that managers need in contemporary organizations, with a focus on strategies for developing the following coaching and mentoring skills: building trust;

showing empathy; active listening; using influence tactics; helping others set goals; monitoring performance; giving feedback; and helping others solve problems.

Competencies:

1. Understand oral communication/public speaking skills.
2. Project self-confidence.
3. Develop audio-visual aids.
4. Demonstrate positive interpersonal skills.

OM 400 Quality Management (3 credit hours) Cross-Listed with MNGT 440. An introduction to the philosophy of quality in organizations and how to apply that philosophy via management systems.

Competencies:

1. Understand key aspects of operations management decision-making.
2. Identify current trends in business that impact operations management.
3. Understanding why productivity is important to organizations and countries.
4. Understand the major factors in forecasting techniques.

OM 410 Knowledge Management (3 credit hours) Cross-Listed with MNGT 410. An introduction to the field of knowledge management with emphasis on the identification and use of appropriate methods and techniques for implementing a knowledge management process within an organization.

Competencies:

1. Understand information technology's impact on society and business.
2. Identify the different types of data computers can handle.
3. Discuss the roles of transaction-processing systems.
4. Identify appropriate methods and techniques for implementing a knowledge of the management process within an organization.

OM 420 Organizational Leadership (3 credit hours) Cross-Listed with MNGT 440. This course will focus on the core competencies that are essential to operating in an organizational environment. Emphasis will be placed on the following core competencies: leadership abilities; visioning; creating and leading teams; fostering conflict resolution; assessing situations quickly and accurately; creative problem- solving; professionalism, and financial awareness.

Competencies:

1. Identify key aspects of operations management decision-making.
2. Recognize current trends in business that impact operations management.
3. Understanding why productivity is important to organizations and countries.
4. Discuss major factors in forecasting techniques.

OM 430 Organizational Ethics (3 credit hours) Cross-Listed with MGMT 430. This course focuses on ethical behavior in organizations, with emphasis on recognizing ethical problems in the workplace, applying ethical analysis to resolve these problems, and gain ethical confidence as a leader.

Competencies:

1. Understand how cultural and work climate influence ethics.
2. Discuss social welfare policies and business.

3. Understand the business involvement in public policy.
4. Identify primary and secondary stakeholders.

OM 440 Managing Non-Profit Organizations (3 credit hours) BUAD Elective. An introduction to the field of non-profit management (including churches, social agencies, and healthcare). Emphasis will be placed on basic management issues confronting almost all non-profits, the design and execution of strategic and operational programs, and techniques essential to running a non-profit organization.

Competencies:

1. Understanding of the unique historical role of group voluntary action in America.
2. Awareness of the size, scope, and scale of American nonprofit organizations.
3. Comprehension of the particular roles played by nonprofit organizations in addressing social, cultural, economic, and political needs, particularly in urban life.
4. Knowledge of the legal status of nonprofit organizations and the duties of officers and boards of directors.
5. Understanding of the distinct issues involved in managing, funding, and operating nonprofit organizations.
6. Familiarity with each of the subsectors of the nonprofit world.
7. Understanding of the societal role of private foundations.

OM 450 Biblical Aspects of Management (3 credit hours). This course will serve as the capstone course on Biblical principles for the workplace, critical policy decisions for the organization, and the integration of faith and practicing organizational management.

Competencies:

1. The student will be able to identify and articulate sound and legal procedures of money management.
2. The student will be able to acquire a budget and report actual monies of a local youth-based ministry team.
3. The student will be able to implement personal financial stewardship through weekly mentoring.
4. The student will be able to aid others in practices of financial faithfulness.

Bachelor of Arts in Human Resource Management

The BA in Human Resource Management is designed for students who plan to pursue careers as a human resource professional. The major draws on the strengths of its own offerings and the required business core. All organizations, private and public, large and small, are realizing that employees ought not to be considered a commodity input, but rather as people who supply a resource that gives their organization a distinct competitive advantage to ensure its success, long-term viability, and to enhanced the reputation of the organization. This major will assist business students to become more effective in their performance by helping them (1) to recognize the potential of individuals in the work place, and (2)to structure a positive, supportive, and constructive work environment, which would enable the human resources to optimally fulfill the organization's goals. The major is designed to allow students to balance their jobs, education, and family. This program prepares them for a variety of real-life situations in the workplace.

Requirements: Min. 123, max. 127

Curriculum

Professional Core: To use the holistic approach to enhance the students' academic, moral, and professional development.

BUAD 164 Principles of Business
BUAD 300 Business Communications
MKTG 330 Principles of Marketing
MNGT 300 Principles of Management
ECON 207 Survey of Economics
MNGT 430 Business Ethics

Major Courses: To prepare students for gainful employment in human resources management-related jobs and careers.

HRM 201 Human Resource Management
HRM 301 Human Resource Talent Management
HRM 302 Workforce Planning and Staffing
HRM 304 Compensation and Performance Management
HRM 303 Employee and Labor Relations Management
HRM 401 Human Resource Management Industry Practicum
HRM402 Managing Diversity in Organizations

Plan of Study

First Year		
Course Number	**Course Title**	**Credit Hours**
GENL 100	College Orientation	0
BCIS 101-102	Intro Computer I, II	6
BUAD 164	Intro to Business	3
MATH 162-163	Math Lib Arts I, II	6
ENGL 162-163	English Comp I, II	6
BIOL 130	Human Anat./Lab	4
GS 111	Life Choices/Health/Wellness	3
HIST 111	U. S. History I	3
Total		31
Second Year		
Course Number	**Course Title**	**Credit Hours**
ACCT 201-202	Principles of Acct I, II	6
SPAN 119-120	Intro to Span I, II	6
EDUC 100	Test Taking Skills/Lab	1
HUM 130	Music/Art Appreciation	3
PSYC 230	General Psychology	3
ENGL 262	Survey of American Lit	3
SOC 112	Intro to Sociology	3
HIST 112	U.S History II	3
HIST 232	Geography	3
Total		31
Third Year		
Course Number	**Course Title**	**Credit Hours**
ECON 207	Survey of Economics	3
BUAD 164	Principles of Business	3
HRM 201	Human Resource Management	4
HRM 301	Human Resource Talent Management	4
HRM 302	Workforce Planning and Staffing	4
HRM 303	Employee and Labor Relations Management	4
BUAD 300	Business Communications	3
MNGT 300	Principles of Management	3
Total		28
Fourth Year		
Course Number	**Course Title**	**Credit Hours**
MKTG 330	Principles of Marketing	3
HRM 304	Compensation and Performance Management	4
HRM 401	Human Resource Management Industry Practicum	19
MNGT 430	Business Ethics	3
HRM 402	Managing Diversity in Organizations	4
Total		33
Program Total		123 credit hours

Course Descriptions

BUAD 164 Principles of Business (3 credit hours)

An introductory course designed to acquaint the student with the field of business and the activities encompassed by electronic commerce and the role of the Internet and World Wide Web.

Competencies:

1. Understand business trends in the global economy.
2. Identify strategies of owning and starting a small business.
3. Develop an appreciation of business management.
4. Understand the role of business practices.

BUAD 300 Business Communications (3 credit hours) Cross Listed with OM 300

This course reviews the basic foundations of the development of English communication. Major emphasis is on the development of a greater appreciation for and proficiency in oral and written communication for writing reports, memos, letters, and other business correspondence.

Competencies:

1. Understand and demonstrate the use of basic and advanced proper writing techniques that today's technology demands, including anticipating audience reaction.
2. Write effective and concise letters and memos.
3. Prepare informal and formal reports.
4. Proofread and edit copies of business correspondence.
5. Complete an accurate, complete resume and cover letter.
6. Conduct excellent interviews and complete follow-up employment correspondence.

MKTG 330 Principles of Marketing (3 credit hours)

A course designed to study the phases that take place between production and ultimate consumption. Emphasis is placed on the economic activity in the process of marketing. A study is made of the marketing institutions such as wholesalers, retailers, and middlemen.

Competencies:

1. Demonstrate a basic understanding of the principles of marketing.
2. Demonstrate an ability to apply marketing principles in a plan for a new product.
3. Demonstrate an ability to use technology to develop and present a marketing plan.
4. Demonstrate oral and written communication skills.
5. Demonstrate the ability to integrate faith into issues that arise regarding marketing.

MNGT 300 Principles of Management (3 credit hours)

Coverage includes the development of management thought, basic management functions of planning, organizing, leading, motivating, and controlling, linking functions of communicating and decision-making; brief introduction to foundations of behavior, group dynamics, and staffing.

Competencies:

1. Understand fundamental concepts and principles of management, including the basic roles, skills, and functions of management.
2. Understand historical development, theoretical aspects and practice application of managerial process.

3. Become familiar with interactions between the environment, technology, human resources, and organizations in order to achieve high performance.
4. Understand ethical dilemmas faced by managers and the social responsibilities of businesses.

ECON 207 Survey of Economics (3 credit hours)
This course is an introduction to the principles of economics including both macroeconomics and microeconomics.
Competencies:
1. Explain the definition of economic principles.
2. Discuss macroeconomics.
3. Discuss microeconomics.

MNGT 430 Business Ethics (3 credit hours) Prerequisite: MNGT 300 Cross-Listed with OM 430 This course will focus on the core competencies that are essential to operating in an organizational environment. Emphasis will be placed on the following core competencies: leadership abilities; visioning; creating and leading teams; fostering conflict resolution; assessing situations quickly and accurately; creative problem- solving; professionalism; and financial awareness.
Competencies:
1. Understand basic organizational responsibility.
2. Identify the organizational environment.
3. Discuss work climate influence on ethics.
4. Understand social welfare policies and business.

HRM 201 Human Resource Management (4 credit hours)
This introduction to human resource management includes human resource planning, workforce planning, employment law, recruiting and hiring personnel, training and developing employees, motivating and compensating employees, and evaluating and rewarding employees. The purpose of this course is to help students develop knowledge and skills in the field of human resource management. This course is a required course for major and minor in Human Resource Management and the major in Management.

HRM 301 Human Resource Talent Management (4 credit hours)
This course is designed to focus on critical issues within the field of training and development. First, students in this course will learn how to design, deliver, and evaluate effective training programs. In the second half of the course, students will explore how to diagnose organizational problems, negotiate well, and implement change. The purpose of this course is to help students develop knowledge and skills in the field of human resource management. This course is a required course for major and minor in Human Resource Management. This is a problem-based learning course. Using cases and exercises, you will learn how to work through questions and challenges managers and human resource management practitioners or trainers confront in their work. You will need to analyze cases and decide what the learning issues are and what information you need to address the issue(s).

HRM 302 Workforce Planning and Staffing (4 credit hours)
This course examines how organizations plan for their workforce needs, develop their recruitment strategies, and design and implement their hiring policies and protocols. The purpose of this course is to help students develop knowledge and skills in the field of human resource management.

HRM 304 Compensation and Performance Management (4 credit hours)
Wage and salary administration in private and public organizations; total compensation systems; interrelationship among employee performance, intrinsic and extrinsic rewards, perceived equitable payments, and employee satisfaction; employee benefits; employee incentive programs.

HRM 303 Employee and Labor Relations Management (4 credit hours)
Provides a close examination of the day-to-day labor-management relationship and processes. Considers contract negotiations, contract administration, discipline and grievance procedures, and third-party conflict resolution assistance such as mediation, fact-finding and arbitration. Emphasis is placed on the structure, organization, and objectives of the parties. The similarities and differences between private and public-sector bargaining are also considered.

HRM 401 Human Resource Management Industry Practicum (19 credit hours/760 clock hours). The practicum is designed to develop greater breadth and depth of students' understanding and experience within the industry. The practical application of knowledge and skill acquired in class will help students extend their expertise by working as a human resource professional.
Competencies:

1. Experience working in a professional environment.
2. Understand the history of the company for whom you work.
3. Understand the importance of human resource and know your company’s hiring policies and procedures.
4. Relate your work experience to material that you have learned in school.
5. Summarize and communicate your work experience through a complete report.

HRM 402 Managing Diversity in Organizations (4 credit hours)
Examines the similarities and differences in the work experiences of men and women within organizations. Also examines some of the individual and organizational consequences of gender and work. Topics include gender role attitudes, occupational segregation, gender and leadership, sexual behavior within the workplace, career mobility and workforce diversity.

Bachelor of Arts in E-Sports Management

The BA in E-Sports Management is designed for students who plan to pursue careers in the E-Sport industry. The major draws on the strengths of its own offerings and the required business core.

Students will master the knowledge and skills necessary for success in professional sports organizations, collegiate athletics, sport media companies, and businesses that service and are complimentary to the sport industry. The practicum requirement engages students with extensive experiential learning.

Requirements: minimum 123 credit hours; maximum 127 credit hours

Curriculum
Professional Core
To use the holistic approach to enhance the students' academic, moral, and professional development.

BUAD 164 Principles of Business
BUAD 300 Business Communications
MKTG 330 Principles of Marketing
MNGT 300 Principles of Management
ECON 207 Survey of Economics
MNGT 430 Business Ethics

Major Courses
To prepare students for gainful employment in E-sports-related jobs and careers
SMT 201 Introduction to Esports Management
SMT 202 Sports Marketing, Promotion, and Public Relations
SMT 301 Social Impacts of Esports
SMT 302 E-Sport Ethics
SMT 303 Sport Finance
SMT 401 E-Sports Industry Practicum
SMT 402 Sports Strategy and Competitive Advantage
SMT 403 Digital Marketing

Plan of Study

First Year		
Course Number	**Course Title**	**Credit Hours**
GENL 100	College Orientation	0
BCIS 101-102	Intro Computer I, II	6
BUAD 164	Intro to Business	3
MATH 162-163	Math Lib Arts I, II	6
ENGL 162-163	English Comp I, II	6
BIOL 130	Human Anat./Lab	4
GS 111	Life Choices/Health/ Wellness	3
HIST 111	U.S. History	3
Total		31
Second Year		
Course Number	**Course Title**	**Credit Hours**
ACCT 201-202	Principles of Acct I, II	6
SPAN 119-120	Intro to Span I, II	6
EDUC 100	Test Taking Skills/Lab	1
HUM 130	Music/Art Appreciation	3
PSYC 230	General Psychology	3
ENGL 262	Survey of American Lit	3
SOC 112	Intro to Sociology	3
HIST 112	U.S History II	3
HIST 232	Geography	3
Total		31
Third Year		
Course Number	**Course Title**	**Credit Hours**
ECON 207	Survey of Economics	3
BUAD 164	Principles of Business	3
SMT 201	Introduction to Esports Management	4
SMT 202	Sports Marketing, Promotion, and Public Relations	4
SMT 301	Social Impacts of Esports	4
BUAD 300	Business Communications	3
MNGT 300	Principles of Management	3
SMT 302	E-Sports Ethics	4
Total		28
Fourth Year		
Course Number	**Course Title**	**Credit Hours**
MKTG 330	Principles of Marketing	3
SMT 303	Sport Finance	3
SMT 401	E-Sports Industry Practicum	16
MNGT 430	Business Ethics	3
SMT 402	Sports Strategy and Competitive Advantage	4
SMT 403	Digital Marketing	4
Total		33
Program Total		**123 semester hours**

Course Descriptions

BUAD 164 Principles of Business (3 credit hours).
An introductory course designed to acquaint the student with the field of business and the activities encompassed by electronic commerce and the role of the Internet and World Wide Web.
Competencies:

1. Understand business trends in the global economy.
2. Identify strategies of owning and starting a small business.
3. Develop an appreciation of business management.
4. Understand the role of business practices.

BUAD 300 Business Communications (3 credit hours) Cross Listed with OM 300.
This course reviews the basic foundations of the development of English communication. Major emphasis is on the development of a greater appreciation for and proficiency in oral and written communication for writing reports, memos, letters, and other business correspondence.
Competencies:

1. Understand and demonstrate the use of basic and advanced proper writing techniques that today's technology demands, including anticipating audience reaction.
2. Write effective and concise letters and memos.
3. Prepare informal and formal reports.
4. Proofread and edit copies of business correspondence.
5. Complete an accurate, complete resume and cover letter.
6. Conduct excellent interviews and complete follow-up employment correspondence.

MKTG 330 Principles of Marketing (3 credit hours).
A course designed to study the phases that take place between production and ultimate consumption. Emphasis is placed on the economic activity in the process of marketing. A study is made of the marketing institutions such as wholesalers, retailers, and middlemen.
Competencies:

1. Demonstrate a basic understanding of the principles of marketing.
2. Demonstrate an ability to apply marketing principles in a plan for a new product.
3. Demonstrate an ability to use technology to develop and present a marketing plan.
4. Demonstrate oral and written communication skills.
5. Demonstrate the ability to integrate faith into issues that arise regarding marketing.

MNGT 300 Principles of Management (3 credit hours).
Coverage includes the development of management thought, basic management functions of planning, organizing, leading, motivating, and controlling, linking functions of communicating and decision-making, brief introduction to foundations of behavior, group dynamics, and staffing.
Competencies:

1. Understand fundamental concepts and principles of management, including the basic roles, skills, and functions of management.
2. Understand historical development, theoretical aspects and practice application of managerial process.

3. Become familiar with interactions between the environment, technology, human resources, and organizations in order to achieve high performance.
4. Understand ethical dilemmas faced by managers and the social responsibilities of businesses.

ECON 207 Survey of Economics (3 credit hours).
This course is an introduction to the principles of economics including both macroeconomics and microeconomics.
Competencies:

1. Explain the definition of economic principles.
2. Discuss macroeconomics.
3. Discuss microeconomics.

MNGT 430 Business Ethics (3 credit hours) Prerequisite: MNGT 300 Cross-Listed with OM 430. This course will focus on the core competencies that are essential to operating in an organizational environment. Emphasis will be placed on the following core competencies: leadership abilities; visioning; creating and leading teams; fostering conflict resolution; assessing situations quickly and accurately; creative problem- solving; professionalism; and financial awareness.
Competencies:

1. Understand basic organizational responsibility.
2. Identify the organizational environment.
3. Discuss work climate influence on ethics.
4. Understand social welfare policies and business.

SMT 201 Introduction to Esports Management (4 credit hours)
This course introduces the fundamentals and components of the current esports industry. Students will engage in a combination of academic reading, analyzing case studies, OER content, preparing the weekly assigned readings and exercises, participating in class discussions, and creating an esports management plan as a final project. We will study and analyze the overall esports business landscape on and off college campuses. Students will learn from the experiential projects focusing on the real-world events in the esports industry. The management topics we will study include: business administration, finance, marketing, sports law, communications, and event planning.

1. Analyze the overall esports business landscape on and off college campuses.
2. Analyze the experiential projects in the e-sports industry.

SMT 202 Sports Marketing, Promotion, and Public Relations (4 credit hours).
Students will build an integrated marketing plan for a sporting event by first describing how the four Ps of marketing are applied in sports. Students learn about the uses of the essential elements of marketing. Students will be able to identify the conventions of sport promotions and public relations.
Competencies:

1. Explore the significant role of marketing, promotion and public relations in any type of sport.
2. Understand basic promotion and public relation functions.
3. Examine and explore the relationship between marketing and the other functional areas of the sports franchise.

SMT 301 Social Impacts of Esports (4 credit hours)
This undergraduate course will present principles of sociological study along with a broad overview of the sociological impact of the esports industry. The course provides an overview of the esports world and incorporates analytical skills for applying theoretical perspectives to deepen awareness and understanding of social processes linking sports to the larger social world. The course provides a variety of topics, including race, class, gender, media, politics, deviance, and globalization. Students will engage in a combination of academic reading, OER content, preparing the weekly assigned readings and exercises, participating in class discussions, to understand esports and society.
Competencies:

1. Understand sociological impact of the esports industry.
2. Understand processes linking sports to the larger social world.

SMT 3xx E-Sport Ethics (4 credit hours)
Students will learn and apply ethical theories in resolving ethical and moral issues in sport management. Ethics uses philosophical ethics models and theories to analyze such topics as cheating, competitive advantage, drug use, violence, discrimination, gambling, media, and intellectual property. External and internal constituent perspectives, such as from sports agents, sports media, coaches, participants, officials and referees, spectators, and parents, are considered. Students will analyze and challenge societal values, but also examine personal values to affirm, question, and adjust actions.
Competencies:

1. Examine ethical theories in resolving ethical and moral issues in sport management.
2. Examine personal values to affirm, question, and adjust actions.

SMT 3xx Sport Finance (4 credit hours).
Basic theory in finance applied to managerial decision making in sport firms and organizations. Includes forms of ownership, financial analysis, risk analysis and portfolio evaluation, and capital budgeting techniques, all as applied to sports. The finance of sports facilities including taxation and subsidization and methods for evaluating publicly financed projects.

1. Understand terms and concepts relative to the field of finance.
2. Discuss the role and responsibilities of the financial manager in profit and nonprofit organizations.
3. Explain a statement of cash flow.
4. Discuss total assets and total liabilities.
5. Understand appropriate capital structure using minimum cost of capital and maximum value of shares of stock.

SMT 401 E-Sports Industry Practicum (16 credit hours/640 clock hours).
The practicum is designed to develop greater breadth and depth of students' understanding and experience within the industry. The practical application of knowledge and skill acquired in class will help students extend their expertise by working in a sport management related organization.
Competencies:

1. Experience working in a professional environment.
2. Understand the history of the company for whom you work.
3. Understand the importance of security and know your company’s security policies and procedures.
4. Relate your work experience to material that you have learned in school.

5. Summarize and communicate your work experience through a complete report.

SMT 402 Sports Strategy and Competitive Advantage (4 credit hours).
Provides an integrated approach to business planning. Develops strategic analysis and decision-making through examination of an organization's internal and external environment. Requires written and oral case reports.
Competencies:

1. Develop appreciation for integrating different components of managing sports.
2. Develop understanding how to integrate different components of managing sports.

SMT 403 Digital Marketing (4 Credit hours)
Introduction to digital strategy as used by multiple aspects of an organization's marketing operations including new product design, advertising, marketing and sales, creation of word-of-mouth and customer service. Examination of the evolution of traditional marketing (4ps: Product, Price, Place and Promotion) to the 5th P-Participation. Topics include best practices related to the business use of social media, ethical issues, legal obligations, intellectual property, and analytic tools such as Digital Attribution, Social Listening, Big Data, and the Social-Graph. The class will provide hands on experiences through cases, projects and guest lectures by industry expert.
Competencies:

1. Develop an understanding of digital marketing space
2. Examine the evolution of traditional marketing

Bachelor of Arts in Criminal Justice Management

The Criminal Justice Management major focuses on the development of leadership, supervision and analytic skills of students who aspire to executive positions in criminal justice agencies such as correctional facilities, courts, and emergency response and law enforcement agencies. The major is designed to introduce students to the American criminal justice system, expose students to management issues and methods, introduce ethical considerations, and provide students with basic academic and management skills that are needed for supervisory and executive positions.

Requirements: minimum.123 semester credit hours; maximum 127 semester credit hours

Professional Core
To use the holistic approach to enhance the students' academic, moral, and professional development.
BUAD 164 Principles of Business
BUAD 300 Business Communications
MKTG 330 Principles of Marketing
MNGT 300 Principles of Management
ECON 207 Survey of Economics
MNGT 430 Business Ethics

Major Courses
To prepare students for jobs in criminal justice agencies such as correctional facilities, courts, and emergency response and law enforcement agencies.
CJM101 Introduction to the Criminal Justice System (4 credit hours)CJM 206 Policing in Society (4 credit hours)
CJM 302 Victimology (4 credit hours)
CJM 303 Law and Society (4 credit hours)
CJM 305 Juvenile Delinquency (4 credit hours)
CJM 410 Race, Class, and Gender in Correctional Context (4 credit hours)
CJM 411 Cyber Crime Investigations and Forensics (4 credit hours)
CJM 490 Criminal Justice Industry Practicum **(15 Credit Hours)**

Plan of Study

First Year		
Course Number	**Course Title**	**Credit Hours**
GENL 100	College Orientation	0
BCIS 101-102	Intro Computer I, II	6
BUAD 164	Intro to Business	3
MATH 162-163	Math Lib Arts I, II	6
ENGL 162-163	English Comp I, II	6
BIOL 130	Human Anat./Lab	4
GS 111	Life Choices/Health/ Wellness	3
HIST 111	U. S. History I	3
Total		31

Second Year		
Course Number	**Course Title**	**Credit Hours**
ACCT 201-202	Principles of Acct I, II	6
SPAN 119-120	Intro to Span I, II	6
EDUC 100	Test Taking Skills/Lab	1
HUM 130	Music/Art Appreciation	3
PSYC 230	General Psychology	3
ENGL 262	Survey of American Lit	3
SOC 112	Intro to Sociology	3
HIST 112	U.S History II	3
HIST 232	Geography	3
Total		31
Third Year		
Course Number	**Course Title**	**Credit Hours**
ECON 207	Survey of Economics	3
BUAD 164	Principles of Business	3
CJM 101	Introduction to the Criminal Justice System	4
CJM 206	Policing in Society	4
CJM 302	Victimology	4
CJM 303	Law and Society	4
BUAD 300	Business Communications	3
MNGT 300	Principles of Management	3
CJM 305	Juvenile Delinquency	4
Total		32
Fourth Year		
Course Number	**Course Title**	**Credit Hours**
MKTG 330	Principles of Marketing	3
CJM 411	Cyber Crime Investigations and Forensics	4
CJM 490	Criminal Justice Industry Practicum	15
MNGT 430	Business Ethics	3
CJM 410	Race, Class, and Gender in Correctional Context	4
Total		29
Program Total		**123 credit hours**

Course Descriptions

CJM101 Introduction to the Criminal Justice System (4 credit hours)
This course is an introductory survey of the American criminal justice system with a view to its social and institutional context, and its structure and functioning. The course provides an overview of the foundations and components of the criminal justice system, including (substantive and procedural) criminal law, police, courts and corrections. The main emphasis will be placed on the criminal justice process, and how the various institutions of criminal justice interact. Key issues will be addressed as they arise at different stages of the process, such as the conflict between crime control and due process, and conflicts related to, for example, gender, class and ethnicity.

CJM 206 Policing in Society (4 credit hours)
This is an introductory course that exposes students to the various issues and concerns faced by law enforcement personnel in American society and the interaction between the

police and those they are sworn to protect and serve. It exposes students to information on the variety of activities that make up the daily activities of police officers. Included in this exposition are the techniques used by law enforcement personnel to solve criminal cases.

CJM 302 Victimology (4 credit hours)
The course begins by presenting a number of different definitions of Victimology to include early theorists and recent theories as to the causes of victimization. Methods of reporting crimes, both official (governmental) and unofficial reports will be examined including the Uniform crime Report (UCR). The course will offer an examination of the criminal and civil process as it relates to victims. Social and economic impact of crime on individuals, organizations, and society will be explored. The personal effects of victimization to include, post-traumatic stress disorder, acute stress disorder, and long-term crisis reaction will be identified and discussed. Specific areas of victimization will be examined to include: Workplace violence and harassment; stranger violence; hate crimes; intimate violence; female victims; child victims; elder victims; and victims that belong to special populations. Study of court management from institutional, behavioral and process perspectives.

CJM 303 Law and Society (4 credit hours)
The course on law touches on all areas of social life, but why do we need social science to help us understand the law? After all, law is an area of study that is taught by its own specialized instructors and practiced by a select group of professionals. Surely, you might argue, law is for law schools, law books, and lawyers? But there is much more to it than that. Law, which affects so many social processes, is itself a product of those same social processes. It is people—as judges, attorneys, police officers, legislators, defendants, and plaintiffs— who make the law. The actions of these people are influenced not just by "law on the books," but also by their own experiences, by their social relationships, and by their interpretations of the world around them.

CJM 305 Juvenile Delinquency (4 credit hours)
This course presents an in-depth analysis of the extent, nature, trends, and treatment of juvenile delinquency. Emphasis is placed on the history, philosophy, operation and controversies surrounding the juvenile court, and on theories of delinquency causation. Also included are key issues concerning the juvenile justice process.

CJM 410 Race, Class, and Gender in Correctional Context (4 credit hours) Examination of the role of race, class and gender within the institutional correctional community. Analysis of the impact upon clients, staff and administration through examination of current correctional institutions and case studies by selected corrections experts.

CJM 411 Cyber Crime Investigations and Forensics (3 credit hours) Along with an introduction to forensic tools, you'll explore computer forensic principles including operating system concepts, registry structures, file system

concepts, boot process, and file operations. You'll also learn about intrusion detection methodologies, tools, and approaches to incident response.

CJM 490 Criminal Justice Industry Practicum (15 Credit Hours/600 Clock Hours) The practicum is designed to develop greater breadth and depth of students' understanding and experience within the industry. The practical application of knowledge and skill acquired in class will help students extend their expertise by working in a criminal justice management related organization.

Competencies:

1. Experience working in a professional environment.
2. Understand the history of the company for whom you work.
3. Understand the importance of security and know your company's security policies and procedures.
4. Relate your work experience to material that you have learned in school.
5. Summarize and communicate your work experience through a complete report.

Bachelor of Arts in Sports Management

The Bachelor of Arts in Sports Management is designed for students who plan to pursue careers in the sport industry. The major draws on the strengths of its own offerings and the required business core. Students will master the knowledge and skills necessary for success in professional sports organizations, collegiate athletics, sport media companies, and businesses that service and are complementary to the sport industry. The practicum requirement engages students with extensive experiential learning

Requirements: Completion of the minimum 123 semester credit hours detailed below (maximum 127 semester credit hours)

Curriculum

Professional Core
To use the holistic approach to enhance the students' academic, moral, and professional development.
BUAD 164 Principles of Business
BUAD 300 Business Communications
MKTG 330 Principles of Marketing
MNGT 300 Principles of Management
ECON 207 Survey of Economics
MNGT 430 Business Ethics

Major Courses
To prepare students for gainful employment in sports-related jobs and careers
SMT 112The Business of Sport
SMT 202 Sports Marketing, Promotion, and Public Relations
SMT 221 Sports and the Law
SMT 222 Sports Event Management
SMT 303 Sport Finance
SMT 410 Sports Industry Practicum
SMT 402 Sports Strategy and Competitive Advantage

Plan of Study

First Year		
Course Number	**Course Title**	**Credit Hours**
GENL 100	College Orientation	0
BCIS 101-102	Intro Computer I, II	6
BUAD 164	Intro to Business	3
MATH 162-163	Math Lib Arts I, II	6
ENGL 162-163	English Comp I, II	6
BIOL 130	Human Anat./Lab	4
GS 111	Life Choices/Health/ Wellness	3
HIST 111	U. S. History I	3
Total		31
Second Year		
Course Number	**Course Title**	**Credit Hours**
ACCT 201-202	Principles of Acct I, II	6
SPAN 119-120	Intro to Span I, II	6
EDUC 100	Test Taking Skills/Lab	1
HUM 130	Music/Art Appreciation	3
PSYC 230	General Psychology	3
ENGL 262	Survey of American Lit	3
SOC 112	Intro to Sociology	3
HIST 112	U.S History II	3
HIST 232	Geography	3
Total		31
Third Year		
Course Number	**Course Title**	**Credit Hours**
ECON 207	Survey of Economics	3
BUAD 164	Principles of Business	3
SMT 101	The Business of Sport	4
SMT 202	Sports Marketing, Promotion, and Public Relations	4
SMT 221	Sports and the Law	4
SMT 222	Sports Event Management	4
BUAD 300	Business Communications	3
MNGT 300	Principles of Management	3
Total		28
Fourth Year		
Course Number	**Course Title**	**Credit Hours**
MKTG 330	Principles of Marketing	3
SMT 303	Sport Finance	4
SMT 410	Sports Industry Practicum	19
MNGT 430	Business Ethics	3
SMT 402	Sports Strategy and Competitive Advantage	4
Total		33
Program Total		**123 credit hours**

Course Descriptions

BUAD 164 Principles of Business (3 credit hours).
An introductory course designed to acquaint the student with the field of business and the activities encompassed by electronic commerce and the role of the Internet and World Wide Web.
Competencies:

1. Understand business trends in the global economy.
2. Identify strategies of owning and starting a small business.
3. Develop an appreciation of business management.
4. Understand the role of business practices.

BUAD 300 Business Communications (3 credit hours) Cross Listed with OM 300.
This course reviews the basic foundations of the development of English communication. Major emphasis is on the development of a greater appreciation for and proficiency in oral and written communication for writing reports, memos, letters, and other business correspondence.
Competencies:

1. Understand and demonstrate the use of basic and advanced proper writing techniques that today's technology demands, including anticipating audience reaction.
2. Write effective and concise letters and memos.
3. Prepare informal and formal reports.
4. Proofread and edit copies of business correspondence.
5. Complete an accurate, complete resume and cover letter.
6. Conduct excellent interviews and complete follow-up employment correspondence.

MKTG 330 Principles of Marketing (3 credit hours).
A course designed to study the phases that take place between production and ultimate consumption. Emphasis is placed on the economic activity in the process of marketing. A study is made of the marketing institutions such as wholesalers, retailers, and middlemen.
Competencies:

1. Demonstrate a basic understanding of the principles of marketing.
2. Demonstrate an ability to apply marketing principles in a plan for a new product.
3. Demonstrate an ability to use technology to develop and present a marketing plan.
4. Demonstrate oral and written communication skills.
5. Demonstrate the ability to integrate faith into issues that arise regarding marketing.

MNGT 300 Principles of Management (3 credit hours).
Coverage includes the development of management thought, basic management functions of planning, organizing, leading, motivating, and controlling, linking functions of communicating and decision-making; brief introduction to foundations of behavior, group dynamics, and staffing.
Competencies:

1. Understand fundamental concepts and principles of management, including the basic roles, skills, and functions of management.
2. Understand historical development, theoretical aspects and practice application of managerial process.

3. Become familiar with interactions between the environment, technology, human resources, and organizations in order to achieve high performance.
4. Understand ethical dilemmas faced by managers and the social responsibilities of businesses.

ECON 207 Survey of Economics (3 credit hours).
This course is an introduction to the principles of economics including both macroeconomics and microeconomics.
Competencies:
1. Explain the definition of economic principles.
2. Discuss macroeconomics.
3. Discuss microeconomics.

MNGT 430 Business Ethics (3 credit hours) Prerequisite: MNGT 300 Cross-Listed with OM 430. This course will focus on the core competencies that are essential to operating in an organizational environment. Emphasis will be placed on the following core competencies: leadership abilities; visioning; creating and leading teams; fostering conflict resolution; assessing situations quickly and accurately; creative problem- solving; professionalism; and financial awareness.
Competencies:
1. Understand basic organizational responsibility.
2. Identify the organizational environment
3. Discuss work climate influence on ethics
4. Understand social welfare policies and business

SMT 101 Business of Sport (4 credit hours).
This course will introduce students to the billion-dollar international sports industry and identify the vast, creative, and substantial role business plays in professional, collegiate and amateur sports. Sports business applications are explored in the following areas: sponsorship, promotions, marketing, fundraising, finance, media, ticketing, public relations, law, facilities, and sport careers.
Competencies:
1. Understand the basics of running a sports franchise.
2. Understand the importance of business in professional sports.

SMT 202 Sports Marketing, Promotion, and Public Relations (4 credit hours).
Students will build an integrated marketing plan for a sporting event by first describing how the four Ps of marketing are applied in sports. Students learn about the uses of the essential elements of marketing. Students will be able to identify the conventions of sport promotions and public relations.
Competencies:
1. Explore the significant role of marketing, promotion and public relations in any type of sport.
2. Understand basic promotion and public relation functions.
3. Examine and explore the relationship between marketing and the other functional areas of the sports franchise.

SMT 221 Sports and the Law (4 credit hours).
Reviews the legal and regulatory aspects, elements, and relationships for all constituents participating in sports: administrators, coaches, athletes, agents, vendors, sponsors, faculty managers and owners, and spectators. Seminal court cases are discussed. Students examine the inextricable links between the law and business ethics.
Competencies:

1. Discuss the applicability of the Uniform Commercial Code to negotiable instruments and secured transactions.
2. Compare the advantages and disadvantages of various types of business organizations.
3. Describe elements of tort law.
4. Apply employment law to various business situations.
5. Explain the impact of creditors' rights and bankruptcy on business organizations.

SMT 222 Sports Event Management (4 credit hours).
This course provides the student with exposure to comprehensive event planning, funding and managing sports events including those for professional, amateur and collegiate sports events, and commercial, recreational, and club sports.
Competencies:

1. Understanding how to raise funds for professional, amateur and collegiate sports events.
2. Managing sports events for professional, amateur and collegiate sports events.

SMT 303 Sport Finance (4 credit hours).
Basic theory in finance applied to managerial decision making in sport firms and organizations. Includes forms of ownership, financial analysis, risk analysis and portfolio evaluation, and capital budgeting techniques, all as applied to sports. The finance of sports facilities including taxation and subsidization and methods for evaluating publicly financed projects.
Competencies:

1. Understand terms and concepts relative to the field of finance.
2. Discuss the role and responsibilities of the financial manager in profit and nonprofit organizations.
3. Explain a statement of cash flow.
4. Discuss total assets and total liabilities.
5. Understand appropriate capital structure using minimum cost of capital and maximum value of shares of stock.

SMT 410 Sports Industry Practicum (19 credit hours/760 clock hours).
The practicum is designed to develop greater breadth and depth of students' understanding and experience within the industry. The practical application of knowledge and skill acquired in class will help students extend their expertise by working in a sport management related organization.
Competencies:

1. Experience working in a professional environment.
2. Understand the history of the company for whom you work.

3. Understand the importance of security and know your company's security policies and procedures.
4. Relate your work experience to material that you have learned in school.
5. Summarize and communicate your work experience through a complete report.

SMT 402 Sports Strategy and Competitive Advantage (4 credit hours).
Provides an integrated approach to business planning. Develops strategic analysis and decision-making through examination of an organization's internal and external environment. Requires written and oral case reports.
Competencies:

1. Develop appreciation for integrating different components of managing sports.
2. Develop understanding how to integrate different components of managing sports.

GRADUATE PROGRAMS

SCHOOL OF BUSINESS

Master of Arts in Organizational Management

The Master of Arts in Organizational Management (MAOM) is designed for those students whose plans include that of moving into higher level management positions, or are currently in one, and have a need to focus further on the foundation of business in what "moves and makes business work." The coursework prescribed has been deliberately created in relation to learners' needs and goals that are geared toward somewhat advanced practices in management and leadership. Therefore, the program has been created to bring students the essential elements of the functional area of management, its structure, and the role management plays within an organization. Upon successful completion of the program, students will understand how the design of management in organizations will impact their roles as managers/leaders in a company or business. The Master in Organization Management is a program comprised of 12 courses which make up 36 semester hours over a span of approximately 36-40 weeks (See Program Offerings).

Students, who are focusing on mobility in their job capacities, and those desiring to move into management careers, will obtain more in-depth knowledge of the foundations of business or organizational management. Students will then be able to synthesize, or integrate this knowledge into their job responsibilities, i.e., know more about organizations than just the narrow perspective of their prior experiences, "open book management."

Requirements: Completion of the minimum 36 semester credit hours as detailed below (maximum 39 semester credit hours).

PROGRAM OFFERINGS

The Master of Arts in Organizational Management Program will be available both online and in the classroom. However, with the nontraditional learner population in mind, the development of the program was deemed highly suitable for the online delivery format. If students desire to do so, they may enroll in a course or courses at Virginia University main campus.

Number	Course Title	Credit Hours
OM 500	Organization Theory, Change and Development	3
OM 510	Understanding Organizations	3
OM 520	Cultural Issues and Diversity in International Business	3
OM 530	Leadership and Management Skills	3
OM 535	Advanced Research Writing I	3
OM 540	Environments of Business: Marketing	3
OM 550	Strategic Planning	3
OM 560	Legal Issues in Human Resources	3
OM 570	Spirituality in the Organizational Workplace	3
OM 580	Financial Management of Organizations	3
OM 590	Managing Ethics in Organizations	3
OM 600	Advance Theory Writing II	3
Program Total		**36 credit hours**

COURSE DESCRIPTIONS

OM 500 Organization Theory, Change, and Development (3 credit hours). This module explores theoretical models of organizational structures, outcomes, and processes. Topics include system theory as a foundation; contemporary and classical paradigms will be analyzed and evaluated. A major force of this course will be organizational adaptation, development, and change. Specific topics to be covered will include organizational development, structure, change; technology; goals and goal setting; decision-making; control and power; conflict; and organizational culture. Students will develop skills in organizational diagnosis and in developing strategies for effective organizational leaders and management in the workplace.

Competencies:

1. Identify the perspectives of several (at least ten) important thinkers about public organizations.
2. Compare and contrast the traditional and the emerging paradigms in public organizational theory.
3. Understand the uses of metaphor in thinking about organization theory and be able to apply several specific metaphors to case studies of organizations demonstrating different ways to understand and explain and solve problems about the case.
4. Compare and contrast different theoretical approaches or models to organizational theory.

OM 510 Understanding Organizations (3 credit hours). This course is useful to entrepreneurs who are thinking about starting a business or have already started their businesses and want to understand more about what they are really doing. The course will also be useful to practitioners /consultants who want broader understanding about business organizations, including how these are started. This understanding for practitioners/consultants will enable them to provide effective services and establish stronger credibility with leaders and managers in the workplace.

Competencies:

1. Can compare two or more philosophical perspectives on the relationship of the individual and community.
2. Can explain the concept, function, and expression of culture and illustrate the explanation with one or more cultures.
3. Can critically reflect on the role of an organizational practitioner in supporting organizational change.
4. Can understands organizational theories and understand how to use concepts and theories to impact organizations.

OM 520 Cultural Issues and Diversity in International Business (3 credit hours). This module examines a number of relevant cultural values and issues that are often deeply held, sometimes subtle, and often misinterpreted by other cultures. The module contains elements that can determine the degree of successor failure of intercultural/international business decisions, negotiations and management of an international workforce. (Elective)

Competencies:

1. Understand and explain the impact of factors that underlie both the diversity of cultural practices and human universals.
2. Comprehend the relationship between cultural practices and the physical environment: how societies transform when their physical environment is altered or when access to their ancestral lands is curtailed via colonialism, nation-building, and land privatization.
3. Understand how cultures and social systems interact and transform over time.
4. Learn how global communications systems (television, World Wide Web)transform communities.
5. Grasp what it means to live in a "global world."

OM 530 Leadership and Management Skills (3 credit hours). The basic skills include problem solving and decision making, planning, meeting management, delegation, and communications and managing yourself. Those basics are also the foundation from which to develop more advanced practices in management and leadership.

Competencies:

1. Identify leadership styles.
2. Develop and improve supervision skills.
3. Identify goal setting techniques and planning.
4. Understand legal aspects of supervision.
5. Develop conflict management skills.
6. Reflect on teamwork building techniques and "coaching" skills.

OM 535 Advanced Research Writing I (3 credit hours). This module is designed to permit students to research a topic of interest and degree-relevance on an individualized basis. A faculty member must sponsor the project before the students can begin. The project involves a written summary of work (thesis), 545454 approved reading and written final evaluative conference with faculty sponsor.
Students are required to have completed at least 12 hours in the program.

Competencies:

1. Better understand the process of academic writing.
2. Become proficient at identifying various types of academic writing.
3. Edit your own writing.

OM 540 Environments of Business: Marketing (3 credit hours). This module explores marketing and its component and related activities from an integrated perspective. Students will study public relations, market research, advertisement, strategic planning, sales and customer satisfaction. Concepts, principals, and techniques of these disciplines will be applied to practical issues of executive marketing programs and planning.

Competencies:

1. Describe and explain the organization and functions of business.
2. Analyze how the economic, social, political, and physical environment affects business decisions.
3. Explore business resource materials in the library and internet to complete various exercises and reports.
4. Develop and use the special language of business in reports.

OM 550 Strategic Planning (3 semester hours). Planning identifies where the organization wants to be at some point in the future and how it is going to get there. The “strategic” part of this planning process is the continual attention to current changes in the organization and its external environment, and how this affects the future of the organization. Skills in strategic planning are critical to the long-term success of the organization.

Competencies:

1. Acquire an understanding of strategic and competitive analysis.
2. Identify techniques for developing a strategic plan.
3. Develop a mission statement.
4. Implementing a strategic plan.
5. Evaluate a strategic plan performance.

OM 560 Legal Issues in Human Resources (3 credit hours). This module will examine the impact of federal and state legislation imposed on organizations. The intent of this course is to explore legal issues surrounding the managing of human resources. Specific legal issues pursued are affirmative action plans, equal employment opportunity, Americans with Disabilities Act, contract administration, recruiting and interviewing issues, and various aspects of harassment on the job. Completion of this course will ensure understanding of these legal issues in order to protect organizations and provide a meaningful environment in which employees are to work.

Competencies:

1. Understand the role and place of human resource management in organizations.
2. Discuss the theoretical and practical issues faced by human resource managers in selecting, motivating, and retaining employees.
3. Identify key issues in managing employee relations;
4. Debate the contentious issues related to the management of human resources.
5. Discuss international comparisons in human resource management and consider whether there is an International 'form' of human resource management.

OM 570 Spirituality in the Organizational Workplace (3 credit hours). This module helps students explore different views of workplace spirituality, giving consideration to integrating Christian faith with various aspects of organizational activity. Emphasis will be placed on the Biblical theology of work, religious and governmental challenges to spirituality in the workplace. Utilizing a variety of sources, students will construct their own definition of workplace spirituality and develop their own guidelines for integrating the two. (Elective)

Competencies:

1. Understand how individual differences and/or commonalities influence organizational activities.
2. Understand one's own differences and/or commonalities with co-workers and how these matter.
3. Understand how to build teams and manage different stages of development.
4. Consider/utilize differences and/or commonalities in decision-making methods and goal-setting in the team environment.

5. Gain knowledge of methods to handle conflict.
6. Assess one's own performance as a team member.
7. Understand how the theories relate to an actual business practice.
8. Understand how to diagnose the organizational context and why it matters.
9. Understand the implications of organizational structure, climate, and culture.
10. Learn how organizational change affects all aspects of the organization from the individual to the group to the structure and culture of the organization.

OM 580 Financial Management of Organizations (3 credit hours). This module introduces materials and financial concepts including: business investment decisions focused on capital budgeting, long term financing issues working capital management and planning, discounted cash flow and value securities. This course provides nonfinancial managers significant knowledge about finances to interpret and understand analyses prepared by financial personnel.

Competencies:

1. Describe the history and development of management theory.
2. Explain the differences between management practices in public organizations as compared to private firms.
3. Distinguish between the concepts of management and leadership.
4. Describe the skills necessary for effective management.
5. Interpret, recognize and apply important legal issues faced by managers in organizations.
6. Describe and evaluate the importance of ethical issues and principles in managing in criminal justice organizations.
7. Explain current management problems and issues.
8. Identify and apply the important guidelines involved with employee selection and termination.
9. Explain, evaluate and apply important theories and skills regarding management issues.

OM 590 Managing Ethics in Organizations (3 credit hours). This learning module provides a highly practical guide to managing ethics in the workplace. The guide is written in “manager speak” to ensure its practicality and relevance to those charged to address ethical issues in the workplace.

Competencies:

1. Develop a critical, analytical understanding of the role of government in comparative economic systems.
2. Understand the domestic, international and internet ethical and legal dimensions of business performance.
3. Explain the impact of U.S. administrative agencies and the federal regulatory process on business.
4. Understand legal forms of U.S. business organizations.
5. Describe U.S. labor-management relations.
6. Develop an understanding about product liability and public policy.
7. Develop an in-depth understanding of environmental protection and business performance.
8. Demonstrate graduate-level research, communication and collaboration skills in a research paper(s) on public policy issues.

OM 600 Advance Theory Writing II (3 credit hours). This capstone is designed to permit students to continue with the second part of research on a topic of interest and degree-relevance on an individualized basis. A faculty member must sponsor the project before the student can begin. The project involves finalizations of written summary of work (thesis), extensively approved reading and written final evaluative conference with faculty sponsor. Students are required to have successfully completed OM 535 Advance Theory I prior to taking OM 600 Advance Theory II.

Competencies:

1. Understand and apply technical writing theories to document production.
2. Create, assess, and edit documents.
3. Edit documents for grammatical correctness, clarity, style, audience appropriateness, information, organization, professionalism.
4. Perform usability testing and evaluation.
5. Develop and construct a variety of technical documents.

Master of Art in Criminal Justice Management

The Master of Arts in Criminal Justice (MCJ) focuses on the development of leadership, supervision and analytic skills of students who aspire to executive positions in criminal justice agencies such as correctional facilities, courts, and emergency response and law enforcement agencies. The Master of Arts in Criminal Justice (MCJ) program provides foundation for understanding organizational relations in criminal justice, the ability to critically analyze and evaluate criminal justice policy and practice, and the necessary skills to conduct methodologically sound research in specialized areas in criminology and criminal justice. The program is designed to accommodate professionals in the criminal justice field who desire graduate education for advancement purposes as well as students entering upon completion of their bachelor's degree.

Requirements: Completion of the minimum 32 semester credit hours as detailed below (maximum 35 semester credit hours).

Curriculum

Core Courses

CJM601 Survey of Criminal Justice
CJM602 Criminal Law and Procedure
CJM603 Criminal Justice Ethics

Electives*

CJM604 Capstone Seminar in Criminal Justice
CJM605 Cybercrime
CJM606 Industry Practicum
CJM607 Race, Ethnicity and Justice
*Elective courses up to a maximum of 16 hours could be waived based on the years of work experience and/or previous relevant coursework.

Plan of Study

First Semester		
Course Number	**Course Title**	**Credit Hours**
CJM 601	Survey of Criminal Justice	4
CJM 602	Criminal Law and Procedure	4
CJM 603	Criminal Justice Ethics	4
Total		12
Second Semester		
Course Number	**Course Title**	**Credit Hours**
CJM 604	Capstone Seminar in Criminal Justice	4
CJM 605	Cybercrime	4
CJM 607	Race, Ethnicity and Justice	4
Total		12
Third Semester		
Course Number	**Course Title**	**Credit Hours**
CJM 607	Industry Practicum	8
Total		8
Program Total		**32 credit hours**

Course Descriptions

CJM 601 Survey of Criminal Justice (4 credit hours)
This course presents an advanced view of the organization and operation of the criminal justice system in the United States. The purpose and function of the system in apprehending offenders, the prosecution of offenders, and the punishment of offenders is reviewed. Other important criminal justice issues such as theories of criminal behavior, measurement of crime and assessment of crime statistics, trends in criminal behavior, management of criminal behavior in the Unites States, and special topics such as juvenile delinquency, comparative criminology, technology and crime, terrorism are also covered.

CJM 602 Criminal Law and Procedure (4 credit hours)
In this course, current critical issues in criminal law and procedure are addressed. Emphasis is placed on the significance of recent judicial decisions to criminal law and procedure. The principles of criminal law and procedure are examined, including the general principles of substantive criminal law, due process requirements, punishments, criminal responsibility, and the procedural requirements for judicial processing of criminal offenders.

CJM 603 Criminal Justice Ethics (4 credit hours)
This course is an examination of issues of professional and ethical behavior within the criminal justice system. Key issues examined include professional behavior of the individual and the agency. Current topics such as law enforcement ethics, research ethics, and are examined.

CJM 604 Capstone Seminar in Criminal Justice (4 credit hours)
This final course will allow the students to demonstrate their knowledge via the development of a comprehensive capstone project. The student will accomplish this through gathering bibliographic and reference materials on a research topic developed by the student with the assistance of a faculty mentor. The capstone shall be prepared in accordance with the standards of the academic discipline and utilize the theories, research methods and analytical skills, and substantive knowledge obtained through their studies in the master's program. The research seminar proposal must provide a clear and lucid description of problem and a proposed method of addressing the problem.

CJM 605 Cybercrime (4 credit hours)
This course is designed to help students understand and apply the nature of computer crime in the criminal justice field. Several theories (both micro-level and macro-level) will be presented and will be analyzed in depth and applied to computer crime cases both past and present. Students will see how major theories have been re-developed to be applied to computer crime, and by using these theories, students will both develop and explore different strategies for future law enforcement. Students will be presented with common types of fraudulent schemes, as well as several laws that have been enacted and developed specifically for computer crime. In addition, causes, victimization, legal issues, control strategies, and societal costs regarding the "computer-crime" problem will be explored and evaluated.

CJM 606 Industry Practicum (8 credit hours/320 clock hours)
Presents the evolution of new laws that create a cooperative environment coordinating training and action measures between local, state, and federal agencies with the goal to singularly respond and prevent terrorist threats and incidents.

CJM 607 Race, Ethnicity and Justice (4 credit hours)
This course examines the roles of race and ethnicity in crime and justice. Focus on differing experiences of racial/ethnic groups as they encounter various agencies of the criminal justice system.

Doctor of Healthcare Administration

The Doctor of Healthcare Administration (DHA) program will provide a demanding interdisciplinary education to working licensed healthcare professionals. The content of this program covers the latest area of development in the health care sector, preparing professionals to be effective leaders and change agents in a variety of health settings. This is a post professional distanced based doctoral program for qualified licensed health care professionals. This program is open to health professionals seeking leadership roles in education and/or clinical practice including, but not limited to: Health Administrators, Physician Assistants, Nurse Practitioner, Nurses, Dietitians/Nutritionists, Physical or Occupational Therapists, Behavioral or Mental Health Specialists, Complementary, Integrative Health Practitioners and those who would like to teach in the healthcare setting.

This program is based on an innovative curriculum in a flexible, asynchronous online format to best meet the expected needs of a healthcare professional student. It allows students to balance their jobs, education, and family. This program prepares them for a variety of real-life situations in the workplace.

Requirements: This program requires graduates to have a minimum of 90 (93 maximum) graduate semester credit hours beyond the bachelor's degree. An externship of up to 24 credit hours may be required for students to fulfill this requirement.

Externship Requirements/Policies
The Externship course is an important component of the Healthcare Administration Program. This course is an opportunity to apply the knowledge and skills learned in the academic courses to actual health care practices.

The health care facilities which serve as affiliation sites provide an essential service to our program and our profession. Students are expected to conduct themselves in a professional and respectful manner during their affiliation experiences.

DHA 811 is an Externship and requires the student to not only attend class but to work at a contracting site for a total of 40 externship hours without compensation.

Students are responsible for providing their own transportation to their externship site.

Mid-Semester Student Self-Evaluation/Assessment
At the mid-semester point of the semester, students must draft an assessment of their own performance/progress and discuss this self-evaluation with their supervisors, who must also provide an evaluation of the students' progress toward meeting their goals. This form permits them to share their self-assessment with their supervisor mid-semester so they can receive feedback while there is still time for self-correction.

End of the Semester Requirements
At the end of the semester, students are required to obtain certification from their field placement supervisors that they have completed the number of work hours required to obtain the field credits they wish to earn. (The employer should sign off on the time log or send an email). You should also request an evaluation from the supervisor (you will receive additional information about this from Program staff). Finally, the students must fill out an online evaluation of the field placement. You should complete the space on the form you will receive from the registrar for each student that indicates that he or she has satisfied the requirements for receiving

ungraded externship field credit.

ACADEMIC POLICIES

Conferring of Degrees

Doctor of Healthcare Administration (DHA) degrees are conferred at the completion of a program in May. A formal Commencement exercise takes place in May. All students completing their degrees at any time during the academic year are invited to participate in the following May ceremony and will receive information regarding the Commencement ceremony on university website. Attendance at Commencement is not mandatory.

Code of Ethical/Professional Standards and Conduct

The Doctor of Healthcare Administration (DHA) program at Virginia University of Lynchburg prepares students to take positions of responsibility and leadership within their communities and professions. Many of DHA students require supervised off-campus externship experience in which students are expected to conduct themselves as professionals-in-training. These programs represent professions that adhere to established standards of behavior and ethics. Virginia University of Lynchburg students are expected to adhere to those standards. Behavior in violation of ethical or professional standards or Virginia University of Lynchburg policy constitutes grounds for immediate dismissal from the program.

Academic Standing and Warning

A student whose cumulative grade point average (GPA) is 3.0 or higher is in good academic standing, chich is required for graduation. Every DHA student must have a 3.0 GPA with no incomplete courses to advance to the practicum stage of the program. If a students cumulative GPA drops below 3.0, he or she will be placed on academic warning. The GPA must be restored to 3.0 within one semester (12 credits). The 3.0 average may be restored by repeating courses or through subsequent courses. If the student fails to restore their GPA within a semester, he or she will be dismissed from the program.

Dismissal

Students are expected to abide by the regulations, policies and procedures set forth by Doctor of Healthcare Administration (DHA) program at Virginia University of Lynchburg. The University reserves the right to dismiss a student at any time for unsatisfactory academic performance or for conduct detrimental to the University or to the welfare of other students. The DHA program also reserves the right to dismiss a student if it is determined that a student's conduct is unprofessional or for the following reasons:

1. A cumulative grade point average below "B" (3.00). A cumulative grade point average of "B" (3.00) is required for graduation from Doctor of Healthcare Administration (DHA) program.
2. A student who receives an F in any course is automatically dismissed from the DHA program.
3. A student who receives a C grade in two courses is automatically dismissed from the DHA program. Only one class with a grade of C will count toward DHA degree requirements.
4. A suspended graduate student may apply for readmission after a minimum of one year. The reapplication does not guarantee readmission to the program. In such cases, the student must demonstrate an improvement in achievement and motivation, suggesting that they will meet the standards of the DHA program at the University. A suspended student may not enroll at the Virginia University of Lynchburg without formally readmitting. All students seeking readmission must consult with the Dean, School of Business & Professional Studies.
5. Students failing a course must successfully complete that course before they may continue with the semester's courses. Under no circumstances may a student take more than three courses in a semester.
6. No student in the Virginia University of Lynchburg DHA classes shall behave in any way that obstructs or disrupts the normal functioning of the environment. Such behavior includes, but is not limited to, behaviors that persistently or grossly (1) inhibit the ability of other students to learn; (2) interfere with the meaningful participation of other students; or (3) inhibit the ability of a professor or presenter to do their job. If the professor considers the disruption to be more egregious, they may

recommend immediate academic suspension from the DHA program to the Dean, School of Business & Professional Studies.

7. In addition to GPA and satisfactory academic standing, students also must be making adequate progress toward the degree. Therefore, students who have an excessive number of course withdrawals will have their records reviewed by the Committee on Academic Standing and Petition. A student may be dismissed from the University if it is determined that he or she is not making adequate progress.
8. Students must submit original work for each course. The reuse of any previously graded assignments, whether from a prior term or another course, is strictly prohibited. All written submissions must be unique to the course reflect the students current scholarship.
9. A student who earns two grades of C during the program will be required to retake one of the two courses. If the repeated course results in a grade of C or lower, the student will be placed on academic suspension for a period of one year.
10. A student who fails (grade of F) the same course twice will be suspended from the program. Following this suspension, the student will not be eligible to reapply for admission for one calendar year.
11. If a student fails the first eight-week course in a semester, they will be allowed to complete the two remaining courses for that semester. Academic suspension will take effect at the end of the semester in which the failure occurred.
12. Students on suspension will lose access to their Virginia University of Lynchburg (VUL) email account and the online learning management system (currently Moodle) for the duration of the suspension period.
13. Suspended student who wish to reenter the program must reapply through the DHA admissions process. Readmission is not automatic. As part of their application, students must submit a written statement to the Admissions Committee outlining how they intend to manage the rigor of the program and improve future academic performance.

Incomplete Grades

In circumstances such as illness or personal emergency, a grade of "I" (Incomplete) may be approved By the Dean of School of Business and Professional Studies if the student is unable to finish the course requirements by the end of the term but is passing the course. The outstanding work must be completed as soon as possible but no later than the last day of the first eight weeks of the next semester. Students who have received an Incomplete grade must meet the conditions for its removal the semester following the original course enrollment, or the date indicated on the official Incomplete card. If the Incomplete is not removed by the specified date, the grade "F" will be recorded for the course. No more than one Incomplete grade may be received in a semester. Any incomplete grade must be finalized before the student is allowed to enroll in subsequent courses.

Withdrawal from the University

A student who plans to withdraw from Doctor of Healthcare Administration (DHA) program for personal reasons should consult with his or her advisor. If the student intends to withdraw, he or she should notify the Dean of School of Business and Professional Studies, in writing, of intent to withdraw and must fill out the withdrawal form. The student may reapply within two years of that withdrawal by following the re-admission procedure.

Course Duplication, Repeating a Course

With the approval of the Dean of School of Business and Professional Studies, a student may enroll in a course a second time and have it counted as part of the semester load. Both course grades will be included on the transcript and counted toward the student's GPA. If a student earns a D or F in a course required in the degree program, the course must be repeated and a grade of "C or above" earned. A course may be repeated only once. The student will be responsible for tuition payment when enrolling a second time in a course.

Research on Human Subjects

Federal, state, and college policies regarding research on human subjects apply to all research involving Virginia University of Lynchburg students, faculty, or staff as researchers or as subjects, including researching undertaken in the Doctor of Healthcare Administration (DHA) program.

DHA Practicums

Every student must satisfactorily complete the required six core courses before they can be enrolled In the practicums.

DHA Class Zoom Meetings

To participate in Zoom meetings, each students needs to obtain a functional webcam (camera) with a built-in or separate microphone. Each student's video camera must be turned on for the duration of each Zoom meeting.

Curriculum

To use the holistic approach to enhance the students' academic, moral, and professional development.

DHA 801 Organizational Change Management

DHA 802 Organizational Communication

DHA 803 Leadership & Professional Issues

DHA 804 Negotiations and Conflict Management

DHA 805 Healthcare Marketing

DHA 806 Global Healthcare Strategy

DHA 807 Teaching Practicum

DHA 808 Research Practicum

DHA 809 Leadership Practicum

Plan of Study		
First Semester		
Course Number	**Course Title**	**Credit Hours**
DHA 801	Organizational Change Management	4
DHA 802	Organizational Communication	4
DHA 803	Leadership & Professional Issues	4
Total		**12**
Second Semester		
Course Number	**Course Title**	**Credit Hours**
DHA 804	Negotiations and Conflict Management	4
DHA 805	Healthcare Marketing	4
DHA 806	Global Healthcare Strategy	4
Total		**12**
Third Semester		
Course Number	**Course Title**	**Credit Hours**
DHA 807	Teaching Practicum	4
DHA 808	Research Practicum	4
DHA 809	Leadership Practicum	4
Total		**12**
Program Total		**36 credit hours**

Course Descriptions

DHA 801 Organizational Change Management (4 credit hour)
Study organizational management theory and organizational models in a variety of settings related to culture, mission, performance and change management with an emphasis on the application of management theory and research. Strategies are presented, examined, and discussed ways to lead an organization forward in a collaborative manner.

DHA 802 Organizational Communication (4 credit hour)
This course considers writing and other forms of communication as a management tool. It addresses how effective writing – in plain English – can shape project plans, motivate people, solve problems and enhance your role as a communicator. Students will investigate their own communication style and reflect on opportunities for their communication foundation. Students will demonstrate their writing and editing skills through research, case study analysis, and composing business-related communications. Students also will develop other forms of communication, including oral presentations. As such, the two major goals of this course are to acquaint students with a step-by-step communication methodology and to provide them with an opportunity to develop and polish their writing and communication skills. An online writing lab is an integral component of the course.

DHA 803 Leadership & Professional Issues (4 credit hours).
This course is an exploration of two areas of leadership development and practice: 1) the art and science of leadership in the health professions including theory, skills and applications; and 2) critical issues facing the health professions.

DHA 804 Negotiations and Conflict Management (4 credit hours).
This course will cover the theory, processes, and practices of negotiation, conflict resolution, and relationship management to help you be a more effective negotiator in a variety of situations. We examine effective and ineffective strategies; determine why they work well and discuss successful alternatives if they do not. The students will also identify patterns of negotiation and conflict resolution in different national and cultural contexts, to gain an understanding for how interpersonal style, personality, culture, and other variables influence our negotiation and decision-making skills.

DHA 805 Healthcare Marketing (4 credit hours).
This course allows students to discover how marketing theories and methodologies apply to healthcare and the consumer decision-making process, with an emphasis on social media and digital marketing techniques.

DHA 806 Global Healthcare Strategy (4 credit hours).
This course examines the structure of health care systems in different countries, focusing on financing, reimbursement, delivery systems, manufacturers and the adoption of new technologies. We study the roles of private and public sector insurance and providers, and the effect of system design on cost, quality, efficiency and equity of medical services. How do these different systems deal with decisions about investment and adoption of new technologies? How do service providers and manufacturers evaluate opportunities for

growth and expansion in new geographies and markets? Regions and countries discussed will include the US, UK, Western Europe, Russia and the Baltics, the Middle East, and Asia (China and India) and Haiti. This course explores entrepreneurial and other private sector solutions for health services and access to medicines and technologies in the developing world and other underserved areas. We also study creative programs to engage the private sector in development of vaccines and medicines for tropical diseases and therapeutic strategies for the rapidly growing burden of chronic, non-communicable diseases in the developing world.

DHA 807 Teaching Practicum (4 credit hours)
This course consists of activities culminating in meeting minimal competencies for teaching in higher education institutions. Individually identified competencies include tasks such as responsibility for planning, preparing, presenting and evaluating a course with supervision. Student, instructor and advisor develop a contract reflecting current abilities and development needs in teaching.

DHA 808 Research Practicum (4 credit hours)
Prepares the student for dissertation research through faculty-supervised research experiences. Focuses on one or more stages of the research process, such as developing a question, literature review, design and method, IRB, grant writing, subject recruitment, instrumentation, measurement, data collection, data analysis, interpretation of results, and/or dissemination of results.

DHA 809 Leadership Practicum (4 credit hours)
This course is designed for students interested in an administration and leadership mentored practicum to assist them in meeting their future career goals. Students are expected to develop a learning contract with specific objectives, and work with their faculty advisor to identify the resources needed to successfully complete this practicum.

LEONARD N. SMITH SCHOOL OF RELIGION

GRADUATE PROGRAMS

Mission and Purpose of Graduate Education

Virginia University of Lynchburg seeks to provide self-actualization opportunities for all qualified applicants who are willing to stretch their mental and practical capabilities. This historical African American institution was founded in 1886 to meet the growing demands of our churches for better- educated and -trained ministers, missionaries, and teachers.

In accordance with the mission and purpose of the University, the graduate program is designed to provide the student with a program of professional training and preparation for the Christian ministry, where high standards of scholarship and research in the basic academic disciplines are achieved, where moral and spiritual growth coupled with competence in ministry takes place, and where the student is prepared to achieve in any and all cultural settings.

GOALS

The University sets the following goals in graduate education:

- To prepare the student for leadership roles and responsibilities beneficial to the African American community;
- To provide an environment that focuses upon the uniqueness of the African American experience and heritage in America;
- To strengthen and foster pride in that heritage;
- To reinforce the commitment to the African American community; and
- To foster empowerment whereby the student is prepared to assume the mantle of leadership not only in the African American community, but in the large community as well.

The University is committed to the preparation of persons for the Christian ministry throughout the world in a variety of forms and institutional settings focused on the local church.

The University seeks also to equip men and women for the Christian ministry who view that ministry as a divine vocation, know themselves to be called of God, and are committed to grow toward wholeness in their relationship with God, self, others, and their world.

Master of Divinity

Requirement for Graduation: Completion of the minimum 75 semester credit hours as detailed below.

Program Overview
The Master of Divinity (MDiv) is a 75-credit hour degree requiring 25 courses for completion. The MDiv is a professional degree designed for men and women with a bachelor's degree who serve or desire to serve in such roles as ordained pastor or career missionary. In this degree program, you develop competencies in Biblical studies, church history, theology, pastoral care, counseling, and preaching/teaching. The normal full-time course load is 12 credit hours per semester.

Program Purpose
The MDiv degree program is designed to provide the student with a program of professional training and preparation for the Christian ministry, where high standards of scholarship and research in the basic academic disciplines are achieved, where moral and spiritual growth coupled with competence in ministry takes place, and where the student is prepared to achieve in all cultural settings.

Program Objectives
The objectives of the MDiv degree program are as follows.

1. Graduates will demonstrate knowledge of the nature and content of the Bible, a working methodology for biblical study and interpretation, and a clear formulation and personal integration of the student's own understanding of the message of the Bible.

2. Graduates will demonstrate knowledge of the central doctrines of Christianity and of the historical models that have been used to articulate and apply them. Students will be able to formulate theological and ethical concepts considering the heritage of the whole church and to apply these concepts in contemporary life situations.

3. Graduates will demonstrate an understanding of Christian ministry founded on biblical mandates, informed by the church's heritage and relevant to its present circumstances.

4. Graduates will demonstrate a commitment to a lifelong, intentional process of spiritual development and professional growth.

5. Graduates will demonstrate growth in areas related to God's personal call that require further development.

ADMISSIONS REQUIREMENTS

The VUL Leonard N. Smith School of Religion encourages all interested prospective students to apply for admission to one of its programs of study. Admission to a program is based on a range of factors, including the applicant's possession of intellectual skills, personal and spiritual maturity, and desire to serve God and others.

In addition to solid academic references that indicate strong ability to engage and succeed in graduate education, applicants will have a baccalaureate degree from an institution of higher education accredited by a U.S. agency recognized by the Council for Higher Education Accreditation, or the Trans-National Association of Christian Schools (TRACS), or the Association of Theological Schools (ATS). Applicants should have a minimum cumulative GPA of 2.0 on a 4.0 scale. Applicants must also provide official transcripts sent directly from each post-high school institution where one or more courses were taken for credit. Exceptions to the GPA requirement may occur when the applicant's other credentials indicate a clear potential to complete the requirements of the degree program. Therefore, all interested persons, regardless of GPA, are encouraged to inquire with the Admissions Office.

In addition to the requirements stated above, transfer students must take their final 25 credit hours through the VUL Leonard N. Smith School of Religion.

Students who do not register for a period of more than two years (four semesters) must reapply for admission and are subject to the curriculum in effect at the time of their reinstatement.

Application Procedures
To apply for admission to one of the VUL Leonard N. Smith School of Religion programs, the prospective student should do the following:

- Complete an online application.

- Distribute reference letters to be sent directly to the Admissions Office.

- Arrange for official transcripts from all undergraduate and/or previous graduate schools—even if no program was completed and even if the credits appear as transfer credit on another transcript—to be sent directly from the institution to the Admissions Office.

Applications will not be considered until they are complete, including all records, recommendations, and payment of the application fee. See below for other required items.

- Honor Code
- FAFSA (Federal Student Financial Aid) (if applicable)
- Government-issued photo ID

Transfer Credits Policy
Students wishing to transfer credits for coursework completed at other institutions must submit to the Registrar's Office an official transcript from the previous institution(s), preferably accompanying their application for admission.

Typically, the VUL Leonard N. Smith School of Religion will only conduct a credit transfer evaluation for students who have been accepted into a VUL Leonard N. Smith School of Religion degree program. The VUL Leonard N. Smith School of Religion does not allow transfer credits into certificate programs.

All courses for which credit is granted will be shown on the VUL Leonard N. Smith School of Religion official transcript with no record of grades. As such, transfer credits do not directly factor into the student's cumulative GPA.

A Dean and/or the Registrar will decide which credits are eligible and qualified for transfer into the MDiv degree program. The process for determining which, if any, credits will take into consideration all the following criteria.

Eligibility

The VUL Leonard N. Smith School of Religion will consider coursework completed by any school accredited ATS or TRACS. Coursework completed at international institutions or North American schools not accredited by ATS or TRACS is considered on a case-by-case basis. In such cases, the VUL Leonard N. Smith School of Religion typically only considers coursework completed at an institution that is accredited by another recognized accrediting body.
Eligible courses must have a grade of 2.0 or better to be eligible for transfer. Courses taken more than 5 years prior are ineligible for consideration.

Quality

Students wishing to transfer credit to satisfy required courses within the MDiv degree program should submit a course syllabus in addition to official transcripts. In order for transfer credits to satisfy the required coursework, there must be substantial parallel in content. In cases where the coursework is partially parallel the completed course may be transferred as an elective.

Generally, schools that are not accredited by TRACS or ATS are not eligible to satisfy required coursework. With compelling reasons, course credit from such schools may be considered as elective credit.

Quantity

The maximum number of credits that may be transferred into the MDiv degree program may not exceed two-thirds of the total credits required. Thus, no more than 50 credits of the 75 credits required for the MDiv are transferable. In addition, no more than half of the credits earned as part of an awarded degree (at the VUL Leonard N. Smith School of Religion or elsewhere) will be considered for transfer.

Absences and Withdrawal

In the event that a student must be absent from class, it is the student's responsibility to make necessary arrangements with the instructor. Faculty members decide their own policies concerning class attendance.

Whenever possible, students are expected to report to their academic advisors any anticipated extended absences. Students who do not expect to register for a given semester (except summer) should consult with their academic advisors. If a student does not register for a period of two years (four semesters), it will be necessary for the student to apply for reinstatement. In such cases, students must meet the degree requirements in effect at the time they resume their coursework.

Students who expect to discontinue their work at Virginia University of Lynchburg are expected to complete withdrawal forms, which require exit interviews from the offices of the Deans.

Academic Requirements for Completion
The MDiv program requires completion of 75 credit hours. To graduate, a student must earn at least a grade of C (2.0) in each course, must have a cumulative grade point average of at least 2.0 (on a 4.0 scale).

Upon successful completion, the student is awarded the MDiv degree.

Academic Standing
To remain in good academic standing, students must have successfully completed 75% of the courses in which they have enrolled for that academic year and have a cumulative grade point average of 2.0 for all coursework. Grades which represent successful completion are A, B, C, CR (Credit), P (Pass), or SA (Satisfactory). Grades which do not represent successful completion are "I" (Incomplete), F (Fail), NS (Non-Satisfactory), and N/C (No Credit).

Academic Probation
In the event that a student fails to meet the above standards for good academic standing, he or she will be placed on academic probation. Students whose cumulative grade point average falls below 2.0 may be subject to academic dismissal.

Appeal Process
Students may request exceptions to the above policy by presenting a written description of their extenuating circumstances and their plans for the establishment of good standing to the Academic Affairs Committee of the School of Religion for consideration. The student will be advised in writing of the decision after reviewing by the committee.

Time Limits for the Completion of the Master of Divinity Degree
All work leading to the Master of Divinity must be completed within 5 years from the time of matriculation.

Students who do not register for a period of more than two years (four semesters) must reapply for admission and are subject to the curriculum in effect at the time of their reinstatement.

Graduation
To graduate with the MDiv degree you must complete the following:

- 75 credit hours of the degree program
- Passing grade of "C" (2.0) or higher in every course counted toward the 75credit hours
- Minimum cumulative GPA of 2.0

The fee for graduation must be paid by the end of the spring term. If a student fails to graduate in the yearin which the fee is paid, the fee may be credited toward an application the following year.

Financial Aid
Students who desire to apply for financial aid may contact the Director of Financial Aid. VUL has been approved to participate in Federal Student Financial Aid (FAFSA) Programs. To begin the process to determine eligibility for financial aid, students are encouraged to complete the FAFSA application. You may complete the application in two ways:

1. Go online: studentaid.gov and complete the application online.
2. Secure a FAFSA application.
3. Complete the application form and mail the application to the address indicated on the FAFSA form.

See the Financial Aid section for more information.

Delinquent Account
Currently enrolled students who are delinquent in repaying a loan, who are responsible for a returned check, or who have failed to pay other debts to the VUL Leonard N. Smith School of Religion will receive warning notices informing them that they must pay their debts by a certain date or be withdrawn from all classes. If they do not pay by the designated date, the University may withdraw from all classes, and they may not be reinstated during that term.

Students must pay all debts—including tuition, charges, fines, returned check penalties, charges for lost equipment, rescinded financial aid, University generated loans, and restitution for loss of or damage to university property – before they may re-enroll, receive a diploma.

Please see the Tuition and Fees section for charges and fees, including late fees assessed for unpaid balances.

Course Offerings

Headings
BS Biblical Studies
CA Church Administration
CE Christian Education
CH Church History and Missions Study
CT Theological Studies
HT Homiletics
ID Interdisciplinary Studies (Including Field Education)
NT New Testament
PT Pastoral Care and Counseling
OT Old Testament

Program of Study

The following 25 courses are taken in the completion of the MDiv degree.

Year One - Fall Semester Term 1 (Eight Weeks September–October)		
Course Number	**Course Title**	**Credits**
CE 500	Introduction to Biblical Studies	3
NT 501	Synoptic Gospels	3
Year One - Fall Semester Term 2 (Eight Weeks November-December)		
Course Number	**Course Title**	**Credits**
HT 530	Homiletics/Worship	3
CE 540	Philosophy of Religion	3
Year One – Spring Semester Term 1 (Eight Weeks January-February)		
Course Number	**Course Title**	**Credits**
PT 510	Introduction to Pastoral Care	3
CT 630	Systematic Theology I	3
Year One – Spring Semester Term 2 (Eight Weeks March-April)		
Course Number	**Course Title**	**Credits**
ID 551	Urban and Rural Ministry	3
CH 622	History of Christianity	3
Year One – Summer Semester Term 1 (Eight Weeks May-June)		
Course Number	**Course Title**	**Credits**
CT 631	Systematic Theology II	3
CH 623	History of Religion in U.S.	3
Year One – Summer Semester Term 2 (Eight Weeks July-August)		
Course Number	**Course Title**	**Credits**
CE 655	Christian Education	3
HT 640	Biblical Hermeneutic	3
Year Two - Fall Semester Term 1 (Eight Weeks September–October)		
Course Number	**Course Title**	**Credits**
Elective		3
CA 635	Church Polity	3
Year Two - Fall Semester Term 2 (Eight Weeks November-December)		
Course Number	**Course Title**	**Credits**
Elective		3
OT 601 or NT 612	Language (Hebrew or Greek)	3

Year Two – Spring Semester Term 1 (Eight Weeks January-February)		
Course Number	**Course Title**	**Credits**
CH 642	Evangelism	3
CT 720	Introduction Christian Ethics	3
Year Two – Spring Semester Term 2 (Eight Weeks March-April)		
Course Number	**Course Title**	**Credits**
PT 715	Pastoral Care in Ministry	3
CA 653	Music & Worship Afr. Amer. Churches	3
Year Two – Summer Semester Term 1 (Eight Weeks May-June)		
Course Number	**Course Title**	**Credits**
CT 743	Womanist Theology	3
NT 601	Pauline Epistles	3
Year Two – Summer Semester Term 2 (Eight Weeks July-August)		
Course Number	**Course Title**	**Credits**
CT 735	African Traditional Religion	3
Elective		3
Year Three - Fall Semester Term 1 (Eight Weeks September–October)		
Course Number	**Course Title**	**Credits**
ID 743	Capstone: Synergy in Theological Education*	3
Program Total		**75**

Electives		
Course Number	**Course Title**	**Credits**
OT 501	History of Israel	3
CA 640	Church Administration	3
CH 633	Missiology	3
CH 630	Applied Anthro. in Christian Missions	3
CT 641	Christianity & Missions	3
NT 642	Exegesis Book of Revelation	3
PT 725	Clinical Pastoral Education	3
OT 670	Wisdom Literature	3
CA 750	Developing Church Facilities	3
CE 645	Religion and The Law	3

Course Schedule

You may register for up to 4 courses per semester, with the exception of the term in which the Capstone course is taken. Your Proficiency Portfolio must pass a review before you are

permitted to register for the Capstone course. The VUL Leonard N. Smith School of Religion reserves the right to change a course schedule without notice. Please see the Academic Calendar for the start dates for the terms in the course schedule.

GRADUATE COURSE DESCRIPTIONS

BS 500 Introduction to Biblical Studies. This course is intended to provide the student with an intensive critical study of the biblical text, focusing on the historical background, traditions, problems and solutions in the interpretation of sacred scriptures. Concentration will be on the use of biblical criticism and how the student will be able to use it in study and in the exegetical process.

OT 501 History of Israel. This course is designed to give the student an understanding of the Old Testament. Primary emphasis is placed on understanding the historic events in the text and introduces the student to critical study of the Old Testament.

NT 501 Synoptic Gospels. This course is an intensive study of the Gospels of Matthew, Mark, and Luke.Students will study the methodological principles of interpretation of the Gospels.

HT 530 Homiletics and Worship. This course provides an opportunity for students to engage in advanced study and practice of homiletics and worship.

ID 733 Supervised Field Practicum. An analytic study of the nature, force and function of the rural and urban community and the program of the church. The program and work of pastors in rural and urban churches will be outlined and studied.

CE 540 Philosophy of Religion. An unveiling of nineteenth century theologians and philosophers will be taught in an effort to illustrate the impact of philosophical movements upon theology.

PT 510 Introduction to Pastoral Care. Introduces students to purposes and practices of shepherding as described in the Bible and in moral and systematic theology, with special emphasis upon the application of theology to specific pastoral problems.

NT 612 Introduction to Greek. The elements of New Testament Greek vocabulary, morphology, grammar, along with concentrated experiences in reading from the Greek New Testament.

NT 601 Pauline Epistles. All of the letters of the Apostle Paul are examined from a general objective perspective. Special attention is given to dates, places of writing and reasons for certain manuscripts.

CT 630 Systematic Theology I. A study of the doctrinal content and validity of the Christian faith and the Christian conception of God, man and the personality of Jesus with respect to its spiritual value to the church.

CT 631 Systematic Theology II. A study of Christology and Soteriology. A study of the doctrine of divine election, the covenant of grace, and the person and work of Christ the Mediator. Explores the doctrine of divine calling, regeneration, repentance, faith justification, adoption and sanctification.

CH 622 History of Christianity. Investigates various ways in which early Christians participated in and dialogued with their social and cultural environments. The nature of the first Christian church and its expansion in the Mediterranean World, Europe and up to the Protestant Reformation. Careful attention will be given to a comparison of present-day church expansion.

CH 623 History of Religion in the United States. A study of the transplantation of European Christianity and its fusion with African American religious practices to the present, outlining significant issues affecting the history of the American Church.

CH 642 Evangelism. This course is designed to give the student a basic understanding of the Biblical principles of evangelism as demonstrated by Jesus the Christ. The student will examine the components of evangelism and design an evangelism program that will help the church perform relational evangelism in the 21st century.

CA 635 Baptist Polity. This course is concerned with the study of polity and practices in the Baptist churches. The course also explores doctrines, governances, customs and practices distinctive to the Baptist Church from both historical and theological perspectives.

HT 640 Biblical Hermeneutics. Prerequisite: HT 530. Building on the basics learned in HT 530, this course focuses on the hermeneutical techniques which involve advanced study of the methodological principles of interpretation of the Bible.

CA 640 Church Administration. The course is designed to teach the student the basic organization necessary for an effective local church ministry. Emphasis is placed on the development of Biblical management and leadership skills. The Pastor, the Director of Christian Education, and all areas of lay leaders will be emphasized.

PT 715 Ministry of Pastoral Care. Issues facing the minister as a person and as a professional are examined through lectures, readings, and special projects. Emphasis is on the integration of pastoral care skills in one's own life as well as into one's ministry to others.

CH 630 Applied Anthropology for Christian Missions. This course will include re-thinking of the missionary task, emerging missions, and mission structures with discussions of the Christian mission and human transformation. Emphasis will be on the development of people and the meaning of service and a critical review of the role of African Americans in missions both foreign and domestic.

OT 601 Elementary Hebrew. A study of the grammar of Old Testament Hebrew. Special attention is given to elementary forms and vocabulary.

PT 725 Clinical Pastoral Education. The development of pastoral care skills with the sick and dying along with the awareness of self and community are the primary emphases. The student will develop write-ups of visits with patients in the hospital and from seminars and personal conferences.

CT 641 Christianity and Missions Study in Ghana, West Africa. This course introduces students to the West African society of Ghana through exposure to the religious and cultural practices. The students will also research themes pertaining to Ghana and the West African traditions. In addition, the students will participate in short-term mission projects.

CH 633 Missiology. A basic introductory course dealing with the philosophy of world evangelization. Particular attention is given to the misconception of mission, qualifications of the missionary, and call and methodology of the missionary.

OT 670 Wisdom Literature. This course examines the various developments of wisdom literature in the Old Testament. Attention is given to wisdom's place in Israelite religion as well as its international roots in the ancient world, wisdom's persona in Proverbs, wisdom in crisis in Job, and wisdom's role in early Jewish writings and New Testament Christology.

PT 715 Pastoral Care and Counseling in Grief Situations. Major crises of life will be explored experientially, psychologically and culturally. The focus will be on personal growth as the preparation for pastoral presence, care-giving and counseling.

CT 735 African Traditional Religions. This course is a study of the African religious heritage. It aims to account for the African's religious nature and his conception of God; how African theology and African ceremonialism produced special powers of endurance and restraint in the African's conscience; the surviving values in the African's belief in moral force; how Africanism may influence Western Christianity to achieve a workable concept of the fatherhood of God and the brotherhood of man; the prophetic resources in the moral philosophy of the African's religion as revealed in Negro spirituals, good naturedness, cheerfulness and his sustaining hope for better things.

CT 743 Womanist Theology. A critical look at the Biblical story through the eyes of the African American female. Various selections from the Old and New Testament will be analyzed.

CA 653 Music and Worship in African American Churches. This course will be a survey of music and its uses in worship in churches of African American tradition. Emphasis will be placed on helping participants develop a methodology for selecting appropriate music for worship services for all occasions.

ID 743 Synergy in Theological Education. This course will permit the student to reflect on and analyze his/her life in relationship to spiritual and theological background, academic and social interests, abilities, achievements, and spiritual callings. The student will then write a mini project proposal based on these reflections and analyses in preparation for possible dissertation work after the Master of Divinity program.

NT 642 Exegesis Book of Revelation. A study of the apocalyptic Book of Revelation. The course will review chapter by chapter the historical, doctrinal and eschatological materials in the book.

CE 655 Christian Education. This course explores the full range of critical issues in Christian education: organization - how to plan, organize, coordinate, and evaluate both individual educational ministries and the overall education plan; training - how to enlist, train, and motivate volunteer workers; leadership - giving guidance to media libraries, day schools, kindergartens, camps, Bible and church schools, and church officer training; and other strategies.

CT 720 Christian Ethics. This course introduces the discipline of theological ethics in ways appropriate to the interests of pastors. A range of contemporary proposals are considered and evaluated by reference to the Christian tradition and selected moral problems. Course format includes readings, lectures, seminars, and mid-term and final examinations.

Doctor of Ministry

ADMISSION TO THE DOCTOR OF MINISTRY

PROGRAM

The Doctor of Ministry program is open to applicants, without discrimination, who have completed the Master of Divinity degree at an accredited seminary, provided that they have demonstrated the ability to do academic work on the graduate level. The demonstration of such ability will be evidenced by satisfactory achievement and proven quality in communication skills and cognitive ability as ascertained in an interview and a review of written work.

Introduction

The Doctor of Ministry Program will provide challenging opportunities for students to engage in specialized training beyond their present level and to apply, analyze, synthesize, and evaluate classroom, research, and real world experiences. Each student will evaluate his/her abilities, interests, experiences, spiritual gifts, skills, and talents and will identify an area of focus for the Doctor of Ministry project. While this project endeavors to challenge the student's academic potential, the primary focus of the D.Min. Program will be in the area of practical ministerial activities.

The Doctor of Ministry degree is designed primarily for ministers who serve African Americans and other racial minorities. The Doctor of Ministry program is a non-resident degree program that is intended for ministry personnel who desire further academic and practical education but who simultaneously wish to remain in their service where God has placed them.
The student will learn how to integrate cognitive skills in completing his/her identified project. The identified project must reflect the student's goals, objectives, and strategies. In the three-year Doctor of Ministry program, 63-graduate hours of study beyond the Master of Divinity degree, will provide continuous opportunities for the student and faculty team to evaluate the on-going project in relation to the student's goals, objectives, and strategies. The team will also review the project in light of its potential to offer research/historical and/or practical contributions to churches, Christian education fields, and related social organizations and agencies.

Program Goals

The Doctor of Ministry Program is designed to provide a challenging and practical environment in which the student can learn, understand, apply, analyze, synthesize, and evaluate religious, educational and practical experiences. The student will:

- Learn problem-solving skills.
- Develop skills to apply knowledge gained through lectures, reading, guided research, and life- experiences to a practical project in partial fulfillment of the requirements for the Doctor of Ministry degree.
- Select, conduct, and defend his/her project in light of its research and practical quality.

Program Advising

After matriculation, each student will request the formation of a Doctoral Committee. The committee must include two Faculty Members and the student's advisor. The student, with

the input of the advisor, will select the doctoral committee members. The committee members should be selected because of their mutual interests in a particular field, background and communication styles, and/or expertise in the area of the student's doctoral project or subject concentration. The student and advisor, as well as committee members will communicate with each other frequently via telephone, postal mail, e-mail, and face-to-face contacts at colloquia.

All dissertation/project ideas, after they have been developed with the Doctoral Committee, including the advisor, will be shared with the Staff Research Advisor. The proposed project/dissertation must have the initial and ongoing approval of the staff research advisor. The final dissertation/project must have the approval of the advisor, committee members, and staff research advisor.

The Research

In addition to using Virginia University of Lynchburg's library, the learner may utilize local and regional public, college, and seminary libraries, often free of charge when logging in using your VUL credentials. Each student will receive a VUL ID card, with a printed photograph, during the Orientation Session. This card will be valid for the three-year period, or as long as the student remains enrolled in the D.Min. Program.

Research and practical skill development are the foundations of VUL's D.Min program. As the learner grows by conducting research and practicing his/her ministerial profession, the learner seeks more knowledge and then puts that knowledge into practice. Over time, during the three-year program, the student learns how to function on higher cognitive levels in practice, not just on theory.

The Doctor of Ministry Admission Requirements state:

The Doctor of Ministry Program is open to applicants, without discrimination, who have completed the Master of Divinity degree at an accredited seminary and have demonstrated the ability to do academic work on the graduate level.

Students who have not earned a Master of Divinity, but who have earned a Master's degree or related theological degree may be admitted conditionally. These students must complete four required M.Div. courses in order to successfully complete the Doctor of Ministry program. The courses will consist of one in each of the following four major areas: Biblical Studies, Theological Studies, Historical Studies and Ministerial Studies.

The above requirements are at the very heart of VUL's doctorate program. Learning should not occur in a vacuum. Students study to learn and learn so that they may apply that knowledge. As a student gains new knowledge and applies the information in real-world situations, he/she develops a thirst for more knowledge, at a higher cognitive level. VUL's program emphasizes the integration of subject/academic areas into a project. Students should not enroll in a course or conduct research just for the sake of learning isolated pieces of information. The successful VUL student will develop skills in integrating his/her learning into a practical project. A missionary project, for example, may include study in the fields of Church History, Missiology, Cultural Anthropology, Sociology, and Old

Testament History. Research ability – the skill of a student researcher to take an idea or problem, investigate that idea through literature and observational research, and develop a project that answers the major questions posed by the researcher is the hallmark of VUL's Doctor of Ministry Program.

The Dissertation/Project

The Dissertation/Project (DP) demonstrates a student's skill in organizing preliminary ideas into a practical, cognitive, and thoroughly-researched project. The DP signifies that the student has attained a level of expertise in his/her chosen field. It provides a high-quality document that not only reflects on the academic program at Virginia University of
Lynchburg, but also gives to the religious community -- locally, regionally, and nationally – a practical research document. The DP will answer several questions:

- What was the quality level of the student's growth from the first year to the third year?
- Was the quality of the project and document worthy of publication as partial fulfillment of the Virginia University of Lynchburg's requirements for a Doctorate Degree?
- Does the document/project contribute to the informational, practical, and spiritual needs of the Christian society?
- Have the academic and practical skills been stirred sufficiently that the scholar/pastor can demonstrate his/her ability to develop life-long practical projects independently?
- Specifically, has Virginia University of Lynchburg stirred the eagle's nest to the point that the eaglet can fly on his/her own as an eagle?

The ministry research project/dissertation is the culmination of the three-year program of study. Through the project/dissertation, the student has the opportunity to integrate professional knowledge and experience and document research work in the context of his/her current and future ministry.

DOCTOR OF MINISTRY PROCESS

Phase I: Training in methods for self-analysis and analysis of the project. Through peer seminars, independent study, elective courses, and professional consultation, the student develops a problem statement in a specific ministry focus.

Phase II: This phase allows the student to deepen his/her understanding of Biblical, historical, and theological concepts in relationship to the ministerial problem. The student will review literature relative to the problem so that he/she will understand how to set up the project.

Phase III: The student will develop skills for designing, assessing and evaluating a ministry project. This phase will require the student to work in a collaborative environment with the Advisor, Committee Members, and the Staff Research Advisor.

Phase IV: The implementation phase permits the researcher to apply his/her theoretical and experiential training in a real-world project.

Phase V: The Candidate for the Doctor of Ministry degree must complete a document in partial fulfillment of the requirements for the degree.

Program of Study

YEAR 1 – FALL SEMESTER, Term 1 (September-October)	
COURSE	**CREDIT HOURS**
THEO 771 Colloquium I Intensive	4
MIN 761 Self -Discovery and Ministry	1
MIN 763 Spiritual Formation	1
TOTAL Year 1 Fall Semester Term 1	6
YEAR 1 – FALL SEMESTER, Term 2 (November-December)	
COURSE	**CREDIT HOURS**
MIN 767 Nuts And Bolts of Academic Writing	1
MIN 765 Contextualization and Theological Application	1
MIN 769 Laying The Foundation: Theological and Historical Studies	2
MIN 773 Synergy	1
MIN 672 Context Analysis- Mentoring Day 1	1
Conditional Core #1:Biblical Studies (Students w/o MDIV)	3
TOTAL Year 1 Fall Semester Term 2	6
YEAR 1 – SPRING SEMESTER, Term 1 (January-February)	
COURSE	**CREDIT HOURS**
MIN 673 Committee Consultation-Mentoring Day 2	1
MIN 775 Problem Statement	1
MIN 674 Problem Research-Mentoring Day 3	1
Elective #1 (select available course)	3
Conditional Core #2:Biblical Studies (Students w/o MDIV)	3
TOTAL Year 1 Spring Semester Term 1	*6*
YEAR 1 – SPRING SEMESTER, Term 2 (March-April)	
COURSE	**CREDIT HOURS**
MIN 777 Foundation	2
Elective #2 (select available course)	3
MIN 782 Foundation Reinforcement-Mentoring Day 4	1
TOTAL Year 1 Spring Semester Term 2	*6*
YEAR 1 – SUMMER SEMESTER, Term 1 (May-June)	
COURSE	**CREDIT HOURS**
Elective #3 (select available course)	3
MIN 783 Curriculum Development- Mentoring Day 5	1
MIN 803 Curriculum Design	1
MIN 807 Congregational Praxis Forming the Team	1
TOTAL Year 1 Summer Semester Term 1	6
TOTAL YEAR 1	30

YEAR 2 – FALL SEMESTER, Term 1 (September-October)	
COURSE	**CREDIT HOURS**
THEO 809 Colloquium II Intensive	4
MIN 801 Research Methodology	2
Conditional Core #3:Biblical Studies (Students w/o MDIV)	3
TOTAL Year 2 Fall Semester Term 1	6
YEAR 2 – FALL SEMESTER, Term 2 (November-December)	
COURSE	**CREDIT HOURS**
MIN 805 Data Collection and Analysis	2
MIN 784 Doctoral Research Instruments-Mentoring Day 6	2
MIN 873 Interrogation Date-Mentoring Day 7	2
Conditional Core #3:Biblical Studies (Students w/o MDIV)	3
Total Year 2 Fall Semester Term 2	6
YEAR 2 – SPRING SEMESTER, Term 1 (January-February)	
COURSE	**CREDIT HOURS**
MIN 874 Project Proposal Prep-Mentoring Day 8	3
MIN 875 Dissertation Apologetics- Mentoring Day 9	3
Total Year 2 Spring Semester Term 1	*6*
YEAR 2 – SPRING SEMESTER, Term 2 (March-April)	
COURSE	**CREDIT HOURS**
MIN 808 Project Proposal Package	4
MIN 809 Timeline Review Prep	2
Total Year 2 Spring Semester Term 2	*6*
YEAR 2 – SUMMER SEMESTER, Term 1 (May-June)	
COURSE	**CREDIT HOURS**
MIN 811 Results of the Model	3
MIN 901 Dissertation Lab 1 Preview: Front Matter	1
MIN 903 Dissertation Lab II Preview: Body	1
MIN 905 Dissertation Lab III Preview: Back Matter	1
TOTAL Year 2 Summer Semester Term 1	*6*
YEAR 3 – FALL SEMESTER, Term 1 (August-September)	
COURSE	**CREDIT HOURS**
THEO 907 Colloquium III Intensive	1
MIN 982 Project Dissertation	5
Total Year 3 Fall Term 1	*6*
DMIN PROGRAM TOTAL	**66**

Program Hours by Semester and Year

Total First Year – Fall Semester	12
Total First Year – Spring Semester	12
Total First Year – Term 1 (First Eight Weeks) Summer Semester	6
TOTAL FIRST YEAR	30
Total Second Year – Fall Semester	12
Total Second Year – Spring Semester	12
Total Second Year – Term 1 (First Eight Weeks) Summer Semester	6
TOTAL SECOND YEAR	30
Total Third Year – Term 1 (First Eight Weeks) Summer Semester	6
TOTAL THIRD YEAR	6
TOTAL D.MIN. PROGRAM	**66**

DIRECTOR OF THE DOCTOR OF MINISTRY PROGRAM

Philip Campbell, Director of the Doctor of Ministry Program and Professor in School of Religion B.R.S., M.R.S. & M.Div., Virginia University of Lynchburg; Doctor of Ministry, Virginia University of Lynchburg

LECTURERS

J. D. Ballard, B.A. Shaw University, M.Div. and D.Min., Duke University

Delman Coates, B.A. in Religion, Morehouse College, M.Div., Harvard Divinity School, Master of Philosophy in Religion, Columbia University

David C. Forbes, Sr., B.A. Shaw University, M.S.W., Adelphi University, D.Min., United Theological Seminary

David Forbes, Jr., B.S. James Madison University, M.Div. Virginia Union University, Ph.D. Tabernacle Bible College

Mary B. Guthrow, Associate Professor of English. Emerita, Randolph-Macon Woman's College, B.A. RMWC, M.A. University of California at Berkeley, Ph.D., University of Pennsylvania.

Otis Moss Jr., B.A. Morehouse College, M.Div., Morehouse School of Religion/Interdenominational Theological Center, D.Min., United Theological Seminary.

Dwight Riddick, B.A. Norfolk State University, M.Div., Virginia Union University, D.Min., Regent University.

Walter Scott Thomas, B.S. in Economics, University of Maryland, M.Div., Howard University D.Min., Saint Mary's Seminary, and University

Michael Walrond, B.A., Morehouse College, M.Div., Duke University Divinity School

DOCTOR OF MINISTRY CORE FACULTY

Philip Campbell, Director of the Doctor of Ministry Program and Professor in School of Religion B.R.S., M.R.S. & M.Div., Virginia University of Lynchburg; Doctor of Ministry, Virginia University of Lynchburg

James E. Coleman, Assistant Professor of Theology, Philosophy, and Homiletics. B.S. Political Science and Public Administration, James Madison University; M.Div. Virginia Union University; Th.M. Duke University; D.Min. United Theological Seminary.

Carlton Jackson, Professor in School of Religion and Assistant Professor in School of Liberal Arts. B.S. Liberty University, MBA, Averett University, MATS, Liberty Baptist Theological Seminary, D.Min. Virginia University of Lynchburg.

Marshall D. Mays, Dean, School of Religion, Professor of Religion. A.A. Liberal Arts, Virginia College, B.A. in Theology, Virginia Seminary, and College; M.R.S., Eastern Theological Seminary; M.Div. and D.Min., Virginia University of Lynchburg.

VUL ADMINISTRATION AND STAFF

EXECUTIVE STAFF

Kathy C. Franklin, President, B.S., Virginia State University; M.Ed., Educational Leadership, and Supervision, Lynchburg College; L.H.D., Virginia University of Lynchburg; Ph.D., Higher Education Administration, Union Institute and University.

Romena R. Morgan, Chief Operating Officer, B.A, Organizational Management, M.O.M., D.H.A., Virginia University of Lynchburg.

Philip L. Campbell, Senior Executive Coordinator for the President. B.R.S., M.R.S. & M.Div., Virginia University of Lynchburg; Doctor of Ministry, Virginia University of Lynchburg.

Nico J. Awari, Assistant to Chief Operating Officer, B.A.O.M, Virginia University of Lynchburg

ACADEMIC VICE PRESIDENTS AND DEANS

Marshall D. Mays, Vice President for Academic Affairs, School of Religion.A.A. Liberal Arts Virginia College, B.A. in Theology, Virginia Seminary, and College; M.R.S., Eastern Theological Seminary; M. Div. and D. Min., Virginia University of Lynchburg.

James E. Coleman, Dean of the School of Religion, B.S. Political Science and Public Administration, James Madison University; M.Div. Virginia Union University; Th.M. Duke University; D.Min. United Theological Seminary.

Rex Hammond, Dean of the School of Business, B.S., Journalism and Mass Communication, South Dakota State University, MBA, University of Lynchburg, DBA, The University of Manchester, United Kingdom

Patricia Price, Dean of the College of Liberal Arts and Sciences. B.A., English, M.A., English, University of Lynchburg; D.H.A., Virginia University of Lynchburg.

ACADEMIC SUPPORT SERVICES

Providencia Cabler, Academic Support Specialist, Distance Education, Bachelor of Arts Organizational Management, Master of Organizational Management, Virginia University of Lynchburg.

Ray Andrew Crawford, Faculty Academic Support, B.S., American History, Coppin State University; M.S., Social Sciences, Historical Studies, Towson University; M.A., Teaching, Goucher College; Ph.D., Higher Educational Administration and Educational Leadership, Liberty University.

Alisa Davis, Academic Advisor and Veterans Administration Program Officer, A.A., Virginia University of Lynchburg, B.A. Organizational Management, Virginia University of Lynchburg

Kieonna Strong, Academic Support Specialist, Distance Education

Adrianna Awari-Bonilla, Administrative Assistant for School of Religion,

John Whitted, M.L.S, Resource Librarian, B.A. Sociology/ Psychology, Master in Library Science, Morehouse College

BUSINESS OFFICE

Maya Thompson, Student Accounts Assistant

Layman Franklin, Accountant, B.S., Accounting

Melanie Parsons, C.P.A., Accountant

Aneesa Parrish, Student Accounts Director

Zanita Robinson, Accounts Receivable Specialist

DISABILITY SERVICES

Martha Kearse, Director of the Office for Students with Disabilities(OSD) and Writing Center; B.A., English and Education, College of William and Mary; M.A., English Rhetoric and Writing, University of North Carolina at Charlotte; M.Div. and D.Min., Gardner-Webb University.

DISTANT LEARNING SERVICES

Katrina Franklin, Vice President for Administration and Director of Distance Learning. B.S. Information Security and Privacy, High Point University, M.A.O.M., D.H.A., Virginia University of Lynchburg.

ENROLLMENT SERVICES, ADMISSIONS, AND REGISTRAR

Angelique Carter, Admissions Coordinator for the Doctor of Health Administration and Doctor of Ministry program, B.A.O.M, M.O.M, Virginia University of Lynchburg
Sharon Carter, Registrar Assistant-D.H.A. Program, A.B., Psychology, Sweet Briar College; M.Ed. Education, Ed.D., Education, University of Lynchburg.
Edward Howard, Enrollment Manager
Delbert Jones – University Recruiter
Greg Langhorne, Registrar, B.A. Organizational Management, Virginia University of Lynchburg
Jamie McCoy, Admissions Counselor for the Doctor of Health Administration program
Saryna Somerville, Assistant Registrar, B.A., English, Longwood College
Crystal Stockwell, Admissions Counselor for Undergraduate and Masters
Aniyah Richerson, Registrar Assistant
Deborah Williams, Registrar Assistant

FINANCIAL AID OFFICE

William Howard, Financial Aid Director
KaDazha Berger, Financial Aid Counselor, A.A., Virginia University of Lynchburg
Briana Brown, Financial Aid Counselor,
Amara Randoo Financial Aid Counselor
Alfreda Patterson, Financial Aid Counselor

FOOD SERVICES

Vincent Anderson, Food Service Director
Natasha Booker, Cafeteria Manager

HOUSING

Barbara Turner-Wade, Director of Student Housing

INFORMATION TECHNOLOGY

Gitika Khanna, Full-Stack Developer
Chase Walthall, Software Engineer
Gerod Walthall, Distance Education Student IT Support

INSTITUTIONAL EFFECTIVENESS

Terri Cornwell, Director of IE/ Adjunct Professor for Communications Studies., B.A. Math Education, University of Delaware, M.A. Music, West Chester State College, M.A. Theatre, University of Maryland, Ph.D. Public Communication, University of Maryland

Laura Tucker, Compliance Officer, B.S., Psychology, M.P.A, ABD Doctor of Philosophy in Political Science, Georgia State University; Certificate, College Business Management Institute, University of Kentucky; D.H.A., Virginia University of Lynchburg

INTERCOLLEGIATE ATHLETICS

Tim Newman, Athletic Director/Head Football

Daniel Farley, Assistant Head Football Coach

Juanita Smith, Administrative Assistant for Athletics

Lee Walker, Administrative Assistant for Athletics

Pamela Walker, Women's Basketball Coach, B.S., Health Promotions, Saint Paul's College; M.A., Arts Human Services Counseling, M.Div, Theology, Liberty University.

Marico Ray – Band Director

STUDENT SERVICES

Vanessa Patillo, Vice President for Student Affairs, B.S., Virginia State University; M.Ed., Education, Lynchburg College, Doctor of Healthcare Administration

Thurman Brown, Director of Student Conduct, B.A., Business Administration, Lynchburg College; M.Ed., Educational Leadership, University of Lynchburg; Ed.D., Educational Leadership Studies, University of Lynchburg.

Jovan Calloway, Student Activities Coordinator

Stacey Parrish, R.N., Director, Health Clinic, B.S., Lynchburg College.

Amara Randoo, Telephone Operator

Darnell Wade, Housing and Student Services Support

TRANSPORTATION SERVICES

Juanita Smith, Transportation Coordinator

FACULTY

FULL-TIME FACULTY

Philip L. Campbell, Assistant Professor in Homiletics. B.R.S., M.R.S. & M.Div., Virginia University of Lynchburg; D.Min., Virginia University of Lynchburg.

James Coleman, Director of the Doctoral Program, Professor of Theology and Homiletics. B.S. Political Science and Public Administration, James Madison University; M.Div. Virginia Union University; Th.M. Duke University; D.Min. United Theological Seminary, Dayton, OH.

Ray Andrew Crawford, Instructor. B.S., American History, Coppin State University; M.S., Social Sciences, Historical Studies, Towson University; M.A., Teaching, Goucher College; Ph.D., Higher Educational Administration and Educational Leadership, Liberty University.

Atul Gupta, Professor, B.S. Delhi University, India , Master of Computer Science, University of Pune, India; Master of Computer Applications, Bharath University, India; Ph.D., Organizational Behavior and Leadership, State University of New York at Binghamton, US

Rex Hammond, Professor B.S., Journalism and Mass Communication, South Dakota State University, MBA, University of Lynchburg, DBA, The University of Manchester, United Kingdom

Cicily Hampton, Assistant Professor, B.A. Political Science, Seton Hall University, M.P.A, American University; Ph.D. Public Policy, University of North Carolina at Charlotte.

Troy D. Harman, Instructor, B.A., History, Lynchburg College; M.A., History, Shippensburg University; Ph.D., Lehigh University.

Carlton Jackson, Assistant Professor, Director of Master of Divinity Program, Professor, B.S. Liberty University; M.B.A. Averett University; MATS, Liberty Baptist Theological Seminary; D.Min., Virginia University of Lynchburg.

Martha Dixon Kearse, Instructor, B.A., English and Education, College of William and Mary; M.A., English Rhetoric and Writing, University of North Carolina at Charlotte; M.Div. and D.Min., Gardner-Webb University.

Marshall D. Mays, Professor of Religion. A.A. Liberal Arts Virginia College, B.A. in Theology, Virginia Seminary and College; M.R.S., Eastern Theological Seminary; M. Div. and D. Min., Virginia University of Lynchburg.

Pamela Walker, Instructor, B.S., Health Promotions, Saint Paul's College; M.A., Arts Human Services Counseling, Ed.D., Educational Leadership, Curriculum and Instruction, M.Div, Theology, Liberty University.

PART-TIME FACULTY

Blevin Alexander, B.A. History and Anthropology, University of Virginia, Juris Doctor, Washington & Lee University.

J. D. Ballard, B.A. Shaw University, M.Div. and D.Min., Duke University.

John Borek, Jr., Professor, B.B.A., Business Administration, MBA, Business Administration, Ph.D., Business Administration, Georgia State University.

Thurman Brown, Instructor, B.A., Business Administration, Lynchburg College; M.Ed., Educational Leadership, University of Lynchburg; Ed.D., Educational Leadership Studies, University of Lynchburg.

Sharon Carter, Instructor, A.B., Psychology, Sweet Briar College; M.Ed. Education, Ed.D., Education, University of Lynchburg.

Delman Coates, B.A. in Religion, Morehouse College, M.Div., Harvard Divinity School, Master of Philosophy in Religion, Columbia University.

Terri Cornwell, Professor, B.A., 1965, Math Education, University of Delaware; M.A., 1978, Music, West Chester State College, PA; M.A., 1978, Theatre, University of Maryland; Ph.D., 1979, Public Communication, University of Maryland

Crystal Edwards, Professor. B.S. Secondary Education, Pennsylvania State University; M.S. Chemistry, Rutgers University; Ed.D., Educational Leadership, Management, and Policy, Seton Hall University.

Ashraf Esmail, Professor. B.A. Sociology, LSU; M.A. Sociology, Georgian State University; Ph.D. Sociology/Administration, Union Institute and University.

David C. Forbes, Sr., B.A. Shaw University, M.S.W., Adelphi University, D.Min., United Theological Seminary.

David Forbes, Jr., B.S. James Madison University, M.Div. Virginia Union University, Ph.D. Tabernacle Bible College.

Mary B. Guthrow, Associate Professor of English. Emerita, Randolph-Macon Woman's College, B.A. RMWC, M.A. University of California at Berkeley, Ph.D., University of Pennsylvania.

Kathy C. Franklin, Professor. College Dean/Vice President of Administration. B.S., Virginia State University; M.Ed., Lynchburg College; L.H.D., Virginia University of Lynchburg; Ph.D., Union Institute and University.

Katrina V. Franklin, Instructor. B.S. High Point University, Master of Arts in Organizational Management, Virginia University of Lynchburg.

Carlos Gorostiaga, Instructor. B.A., Spanish, B.A., Philosophy, M.Ed. Education, University of Lynchburg.

Hermina Hendricks, Assistant Professor. B.S. Music, Defiance College; Master of Music Education, James Madison University; Certificate of Advanced Graduate Studies in Curriculum and Instruction, Virginia Polytechnic Institute.

Roberta Johnson, Instructor, M.A., Human Resources Management and Services, Troy University.

Nicolle Lee, Instructor, A.S. Science, Monroe Community College, B.S., Chemistry, Eastern Michigan University, M.S. Mathematics, University of Toledo.

Rachel Kinderman, Instructor, B.A. Spanish, St. Olaf College; M.A., Spanish, New Mexico State University.

Otis Moss Jr., B.A. Morehouse College, M.Div., Morehouse School of Religion/Interdenominational Theological Center, D.Min., United Theological Seminary.

Dwight Riddick, B.A. Norfolk State University, M.Div., Virginia Union University, D.Min., Regent University.

Vanessa Patillo, Instructor, B.S., Virginia State University; M.Ed., Education, Lynchburg College.

Kristin Peele, Instructor, B.S. Liberal Studies, Averett University, Danville, VA, 2002; M.Ed. Mathematics, Averett University, 2005

Patrica Price, Instructor, B.A., English, M.A., English, University of Lynchburg; D.H.A., Virginia University of Lynchburg.

Dolores Sarno, Professor**,** B.S., M.Ed. Rehabilitative Psychology, PA State University, Ph.D. Psychological Education and Processes, Temple University.

Walter Scott Thomas, B.S. in Economics, University of Maryland, M.Div., Howard University D.Min., Saint Mary's Seminary, and University.

John Torell, Instructor, B.S., MBA, M.A. Business Administration, M.A. History, American Public University(American Military University).

Lydia Torres, Professor, B.S. Biology, High Point University, D.O. New York College of Osteopathic Medicine.

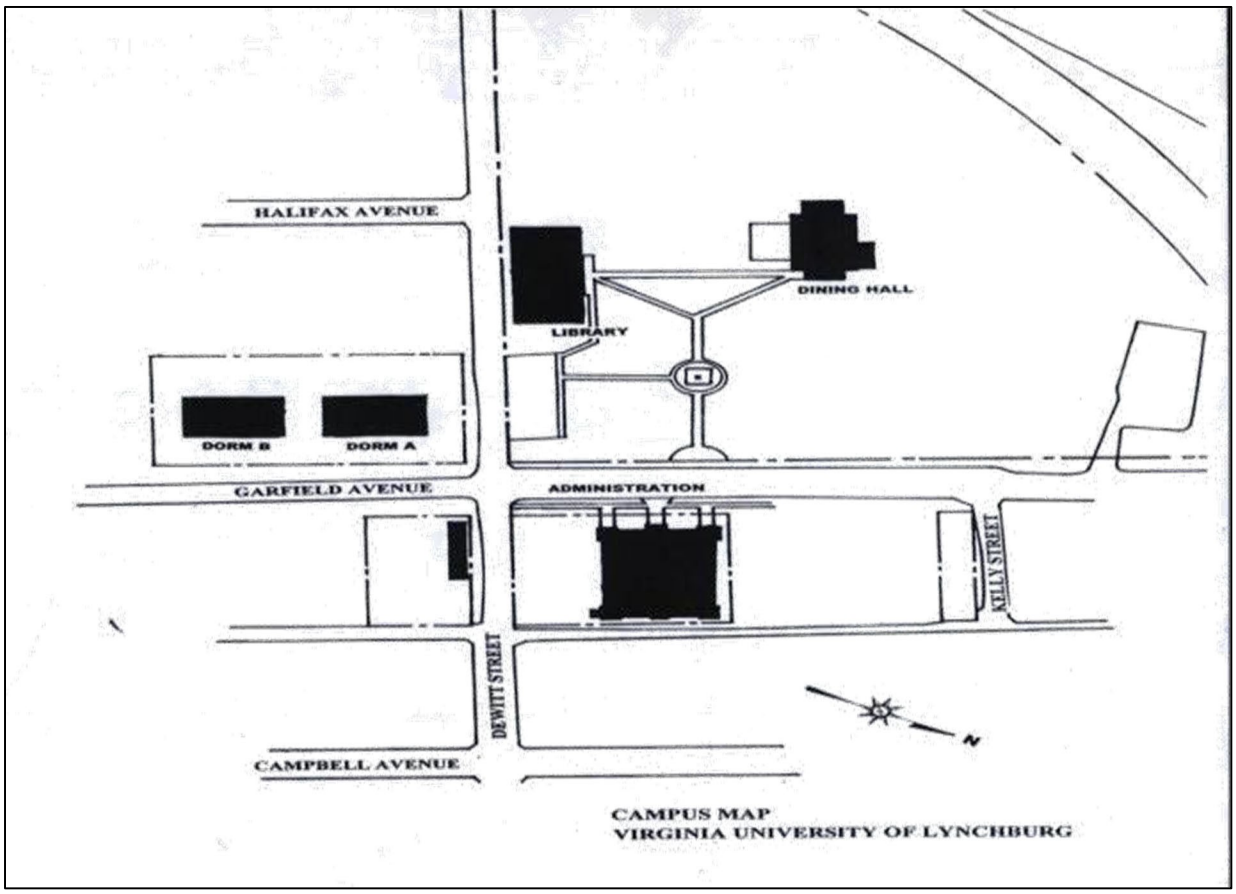
Michael Walrond, B.A., Morehouse College, M.Div., Duke University Divinity School.

Shara Wells, Instructor, B.A. Psychology, M.S. Mental Health Counseling, University of Maryland.

John Wiley, Instructor, B.A., Christian Ministries, Piedmont International University; M.A., Humanities, Adams State University; M.A., Biblical Studies, Piedmont International University; D.Min., Tyndale Theological Seminar and Biblical Institute.

Reid A. Wodicka, Assistant Professor, B.S. Public Policy and Administration, James Madison University; M.P.A., James Madison University; Ph.D. Public Policy, University of North Carolina at Charlotte.

CAMPUS MAP


HALIFAX AVENUE
LIBRARY
DINING HALL
DORM B
DORM A
GARFIELD AVENUE
ADMINISTRATION
KELLY STREET
DEWITT STREET
CAMPBELL AVENUE
N
CAMPUS MAP
VIRGINIA UNIVERSITY OF LYNCHBURG

ACADEMIC CALENDARS
2025-2026 ACADEMIC YEAR CALENDAR

JULY 2025		
01-04	Monday-Friday	**Offices Closed- Independence Day holidays**
04	Thursday	**Independence Day – Offices Closed**
07	Monday	Offices Reopen
16	**Wednesday**	**Last Date to register without penalty-New On-Campus Fall**
17	**Thursday**	**On-Campus Fall Late Registration penalties apply**
AUGUST 2025		
03	Sunday	**ONLINE CLASSES BEGIN – Summer Term 2**
14	Thursday	Faculty Orientation
20	Wednesday	On Campus Resident Hall Check-In (10am-2pm)
21	Thursday	Student Orientation - Mandatory All On-Campus Students
25	Monday	**On-Campus Classes Begin-Fall Semester Term 1**
25	Monday	**Late Registration Fees apply**
25-29	Monday-Friday	**Add/Drop Week**
28	Thursday	**ONLINE CLASSES END – Summer Term 2**
29	Friday	Last Day to Withdraw/Add/Drop Courses by 4:00 p.m.
SEPTEMBER 2025		
01	Monday	**Office Closed (Labor Day)**
01	Monday	**ONLINE CLASSES BEGIN – Fall Term 1**
02	Tuesday	Offices Reopen (9:00 a.m.)
11	Thursday	Faculty Meeting
OCTOBER 2025		
13	Monday	**Office Closed (Columbus Day)**
14-17	Tuesday– Friday	Mid-Term Exams
14	Tuesday	Office Reopens (9:00 a.m.)
27	Monday	**ONLINE CLASSES END – Fall Term 1**
31	Friday	**ONLINE CLASSES BEGIN – Fall Term 2**
NOVEMBER 2025		
05	Tuesday	Grades Due in Registrar's Office
11	Tuesday	Holiday (Veterans Day)
12	Wednesday	Office Reopens (9:00 a.m.)
14	Thursday	Board of Trustees Meeting/Orientation
24-28	Tuesday-Friday	**Offices Closed (Thanksgiving)**
DECEMBER 2025		
01	Monday	Offices Reopen (9:00 a.m.)
01-05	**Monday-Friday**	**Final Exam Period**
03	Tuesday	Pre-Hayes-Allen Day Banquet/ Play
04	Wednesday	Hayes-Allen Day (Mandatory All Student Participation)
05	Friday	***All Students Vacate the Dorms by 12 noon***
05	Friday	Grades Due to Registrar by 4:00 p.m.
Dec 08-Jan 04	Monday-Sunday	Office Closed (Christmas Break)
26	Friday	**ONLINE CLASSES END – Fall Term 2**

JANUARY 2026

01-02	Thursday-Friday	Offices Closed (New Year's Day holidays)
05	Monday	Offices Reopen (9:00 a.m.)
05	Monday	**ONLINE CLASSES BEGIN-Spring Term 1**
09	Friday	Student Housing Check In (10:00 a.m. – 2:00 p.m.)
12	Monday	**On-Campus Classes Begin-Spring Semester**
12	Monday	Late Registration Fee Applies
12-16	Monday-Friday	Add/Drop Week
16	Friday	Last Day for Withdrawal/Add/Drop before 4:00 p.m.
19	Monday	Martin Luther King Jr. Holiday (Offices closed)
20	Tuesday	Offices Reopen (9:00 a.m.)
21	Wednesday	Faculty Meeting

FEBRUARY 2026 Black History Celebration throughout the Month

03	Tuesday	Last Day to Remove "I" grades
16	Monday	**Offices Closed (President's Day)**
17	Tuesday	Offices Reopen (9:00 a.m.)
26	Thursday	**"Candidacy for Graduation" Deadline -** Registrar's Office

MARCH 2026

02	Monday	**ONLINE CLASSES END-Spring Term 1**
02-06	Monday-Friday	Mid-Term Exam Period
05	Thursday	**ONLINE CLASSES BEGIN-Spring Term 2**

APRIL 2026

01	Wednesday	Board of Trustees Meeting
03-10	Friday-Friday	**Offices Closed/Easter Holiday/Spring Break**
13	Monday	Offices Reopen (9:30 (9:00 a.m.)
27-30	Monday-Thursday	Final Exam Period
28	Tuesday	**Grades Due in Registrar's Office – Spring Semester**
30	Thursday	**ONLINE CLASSES END-Spring Term 2**

MAY 2026

TBA	TBA	Virginia Baptist State Convention
01	Friday	**Grades Due in Registrar's Office – Spring Semester**
01	Friday	**On-Campus Classes End-Spring Semester**
01	Friday	**Commencement Rehearsal**
02	Saturday	**Commencement Ceremony (11:00 a.m.)**
05	Tuesday	**ONLINE CLASSES BEGIN-Summer Term 1**
15	**Friday**	**Application Deadline – Fast Track & Fall On-Campus 2026**
25	Monday	**Holiday/ Memorial Day Office Closed**
26	Tuesday	Offices Reopen (9:00 am)

JUNE 2026

11-25	Thursday-Thursday	**Fast Track Summer Program**
11	Thursday	First Day of Classes - Fast Track
19	Friday	**Holiday (Juneteenth)**
25	Thursday	Last Day of Classes-Fast Track
25	Thursday	Fast Track Students Check Out of Resident Halls by 12 noon
30	Tuesday	**ONLINE CLASSES END-Summer Term 1**
Jun 29-July 6	Monday-Monday	**Offices Closed - Independence Day holidays**

JULY 2026

Jun 29-Jul 06	Monday-Monday	**Offices Closed - Independence Day holiday**
03	Friday	**ONLINE CLASSES BEGIN – Summer Term 2**
07	Tuesday	Offices reopen Tuesday, July 7

2026-2027 ACADEMIC YEAR CALENDAR

JULY 2026		
June 29-July 06	Monday-Friday	Offices Closed- Independence Day Holiday
03	Friday	Independence Day Observed– Offices Closed
03	Friday	Online Classes Begin – Summer Term 2
04	Saturday	Independence Holiday
06	Monday	Offices Reopen (9:00a.m.)
15	Wednesday	Last Date to register without penalty-Fall On-Campus students
16	Thursday	On-Campus Fall Late Registration penalties apply
July 29-August 14	Monday-Friday	Pre-season Football Practice
August 2026		
July 29-August 14	Monday-Friday	Pre-season Football Practice
04-05	Tuesday-Wednesday	Faculty Orientation
21-23	Friday-Sunday	On Campus Resident Hall Check-In (10am-4pm)
23	Sunday	Student Orientation - Mandatory All (Time TBA) On-Campus Students
24	Monday	On-Campus Classes Begin-Fall Semester
24	Monday	Late Registration Fees apply
24-28	Monday-Friday	Add/Drop Week
28	Friday	Last Day to Withdraw/Add/Drop Courses by 4:00 p.m.
28	Friday	Online Classes End– Summer Term 2
31	Monday	Online Classes Begin– Fall Term 1
September 2026		
07	Monday	Office Closed -Labor Day Holiday
08	Tuesday	Offices Reopen (9:00 a.m.)
18	Friday	Faculty Meeting
Sept. 28- Oct. 2	Monday-Friday	Mid-Term Exams
October 2026		
1-2	Thursday-Friday	Mid-Term Exams
5-9	Monday-Friday	Fall Colloquium (LNS School of Religion)
12	Monday	Office Closed -Columbus Day Holiday
13	Tuesday	Office Reopens (9:00 a.m.)
26	Monday	Online Classes End – Fall Term 1
29	Thursday	Online Classes Begin – Fall Term 2
November 2026		
03	Tuesday	Grades Due in Registrar's Office (Fall Term 1)
11	Wednesday	Office Closed (Veterans Day)
12	Thursday	Office Reopens (9:00 a.m.)
12	Thursday	Board of Trustees Meeting/Orientation
16-20	Monday-Friday	Pre-Registration (All Students)
24-27	Tuesday-Friday	Offices Closed -Thanksgiving Break
30	Monday	Offices Reopen (9:00 a.m.)
December 2026		
02	Wednesday	Hayes-Allen Day
TBA		Final Exam Period
04	Friday	Grades Due to Registrar by 4:00 p.m.
04-January 4	Monday-Friday	Office Closed -Christmas Break
24	Thursday	Online Classes End – Fall Term II
31	Thursday	Grades Due to Registrar by 4:00 p.m. (Fall Term II)

January 2027		
01-03	Friday-Sunday	Offices Closed (New Year's holidays)
04	Monday	Online Classes Begin-Spring Term 1
04	Monday	Offices Reopen (9:00 a.m.)
8-10	Friday-Sunday	Student Housing Check In (10:00am-4:00pm)
11	Monday	On-Campus Classes Begin-Spring Semester
11	Monday	Late Registration Fee Applies
11-15	Monday-Friday	Add/Drop Week
15	Friday	Last Day for Withdrawal/Add/Drop before 4:00 p.m.
18	Monday	Offices Closed- Martin Luther King Jr. Holiday
19	Tuesday	Offices Reopen (9:00 a.m.)
22	Friday	Faculty Meeting
25	Monday	Last Day to Remove "I" grades
February 2027		**Black History Celebration throughout the Month**
15	Monday	President's Day Holiday (Offices Closed)
16	Tuesday	Offices Reopen (9:00 a.m.)
25	Thursday	"Candidacy for Graduation" Deadline - Registrar's Office
March 2027		
01	Monday	Online Classes End-Spring Term 1
04	Thursday	Online Classes Begin-Spring Term 2
15-19	Monday-Friday	Mid-Term Exam Period
22-25	Monday-Thursday	Pre Registration (All Students)
March 26- April 2	Friday-Friday	Offices Closed -Easter Holiday/Spring Break
April 2027		
01-02	Thursday	Offices Closed/Spring Break
05	Monday	Offices Reopen (9:00 a.m.)
08	Thursday	Board of Trustees Meeting
23	Friday	On-Campus Classes End-Spring Semester
25	Sunday	Online Classes End-Spring Term 2
26-29	Monday-Friday	Final Exam Period
28	Wednesday	Grades Due in Registrar's Office – Spring Semester
30	Friday	Commencement Rehearsal (Mandatory All Graduates)
May 2027		
01	Saturday	Commencement Ceremony (11:00 a.m.)
TBA		Virginia Baptist State Convention
04	Tuesday	Online Classes Begin-Summer Term 1
31	Monday	Office Closed- Memorial Day Holiday
June 2027		
01	Tuesday	Offices Reopen (9:00 a.m.)
10-30	Thursday-Monday	Fast Track Summer Program
11	Monday	First Day of Classes – Summer Fast Track
18	Friday	Offices Closed- Juneteenth Holiday (Observed)
19	Saturday	Juneteenth Holiday
21	Monday	Offices Reopen (9:00 a.m.)
29	Sunday	Online Classes End-Summer Term 1
30	Thursday	Last Day of Classes-Summer Fast Track
30	Thursday	Summer Fast Track Students-Check Out of Resident Halls
July 2027		
01-09	Monday-Friday	Offices Closed – Summer Break & Independence Day holiday
02	Friday	Online Classes Begin – Summer Term 2
12	Monday	Offices Reopen (9:00 a.m.)