

VIRGINIA UNIVERSITY OF LYNCHBURG



2018 – 2019

THE VUL UNDERGRADUATE CATALOG



**2058 GARFIELD AVENUE
LYNCHBURG, VIRGINIA 24501-6417
434.528.5276 * FAX 434.528.4257**

www.vul.edu

**Virginia University of Lynchburg
Is**

Certified by:

The State Council of Higher Education of Virginia (SCHEV)

Accredited by:

**Transnational Association of
Christian Colleges and Schools (TRACS)**

Member of:

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

Affiliated with:

**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 Policy and Procedures

Virginia University of Lynchburg does not discriminate on the basis of gender, race, color, religion, age, disability, veteran status, national or ethnic origin, ancestry, sexual orientation, gender identity and expression, possession of a general education development certificate as compared to a high school diploma, or any other legally protected status in hiring and promotion, 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.

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 an accommodation, please contact Mrs. Rachel Richardson, Director of Disability Services 2058 Garfield Avenue, Lynchburg, Virginia 24501 or by telephone 434-528-5276 (Ext. 1114). Students and the Director will engage in an interactive process to determine reasonable accommodations.

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 financial assistance.” The University’s Director of Disability Services is Mrs. Rachel Richardson, who can be reached at clarson@vul.edu or 434-528-5276 ext.1129. 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

Campus and Teaching Sites

Main Campus:

Virginia University of Lynchburg
2058 Garfield Avenue
Lynchburg, VA 24501
434-528-5276

Teaching Sites:

Danville Teaching Site

215 Grant Street
Danville, VA 24541
434-793-9493

Dawn Teaching Site

16042 Northumberland Highway
Burgess, VA 22432
804-453-3074

Petersburg Teaching Site

418 Halifax Street
Petersburg, VA 23803
804-833-1711

Suffolk Teaching Site

215 Webb Street
Suffolk, VA 23434-7876
757-934-0191

VIRGINIA UNIVERSITY OF LYNCHBURG ORGANIZATIONAL CHART

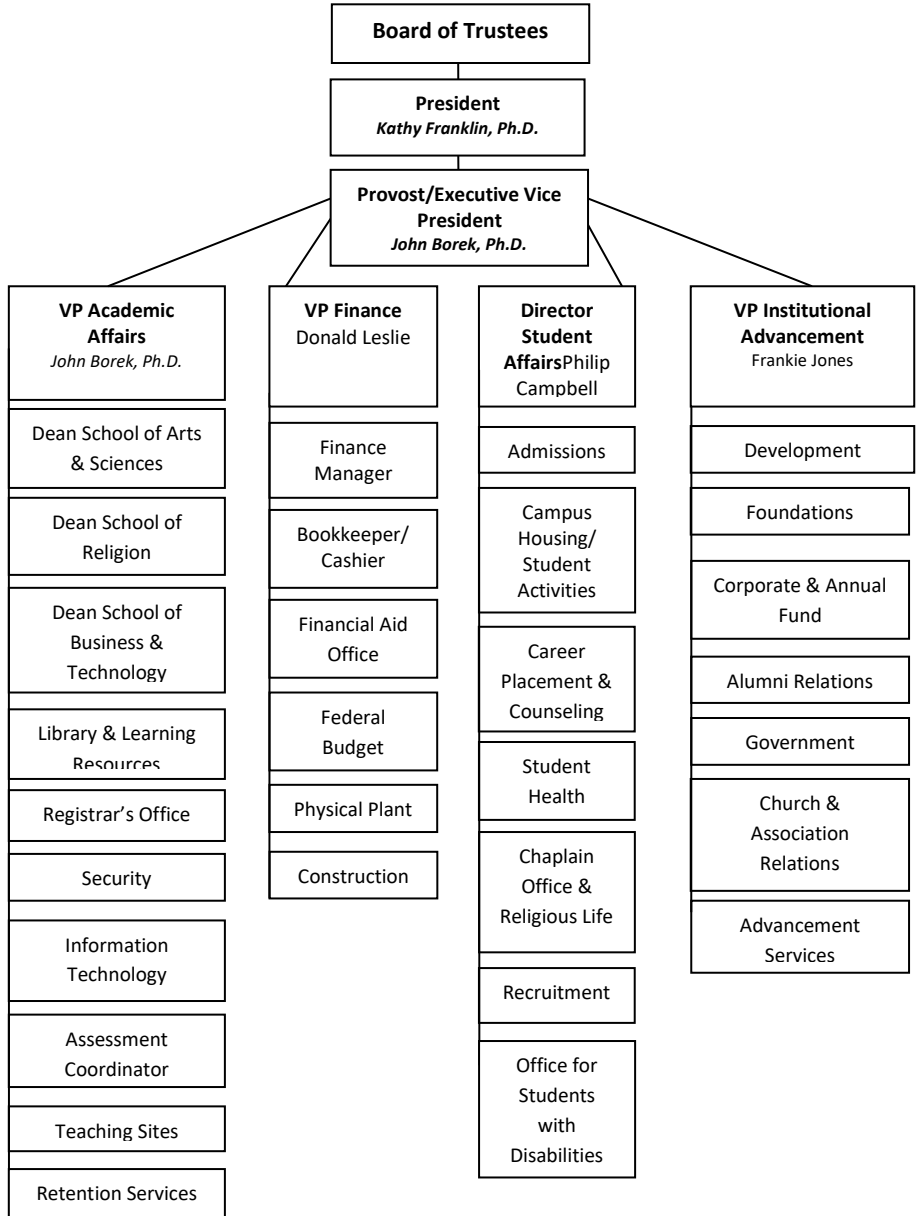


TABLE OF CONTENTS

Virginia University of Lynchburg Certified, Accredited, Member of, Affiliated.....	2
VUL Campus and Teaching Sites Locations.....	3
VUL Organizational Chart.....	4
University Academic Calendar.....	9
Members of the Board.....	16
Words from the President.....	17
Virginia University of Lynchburg History.....	18
Doctrinal Position.....	20
Mission.....	22
Objectives.....	22
Admission Requirements.....	23
General Admission to the University.....	23
Ability to Benefit.....	23
How to Apply.....	23
Distant Learning Program.....	24
Student Transfers.....	24
Policy on Prior Learning.....	25
Developmental Courses.....	25
Veterans.....	26
Readmission.....	26
Orientation Program.....	27
Student Activities.....	27
Counseling Service.....	27
Housing and Resident Hall Living.....	27
Commuter Students.....	28
Campus Safety and Security.....	28
Academic Regulations.....	28
Classification of Students.....	28
Student Status.....	29
Students with Disabilities.....	29
Examinations.....	29
Grading Systems.....	30
Grading Scale.....	31
Academic Standing, Probation, and Academic Suspension.....	31
Repetition of a Course.....	31
Scholarship.....	31
Commencement.....	32
College Tuition and Fees.....	32
Undergraduate Programs.....	32
School of Business.....	33

School of Religion	35
Financial Aid	37
General Information	37
How to Apply for Financial Aid	37
Pell Grants	38
Federal Supplemental Educational Opportunity Grant (FSEOG)	39
Federal Work Study (FWS)	39
Satisfactory Academic Progress for Federal Student Aid	39
Title IV Refund Procedures	40
Refund Policy for Federal Financial Aid Recipients	40
Priority Method	42
Student Account Refunds	42
Refund Schedules	42
Request for Refund	43
Student Withdrawal	43
Review of Grades	43
Student Rights	44
Family Educational Rights and Privacy Acts	44
Code of Conduct Standards And Regulations	45
The Virginia University of Lynchburg Judicial Board Constitution	48
The Honor Code	51
Honor Code Conduct Standards and Regulations	51
Student Access to the Internet	56
Academic Program Requirements	57
General Education at Virginia University of Lynchburg	57
Student Academic Load	57
Undergraduate Education	57
Mission and Purpose of Undergraduate Program	57
Goals	58
G.W. Hayes School of Arts and Sciences	59
Liberal Arts Curriculum	59
Course Descriptions	60
Certificate in Ministry (School of Religion)	69
Program of Study	69
Course Descriptions	70
Certificate in Ministry (Concentration: Church Leadership)	74
Program of Study	74
Class Substitution	75
Course Descriptions	76
Bachelor of Arts in Religious Studies	81
Program of Study	81
Course Descriptions	83

Bachelor of Arts in Sociology (Major: Sociology)	90
Program of Study	91
Course Descriptions	92
Bachelor of Arts in Sociology (Concentration: Criminology)	101
Program of Study	101
Course Descriptions	102
School of Business	113
Business Administration Professional Core	114
Program of Study	115
Course Descriptions	117
Bachelor of Arts in Organizational Management	125
Program of Study	126
Course Descriptions	126
Master of Arts in Organizational Management	130
Program Offerings	130
Course Descriptions	131
Distant Learning/Online Programs	137
School of Religion	138
Mission and Purpose of Graduate Education	138
Goals	138
Admission Requirements	139
Standard Admission	139
Special Admission	139
International Students	140
Resident Requirements and Transfer Credit	140
Absences and Withdrawal	141
Academic Standing	141
Academic Probation	141
Appeal Process	141
Time Limits for Completion	142
Graduation	142
Academic Year	143
The Day Program	143
Non-Traditional Hours	143
Guidelines for Directed and Independent Studies	143
Graduate Program Fees	144
Financial Aid	145
Course Offerings Headings	145
Program of Study	145
Other Educational Opportunities	147
Graduate Course Descriptions	147
Admission to Doctor of Ministry Program	152

Program Goals	153
Program of Study	153
Program Advising	153
The Research	153
The Dissertation/Project	154
Doctor of Ministry Process	155
Director of the Doctor of Ministry Program	156
Lecturers	156
Mentors	157
Virginia University of Lynchburg Administrative Staff	158
Executive Staff	158
College Deans	159
Administrative Support Staff	159
Business Office and Financial Aid	160
Enrollment Management & Admissions	160
Security Services	161
Student Services & Counseling	161
Library Services	161
Plant Facilities	162
Computer Operations & Support Services	162
Part-Time Faculty	162
Full-Time Faculty	169
Directors & Staff of Off Campus Teaching Sites	170
Campus Map	171

VIRGINIA UNIVERSITY OF LYNCHBURG 2017 ACADEMIC CALENDAR

January 2017

02 Monday
 06 Friday
 09 Monday
 04 Wednesday
 09 Monday
 13 Friday
 13 Friday
 16 Monday
 17 Tuesday
 23 Monday

Office Closed (New Year's Day Observance)

ONLINE CLASSES BEGIN

Final Day for Spring Registration
 Office Reopens (Staff)
 Spring Semester Starts
 Last Day to Add/Drop
 Last Day To Remove "I" Grades

No Class/Offices Closed (Dr. King's Birthday)

Classes Resume/Office Reopens (9:00 a.m.)
 Faculty Meeting (3:00 p.m.)

February 2017

01 Wednesday
 20 Monday
 21 Tuesday

Black History Celebration throughout the Month

Off-campus Registration and Fees Due

No Classes/Office Closed (President's Day)

Classes Resume/Office Reopens (9:00 a.m.)

March 2017

03 Friday
 06 Monday
 07 Tuesday
 10 Friday
 20 Mon. – 24 Fri.

ONLINE CLASSES End

ONLINE CLASSES BEGIN

All Student Fees Due in Full
 Last Day to Add/Drop
 Mid-Term Exam Period

April 2017

05 Wednesday

 12 Wednesday
 14 Friday -21
 24 Monday
 24 Mon. – Fri. 28

"Candidacy for Graduation Forms" due in Registrar's Office

Board of Trustees Meeting (11:00 a.m.)

Easter Holiday/Spring Break

Classes Resume/Office Reopens (9:00 a.m.)
 Final Exam Period (Last Day of Classes)

May 2017

01 Monday
 01 Monday
 05 Friday
 06 Saturday
 08 Monday
 09 Tuesday
 15 Monday
 29 Monday
 30 Tuesday

Grades Due in the Registrar's Office

ONLINE CLASSES END

Commencement Rehearsal 3:00 p.m.

Commencement Exercises 11:00 a.m.

ONLINE CLASSES BEGIN

Last Day to Add/Drop (on-line)

Virginia Baptist State Convention

Office Closed (Memorial Day)

Offices Reopen (9:00 a.m.)

June 2017

15 Thursday
29 Thursday
30 Friday

FAST TRACK Summer Program
Last Day of Fast TRACK (Students Check Out)
Office Closed (**Holiday Independence Day**)

July 2017

03 Monday- Friday 07
03 Monday
07 Friday
10 Monday
10 Monday
24 Monday

Office Closed **Holiday (Independence Day)**
ONLINE CLASSES END
ONLINE CLASSES BEGIN
Last Day to Add/Drop (on-line)
Offices Reopen (9:00 a.m.)
Registration for New, Transfer, & Returning

August 2017

25 Friday
28 Monday

Orientation (Mandatory all Students)
Fall Semester Begins

September 2017

01 Friday
04 Monday
05 Tuesday
05 Tuesday
05 Tuesday
07 Thursday
08 Friday
15 Friday

ONLINE CLASSES END
Office Closed (Labor Day)
Office Reopens (9:00 a.m.)
ONLINE CLASSES BEGIN
Last Day for Student Registration
Last Day to Add/Drop (Campus Students)
Last Day for Add/Drop (on-line)
Faculty Meeting

October 2017

09 Monday
10 Tuesday
23 Monday -27
24 Tuesday
31 Tuesday

Office Closed (Columbus Day)
Office Reopens (9:00 a.m.)
Mid-Term Exams
Annual Assessment Day
ONLINE CLASSES END

November 2017

03 Friday
06 Monday
13 Monday
13 Monday
14 Tuesday
21 Tuesday
27 Monday
27 Monday
29 Wednesday

ONLINE CLASSES BEGIN
Last Day to Add/Drop
Grades Due to Registrar
Office Closed (Veterans Day)
Office Reopens (9:00 a.m.)
Office Closed (Thanksgiving)
Faculty Meeting
Office Reopens (9:00 a.m.)
Board of Trustees Meeting/Orientation

December 2017

04 Monday
05 Tuesday

Pre-Hayes-Allen Day Activities
Pre-Hayes-Allen Day Play/ Banquet (6:00 p.m.)

06	Wednesday	Hayes-Allen Day (Mandatory Attendance all Students)
07	Thursday/Friday 08	Office Closed for Staff /Students and Faculty Report
11	Mon. – Fri. 15	Final Exam Period
15	Friday	Last Day of Classes
15	Friday	Office Closed (Christmas)
29	Friday	ONLINE CLASSES END

2018 Academic Calendar

January 2018

01	Monday	Office Closed (New Year's Day Observance)
04	Thursday	Office Reopens
06	Saturday	ONLINE CLASSES BEGIN
08	Monday	All Fall Semester Grades Due
08	Monday	Classes Resume/Office Reopens (9:00 a.m.)
08 – 12	Monday-Friday	Add/Drop Week
12	Friday	Last Day to add or drop a class until 4PM
15	Monday	No Class/Offices Closed (Dr. King's Birthday)
16	Tuesday	Classes Resume/Office Reopens (9:00 a.m.)
22	Monday	Final Day for Spring Registration
26	Friday	Faculty Meeting (3:00 p.m.)
29	Monday	Off-campus Registration and Fees Due

February 2018

01	Thursday	Black History Celebration throughout the Month
		Last Day to Remove "I" Grades
19	Monday	No Classes/Office Closed (President's Day)
20	Tuesday	Classes Resume/Office Reopens (9:00 a.m.)

March 2018

03	Saturday	ONLINE CLASSES End
06	Tuesday	All Student Fees Due in Full
06	Tuesday	ONLINE CLASSES BEGIN
07	Wednesday	"Candidacy for Graduation Forms" due in Registrar's Office
19	Mon. – 23 Fri.	Mid-Term Exam Period
30	Friday	Easter Holiday/Spring Break

April 2015

2-6	Friday	Monday	Easter Holiday/Spring Break
09	Monday		Annual Assessment Day
09	Monday		Classes Resume/Office Reopens (9:00 a.m.)
11	Wednesday		Board of Trustees Meeting (11:00 a.m.)

23	Mon. – Fri. 27	Final Exam Period (Last Day of Classes)
30	Monday	Grades Due in the Registrar's Office

May 2018

01	Tuesday	ONLINE CLASSES END
04	Friday	Commencement Rehearsal 3:00 p.m.
05	Saturday	Commencement Exercises 11:00 a.m.
07	Monday	ON LINE CLASSES BEGIN
09	Wednesday - 13	Virginia Baptist State Convention
28	Monday	Office Closed (Memorial Day)
29	Tuesday	Offices Reopen (9:00 a.m.)

June 2018

14	Thursday	FAST TRACK Summer Program
28	Thursday	Last Day of Fast TRACK (Students Check Out)
29	Friday	Office Closed (Holiday Independence Day)

July 2018

02 - 06	Monday- Friday	Office Closed Holiday (Independence Day)
02	Monday	ONLINE CLASSES End
06	Friday	ON LINE CLASSES BEGIN
09	Monday	Offices Reopen (9:00 a.m.)
20	Friday	Registration for New, Transfer, & Returning Students

August 2018

24	Friday	Orientation (Mandatory all Students)
27	Monday	Fall Semester Begins
27	Monday	Add/Drop Week
31	Friday	ONLINE CLASSES END

September 2018

03	Monday	Office Closed (Labor Day)
04	Tuesday	Withdraw/Drop Courses without Penalty
04	Tuesday	Office Reopens (9:00 a.m.)
04	Tuesday	ONLINE CLASSES BEGIN
10	Monday	Off-Campus Enrollment Fees Due
14	Friday	Faculty Meeting

October 2018

08	Monday	Office Closed (Columbus Day)
09	Tuesday	Office Reopens (9:00 a.m.)
22	Monday – 26	Mid-Term Exams
30	Tuesday	ONLINE CLASSES END

November 2018

03	Saturday	ON LINE CLASSES BEGIN
10	Monday	Grades Due to Registrar

12	Monday	Office Closed (Veterans Day)
13	Tuesday	Office Reopens (9:00 a.m.)
14	Wednesday	Board of Trustees Meeting/Orientation
23	Monday	Faculty Meeting
20-23	Tuesday	Office Closed (Thanksgiving)

December 2018

03 -6	Monday	Final Exam Period
04	Tuesday	Pre-Hayes-Allen Day Dinner/Play (6:00 p.m.)
05	Wednesday	Hayes-Allen Day (Mandatory Attendance all Students)
06	Thursday	Last Day of Class
07	Friday	Office Closed (Christmas)
12	Wednesday	Fall Semester Grades Due in Registrar's Office
29	Saturday	ONLINE CLASSES END

2019 Academic Calendar**January 2019**

01	Tuesday	Office Closed (New Year's Day Observance)
06	Sunday	ONLINE CLASSES BEGIN
07	Monday	Office Reopens (9:00 a.m.)
14	Monday	Fall Semester Begins
14	Monday	Add/Drop Week
15	Tuesday	Off-Campus Registration/Fees Due
18	Friday	Last Day for Withdrawal/ Add/Drop before 4 PM
21	Monday	Office Closed (MLK Birthday)
22	Tuesday	Offices Reopen (9:00 a.m.)
23	Wednesday	Faculty Meeting 3:00 p.m.

February 2019

01	Friday	Black History Celebration throughout the Month
		Last Day to Remove "I" grades
18	Monday	Office Closed (President's Day)
19	Tuesday	Offices Reopen (9:00 a.m.)
22	Friday	Annual Assessment Day

March 2019

03	Sunday	ONLINE CLASSES END
04	Monday	"Candidacy for Graduation" Forms Due in Registrar's Office
05	Tuesday	ONLINE CLASSES BEGIN
11	Monday	Mid-Term Exam Period

April 2019

04	Monday	Offices Reopen (9:00 a.m.)
17	Wednesday	Board of Trustees Meeting

19	Friday	Easter Holiday/Spring Break
22	Mon. – Fri. 26	Final Exam Period (Last Day of Classes)
29	Monday	Grades Due in Registrar's Office
30	Tuesday	ONLINE CLASSES END

May 2019

03	Friday	Commencement Rehearsal (3:00 p.m.)
04	Saturday	Commencement Exercises (11:00 a.m.)
06	Monday	ONLINE CLASSES BEGIN
13	Mon. – Fri. 17	Virginia Baptist State Convention
27	Monday	Holiday/ Memorial Day
28	Tuesday	Offices Reopen (9:00 a.m.)

June 2019

13	Thursday	FAST TRACK Summer Program
27	Thursday	Last Day of Fast TRACK (Students Check Out)
28	Friday	Office Closed (Holiday Independence Day)

July 2019

01	Monday – Friday 05	Holiday/Independence Day/Summer Vacation
01	Monday	ONLINE CLASSES END
05	Friday	ONLINE CLASSES BEGIN
08	Monday	Office Reopens
22	Monday	Registration for New, Transfer & Returning Students

August 2019

22	Thursday	Orientation (Mandatory All Students)
30	Friday	ONLINE CLASSES END
26	Monday	Fall Semester Begins
26	Monday	Add/Drop Week

September 2019

02	Monday	Office Closed (Labor Day)
03	Tuesday	Office Reopens
03	Tuesday	Last Day for Student Registration
03	Tuesday	Last Day Withdrawal/ Add/Drop Courses 4 PM
04	Wednesday	ONLINE CLASSES BEGIN
06	Friday	Faculty Meeting
14	Wednesday	Off-campus Enrollment and Fees Due

October 2019

14	Monday	Office Closed (Columbus Day)
15	Tuesday	Office Reopens (9:00 a.m.)
21	Mon. – 25 Friday	Mid-Term Exams
30	Wednesday	ONLINE CLASSES END

November 2019

04	Monday	Grades Due in Registrar's Office
04	Monday	Annual Assessment Day
05	Tuesday	ONLINE CLASSES BEGIN
11	Monday	Holiday (Veterans Day Observed)
13	Wednesday	Board of Trustees Meeting/Orientation
18	Monday	Faculty Meeting
26	Tuesday	Office Closed (Thanksgiving)

December 2019

02	Monday	Office Reopens (9:00 A.M.)
03	Tuesday	Pre-Hayes-Allen Day Banquet/ Play
04	Wednesday	Hayes-Allen Day (Mandatory Attendance all Students)
09	Mon. -Fri. 13	Final Exam Period/Last Day of School
16	Monday	Office Closed (Christmas)
31	Tuesday	ONLINE CLASSES END



MEMBERS OF THE BOARD OF TRUSTEES

Dr. LeRoy Owens, <i>Chairman</i>	<i>Washington, DC</i>
Mr. Charles Webb, <i>Vice-Chairman</i>	<i>Washington, DC</i>
Dr. H. Walden Wilson, <i>Treasurer</i>	<i>Baltimore, MD</i>
Dr. Kathy Franklin, <i>President of VUL</i>	<i>Rustburg, VA</i>

FIRST CLASS – Term Expires 2018

Dr. Lawrence Campbell	<i>Danville, VA</i>
Dr. Kevin White	<i>Portsmouth, VA</i>
<i>Dr. Allam Baaheth</i>	<i>Mobile, AL</i>
Ms. Shaun Brown	<i>Hampton, VA</i>
Mrs. Mabel Calloway	<i>Lynchburg, VA</i>
<i>Mrs. Bernice McCain</i>	<i>Petersburg, Virginia</i>
Dr. H.G. McGhee	<i>Coram, New York</i>

WORDS FROM THE PRESIDENT

I would like to take this opportunity to bid you a warm welcome. I am glad about your interest in our University. Virginia University of Lynchburg (VUL) was founded back in 1886 to serve African Americans that were not allowed to attend predominately white institutions. 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 1920's, and our struggle for equality in the 1960's.

Quality is the key feature of the VUL vision. We strive to achieve a level of quality that will match that of any higher education institution. We strive to be an educational institution that 'inspires growth through support & challenges'. This is also something that you will notice throughout VUL in the course programs, in the teaching staff, in the personal supervision that you will receive. In short, selecting VUL for your education amounts to a good choice! VUL is truly distinctive. While there are other fine institutions that strive to meet the needs of students who have the ambition to continue their education in combination with other responsibilities, Virginia University of Lynchburg stands out. We are proud to be a nonprofit University that has been dedicated to serving working adults and underrepresented students for more than a century by offering relevant and attainable educational programs.

You are facing a decisive question in your life: "What should I study, and at which university?" In order to provide you with important assistance for your study orientation this handbook includes a lot of information around studies at VUL. Make use of the many different chances to get to know our institution before taking up a course of study. Perhaps you wish to finish your bachelor's degree or complete a graduate program. Perhaps you would like to transfer from another institution or you are ready to launch your educational journey. Whatever your educational aspiration, you will find that Virginia University of Lynchburg offers you an experience that is both grounded in the reality of real-world situations and inspired by the possibilities of the future.

We wish you every success in selecting your future education program and warmly welcome you to "The School on the Hill."

VIRGINIA UNIVERSITY OF LYNCHBURG

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, 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 30 million dollars. The plant, its management, and the

responsibility of financing it reveal the potential mental, moral, and spiritual resources of the institution's DO-FOR-THYSELF philosophy.

During the past 124 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., 2000-2016

Kathy C. Franklin, B.S., M.Ed., Ph.D. L.H.D., 2016 - 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, 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. Become mature, informed, and effective Christian leaders in a complex and globally diverse society.
7. Possess university-level competencies in writing, speaking, reading, analytical reasoning, computer literacy, library research, and the appreciation of the arts.
8. 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.

ABILITY-TO-BENEFIT

Applicants to Virginia University who do not have a traditional high school diploma or an equivalent GED and are not currently enrolled in a high school curriculum may qualify for the Ability to-Benefit option and be eligible to matriculate into a program and apply for Financial Aid. Upon submitting an application for admission, applicants will be required to take an Ability-to-Benefit assessment test. Applicants achieving the minimum score as established by the U.S. Department of Education (for Accuplacer - Reading: 55; Sentence Skills: 60; Math: 34) will be admitted to Virginia University of Lynchburg and will be permitted to matriculate and apply for financial aid.

To be eligible under the Ability-to-Benefit (ATB) option, a student must be at least sixteen (16) years of age and pass a United States Department of Education approved ATB test. ATB affords an individual with the opportunity to demonstrate that he/she can benefit from the educational experience at Virginia University of Lynchburg.

Admission may be granted to individuals who have a high school diploma or the equivalent (GED), and may benefit from any of the programs of study offered by the University. While students in Virginia cannot earn their GED unless they are beyond the compulsory attendance age, students who seek college admission from other states with GED certificates must be beyond the age of compulsory high school attendance in the state in which their school is located. Admission to the University may be denied if the admissions committee feels that matriculation would not be in the best interest of the student and/or the University.

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.

OFFICE FOR STUDENTS WITH DISABILITIES

Virginia University of Lynchburg does not discriminate on the basis of gender, race, color, religion, age, disability, veteran status, national or ethnic origin, ancestry, sexual orientation, gender identity and expression, possession of a general education development certificate as compared to a high school diploma, or any other legally protected status in hiring and promotion, 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.

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 an accommodation, please contact Mrs. Carol Larson, Director of Disability Services at 2058 Garfield Avenue, Lynchburg, Virginia 24501-6417 or by telephone 434-528-5276 (Ext. 1129). Students and the Director will engage in an interactive process to determine reasonable accommodations.

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 financial assistance.” The University’s Director of Disability Services is Mrs. Carol Larson, who can be reached at clarson@vul.edu or 434-528-5276 ext.1129. 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

DISTANCE LEARNING PROGRAM

Prospective students may download an application online at www.vul.edu or mail the application to the Admissions Director at the address listed above.

All online students are required to have access to a high-speed computer with e-mail and Internet service.

STUDENT TRANSFERS

Students Transferring from Other Colleges

Usually, a student transferring from another college 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 TRANSFERRING TO OTHER COLLEGES

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 embraces the lifelong learning experiences of students who enroll in its programs through awarding credit for military experience, certification for professional training, credit by examination, and documentation for other college level learning as set forth by the guidelines of bona fide nationally recognized collegiate associations.

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. 103 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 (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 academic programs are approved for veterans. 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 experiences of service men and women. Upon the presentation of proper certificates, (DD-214 may include information), service experiences will be evaluated and proper credit awarded. Veterans Administration benefit claims are processed through the Registrar's office.

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.

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

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.

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.

STUDENT WORK-STUDY

The work-study program at Virginia University of Lynchburg is geared to 1) assist the financially needy student in meeting the costs of postsecondary education by providing an opportunity for the student to earn money with part-time employment, and 2) stimulate and promote the learning of skills, responsibilities and attitudes

related to the world of work in an educational setting; combining learning with work that will transfer into careers and vocations after college.

Annual Work-Study Operations Timeline

In addition to determining the amount of college work-study awards, the Financial Aid Office acts as the coordinating agent between the student, supervisors, and administrative offices of Virginia University of Lynchburg.

April: The University receives final funding from the Department of Education for the next academic year.

May: The Financial Aid Director prepares a report based on an analysis of Work-study hours used during past year for supervisors; determines number of hours to award each area of the university for next year. The report is forwarded to the Director of Support Services for review.

June: The Director of Support Services will present the report of recommended work-study hours to award for next year to departments for perusal; Financial Aid Director will make any suggested adjustments to hours awarded and then send hours awarded to each department.

August and September: Financial Aid Director and Financial Aid Advisors will conduct required university work-study orientation sessions for supervisors and work-study students.

January: The Financial Aid Director will reassess the awarded hours versus used hours, and contact supervisors as appropriate regarding underutilized and overuse of hours.

Work-Study Application Process

1. The student applies for the college work-study program by completing the Free Application for Federal Student Aid (FASFA). The Office of Financial Aid will determine eligibility.
2. The student completes an institutional application for work-study, which will outline the student's skills, experience and interests. The student's job preference, as well as the needs of the University, is given consideration in job placement; whenever possible, placement may be made in an area related to the student's course of study or career goals. Work-study students will not be assigned to the following areas, due to the confidential nature of business conducted on a routine

basis: Human Resources, Payroll/Cashier/Business Office, and other designated departments/offices. Work-study students are prohibited from engaging in any operational functions that include access to confidential files, academic and personnel records, or other related materials information sources.

3. A financial aid advisor will review the student applications and determine eligibility for students. Supervisors request copies of applications from the financial aid advisor. Supervisors review applications and interview interested students. Selected students are to make an appointment with a financial aid advisor to complete necessary personnel paperwork. Once the student is approved to work by the Human Resources Department, the financial aid advisor will notify the appropriate supervisor. Returning students may resume their job from the prior school year provided they have been requested back by their supervisor, and have completed all necessary yearly paperwork with the Financial Aid Office.

4. A Work-Study Contract is prepared and all payroll information is given to the student. A copy of the completed contract is kept on file in the Office of Financial Aid. A student cannot begin work until a Work-Study Contract is signed and payroll information is processed. Required forms include a W-4 (Tax Withholding Form), State Form and an I-9 (Employment Verification Form). Proper identification is necessary to complete this process. A valid driver's license, a U.S. social security card or an original or certified copy of a birth certificate will be needed to prove eligibility to work. Also, a valid U.S. Passport may be used in the place of the previous mentioned documents.

5. The supervisor and student collaboratively complete a Class/Work Schedule form to be on file with the supervisor and the Office of Financial Aid.

Student Work-Study Schedules

1. University departments, centers, vary in work schedules. Some offices require that all student hours be Monday through Friday from 8:00 –5:00; other departments may require some night or weekend work. Students are not to work over 6 hours in a day without a 30 minute break reflected on the timesheet. Overtime is not paid to work-study students. Students are not to work over 40 hours in any work week.

2. When a student is hired, both the student and supervisor complete a Class/Work Schedule Form and determine an agreeable work schedule. Students are not allowed to work at any time in which their classes are in session. After setting up an agreeable schedule, the student must adhere to that schedule throughout the term.

3. Work-study commitments must take precedence over extracurricular activities such as clubs, athletics, etc. Continuous deviations from the work schedule will result in disciplinary action, which could include suspension or termination from the job.
4. The Registrar's official class schedule must not overlap with any time worked by the student during the term. (Federal Regulations are very specific on this point; individual timesheets and student schedules are included in financial aid audits.)
5. Exam weeks are scheduled work weeks. If a student's exam schedule make the regular work schedule impossible, the student should notify the supervisor well in advance, to reschedule work hours for that week only.
6. A student agrees in the Work-Study Contract to work a specific total number of hours during the academic year. When these hours are fulfilled, the student will have earned his or her total award. A student may not work over the contracted awarded amount. Any work over this amount constitutes an over-award in financial aid. In such a case, some other type of aid may have to be reduced. In some cases the amount of the award may be increased, provided funds are available. This increase would require a new updated contract placed on file reflecting the increase.
7. The contract also states an average number of hours a week the student may work. This keeps the student "on track" and allows the supervisor to plan and prepare work assignments.
8. A student, who desires to reduce his or her weekly work hours, thereby reducing their total work-study award, should do so within three weeks from the beginning of the term. Once a work-study award is reduced, the award should remain reduced for the remainder of the academic year, and no other financial aid changes should be made. Supervisors may have fewer hours assigned to their department than the student has need. The student may not work more hours than the supervisor has been allotted.
9. Work-study can be suspended at any time due to lack of funds.

Missed Work Hours/Sickness

1. Permission to be absent must be requested well in advance of the absence. In case of emergencies, the student should notify their supervisor during the first day of their absence. Students using sickness as an excuse for being absent for more than one day, must call the supervisor each day in order to give notice. Excessive absences would be grounds for a disciplinary notice and possible suspension from the program.

2. Missed work hours each week should be made up the following week, or in cases of excessive absences, as soon as possible. In such cases, the student and the supervisor should determine agreeable times for the missed hours to be made up. Classes cannot be skipped in order to make up missed work hours. In the case of an extended illness, a physician should confirm this. In rare cases a student may be permitted to take a leave of absence and be replaced by another student. Once this leave of absence is over, the student will be placed in a position when one becomes available and when funds allow.
3. Students may check/verify cumulative hours worked, and remaining average weekly hour status at the Financial Aid Office.

Timesheets

1. Students should keep an accurate daily account of time worked on a timesheet. Timesheets should be filled out each day, not at the beginning or end of the month. Supervisors should monitor the accuracy of the times reported, so as to prevent students from being paid for hours not worked. In accordance with Federal Regulations, both the student and the supervisor must sign each timesheet, certifying the hours as a true statement of hours worked. A supervisor, therefore, cannot be expected to certify back hours for a student who turns in late timesheets. Regulations also require the supervisor to state if the work was performed satisfactorily. (Times Sheets must be retained five years for auditing purposes)
2. The student is responsible for ensuring the timesheet is completely filled out and for getting the timesheet to the Financial Aid Office for review. The Financial Aid Office gives the timesheets to the Business Office. The Business Office prepares the checks and gives them to the Director of Support Services. The Director of Support Services releases the checks to the students.

Timesheets that are held for more than 30 days and not turned into the appropriate financial aid counselor for payment are at risk of not being paid. Fraudulent or “padded” timesheets will result in termination from the work-study program, and will be considered a code of conduct violation.

Student Book Voucher Policy and Procedure

1. Students must first secure a copy of their schedule from the Registrar’s Office.
2. If a credit balance will occur on the account, and the student meets the requirements for a book voucher, the student must secure a book voucher form at the Business Office. Book vouchers can only be obtained at the Business Office.

- **Only one book voucher per student per semester**

Book vouchers will be given out one week prior to the first day of class and continue through the second week of classes.

- **No book vouchers will be given after the second week of class. Students must purchase all required books at the beginning of the semester.**

NOTE: "Beginning of the semester" only applies to the beginning of full session fall and full session spring semester. All session I and II books should be included on the book voucher at the beginning of fall and spring semesters.

3. After receiving a book voucher, the student must take the **approved** form and his or her class schedule to the campus bookstore.
4. The bookstore personnel will complete the book voucher form by recording a detailed description of the entire transaction. A student will **ONLY** receive books for the amount approved by the Business Office. The bookstore will submit the completed forms to the Business Office. The Business Office will post book charges to the student's account.
5. No student is allowed to purchase books for another student.

In order to qualify you must:

- Register at least half time for the semester in an undergraduate or graduate degree program.
- File a FAFSA.
- Satisfy all financial aid requirements.
- Meet satisfactory academic progress standards.
- Accept financial aid with an expected credit balance of \$25 or more for the semester.
- Students who have a balance from a previous term will not be eligible to participate.

Book Advance and Voucher Form

In order to receive textbooks prior to the start of classes, a student may request a book voucher. Book vouchers are available three weeks before the start of term until noon the Friday before classes begin. By filling out this form, you will automatically

receive a book voucher every semester, unless you have not enrolled for two consecutive terms or opt out in writing. Please note that for your first semester of enrollment at Virginia University of Lynchburg, ONLY the Book Voucher is available to you.

Book Voucher

A book voucher is a line of credit set up in your name. You will be contacted within 24 hours of your request. The amount of your purchase is added to your student account.

Eligibility requirements:

- A complete financial aid file with enough funding available to cover tuition, fees, and other authorized expenses.

By signing and returning this form, I understand that I am fully responsible for any book advances or charges not covered by financial aid. I have read the Policy and Procedure Book Voucher and understand all terms.

Signature:

Date:

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 coursework 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.

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 of a 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.

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 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 falls 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 the following reason:

Students placed on probation who have a cumulative GPA less than 2.0

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 an overall 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.

SASTISFACTORY ACADEMIC PROFRESS (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 to 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 nor responded to.

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

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)
Sallie Mae Fund Scholarship
E.C. Smith Scholarship
Geneva Wiggins Scholarships

April
Website
April
April

COMMENCEMENT

The University holds a Commencement ceremony in May of 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 and transcripts will not be released. It will be necessary to contact the Office of the Registrar directly when all debts are satisfied.

COLLEGE TUITION AND FEES

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

Undergraduate Programs

G. W. Hayes School of Arts and Sciences

Associate in Arts and Sciences

Requirement: min. 62 semester hrs. Max. 65 semester hrs.

Bachelor of Arts in Sociology

Requirement: min. 123 semester hrs. Max. 126 semester hrs.

Bachelor of Arts in Sociology/Concentration Criminal Justice

Requirement: min. 128 semester hrs. Max. 130 semester hrs.

Bachelor of Arts in Religious Studies

Requirement: min. 123 semester hrs. Max. 126 semester hrs.

Tuition

<u>Item</u>	<u>Per Semester</u>	<u>Total</u>
*Tuition (undergraduate)	\$4,100	\$8,200
Room	2,100	4,200
Board (10 meals per week)	2,600	5,200
Comprehensive Fee:	400	800
TOTAL	\$9,200	\$18,400

**Full-Time (per 12 credit hours) *\$1,025.00 for a 3-credit hour undergraduate course.*

SCHOOL OF BUSINESS



Bachelor of Arts in Business Administration (online)

Requirements: min. 127 semester hrs. Max. 130 semester hrs. (Online)

	<u>Per Semester</u>	<u>Total</u>
*Tuition (undergraduate)	\$5,067	\$15,200
Comprehensive Fee:	600	1,200
TOTAL	\$5,667	\$18,400

***Full-Time (per 12 credit hours) *\$1,267.00 for a 3-credit hour undergraduate course.**

Bachelor of Arts in Organization Management (Online)

Degree Completion Requirements: min. 120 semester hrs. Max. 123 semester hours.

	<u>Per Semester</u>	<u>Total</u>
*Tuition (undergraduate)	\$5,067	\$15,200
Comprehensive Fee:	600	1,200
TOTAL	\$5,667	\$18,400

***Full-Time (per 12 credit hours) *\$1,267.00 for a 3-credit hour undergraduate online course.**

Bachelor of Arts in Business Administration (Campus)

Requirements: min. 127 semester hrs. Max. 130 semester hrs.

	<u>Per Semester</u>	<u>Total</u>
*Tuition (undergraduate)	\$4,100	\$8,200

Room	2,100	4,200
Board (10 meals per week)	2,600	5,200
Comprehensive Fee:	400	800
TOTAL	\$9,200	\$18,400

****Full-Time (per 12 credit hours) *\$1,025.00 for a 3-credit hour undergraduate course.***

Master of Arts in Organizational Management

Requirements: min. 36 min. semester hrs. 39 semester hrs.

	<u>Per Semester</u>	<u>Total</u>
*Tuition (undergraduate)	\$4,100	\$8,200
Comprehensive Fee:	600	1,200
Technology/Lab Fees	<hr/>	<hr/>
TOTAL	\$4,700	\$9,400

SCHOOL OF RELIGION
(Virginia Seminary)
Undergraduate Programs



Certificate in Ministry

Requirement: min. 30 semester hrs. Max. 33 semester hrs.

	<u>Per Semester</u>	<u>Total</u>
*Tuition	\$2,000	\$4,000
Room	1,860	3,720
Board (10 meals per week)	2,400	4,800
Comprehensive Fee:	340	680
TOTAL	\$6,600	\$13,200

**Full Time (per 12 credit hours) *\$167 per credit hour undergraduate course.*

Certificate in Ministry/Church Leadership (Online)

Requirements: min. 37 semester hrs. Max. 40 semester hrs.

	<u>Per Semester</u>	<u>Total</u>
*Tuition	\$2,400	\$4,800
Comprehensive Fee:	600	1,200
TOTAL	\$3,000	\$6,000

**Full Time (per 12 credit hour) *\$200 per credit hour undergraduate course.*

Master of Divinity

Requirements: min. 90 semester hrs. Max. 96 semester hrs.

	<u>Per Semester</u>	<u>Total</u>
*Tuition (undergraduate)	\$4,100	\$8,200
Room	2,100	4,200
Board (10 meals per week)	2,600	5,200
Comprehensive Fee:	400	800
TOTAL	\$9,200	\$18,400

**Full Time (per 12 credit hours) *\$1,025.00 for a 3-credit hour undergraduate course*

Master of Divinity (Online)

Requirements: min. 90 semester hrs. Max. 96 semester hrs.

	<u>Per Semester</u>	<u>Total</u>
*Tuition (graduate)	\$5,067	\$15,200
Comprehensive Fee:	600	1,200
TOTAL	\$5,667	\$16,400

**Full Time (per 12 credit hours) *\$1,267.00 for a 3-credit hour graduate course*

Doctor of Ministry Program

Requirements: 65 semester hrs.

Total Tuition \$15,000.00

**Total tuition for 3-year program \$15,000 *Students who take more than three years to complete the program must pay (\$1,000.00) for each year beyond the three-year period.*

The charges listed are nonrefundable fees. These charges are not included in tuition and general fees.

Admission Application Fee	\$25.00
Dormitory Fee	125.00
Readmission Fee	25.00
Late Registration Fee	25.00
Returned Check Fee	20.00
Official Transcripts Fee	5.00
Graduation Fee	TBA

Refunds and Adjustments

Refunds and/or adjustments will only be given in cases where:

- a. The student withdraws officially from the College.
- b. The student changes boarding status.
- c. The student's account has a credit balance after all semester charges have been applied.
- d. All federal and/or private financial aid has been adjusted to reflect the current enrollment status.

Graduation Fees: Rental charges for academic attire used during the spring commencement ceremonies are announced in March.

FINANCIAL AID

General Information

Virginia University of Lynchburg (VUL) seeks to offer quality education and services at the lowest possible costs 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 available at VUL:

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 from the Financial Aid Office. The student must complete the documents and return these to the Financial Aid Office. The entrance interview contains a blank for listing the amount desired. The student MUST list an amount. To Obtain Federal Student loans please go to the following website www.opennet.salliemae.com
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 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 more strict than, the institution's standard for a student enrolled in the same academic program who is not receiving assistance under a Title IV program.

VUL's policy is that students who fall below a cumulative grade point average (GPA) of 2.00 will be placed on academic probation for one semester. Students who progress upward in their cumulative GPA during that semester but who still do not achieve a 2.0 GPA, will be placed on a semester of continued probation. They may receive grants and loans during this semester of continued probation. Students who do not progress upward in their GPA during their probationary semester may not receive grants and loans in the subsequent semester. Satisfactory progress is defined as upward academic movement and any student exhibiting such upward movement shall be deemed eligible to receive grants, loans and institutional financial aid in the semester subsequent to the upward movement. Any student who maintains a sub-2.00 GPA or whose cumulative GPA declines during a probationary semester shall not be eligible to receive grants and loans in the subsequent semester. Upward movement is always necessary for eligibility the following semester.

Title IV Refund Procedures**P 4-8**

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 Aid programs and other sources in order.

The Return of Title IV Funds Procedure is as follows:

Withdrawal Process

The Registrar's Office must be notified if a student decides to withdraw from all courses at the University. The notification may be in writing, by phone, by e-mail, or in person. The student's withdrawal date is the date the student began the withdrawal process or officially notified VUL of intent to withdraw by contacting the Registrar's Office.

For students who fail to officially withdraw, the institution may administratively withdraw the student. The withdraw date for an administrative withdrawal will be determined at the University's option to be 1) the midpoint of the enrollment period, or 2) the last documented date of attendance at an academically related event, or 3) the date an event occurred which prevented the student from officially withdrawing from the institution. Such events include illness, grievous personal loss, or other such circumstances beyond the student's control.

To be considered 'withdrawn' a student must have ceased enrollment in all classes at all VUL. If a student reduces their course load from 12 to 9 hours for example, the reduction represents an enrollment change, not a withdrawal.

Refund Policy

Refunds for room and board are based on the percent of the enrollment period remaining after the date of withdrawal. No refunds will be issued after 60% of the enrollment period has been completed.

Students with withdraw, drop out, or are expelled from the University within the drop/add period receive 100% refund of tuition and related fees.

Students who withdraw, drop out, or are expelled from the University after the 60% point of the enrollment period will receive no refund.

Students who withdraw, drop out, or are expelled from the University after the drop/add period and before 60% of the enrollment period has been completed may be entitled to a refund as identified below:

Students Who Do Not Receive Federal Title IV Financial Aid

The refund shall be determined by computing the percentage of the enrollment period remaining after the date of withdrawal times the tuition and fees originally assessed the student. At no time will refunds be awarded after the 60% point of the enrollment period.

Students Who Receive Federal Title IV Financial Aid (R2T4 Policy)

General Information

The US Department of Education requires institutions to apply the Return to Title IV Funds policy for students withdrawing from a University who receive Title IV financial aid. The Title IV programs include: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct Plus Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. VUL will charge the student for any Title IV program funds that VUL was required to return.

A student who withdraws after the 60% point of a semester is entitled to retain all Title IV aid for that semester. However, if the student withdraws prior to the 60% point of the term, unearned Title IV funds as determined by the federal policy must be returned to the various programs. These funds must be returned even if the University provides no refund to the student. This means the student could owe the University and/or the U.S. Department of Education a significant amount of money.

Post Withdrawal Disbursement

If the student did not receive all of the funds that were earned prior to withdrawing, a post-withdrawal disbursement may be due. If the post-withdrawal disbursement includes loan funds, the student must give permission before the funds can be disbursed. VUL may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges. Permission is required to use the post-withdrawal grant disbursement for all other school charges. Students will be notified of post-withdrawal disbursement eligibility within 30 days of the date of withdrawal determination. The school must return the Title IV funds within 45 days of the date the school determines the student withdrew.

Documenting Attendance

Before processing a Return to Title IV Funds, the University must verify the student began attendance in all classes used to determine financial aid eligibility. The University will contact all instructors to verify class attendance. If a faculty member indicates that a student never attended, the University will first adjust the disbursed aid if there is a resulting change in eligibility and then calculate the Return of Title IV Funds. As a result, the student may end up owing the institution for the amount of unearned aid. If the student never attended any classes, all aid will be cancelled and the student billed for all outstanding charges.

Determining Earned Aid

Though your aid is posted to your account at the start of each semester, you earn the funds as you complete the semester. Title IV financial aid is earned by the calendar day, not class day. This includes weekends, holidays, and breaks of less than five consecutive days. The University is required to determine the amount of Title IV aid the withdrawing student has earned and then either disburse any additional funds the student may be entitled to up to the amount earned, or return funds in excess of the amount earned which the student has already received.

If you withdraw during your enrollment period, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those

funds. If you received more assistance than you earned, the excess funds must be returned by VUL.

When a student receiving Federal Title IV financial aid withdraws from VUL during the enrollment period, the amount of the Title IV funds (not including Federal Work Study) that the student earned during the enrollment period is calculated as of the student's withdrawal date.

Title IV funds are earned at a fixed rate on a per day basis up to the 60 percent point in the enrollment period. Title IV funds are 100 percent earned if the withdrawal date is after the 60 percent point in that period.

If the date a student withdraws from VUL is prior to or on the 60% point of the semester, VUL is required to determine the portion of the aid disbursed that was "earned" by the student before the withdrawal date. The "unearned" Title IV funds must be returned to the respective federal aid programs. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned based on attendance in the enrollment period.

For example: If \$1000 in federal aid is disbursed, and the student withdraws at the 30% point of the term, \$700 of the aid is unearned and needs to be returned to the identified aid program.

The following formula is used to determine the percentage of unearned aid that has to be returned to the federal government:

- The percent earned is equal to the number of calendar days completed up to the withdrawal date, divided by the total calendar days in the payment period (less any scheduled breaks that are at least 5 days long)
- The payment period is the entire semester.
- The percent unearned is equal to 100% minus the percent earned.

Order of Aid to be Returned

In accordance with federal regulations and VUL policy, if you are eligible for a refund of tuition and fees and housing/meal plan costs, and you are a Title IV aid recipient for the enrollment period, the refund will be returned to the student aid programs. Returned Title IV Funds are allocated in the following order:

- Direct Unsubsidized Loans
- Direct Loans (subsidized)
- Federal Perkins Loans
- Direct PLUS Loans (Graduate student)
- Direct PLUS Loans (Parent)
- Federal Pell Grants
- Federal SEOG
- TEACH Grant
- Iraq Afghanistan Service Grant
- Other Federal Sources of aid
- Other State, Private and Institutional Aid.

Grant Overpayment

Any amount of unearned grant funds that the student must return is called an overpayment. The maximum amount of a grant overpayment the student must repay is half the grant funds that were received or scheduled to receive. The student does not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. Arrangements must be made with VUL or the Department of Education to return the unearned grant funds. The student will be notified of any grant overpayment within 30 days of the date the school determined the student withdrew.

Notification to student

Once the Return to Title IV Funds calculation has occurred, the Financial Aid Office will notify the student of the results of the calculation and the aid that was returned. The Business Office will notify the student of any outstanding balance now due to the institution as a result.

Unofficial withdrawals

Title IV aid recipients who fail to withdraw but stop attending class are considered unofficial withdraws. The Return to Title IV Funds policy requires VUL to calculate the "earned" amount based on the last day of attendance of the semester. If the student stopped attending prior to the 60% point of the term, the student will be billed for the outstanding charges as a result of the Return of Title IV funds. Unofficial withdrawals are processed within 30 days of determining the student was an unofficial withdrawal.

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 1 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 aid for 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 may be 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 for and received approval for the refund.

Refund Schedule

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

Request for Refund

Students desiring a refund must complete an expense voucher, which is available in the Director of Finance Office any weekday from 9:00 a.m. to 3:00 p.m.

The Director of Finance 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

Students who withdraw from the University without following the University's procedure for withdrawal are not eligible for refunds.

Complete Student Federal financial aid regulations governing withdrawals and refunds and examples may be 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: 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.

- a. Alleged Violations are subject to a fair and impartial process and may result in warning or charge.
- b. 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.
- c. 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 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, to others, 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.

Drug and Alcohol Policy For Enrollment

Virginia University of Lynchburg has adopted and implemented a drug and alcohol abuse prevention program as a condition of receiving federal funds and financial assistance. The law further requires the annual distribution of written policies to each enrolled student. In accordance with the Drug Free Schools and Communities Act Amendment of 1989 and Virginia University of Lynchburg’s mission, this document restates the University’s commitment to maintaining an environment which is free of impairment and encourages both academic growth and personal development.

POLICY STATEMENT

This policy statement applies to all students enrolled at Virginia University of Lynchburg, including students taking classes at extended campuses and online.

It is the goal of Virginia University of Lynchburg to protect the public health and environment of its members by promoting an environment free of illicit drug use and alcohol abuse.

The manufacture, distribution, possession or use of illicit drugs, and the unlawful possession, use or distribution of alcohol on any Virginia University of Lynchburg campus or at any University event is prohibited.

Violation of this policy will be handled according to existing University policies and procedures governing the conduct of students, staff, and faculty.

Standards of Conduct - Illicit Drugs

The unlawful manufacture, possession, distribution, or use of illicit drugs on any Virginia University of Lynchburg campus or site by University students, employees, or their guests is prohibited.

Standards of Conduct - Alcohol

Federal legislation prohibits the unlawful possession, use, or distribution of alcohol. The laws of all states are in compliance with federal law, which prohibits persons under 21 years of age from the possession or use of alcohol.

LEGAL SANCTIONS

Drugs: In the United States the manufacture, possession, sale, distribution and use of illicit drugs is prohibited by city, county, state, and federal law. Sanctions range from small fines to life imprisonment, depending on the type of drug and several other factors.

Alcohol: Each state has specific statutes which detail sanctions for the illegal purchase or possession of intoxicating liquor. County and municipal ordinances contain similar prohibitions and sanctions. Contact the office of the campus director for information

regarding provision of applicable ordinances and statutes at your particular campus/location.

HEALTH RISKS

Drugs: Severe health risks, including death, are associated with the use of illicit drugs.

Alcohol: Abuse of alcohol can produce severe health risks, including death. Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

Drug and Alcohol Prevention

AVAILABLE DRUG OR ALCOHOL COUNSELING, TREATMENT OR REHABILITATION PROGRAMS

Student Drug and Alcohol Abuse Prevention Program

VUL is committed to providing student, faculty, staff, and visitors a safe campus and workplace. The college recognized the health risks associated with controlled substance use and alcohol misuse and is committed to supporting students and employees who seek treatment for these conditions. The college also recognizes that controlled substance use and alcohol misuse diminish workplace and campus safety and undermine the college's ability to fulfill its mission of providing quality education for all students in an atmosphere that promotes intellectual pursuit, spiritual growth, and social and personal responsibility. Compliance with this policy is considered a condition of employment and attendance at Virginia University of Lynchburg and monitored by the Human Resource Department. All employees and students have been notified of this policy by print publication and electronic deliver.

Virginia University provides confidential information, counseling support, and referral services for Virginia University of Lynchburg students and employees. This department maintains resource listings of community services available in the area and offers a comprehensive alcohol/drug assessment and treatment program. A Drug and Alcohol Prevention Program is held annually for students and staff during Convocation.

UNIVERSITY DISCIPLINARY PROCEEDINGS

Different disciplinary procedures are applicable to faculty, staff, and students. Violations of the standards of conduct will be dealt with on a case-by-case basis with the imposition of discipline being appropriate to the severity of the violation. For each group comprising the University community, there are certain common sanctions that could be applied in an appropriate case. These common sanctions include letters of reprimand, probation and severance of ties with the University, through expulsion or termination. Normally, opportunity for referral to an appropriate rehabilitation program occurs and is usually associated with a first offense. Referral for prosecution will usually occur only for the most serious violations.

For Students

Guidelines for disciplinary sanctions are available in the [Student Code of Conduct](#).

THE VIRGINIA UNIVERSITY OF LYNCHBURG 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 the University 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 Deans.

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.
- E.

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 due process.
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.
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.
8. The respondent shall receive notification in writing of the decision within ten (10) working days of the hearing.
9. 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.
10. 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.
11. The decision of the Vice-President is final. No appeals may be submitted beyond this final level.

The student agrees to abide by the rules and regulations of the Virginia University of Lynchburg when admitted to the University. The actions of the Judicial Board and, if applicable, the Appeal Officer are final in the University process. The student 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.

State Council of Higher Education for Virginia
James Monroe Building
101 N. 14th St 9th FL
Richmond, Virginia 23219
(804) 225-2600

STUDENT GRIEVANCE PROCESS: ACADEMIC ISSUES

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 insure 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 to communicate decisions to the student promptly.

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).
 1. 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.
 2. 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.

3. 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.**
 4. 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.
 5. 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:

1. 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.

2. Not accept the arguments of the grievance, which they will so recommend in writing to the Office of Academic Affairs.
3. 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.

Student Access to the Internet

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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-mail 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 PROGRAM 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 at Virginia University of Lynchburg

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.

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.

UNDERGRADUATE EDUCATION

Virginia University of Lynchburg offers several programs for students, including the Certificate, Associate Degree, and Bachelor Degree. Students may select a program according to their 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.



G. W. Hayes School of Arts and Sciences

Associate Degree in Arts and Sciences

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)

<u>Course Number</u>	<u>First Semester</u>	<u>Credits</u>
GENL 100	College Orientation	1
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	Introduction to French I, (or)	3
SPAN 119	Introduction to Spanish I	*
Total		17 hrs

**Students may elect either French or Spanish*

<u>Course Number</u>	<u>Second Semester</u>	<u>Credits</u>
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	Introduction to French II, (or)	3

SPAN 120	Introduction to Spanish II	*
Total		15

<u>Course Number</u>	<u>Third Semester</u>	<u>Credits</u>
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	<u>3</u>
Total		16

<u>Course Number</u>	<u>Fourth Semester</u>	<u>Credits</u>
PHIL 200	Introduction to Philosophy	3
ECON 207	Principles of Economics	3
HIST 232	World Geography	3
BIB 300	Survey of New Testament I	3
COM 230	Public Speaking	<u>3</u>
Total		15

Total 63 hrs.

**Com 101	Intro. to Computers	3
*Q.C. 099	English/Reading	1
*Q.C. 098	Vocabulary Building	1
*Q.C. 103	Math	<u>1</u>

Requirements for graduation: 63 semester hours of study (minimum); 65 hours (maximum). 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.**

**** Elective**

Course Descriptions:

BIB 300 Survey of The New Testament I (3 credit hours). A basic study of the New Testament and the teachings of Christ. The student will develop a basic understanding of the writings of 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 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's. 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 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 until 1877. 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 and countries.

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, and,
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.
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.

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

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.

Q.C. 103 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.

Certificate in Ministry (School of Religion)

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

<u>Course Number</u>	<u>First Semester</u>	<u>Credits</u>
MIN 100	Effective Preaching I	1
BIB 300	Survey of New Testament	3
BIB 303	Survey of Old Testament	3
+Q.C. 098	English/Reading	1
+Q.C. 099	Vocabulary Building	1
+Q.C. 103	Math	<u>1</u>
Total		10 hrs

<u>Course Number</u>	<u>Second Semester</u>	<u>Credits</u>
MIN 101	Effective Preaching II	1
BIB 301	Survey of New Testament II	3

BIB 304	Survey of Old Testament II	3
TH 400	Intro. to Systematic Theology	<u>3</u>
Total		10 hrs

<i>Course Number</i>	<i>Third Semester</i>	<i>Credits</i>
COM 230	Public Speaking	3
BIB 402	Christian Moral Values	3
MIN 205	Public Worship	1
MIN 199	Intro. to Church Administration	<u>3</u>
Total		10 hrs
Total		30 hrs

+Required of all Certificate of Ministry Enrollees

Requirements for graduation: 30 semester hours of study minimum; and 33 semester hours maximum hours.

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 Survey of the New Testament I (3 credit hours). A basic study of the New Testament and the teachings of Christ. The student will develop a basic understanding of the writings of 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 Survey of the Old Testament I (3 credit hours). A basic study of the Old Testament. The student will study the literary and historical aspects of Old Testament writings.

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 Survey of the Old Testament II (3 credit hours). An expanded study of the topics covered in Old Testament I (BIB 303).

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 creating 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 canon 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 Public Worship (3 credit hours). A survey of the history and practice of public worship. The student will analyze the principles related to worship and demonstrate his/her understanding of the same through practical activities.

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.
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***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.

Q.C. 103 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)

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

<u>Course Number</u>	<u>First Semester</u>	<u>Credits</u>
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	<u>3</u>
Total		10hrs

<u>Course Number</u>	<u>Second Semester</u>	<u>Credits</u>
PT 232	Intro. to Pastoral Care	3
MIN 250	Conflict Resolution Part I	1
MIN 251	Conflict Resolution Part II	2
MIN 205	Public Worship	1
BIB 302	Interpretation of Old & New	3
	Testaments	
Total		10hrs

<u>Course Number</u>	<u>Third Semester</u>	<u>Credits</u>
CE 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	3
	Ministry	
Total		15hrs
Total		35 hrs

Requirements for graduation: 37 semester hours of study minimum and 40 hours maximum 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.

<u>Course Number</u>		<u>Credits</u>
COM 230	Public Speaking	3
BIB 300	Survey of New Testament	3
BIB 303	Survey of 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 credibility 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.

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, 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.
 3. Ability to identify one's own cultural and co-cultural perspectives.
- B. 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 Survey of the New Testament I (3 credit hours). A basic study of the New Testament and the teachings of Christ. The student will develop a basic understanding of the writings of 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.

BIB 303 Survey of the Old Testament I (3 credit hours). A basic study of the Old Testament. The student will study the literary and historical aspects of Old Testament writings.

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
4. 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.

Bachelor of Arts in Religious Studies (Major: Religious Studies)

Requirement: 123-minimum; 126 maximum

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

Course Number

First Semester

Credits

GENL 100	College Orientation	1
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	Intro to French I (or)*	<u>3</u>
SPAN 119	Intro to Spanish I	
Total		17

**Students may elect either French or Spanish.*

Second Semester		
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	Intro French II (or)*	<u>3</u>
SPAN 120	Intro to Spanish II	
Total		15

Third Semester		
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	<u>3</u>
Total		16

Fourth Semester		
PHIL 200	Introduction to Philosophy	3
ECON 207	Principles of Economics	3
HIST 232	World Geography	3
BIB 300	Survey of New Testament I	3
COM 230	Public Speaking	<u>3</u>
Total		15

<u>Fifth Semester</u>		
CH 300	Church History I	3
CE 309	Christian Education	3
BIB 300	Survey of New Testament I	3
BIB 303	Survey of Old Testament I	3
CE 301	Methods of Teaching the Bible	<u>3</u>
Total		15

<u>Sixth Semester</u>		
CH 301	Church History II	3
BIB 301	Survey of New Testament II	3
BIB 304	Survey of Old Testament II	3
HIS 301	World Religions	3
MIN 300	Fundamentals of Worship	<u>3</u>
Total		15

<u>Seventh Semester</u>		
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	<u>3</u>
Total		15

<u>Eight Semester</u>		
THEO 400	Christian Doctrine of Man	3
THEO 401	Black Theology	3
CH 404	Basic Worship	3
BIB 405	Acts of the Apostles	3
BIB 406	Wisdom Literature	<u>3</u>

Total	15
Total	123 hrs.

Course Descriptions:

BIB 300 Survey of the New Testament I (3 credit hours). A basic study of the New Testament and the teachings of Christ. The student will develop a basic understanding of the writings of 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 301 Survey of the New Testament II (3 credit hours). An expanded study of the topics covered in New Testament I. The student will analyze certain persons, places, and events 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 Survey of the Old Testament (3 credit hours). A basic study of the Old Testament. The student will study the literary and historical aspects of Old Testament writings.

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 Survey of Old Testament II (3 credit hours). An expanded study of the topics covered in Old Testament I (BIB 303).

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.

CH 404 Basic Worship (3 credit hours). A course designed to interpret the meaning of worship and suggest guidelines for planning and conducting Christian Worship Services.

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 of the 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.

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 spiritualities.

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

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
GENL 100	College Orientation	1
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	<u>3</u>
Total		33

Second Year

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
ENG 262	Survey of American Lit	3
HIST 232	World Geography	3
*FREN 119-120	Intro French I, II (or)	6
*SPAN 119-120	Intro to Spanish I, II	*
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	Survey of New Testament	<u>3</u>
Total		30

**Either French or Spanish*

Third Year

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
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
SOCI 333	Special Topics	<u>3</u>
Total		30

Fourth Year

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
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	<u>3</u>
Total		30

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, thereby 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.

BACHELOR OF ARTS IN SOCIOLOGY *Concentration: Criminology

Requirement: 128 semester hours min.; 130 max.

Program of Study

First Year

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
GENL 100	College Orien/Chapel	1
ENGL 162-163	English Composition I, II	6
MATH 162-163	Math for Lib Arts I, II	6
GS 111	Life Choices/Health/Well	2
HIST 111-112	U. S. History I, II	6
BIOL 130	Human Anat/Lab	4
MUSC 130	Music Appreciation	3
EDUC 100	Learning Plus	1
SOCI 112	Intro to Sociology	<u>3</u>
Total		32

Second Year

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
ENGL 262	Survey of Amer. Lit	3
HIST 232	World Geography	3
*FREN 119-120	Intro to French I, II (or)	6
SPAN 119-120	Intro to Span I, II (or)	*
GER 119-120	Intro to German L, II	*
ECON 207	Survey of Economics	3
CJ 210	Intro to Criminal Justice	3
CJ 230	Law Enforcement	3
SOCI 331	Social Problems	3

PSYC 230	General Psychology	3
PHIL 200	Intro to Philosophy	3
COM 230	Public Speaking	<u>3</u>
Total		33

Third Year

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
CJ 331	The Criminal Court System	3
EDUC 320	Curriculum Development	3
EDUC 350	Advanced Research	3
SOCI 310	Social Science Statistics	3
CJ 331	The Criminal Court System	3
SOCI 332	Contemp. Family Life	3
CJ 320	Criminal Justice Research	3
SCI 260	Chemistry 260, or Physics 260, or Microbiology 260	3
EDUC 311	Fundamentals of Leadership	3
PHIL 250	Ethics (preq: PHIL 200)	3
CJ 330	Corrections Process	<u>3</u>
Total		33

Fourth Year

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
SOCI 443	Community Organizations	3
SOCI 434	Social Psychology	3
SOCI 435	Social Theory	3
CJ 436	Field Experience (Intern.)	6
SOCI 437	Racial & Cultural Minorities	3
SOCI 455	Penology and Criminology	3
SOCI 464	Social Analysis	3
**Electives	*	<u>6</u>
Total		30
Total		128 sem. hrs

Course Descriptions:

CJ 210 Intro to Criminal Justice (3 credit hours). A survey of the various components of the criminal justice system at the local, state, and national levels.

Competencies:

1. Develop an informed understanding of the basic components of justice processes.

2. Recognize the major sources of crime data and their uses and limitations.
3. Understand the historical evolution of the role of policing in a modern society.
4. Examine criminal court systems and adversarial concepts.
5. Understand the correctional systems and the purposes of punishment.
6. Recognize the basic differences between juvenile and adult systems.

CJ 230 Law Enforcement (3 credit hours). Focuses upon the history of law enforcement, the organization, role and function of the various law enforcement agencies with primary attention placed on American municipal police forces.

Competencies:

1. Demonstrate expandable baton tactics.
2. Explain the use of Force Continuum.
3. Demonstrate weapons retention.
4. Demonstrate the use of a chemical irritant.

CJ 320 Criminal Justice Research (3 credit hours). Provides an introduction to the methods of research used in the study of criminal justice.

Competencies:

1. Demonstrate basic statistical processes.
2. Understand the role of statistics in the research process.
3. Develop a rudimentary knowledge of the scientific method and a set of analytic skills for evaluating information.
4. Perform basic statistical calculations.

CJ 330 Introduction to the Corrections Process (3 credit hours). Provides a historical overview of the patterns of punishment and development of corrections. The characteristics of various types of correctional facilities and alternative to incarceration will be discussed.

Competencies:

1. Understand the origin, development, and evolution of corrections in America.
2. Examine the origins of correctional institutions and evolution of correctional practices.
3. Develop an understanding of correction personnel and their function.
4. Understand the administration of corrections in the criminal justice system.

5. Understand the distinctions between jails and prisons.
6. Identify the functions and differences between probation and parole.

CJ 331 The Criminal Court System (3 credit hours). Analysis of the structure and functions of the criminal court system in the U.S., including the role of the defender, prosecutor, judge, jury and court administrators. Consideration will be given to historical, philosophical, sociological and political perspectives.

Competencies:

1. Trace the history of the criminal courts from their respective foundations within English-based common law to the contemporary models that currently underlie judicial processes at both state and federal levels.
2. Identify the fundamental philosophy of the court system.

CJ 436 Field Experience (Intern: 6 credit hours). Students are placed in an approved agency in order to acquire first-hand knowledge of the intricacies of sociology.

Prerequisites: Sociology major with a concentration in criminal justice and 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, thereby increasing the sense of personal social responsibility.

CJ 447 Criminology (3 credit hours: Cross-Listed with **SOCI 447**). 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.

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.

EDUC 350 Advanced Research (3 credit hours). Advanced Research is a course designed to assist students in the Sociological course of study with galvanizing theory, concepts and practical application in terms of research designs. This course will provide students with an understanding of how to synthesize, analyze, apply, and comprehend statistical data in terms of practical research using the SPSS system.

Competencies:

1. Demonstrate an understanding of basic research principles and its application.
2. Demonstrate the difference between qualitative and quantitative research.
3. Develop understanding of the logic and practice of social scientific research by using simple tools to analyze real life data.
4. Learn how to implement data into SPSS system in order to document sociological findings in research.
5. Demonstrate an understanding of how to conduct a tangible research that encompasses reliability and validity.
6. Articulate an acceptable level of understanding as it pertains to collecting data.
7. Demonstrate an understanding of the process of empirical studies.

SCI 260-A General Chemistry (3 credit hours). This is a general course in chemistry that covers the fundamental principles of chemistry, including the atomic, molecular concepts, gas laws and elementary thermo chemistry, kinetics, and electrochemistry. Also, the chemistry of some elementary inorganic substances is discussed.

Competencies:

1. Understanding the concepts of matter and energy, Law of Conservation of Matter and Energy, chemical and physical changes, the scientific method, and compounds and mixtures.
2. Achieving and mastering the units of measurement in chemistry and understanding the uncertainty in measurements and significant figures.
3. Understanding the difference between mass and weight, density, and specific gravity.
4. Understanding temperature and its measurement and converting from the Celsius Scale to the Fahrenheit Scale and vice versa.

SCI 260-B Microbiology (3 credit hours). This course is an introduction to the study of morphological and physiological characteristics of microorganisms. Special emphasis is placed on the mode of infection, control, and immunity.

Competencies:

1. Explaining historical viewpoints and achievements in microbiology.
2. Describing the influence of microbes on human society.
3. Explaining the cellular morphology of prokaryotic and eukaryotic microorganisms.
4. Understanding the techniques used to control microorganisms.
5. Describing biotic and a-biotic requirements for bacterial growth.
6. Describing common physiological processes of bacteria.

SCI 260-C General Physics (3 credit hours). A study of the basic concepts in motion and energy, vibrations and waves, fluids and gases, electricity and magnetism, electromagnetic, radiation, atomic structure, and modern physics.

Competencies:

1. Knowing units and conversions.
2. Understanding motion in one and two-dimension (velocity, acceleration, fall bodies, projectiles).
3. Recognizing Newton's Laws and knowing how these apply.
4. Understanding energy and work.
5. Recognizing circular motion and Law of Gravity (angular velocity and angular acceleration, centripetal force, and centripetal acceleration).

6. Understanding thermodynamics.
7. Recognizing the laws of thermodynamics.

SOCI 310 Social Science Statistics (3 credit hours) **Prerequisite:** SOCL 112 Social Science Statistics. 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 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 (3 credit hours) **Prerequisite:** SOCI 112. 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. Understand the use and abuse of empirical research.
3. Develop and defend a particular approach to a social problem.

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.

SOC 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 (3 credit hours). The study of social theories from Augustus Comte to modern times; the evolution of theories of the individual, group, and society; the modern development of sociology and interpretive systems accompanying these developments. **Prerequisites:** Nine (9) credit hours of Sociology and approval of Chairperson.

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.

SOC 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. **Prerequisites:** Sociology major and 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, thereby 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 minorities 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.

CJ 447 Criminology (3 credit hours) Cross-Listed with **SOCI 447**. 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, 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. Develop a comprehensive understanding of the scientific method as it relates to sociological research along with an understanding of culture and society.
2. Develop a comprehensive understanding of the scientific method as it relates to the social self, the psychological self, and the agents of socialization.
3. Demonstrate an understanding of social interaction as it relates to social structure.

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.

SCHOOL OF BUSINESS



Major: B.A. General Business Administration/Campus/Online

Major: B.A. Organizational Management/Campus/ Online

Major: M.A. Organizational Management/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.

Requirement: 120 semester hours min.; 124 max.

B. A. General Business Administration

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 needed in today's competitive and technologically advanced global work place.
 - 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

6. 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 of Study

First Year		
<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
GENL 100	College Orientation	1
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	<u>3</u>
Total		32

Second Year		
<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
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	<u>3</u>
Total		28

Third Year		
<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
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	<u>3</u>
Total		33

Fourth Year		
<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
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	Survey of New Testament	3
MNGT 430	Business Ethics	3
MNGT 450	Business Policy	3
Total		31

Total**124 sem. 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 MOUSE 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.
Understand various cost systems: e.g. Job Order Costing, Process.
2. Evaluate the organizational role of management accountants and
3. Apply and interpret basic financial statement, summarize and interpret cash flow activities.
4. Describe and illustrate income analysis.
5. 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 hr.
4. Apply computer skills necessary for effective practices in hr.

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. Identify 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/On-Line/Campus

Requirement: 120 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		
<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
GENL 100	College Orientation	1
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	Survey of New Testament 1	<u>3</u>
Total		32

Second Year		
<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
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	<u>3</u>
Total		28

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
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

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
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

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 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.

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.

The Master of Arts in Organizational Management (MAOM)

Requirement: 36 semester hours min.; 39 max.

The 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 weeks minimum; 40 maximum. (See Program Sheet.) 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.”

Program Offerings

The Master 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: 2058 Garfield Avenue, Lynchburg, Virginia 24501, or at one of its teaching locations: Danville, Virginia; Richmond, Virginia; Petersburg, Virginia; or Suffolk, Virginia.

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
OM 500	Organization Theory, Change and Development	3
OM 510	Understanding Organizations	3
OM 520	Cultural Issues and Diversity in International Bus	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

Course Descriptions:

OM 500 Organization Theory, Change, and Development (3 credit hours). This module explores theoretical models of organizational structures, outcomes, 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 understand 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 success or 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, 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), extensive 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 practices.
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. 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), extensive 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.

DISTANCE LEARNING/ONLINE PROGRAMS



- *Certificate in Ministry/Church Leadership
- *Associate in Liberal Arts and Sciences
- **Bachelor of Arts in Business Administration
- **Bachelor of Arts in Organizational Management
- **Master of Arts in Organizational Management
- *** Master of Divinity
- * Refer to School of Liberal Arts and Sciences Curriculum**
- ** Refer to School of Business Curriculum**
- ***Refer to School of Religion**

Virginia University of Lynchburg embraces lifelong learning in its traditional and nontraditional programs through awarding credit for prior military training and experience. Students enrolled in the nontraditional Organization Management degree completion program may also receive credits for certification in professional and technical training, credit by national examinations, and documentation for other college level learning.

SCHOOL OF RELIGION

of

VIRGINIA UNIVERSITY OF LYNCHBURG



MASTER OF DIVINITY PROGRAM

Mission And Purpose Of Graduate Education Mission of Virginia University of Lynchburg's School of Religion

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.

ADMISSIONS REQUIREMENTS

Standard Admissions

Any person who has received a bachelor's degree or its equivalent may be admitted into the Master of Divinity Program after having met the following criteria:

1. A written statement certifying his or her relationship to the church.
2. A written statement of endorsement from the Pastor or other responsible supervising personnel.
3. A concise written statement indicating the reason why he or she chose ministry as a vocation/life work.
4. Application form must be submitted to the Registrar along with the non-refundable fee of \$25.00.
5. Upon review of the application by the Admission Committee, he or she will be notified of the action taken.

Special Admissions

Only persons who have received a bachelor's degree or its equivalent, as determined by the faculty admissions committee, from an accredited college or university, and who have a cumulative average of "C" or higher are academically eligible for admission as students in the Master of Divinity Program. In exceptional cases,

persons who have graduated from non-accredited colleges or universities may be admitted on probationary status. The probationary status is for a period of one year and will be removed once the student has successfully demonstrated the ability to pursue graduate academic study. Other requirements for special admissions are based on the following:

1. The completion of the standard admissions application.
2. Three (3) letters of recommendations indicating the capacity for ministry, character and intellectual ability for academic study.
3. An autobiographical statement highlighting life-long experiences, employment history, ministerial activities, call statement, future vocational focus, and the significance of preparation.
4. Documentation of one's educational background, indicating all applicable courses, certificate programs, professional in-services activities.
5. Submission of an assigned writing sample.
6. An interview and assessment with three faculty members whose unanimous endorsement is required for admissions.

International Students

International Students are required to maintain valid immigration status throughout their stay at Virginia University of Lynchburg in order to retain good standing with the School. In most cases, this requires that the student be enrolled full-time for three consecutive quarters each year. A person whose immigration status is not valid is not considered a current student and cannot register for classes, participate in seminary activities, or apply for readmission or admission to other degree programs.

Residence Requirements and Transfer Credit

A minimum of 60 semester hours of graduate theological and Biblical studies must be earned at Virginia University of Lynchburg School of Religion. Non-theological studies are normally not considered for transfer credit. Coursework taken in a nonreligious setting which might be considered as parallel to coursework in the VUL curriculum may be considered on an individual basis if it is appropriate to the field of concentration and approved by the School of Religion Academic Committee.

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 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 review by the committee.

Time Limits for the Completion of the Master of Divinity Degree

In order to ensure that a degree, when granted, represents education that is current and reasonably focused within a certain period, the maximum time of study is ten (10) years. The Dean, if there are extenuating circumstances, may make exceptions. This includes all credit earned elsewhere and applied toward the degree, as well as all credit earned at VUL.

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

The prescribed course of study as outlined in the curriculum for the Master of Divinity Program must be satisfactorily completed. In order to graduate, it is required that a student be in good academic standing as defined earlier in this section of the catalog.

Students are responsible for meeting the graduation requirements set forth in the catalog published at the time of their matriculation for the Master of Divinity degree.

Students must serve as the worship leader during their senior year in at least one chapel service. Successful completion of a Senior Sermon in the chapel is required. Criteria will be provided.

In addition to the academic requirements for graduation, students must receive the endorsement of the faculty responsible for the degree program in which they are enrolled. Students must demonstrate that they have acted responsibly in attempting to live in accord with standards of wholesome Christian character and with general standards of the institution.

Students anticipating graduation must complete an Application for Graduation. This should be done at the time of advising appointment for registration for the semester before the student's final semester. Applications must be submitted no later than the end of the first week of the semester of intended graduation.

In order to qualify for graduation in a given semester, all work must be completed and all requirements met by the official graduation date. Students who, for any reason, do not complete their degree requirements within this semester must reapply for graduation.

The fee for graduation must be paid by the end of the Spring term. If a student fails to graduate in the year in which the fee is paid, the fee may be credited toward an application the following year.

Academic Year

The Master of Divinity Program enables the student to register for the part-time Day program or the Non-Traditional Hours program (NTH).

The Day Program

- Fall Semester
- Spring Semester
- Summer Session

The NTH – Non-Traditional Hours Program

- Fall Semester
- Spring Semester
- Summer Session

Guidelines for Directed and Independent Studies

A. The Directed Study

Students with scheduling difficulties over which they have no control and needing a course which is required for graduation are permitted to take that course via "Directed Study" upon the approval of the faculty adviser and the professor who will supervise the directed study.

B. The Independent Study

Students having a GPA of 2.5 and above are permitted to do an "Independent Study" as an elective upon approval of the student's adviser and the professor/supervisor who will conduct the independent study. Independent Study is granted the last semester before graduation.

C. The Experiential/Cultural Immersion Learning Event

Students also have the possibility of proposing and participating in experiential/cultural immersion learning events. These events must be approved by the Dean.

Students can utilize no more than one of each of the indicated methods of independent or directed study. Any deviation from this policy will require a vote of the faculty.

In any directed or independent study, after consultation with the professor or supervisor guiding the course/event, the student must complete a directed/independent study form and indicate the following:

1. Participating Professor/Supervisor
2. Topic to be considered/researched or the nature of the experiential/cultural event
3. Learning objectives for course or event
4. Established assignments
5. Bibliography
6. Criteria for evaluation
7. Number of sessions or duration of event

Note: *In most cases, experiential/cultural immersion events are graded pass/fail and not with letter grades.*

Graduate Program Fees

Requirements: min. 90 semester hrs.; max. 96 semester hrs.

	<u>Per Semester</u>	<u>Total</u>
*Tuition (undergraduate)	\$3,600	\$7,200
Room	1,860	3,720
Board (10 meals per week)	2,400	4,800
Comprehensive Fee:	340	680
Technology/Lab Fees/Student Activities		
TOTAL	<u>\$8,200</u>	<u>\$16,400</u>

***Full Time (per 12 credit hours)*\$950 for a 3-credit hour undergraduate course.**

Master of Divinity (Online)

Requirements: min. 90 semester hours.; max. 96 semester hrs.

	<u>Per Semester</u>	<u>Total</u>
*Tuition (graduate)	\$3,800	\$7,600
Comprehensive Fee:	600	1,200
Technology/Lab Fees		
TOTAL	<u>\$4,400</u>	<u>\$8,800</u>

****Full Time (per 12 credit hours) *\$950 for a 3-credit hour graduate course.***

Application Fee	\$ 25.00 non-refundable
Tuition Fee per course	950.00 (3 semester hours)
Graduation Fee	TBA
Student Identification Card	5.00
Audit Fee per course	\$250.00

FINANCIAL AID

Students, who desire to apply for financial aid, may contact the Director of Financial Aid. Virginia University of Lynchburg has been approved to participate in Federal Student Financial Aid Programs. In order to begin the process to determine if you are eligible for financial aid, you are encouraged to complete the FAFSA application. You may complete the application in two ways:

1. Go online: www.fafsa.ed.gov.
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.

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

First Year		
<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
CE 500	Intro. to Biblical Studies	3
OT 501	History of Israel	3
NT 501	Synoptic Gospels	3
HT 530	Homiletics/Worship	3
CE 540	Philosophy of Religion	3
PT 510	Intro. Pastoral Care	3
CT 630	Systematic Theology I	3
ID 551	Urban and Rural Ministry	3
CA 640	Church Administration	3
NT 612	Intro. to Greek*	3
OT 601	Intro. to Hebrew *	3
Total		33

Second Year		
<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
CT 631	Systematic Theology II	3
CH 622	History of Christianity	3
CH 623	History of Religion in U.S.	3
CE 655	Christian Education	3
HT 640	Biblical Hermeneutics	3
CH 633	Missiology	3
CA 635	Baptist Polity	3
NT 642	Exegesis Book of Revelation	3
CH 630	Applied Anthro. In Christian Missions	3
Total		27

Third Year		
<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
CH 642	Evangelism	3
CT 720	Intro. Christian Ethics	3
ID 733	Supervised Field Practicum	3
CT 641	Christianity & Missions	3
PT 715	Pastoral Care in Ministry	3
CA 653	Music & Worship Afr. Amer. Churches	3
PT 725	Clinical Pastoral Education	3

CT 743	Womanist Theology	3
ID 743	Synergy in Theological Educ.	3
NT 601	Pauline Epistles	3
OT 670	Wisdom Literature	3
CT 735	African Traditional Religion	<u>3</u>
Total		36

*= Electives

- Requirements for Graduation: 90 semester hours of study, which includes the required core courses and electives? The maximum number of semester hours is 96.

Other Educational Opportunities

Intercultural Study Opportunities will be available for interested and eligible students. Time frames will be decided at a letter date by the Administration.

Exchange Programs and Internships, i.e. with the Lott Carey Baptist Foreign Missions National Board; Ghana Baptist Seminary.

Clinical Pastoral Education Chaplain Intern and residency Program.

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.

ID 550 Field Education. Introduction to the Church and its ministry. An approved, planned, supervised and evaluated practical experience in a church. A practical study

of Church Ministry with emphasis given to its Biblical foundation, philosophy of ministry, and the various areas of ministry. The second course requirement is met by an intern experience in a church, hospital, special community program, or para-church organization approved by the Dean.

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.

CH 551 Global Perspectives on Today's Christian Mission. Prerequisite: None. This directed study involves two weeks working with 80-100 other seminarians from 30 seminaries at the Overseas Ministry Study Center in New Haven, Connecticut. Visiting lecturers are from seminaries and mission agencies. Degree candidates who seek academic credit should register for the course as a directed study with the dean of the faculty by December 10. Fees in addition to tuition will be charged.

NT 612 Introduction to Greek. The elements of New Testament Greek vocabulary, morphology and 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.

OT 655 Introduction to Hebrew. A higher level of grammar study of Old Testament Hebrew. Special attention is given to higher level grammar and more vocabulary study and Hebrew reading.

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.

NT 655 Greek II. This course continues the elements of New Testament Greek vocabulary, morphology and grammar, along with more concentrated experiences in reading from the Greek New Testament.

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 750 Developing Church Facilities. This course explores church construction and renovation, and provides practical experience in designing a proposal for church construction or renovation. The course will be taught by an architect. Students will also study the appropriate equipment and furniture related to 21st century church needs.

CE 645 Religion and the Law. This course is a practical guide to the law as it pertains to ministerial and church functions. The course will survey the vital role the courts play in recognizing and defining religious practices, in protecting religious beliefs.

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.

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 of Study

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 of 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 by showing your VUL identification. Each student will receive a VUL ID card, with

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 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 answer 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

Year One	Year One	Year Two	Year Two	Final Year
Phase I	Phase II	Phase III	Phase IV	Phase V
Analysis	Foundations	Design	Implementation	Documentation

The above process includes Peer Seminars and Independent Study

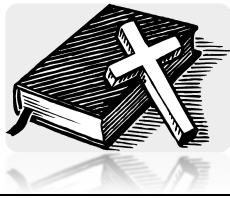
Phase I: Training in methods for self-analysis and analysis of the project. Through peer seminars, independent study, elective courses, and professional consultation, the student develops a problem statement in a specific ministry focus.

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.



DIRECTOR OF THE DOCTOR OF MINISTRY PROGRAM

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CAMPUS MAP

