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AN INTRODUCTION TO THE UNIVERSITY OF LYNCHBURG

Our Mission

To inspire independent thinkers, who become trustworthy, effective leaders that shape caring communities.

Our Vision

To cultivate a world that is innovative, authentic, and inclusive.

Our Daily Goal

To create an *undeniably life-changing* experience for students from their first encounter with the University until the moment they become proud Lynchburg alumni.

Our Values

- **Academic Rigor** - We meet high standards of academic excellence and intellectual honesty, maintaining a commitment to open inquiry.
- **Belonging-** We cultivate environments where everyone feels welcomed, valued, and appreciated.
- **Connection-**We build and maintain meaningful relationships, valuing the contributions and perspectives of everyone. We also find and foster our passion, purpose, and sense of place.
- **Curiosity-** We maintain a desire for learning and exploration by asking questions and seeking out new experiences and knowledge.
- **Excellence**- We strive for the highest standards of performance and quality in all aspects of life through continuous personal growth and a firm commitment to fairness, honesty, and principle.
- **Service**- We contribute to the well-being of others by engaging in selfless acts of kindness and generosity, using our skills and resources to make a positive impact on the world.

Revised by the Board of Trustees, May 2024 Online at https://www.lynchburg.edu/about/mission-statement

ACADEMIC and STRATEGIC OPERATIONS CONTACT LIST

SCHOOL OF LIBERAL ARTS AND SCIENCES

Title	Name	Phone Ext	Email	Department/Program
Dean	Dr. Robert Granger	TBD	Robert Granger	SLAS
Associate Dean	Dr. Cheryl Coleman	ext. 8898	Cheryl Coleman	ENGL-SPAN-LATN-ASL-GRMN / PHIL-LAS-RELG-AFRS-HIST / MUSC / INTL-POLI SCI-ISS
Associate Dean	Dr. Michael (Mike) Coco	ext. 8366	Michael Coco	BIOL / CHEM-ENVS-PHYS / CS-MATH / PSYC-SOCI&HMSV / ART-THEA
Director	Dr. Beth Savage	ext. 8828	Elizabeth Sav...	Westover Honors Program
Director	Dr. Rachel Willis	ext. 8572	Rachel Willis	Wilmer Writing Center
Administrative Coordinator	Julie Williams	ext. 8267	Julie Williams	SLAS
Administrative Coordinator	Amy Enneking	ext. 8135	Amy Enneking	Westover / SLAS
Administrative Coordinator	Melissa Brooks	ext. 8314	Melissa Brooks	SLAS / Arts Consortium

Departments: BIOL / CHEM-ENVS-PHYS / CS-MATH / PSYC-SOCI&HMSV / ART-THEA / ENGL-SPAN-LATN-ASL-GRMN / PHIL-LAS-RELG-AFRS-HIST / MUSC / INTL-POLI SCI-ISS

SCHOOL OF PROFESSIONAL AND APPLIED SCIENCES

Title	Name	Phone Ext	Email	Department/Program
Dean	Dr. Steve Smith	ext. 8392	Stephen Smith	SPAS/ Education/Comm/Crim
Associate Dean	Dr. Gerald Prante	ext. 8421	Gerald Prante	SPAS / Business and Economics
Administrative Coordinator	Irene Foster	ext. 8382	Irene Foster	SPAS/ Education/Business/Comm/Crim
Administrative Coordinator	Cathy Phillips	ext. 8417	Cathy Phillips	SPAS / Business and Economics

Departments: ACCT-BUAD-ECON-MGMT-MRKT / SPMG-EQSPMG / COMM / MBA / CRIM / ELEM EDUC-SEC EDUC-RDNG / HPE-EDUC / EDCI-EDHD-INTD Studies - ITD - HEL - Gifted - MEDSCIE / EDLS-LS / SPED / NPL

SCHOOL OF MEDICINE AND HEALTH SCIENCES

Title	Name	Phone Ext	Email	Department/Program
Dean	Dr. Jenna Rolfs	ext. 8532	Jenna Rolfs	SMHS
Associate Dean	Dr. Debbie Bradney	ext. 8522	Debbie Bradney	SMHS
Director	Dr. Jason Grandeo		Jason Grandeo	UL Community Health Center
Director	Joesph Lugo		Joseph Lugo	Beard Center on Aging
Administrative Coordinator	Virgil Oxendine		Virgil Oxendine	SMHS/ PA

Administrative Coordinator	Kaitlyn Kelly		Kaitlyn Kelley	SMHS / DPT

Departments: MSAT / MPH / MHA / PAM / COUN / EXPH / PBHL / NRSG / DMSC / DPT

ACADEMIC AND STRATEGIC OPERATIONS

Title	Name	Phone Ext	Email	Department/Program
Chief Academic Officer	Dr. Jeremy Welsh		Jeremy Welsh	Academic and Strategic Operations
Executive Assistant	Christy Lucy	ext. 8274	Christy Lucy	Academic and Strategic Operations
Associate Vice President	Dr. Chip Walton	ext. 8798	Chip Walton	Academic Affairs
Chief Educational Technology Officer	Charley Butcher		Charley Butcher	Academic Affairs
Director	Sandra Perez	ext. 8695	Sandra Perez	Academic Affairs
Administrative Coordinator	Gemma D'Addezio	ext. 8371	Gemma Dadd…	Academic Affairs
Executive Dean	Jeff Herrick		Jeffrey Herrick	University Research Center
Executive Director	Nicole Cone		Nicole Cone	Graduate Success
Director	Jennifer Wills		Jennifer Wills	Global Education
Director	Amy Merrill Willis		Amy Merrill Wi…	DELL/General Education, Outcomes Assessment
Director	Randall Dunn		Randall Dunn	QEP
Registrar	Julie Allen		Julie Allen	Registrar
Assistant Registrar	Ashley Carwile		Ashley Carwile	Registrar
Director	Dean Caifano		Dean Caifano	Campus Safety and Security
Director	Greg Starbuck		Gregory Starb…	Historic Sandusky
Director	Brooke Marcy		Brooke Marcy	Daura Museum of Art
Director	Jenny Horton		Jennifer Horton	Library
Director	Robert Canida		Robert Canida	Inclusive Excellence
Executive Director				Human Resources

2024-2025 DEPARTMENT CHAIRS and PROGRAM DIRECTORS

SCHOOL	PROGRAM	MAJOR	TYPE	FACULTY
LIBERAL ARTS and SCIENCES				
ADMINISTRATIVE DEANS Dr. Robert Granger, Dean Dr. Mike Coco, Associate Dean Dr. Cheryl Coleman, Associate Dean **ADMINISTRATIVE COORDINATORS** Ms. Amy Enneking Ms. Melissa Brooks Ms. Julie Williams	Biology	BIOL	Chair	E. Friedman
	Chemistry Environmental Science & Sustainability	CHEM ENVS / ENST	Chair	D. Perault
	Computer Science Math Physics	CS MATH PHYS	Chair	Z. Kurdi
	Psychological Sciences Sociology Human Services	PSYC SOCI HMSV	Chair	A. Marciano
	Art Theatre	ART THEA	Chair	A. Tenbusschen
	Africana Studies History Liberal Arts Studies Philosophy Religious Studies	AFRS HIST LAS PHIL RELG	Chair	B. Crim
	English Modern and Classical Languages	ENGL, ASL, SPAN	Chair	M. McGuire
	Music	MUSC	Chair	J. Scott
	Political Science International Relations and Intelligence Studies	POLI SCI INTL IS	Chair	D. Richards
	Westover Honors Program	WH	Program Director	B. Savage
			Asst. Director	P. Blair
MEDICINE and HEALTH SCIENCES				
ADMINISTRATIVE DEANS Dr. Jenna Rolfs, Dean Dr. Deb Bradney, Associate Dean **ADMINISTRATIVE COORDINATORS** Ms. Kaitlynn Kelley Mr. Virgil Oxendine	Exercise Physiology	EXPH	Chair	D. Kremer
	Nursing	NRSG	Chair	S. Kopis
	Public Health	PBHL	Chair	T. Price
	Athletic Training	MSAT	Program Director	D. Bradney
	Counseling	COUN	Program Director	S. Bailey
	Doctor of Medical Science	DMSc	Program Director	J. Rolfs
			Asst. Director	B. Rogers
			Lead Clinical Faculty	A. Popko
	~~Masters in Public Health~~	~~MPH~~	Program Director	J. Sullivan

			Asst. Director	B. Toney
	Masters in Health Care Administration	MHA	Program Director	B. Breland
	PA Medicine	PAM	Program Director	M. Shaffron
			Director, Clinical Education	M. Castro
			Director, Didactic Education	N. Delis
	Physical Therapy	DPT	Program Director	A. Moore
			Asst. Director	P. Elam

PROFESSIONAL and APPLIED SCIENCE

ADMINISTRATIVE DEANS
Dr. Stephen Smith, Dean
Dr. Gerald Prante, Associate Dean

ADMINISTRATIVE COORDINATORS
Ms. Irene Foster
Ms. Cathy Phillips

Accounting Business Administration Economics Management Marketing	ACCT BUAD ECON MRKT MGMT	Chair	L. Schimmoeller
Communication Studies	COMM	Chair	M. Robinson
Criminology	CRIM	Chair	K. McCabe
Elementary Education Secondary Education Reading	ELEM EDUC SEC EDUC RDNG	Chair	S. Copp
Health and Physical Education Educational Studies	HPE EDUC	Chair	K. Bowman
Sport Management EQ Sport Management	SPMG EQMG	Chair	L. Pieper
Educational Leadership Leadership Studies	EDLS LS	Program Director	M. Duis
Masters in Business Administration	MBA	Program Director	S. Bennet
Non Profit Leadership	NPL	Program Director	J. Roux
Special Education	SPED	Program Director	L. Spaulding
Curriculum and Instruction Interdisciplinary Studies Instructional Design Technology	EDCI/EDHD ISTE IDTI	Program Director	H. Gould

COMMONLY USED LYNCHBURG ABBREVIATIONS AND WEBSITE ADDRESSES

Abbreviation	Meaning
ADA	American Disabilities Act
EMC	Enrollment Management Committee
EPC	Educational Policies Committee
FDC	Faculty Development Committee
FPC	Faculty Personnel Committee
GEOC	General Education Oversight Committee
ITR	Information Technology and Resources

Website and Brief Description	Address
EPC – University policy and forms for course and program changes and proposals of new ones	https://sites.google.com/lynchburg.edu/facultyresources/educational-policies-procedures?authuser=0
Faculty Development Committee – Guidelines and application forms related to faculty development grants.	https://sites.google.com/lynchburg.edu/faculty-development/home?authuser=0
Faculty Forms – online forms for workload planning, grant proposals, reimbursement for travel, interlibrary loan and others	https://sites.google.com/lynchburg.edu/facultyresources/useful-links-e-forms
Faculty Handbook – all chapters of handbook	https://drive.google.com/file/d/1_Hg34-CLnMgX48zEt8FNoJ1AsZZbln_8/view
Academic Affairs Faculty Site – links to a variety of internet support sites as well as University support pages, current committee lists, faculty meeting information	https://sites.google.com/lynchburg.edu/facultyresources/home
Resources for Assessment – page of links to Lynchburg's general education assessment plan and a variety of assessment rubrics/tools	http://internal.lynchburg.edu/?page_id=292
University Data, Analytics, & Effectiveness – available as a link from Home Page. Includes links to campus data - Factbook of student profiles, graduate rates, etc. as well as to other internal and external reports and online resources for comparing data	https://www.lynchburg.edu/about/university-data-analytics-and-effectiveness/
Information Technology and Resources Home Page – links to info about security, campus network, ITR policy, telephone and voicemail	https://www.lynchburg.edu/student-life/information-technology-and-resources/
Library Home Page – links to a variety of library services and online databases	http://www.lynchburg.edu/academics/library/
Office of the Registrar – links to common student forms, exam schedule, academic calendar, policy on the privacy of academic records	http://www.lynchburg.edu/academics/registrar/

"ONE-STOP SHOP" for ASSISTANCE on CAMPUS

For questions regarding specific issues, we hope the following list will be helpful to you.

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ACADEMIC CALENDAR 2024-25

Fall 2024	
August 22, 2024	First day of classes
August 29, 2024	End of add/drop period
September 12, 2024	End of 3-week withdrawal period
September 19, 2024	Pass/fail deadline
October 14, 2024	Mid-semester
October 10-13, 2024	Midterm break
October 18-20, 2024	Parents and Family Weekend & Homecoming
October 31, 2024	End of 10-week withdrawal period
November 23 - December 1, 2024	Thanksgiving break
December 6, 2024	Last day of classes
December 9-14, 2024	Exams
December 16, 2024 - January 17, 2025	Winter Term
January 17, 2025	January degree conferral date
Spring 2025	
January 21, 2025	First day of classes
January 27, 2025	End of add period
February 10, 2025	End of 3-week withdrawal period
February 17, 2025	Pass/fail deadline
March 7, 2024	Mid-semester
March 8 - March 16, 2025	Midterm break
April 7, 2025	End of 10-week withdrawal period
April 15 - April 20, 2025	Founders' Week
April 16, 2025	Student Scholar Showcase and assessment day (no classes)
April 18, 2025	Academic Awards Ceremony
May 6, 2025	Last day of classes
May 7 - May 13, 2025	Exams
May 13, 2025	May degree conferral date
May 15-16, 2024	Commencement
Summer Session 2025 (Optional)	
May 19 - June 6, 2025	First Summer Term
June 9 - June 27, 2025	Second Summer Term
June 30 - July 18, 2025	Third Summer Term
August 1, 2025	August degree conferral

ACADEMIC PROGRAMS

Major Programs

A major is a program of study pursued through a purposefully structured curriculum drawn from courses in a discipline, field of study, or area of application. At least one-third of a major's requirements are satisfied by completion of courses beyond the elementary level. The curriculum for a major is designed to pursue a set of clearly described goals devised by the program faculty offering the major. Emphases within the major have additional, distinct goals met through a set of courses specific to each emphasis. These courses comprise a substantial part, at least one-fourth, of the total credits required for completion of a major with an emphasis.

Work in a major provides the dimension of depth for the liberally educated person and encourages the student to gain the insights that a particular discipline has to offer. It also affords an initial specialization for advanced study and professional preparation. Each student must meet the specific course requirements listed for a major. To declare or change a major, a student may submit a request to the Registrar via their Lynchburg student portal.

Major programs, with the exception of certain professional programs, may not exceed a total of sixty-two semester hours including prerequisite courses, with no more than forty-eight semester hours required in any one discipline, including prerequisite courses and courses taken to meet General Education requirements. Under certain circumstances, a student may wish to pursue a double major. A minimum of 50 percent of the hours applicable to a major or each additional major must be earned at University of Lynchburg. Double majors may be earned by completing all course requirements listed for both majors. Students must complete all requirements for each major with a minimum overall grade-point average of 2.00 for all courses, and they must earn the minimum grade-point average requirements for all courses specific to each major. Students who have met these requirements will receive a single bachelor's degree and diploma, with all majors and emphases noted on the academic transcript.

Majors	Degrees	School
Accounting	BA	Professional and Applied Sciences
Actuarial Science	BS	Liberal Arts and Sciences
Africana Studies	BA	Liberal Arts and Sciences
Art	BA	Liberal Arts and Sciences
Emphases: Art Therapy, Graphic Design, Studio Art.		
Biology	BS	Liberal Arts and Sciences
Emphases: Biomedical Science, Education, Integrative		
Biology Education	BS	Professional and Applied Sciences
Business Administration	BA	Professional and Applied Sciences
Chemistry	BA/BS	Liberal Arts and Sciences
Chemistry Education	BA	Professional and Applied Sciences
Communication Studies	BA	Professional and Applied Sciences
Emphases: Electronic Media, Journalism, Public Relations, Social Influence and Advocacy		
Computer Science	BS	Liberal Arts and Sciences
Criminology	BA	Professional and Applied Sciences
Criminology-Philosophy	BA	Liberal Arts and Sciences
Digital Media Arts and Design	BA	Liberal Arts and Sciences
Digital Media Communications	BA	Professional and Applied Sciences
Digital Media Marketing	BA	Professional and Applied Sciences
Earth Science Education	BA	Professional and Applied Sciences
Economics	BA	Professional and Applied Sciences
Educational Studies	BA	Professional and Applied Sciences
Emphases: Curriculum and Instruction PK-6, Disability Studies, Health and Physical Literacy		
Elementary Education	BS	Professional and Applied Sciences
English	BA	Liberal Arts and Sciences
English Education	BA	Professional and Applied Sciences
Environmental Sciences and Sustainability	BS	Liberal Arts and Sciences
Equestrian Sport Management	BA	Professional and Applied Sciences
Exercise Physiology	BS	Medicine and Health Sciences
Financial Economics	BA	Professional and Applied Sciences

Foreign Language Spanish Education	BA	Professional and Applied Sciences
Health and Physical Education	BS	Professional and Applied Sciences
History	BA	Liberal Arts and Sciences
History and Social Studies Education	BA	Professional and Applied Sciences
Intelligence Studies	BA	Liberal Arts and Sciences
International Relations and Security Studies	BA	Liberal Arts and Sciences
Liberal Arts Studies	BA	Liberal Arts and Sciences
Management	BA	Professional and Applied Sciences
Emphases: General or Human Resource		
Marketing	BA	Professional and Applied Sciences
Mathematics	BS	Liberal Arts and Sciences
Mathematics Education	BS	Professional and Applied Sciences
Music	BA	Liberal Arts and Sciences
Music Education	BA	Professional and Applied Sciences
Emphases: Instrumental Education or Vocal Education		
Nursing	BS	Medicine and Health Sciences
Philosophy	BA	Liberal Arts and Sciences
Philosophy-Political Science	BA	Liberal Arts and Sciences
Physics	BS	Liberal Arts and Sciences
Political Science	BA	Liberal Arts and Sciences
Psychological Science	BS	Liberal Arts and Sciences
Emphases: Counseling Psychology, Forensic Psychology, General Psychology, Sports Psychology		
Public Health	BS	Medicine and Health Sciences
Religious Studies	BA	Liberal Arts and Sciences
Sociology	BA	Liberal Arts and Sciences
Spanish	BA	Liberal Arts and Sciences
Special Education -	BS	Professional and Applied Sciences
General Curriculum (K-12)		
Sport Management	BA	Professional and Applied Sciences
Statistics and Data Science	BS	Liberal Arts and Sciences
Theatre	BA	Liberal Arts and Sciences
Emphases: Design/Technical, General, or Performance		

Minor Programs

A student may choose an optional minor, which should complement the student's major and not simply expand it with more courses in the same field. For this reason, students may not ordinarily pursue both a major and minor in the same discipline. Any exception would require approval of the Associate Vice President for Academic Affairs and Registrar. If completed, the minor will be designated on the student's academic record. A minor consists of fifteen or more semester hours in conceptually related courses. Courses that are prerequisite or corequisite for required minor courses are clearly disclosed as requirements of the minor. Courses counted in the minor may not be taken on a pass/fail basis. A student must have a minimum grade point average of 2.00 for all courses that apply to the minor. A minimum of 50 percent of the hours applicable to the minor must be earned at University of Lynchburg. General Education courses may be used in the minor.

Minors	**School**
Accounting	Professional and Applied Sciences
Africana Studies	Liberal Arts and Sciences
Applied Statistics	Liberal Arts and Sciences
Art History	Liberal Arts and Sciences
Bioinformatics	Liberal Arts and Sciences
Biology	Liberal Arts and Sciences
Business	Professional and Applied Sciences

Chemistry	Liberal Arts and Sciences
Coaching	Professional and Applied Sciences
Computer Science	Liberal Arts and Sciences
Creative Writing	Liberal Arts and Sciences
Criminal Forensics	Professional and Applied Sciences
Criminology	Professional and Applied Sciences
Crisis Communication	Professional and Applied Sciences
Digital Media Arts	Liberal Arts and Sciences
Digital Media Marketing	Professional and Applied Sciences
Economics	Professional and Applied Sciences
Educational Studies	Professional and Applied Sciences
Electronic Media	Professional and Applied Sciences
English	Liberal Arts and Sciences
Environmental Science	Liberal Arts and Sciences
Equestrian Management	Professional and Applied Sciences
Finance	Professional and Applied Sciences
Graphic Design	Liberal Arts and Sciences
History	Liberal Arts and Sciences
Intelligence Analysis	Liberal Arts and Sciences
International Relations	Liberal Arts and Sciences
Journalism	Professional and Applied Sciences
Latin American Studies	Liberal Arts and Sciences
Law and Society	Liberal Arts and Sciences
Life Sciences Research	Liberal Arts and Sciences
Mathematics	Liberal Arts and Sciences
Neuroscience	Liberal Arts and Sciences
Philosophy	Liberal Arts and Sciences
Political Science	Liberal Arts and Sciences
Popular Culture	Professional and Applied Sciences
Professional Writing	Liberal Arts and Sciences
Psychological Science	Liberal Arts and Sciences
Public Health	Medicine and Health Sciences
Public Relations	Professional and Applied Sciences
Social Influence and Advocacy	Professional and Applied Sciences
Sociology	Liberal Arts and Sciences
Spanish	Liberal Arts and Sciences
Sport Management	Professional and Applied Sciences
Sports Media	Professional and Applied Sciences
Sports Medicine	Medicine and Health Sciences
Studio Art	Liberal Arts and Sciences
Sustainability Studies	Liberal Arts and Sciences
Web Design and Development	Liberal Arts and Sciences

DELL General Education Program

Diverse, Engaged, Lifelong Learners: 2024-2025 Curriculum Guide**

The DELL General Education Program prepares Lynchburg students for **responsible engagement in a complex world**. The DELL Program is built upon a curriculum organized with two components: The Lynchburg Experience Curriculum and the Areas of Study Curriculum. With **10 courses** and **31-32 credit hours**, the DELL Program is enhanced by the infusion of **high impact practices** throughout the program including thematic integrative seminars (DELL seminars), community engaged learning, and a capstone project.

The Lynchburg Experience Curriculum - four courses - 12 credits

COMM	101	Argumentation and Advocacy				
DELL	100-level	First-Year Integrative Seminar	OR	DELL	300-level	Transfer Integrative Seminar
DELL	400W-level	Senior-Year Integrative Seminar **WE**				
ENGL	123W	College Writing Workshop* **WE**				

* Students must successfully complete ENGL 123W with a grade of C- or higher in order to receive general education credit for ENGL 123W and in order to be permitted to take future Writing Enriched (WE) courses.

The DELL Areas of Study Curriculum - six courses - 19- 20 credits

A course used in one area of study cannot be used in any other areas of study within the DELL curriculum. Each course will only count in one area of study.

Fine Arts and Humanities Area of Study- two courses- 6 credits

Must select two courses with different prefixes (ex. ART 154 and HIST 103W):

Artistic and Creative Thinking Courses

ART	110	Introduction to Visual Arts
ART	118	Ceramics I
ART	122	Sculpture I
ART	154	Introduction to Graphic Design
ART	156	Drawing: Techniques/Traditions
ART	161	Plein Air Painting
ART	162	Painting: Techniques/Traditions
ART	166	Photography
ART	205	20th Century Art & Contemporary Issues
ART	266	Darkroom Photography
COMM	104	Introduction to Media Technology
COMM	229	Introduction to Film
ENGL	205	Introduction to Creative Writing
MUSC	100	Music Appreciation
MUSC	102	World Music and Culture
MUSC	103	Music Fundamentals
MUSC	215	Jazz and the Origins of Rock Music
PHIL	220W	Art, Truth, and Value **WE**
SOCI	233	Music, Culture, and Representation
THEA	101	Introduction to Theatre
THEA	102	Introduction to Tech, Theatre, and Design
THEA	120	Introduction to Dance

Civic Engagement Courses

AFRS	101	Intro to Africana Studies
CHEM	107	Chemistry in Society
SOCI	209	Applied Sociology

Ethics Courses

PHIL	204W	Ethics **WE**
PHIL	224	Ethical Issues in Medicine
PHIL	225	Environmental Ethics
PHIL	226	Ethics of War
POLI	112	Quest for Power
RELG	211W	Comparative Religious Ethics **WE**
SOCI	103	Social Problems

Historical Interpretation Courses WE

(*All Historical Interpretation courses are Writing Enriched.)*

HIST	103W	Turning Points in World History **WE**
HIST	105W	History of Disease and Medicine **WE**
HIST	106W	War and Society **WE**

Literary Analysis Courses WE (*All Literary Analysis courses are Writing Enriched.)*

ENGL	201W	Literature and Culture I **WE**	ENGL	202W	Literature and Culture II **WE**
ENGL	291W	Literature and the Body **WE**	ENGL	292W	Literature and Nature **WE**
ENGL	293W	Literature and Justice **WE**	ENGL	294W	Literature and Place **WE**
LATN	208W	Classical Latin Literature in Translation **WE**	RELG	213W	Literature, Myth, & Meaning **WE**
SPAN	208W	Hispanic Literature in Translation **WE**	THEA	212W	Theatre History and Literature I **WE**

Language and Intercultural Competence Area of Study[##]

one course - 3 credits

select one from the following:

Elementary I: American Sign Language, German, Latin, and Spanish	ASL, GRMN, LATN, SPAN	101
Elementary Latin I- Medical	LATN	103
Elementary II: American Sign Language, German, Latin, and Spanish	ASL, GRMN, LATN, SPAN	102
Elementary Latin II- Medical	LATN	105
Intermediate I: American Sign Language, German, and Spanish	ASL, GRMN, SPAN	201
Intermediate Latin I **WE**	LATN	201W
Intermediate Latin I- Medical **WE**	LATN	205W
Intermediate Spanish I- Medical	SPAN	205
Intermediate II: American Sign Language, German, and Spanish	ASL, FREN, GRMN, SPAN	202
Intermediate Latin II **WE**	LATN	202W

LATN	208W	Classical Latin Literature
RELG	205W	Religions of Asia
RELG	206W	Judaism, Christianity, and Islam
RELG	211W	Comparative Religious Ethics
SPAN	208W	Hispanic Literature in English Translation
SOCI	233	Music, Culture, and Representation
ART	203	Survey of Art History I
ART	204W	Survey of Art History II
COMM	251	Intercultural Communications
ENGL	323	Modern Multicultural Literature
ENGL	337	American Multi-Ethnic Literature
HIST	205, 243, 275, 311, 323, 324, 339, 340, 341, 344, 371,379	
INTL	101	Global Politics
INTL	213	World Regional Geography
INTL	301	Human Security in the Global South
INTL	320	African Diaspora in Latin America & Caribbean
MGMT	303	International Management and Negotiations
MUSC	102	World Music and Culture
PBHL	221	Global Health
POLI	260	Honor and Terror Politics: South Asia
POLI	265	Growling Tigers, Fiery Dragons: The Asia Pacific
POLI	275	Latin American Politics
POLI	283	European Union Politics
POLI	296	Russia and the European Neighborhood
POLI	375	U.S.-Latin American Relations
SOCI	253	Globalization and Cinema

Social Science Literacy Area of Study

one course - 3 credits

select one from the following:

ECON	100	Economic Perspectives
ECON	201	Principles of Economics- Micro
ECON	202	Principles of Economics- Macro
INTL	101	Global Politics
PHIL	227W	Justice, Freedom, and Equality **WE**
POLI	111	Quest for Justice
SOCI	201	Social Life in America
SOCI	222	Sociology of Race and Ethnicity
SOCI	245	The Individual in Society
SOCI	247	Gender and Society

Scientific Literacy Area of Study

one course - 4 credits

select one from the following:

BIOL	101	Biological Inquiry
CHEM	111	Fundamentals of Chemistry I
CHEM	127	The Chemistry of Life
ENVS	111	Environmental Sci & Sustainability I
ENVS	112	Environmental Sci & Sustainability II
PHYS	131	Physics of Sport
PHYS	141	College Physics I
PHYS	161	Physics I
PHYS	181	Astronomy: Solar System
PHYS	182	Astronomy: Universe
PSYC	111	Intro to Psychological Science

Quantitative Reasoning Area of Study

one course - 3- 4 credits

select one from the following:

BUAD	241	Business Statistics
MATH	102	Precalculus
MATH	103	Calculus I
MATH	106	Liberal Arts Math
PSYC	274	Statistics for Psychologists (4 cr.)
STAT	222	Introductory Statistics

Questions?! Contact the DELL Leadership Team!

Dr. Leslie Layne, Coordinator of College Writing (layne.l@lynchburg.edu); Writing Enriched (WE) inquiries

Dr. Amy Merrill Willis, Director of General Education and Outcomes Assessment (merrillwillis.s@lynchburg.edu); DELL inquiries

Dr. Chip Walton, Associate Vice President of Academic Affairs; General Studies courses, academic policies

Notes: **This curriculum takes effect for students entering in the summer and fall of 2024. Returning students will be governed by the previous DELL requirements unless they switch to the summer 2024 catalog. [##] For students whose native language is not English, the Language and Intercultural Competence general education requirement may be waived using the substitution/waiver form based on documentation of proficiency in the native language provided to the Department of Modern and Classical Languages. In cases in which students are foreign nationals, documentation of their International Student status from a country where English is not the native language is sufficient to waive the language requirement. Contact the Chairperson of the Department of Modern and Classical Languages and/or your Academic Advisor. Some course titles have been abbreviated for space considerations; consult the current course catalog on MyHive to confirm full course titles and to review course descriptions. WE indicates that a course is an approved Writing Enriched (WE) course.

Graduate Programs at the University of Lynchburg

Degree Programs:

Doctor of Education in Leadership Studies (EdD)

Doctor of Medical Science (DMSc):
- Addiction Medicine Concentration
- Administrative Medicine Concentration
- Advanced Professional Practice Concentration
- Emergency Management and Global Health Concentration
- Medical Education Concentration

Doctor of Physical Therapy (DPT)

Master of Arts (MA):
- MA in Nonprofit Leadership Studies

Master of Business Administration (MBA)

Master of Education (MEd):
- MEd Clinical Mental Health Counseling
- MEd Curriculum and Instruction
- MEd Higher Education Leadership
- MEd Interdisciplinary Studies
- MEd Pre K-12 Administration and Supervision
- MEd Reading
- MEd Science Education
- MEd School Counseling
- MEd Special Education

Master of PA Medicine (MPAM)

Master of Public Health (MPH)

Master of Science in Athletic Training (MSAT)

Graduate Certificate Programs:
- Addiction Medicine Certificate
- Applied Project Management Certificate
- Advanced Counseling Certificate
- Behavioral Medicine Certificate
- Cybersecurity Certificate
- Earth Science Certificate
- Emergency and Disaster Management Certificate
- Epidemiology Certificate
- Executive Leadership Certificate
- Global Health Certificate
- Healthcare Administration and Management Certificate
- Literacy Studies Certificate
- Medical Education Certificate

Nonprofit Management Certificate
Nonprofit Marketing and Fundraising Certificate
Public Health Certificate
Telehealth Certificate

Non-Degree Programs:

Postgraduate Licensure Programs
Professional Enrichment
Teacher Licensure Renewal

GENERAL INFORMATION

ACCESSING EDUCATIONAL POLICIES COMMITTEE MATERIALS FOR REVIEW

- The EPC folder is a shared document on Google Drive.
- Anyone within the University of Lynchburg user group can view the Drive at https://drive.google.com/drive/folders/0B7Q6vCpt-KvIWDNxT253WTV6RlE?resourcekey=0-Y6mT-aN-n0sepaMtsWYLzg&usp=sharing.
- For EPC committee members, they will go to the folder for the current academic year to view the materials for the EPC meeting.
- Documentation for the Faculty meetings is found in a folder called EPC Faculty Report Folder. Faculty will then click on the current year folder and then the current month folder. All documents, including the report for the faculty committee will be shared in this folder.

ADVISING REFERRALS (ALERTS) – The University of Lynchburg utilizes an advising alert and referral system to track students who are exhibiting behaviors that affect their academic performance. As we are working through the implementation of Colleague, a Google Form will be used in the interim to track any concerns or praises for each individual student.

The referral is best written as a memo that begins with an expression of a reason for concern. The alert should also include information about the impact of the student's behavior, as well as recommended ways to remedy or improve their situation. Always conclude referrals with offers of assistance and support for the student. To encourage student agency in the process, please always click Student in the referral before submission along with any other stakeholder.

Referrals will be received by Academic Advising, who will then disperse the alert via email to all stakeholders who were added. Academic Advising will promptly route them to the student of concern's advisor(s). The receiving advisor will contact the student and promptly address the concern by email or through an advising meeting. Open communication is encouraged between the referring faculty member, Academic Advising, and the student's advisor to ensure the student receives appropriate support. The referral may be completed by the student's advisor or Academic Advising when sufficient action and follow-up have occurred.

Below is a non-exhaustive list of example behaviors that may warrant an advising alert.

- Missing three classes or two classes in a row;
- Missing a major test or assignment;
- Exhibiting disruptive behavior such as excessive talking, sleeping, or arriving late to class;
- Any troubling change of mood or behavior.

Students who elicit multiple referrals or who do not follow-up with faculty or their advisor, will be forwarded to and reviewed by the Care Team. The Care Team is an interdisciplinary student support committee that seeks to work with students of concern to help them mitigate and mediate disruptive behavioral patterns. If the behavior is recurrent or pervasive, an intervention will be tailored to suit the student's circumstances. Such interventions may include a required appointment with a dean or academic coach and intervention through residence life or student affairs.

Additionally, the advising alert may be used to send praise or congratulations to students who are doing well. Referrals of praise may be initiated in the same way as referrals of concern, but differentiated by selecting praise as the referral type. As with concern alerts, the message is sent to the student, the advisor, and Academic Advising.

ATTENDANCE AT OFFICIAL UNIVERSITY EVENTS – All faculty members are expected to participate in scheduled convocations, commencement, Parents' Weekend activities, and faculty/adjunct workshops relevant to the faculty member's responsibilities. Faculty members are also encouraged to participate in community service activities sponsored by the University.

AUDIO-VISUAL EQUIPMENT – Most standard classrooms have a PC and projection system or display. ITR provides support in the use of media and multimedia by the faculty. Faculty can check out still cameras, video cameras, tripods, microphones, laptops and

projectors to assist with various media needs. Training will be provided on using the equipment and editing your media after you have recorded it. Requests for assistance can be made at the ITR Support site: support.lynchburg.edu.

BUSINESS EXPENSE REPORTING – Expense Report forms may be found on the Academic Affairs Faculty site at https://sites.google.com/lynchburg.edu/e-forms/home. Use the Travel Reimbursement form for travel activities and the Non-Travel Reimbursement form for other expenses (i.e., books, journals, memberships). Expense reports should be completed within ten (10) days after completing the travel or business expense on behalf of the University. In addition to your school dean, the Associate Vice President for Academic Affairs must also approve your Professional Development Fund reimbursements. The Office for Academic Affairs will supply the expense account number.

CLASS CANCELLATIONS – In case of severe weather, the University may cancel all classes. This information will be announced on social media websites, and local radio and television stations and is also available on the University's weather hotline at 544-SNOW (7669) and posted on the University home page. You can also download the LiveSafe app. https://www.lynchburg.edu/student-life/campus-safety-and-security/livesafe/

COURSE EVALUATIONS – Student opinion surveys are gathered primarily for formative purposes, including instructional development and course development. Surveys will be administered for all courses taught. Student opinion data gathered using the University's instrument are reported after each term to the faculty member, the appropriate university dean, and the Chief Academic Officer.

FACULTY ABSENCES – Whenever a faculty member finds that it will not be possible to meet a class, the faculty member should assign a project for the class during his/her absence or have a colleague meet the class and inform the University dean and department chair. If, because of illness or some other unavoidable reason, the faculty member cannot give prior notice to the class, the University dean, department chair, or a member of the University should be notified in order that notices may be posted to inform students that the class will not meet. The University dean must be kept informed of any absences by the faculty members. Faculty members are expected to meet all of their assigned classes at the designated times, including class periods immediately before and after scheduled holidays. See *Faculty Handbook*, 4.4.2.

FACULTY DEVELOPMENT

Funding- Funds are available for professional development; see Faculty Handbook section 3.10 for policies. Guidelines and application forms for these grants can be found in the Faciulty Development site at Guidelines and https://sites.google.com/lynchburg.edu/faculty-development/home?authuser=0. More information on this topic can be found in the Offices and Services section of this handbook.

> **Teaching and Learning Center-** Throughout the year, a variety of on-campus faculty development activities are scheduled and hosted by the Teaching and Learning Center located in the Library. Watch for email messages with information about topic, date, time, and location. Take advantage of as many as you can. These events provide an opportunity to meet other faculty and gain perspective on the topic. More information about the Teaching and Learning Center can be found on the T+LC section of this handbook.
>
> **Assessment-** In planning for courses that are part of a specific program, faculty may find it helpful to discuss the course objectives with the department chair to determine the level of expected student achievement: introductory, practicing, or mastery. Faculty receive student opinions about their teaching using the standard university approved form. Results are provided to the faculty member, university dean, the Chief Academic Officer, and Associate Vice President for Academic Affairs.

FACULTY ID – Faculty IDs are required to take books out of the Library, to enter certain University buildings, and to open an Express Account (see MEALS). They can be obtained from Campus Safety and Security on the first floor of the Hall Campus Center. Please obtain an ID upon your arrival to campus. Using your email account is contingent on having an ID as well.

FACULTY MEETINGS – The faculty member's participation in faculty meetings is essential to University governance. Full-time faculty members will report unavoidable absences to the Office of Academic Affairs before faculty meetings. Regular part-time faculty

are invited to attend faculty meetings as non-voting observers. Adjuncts need not attend. Faculty members initial a roll sheet as they enter the meeting room.

FINAL EXAMS – The assessment of student learning at each and every level of instruction is a significant component of good teaching practice. A final examination, or an alternate assessable exercise or assignment appropriate to the nature of the course, is useful not only for determining what the student has learned in a course and forming a sound basis for a grade that reliably reflects that learning, but it can also provide useful feedback to the instructor for reevaluating the effectiveness of the course's content, delivery style, pedagogy, structure, and measurement techniques. Moreover, since courses complement programs, the final examination also helps to determine if the course is meeting the academic goals of the programs of which they are a part.

A final examination, or an alternate assessable exercise or assignment appropriate to the nature of the course, shall be given **or due** (ex: take home exam) on the date and time established in the academic calendar. In either event the relative importance of the examination, exercise, or assignment in determining the total course grade lies with the instructor. Exceptions to this policy must be approved by the Chief Academic Officer or the Associate Vice President for Academic Affairs.

GRADES – Grades are issued at the middle of each semester for first-year and students on academic probation. Also, grades denoting unsatisfactory work (D+, D, D- or F) can be entered for any students when warranted. If a student is listed on the class roll, but has not attended class after the first week, the instructor should inform the Registrar's Office by turning in a "W" at midterm. Grade definitions may be found in the University Catalog. Final grades are given at the end of each semester. Both midterm and final grades are turned in electronically using MyHive at https://myhive.lynchburg.edu by the deadline issued from the Registrar's Office.

> **W Withdrew -** The grade of W is given after the first three weeks and within the first ten weeks of a semester if a student withdraws from a course with the written consent of the advisor and the instructor. After the withdrawal, the course is not included in hours attempted when computing GPA. However, the course is included in hours attempted when computing hours attempted for "Satisfactory Academic Progress for Financial Aid" (see section on Scholarships and Financial Aid). If a faculty member submits a Drop Submission for a student, due to lack of class attendance or participation, the grade of W will be listed as the final grade for the course, prior to the 10-week withdrawal period.
>
> **UW Unofficially Withdrew -** The grade of UW is given when an enrolled student stops participating in course activities and attending class,after the frist ten weeks of the semester. Faculty members submitting the grade of UW during the final grading process must also record the last day of participation or attendance. After the 10th week, if a student earns a grade in at least one course offered over the semester or term, the University will assign a grade of F for the class or classes graded UW.

HONOR CODE – The Honor Code at University of Lynchburg is based on the expectation that students will not lie, cheat, or steal in academic and non-academic matters. Students are expected to abide by the Honor Code themselves and not to tolerate actions by fellow students who breach the Code. Any student who witnesses or discovers any infraction of the Honor Code is instructed to ask the person(s) at fault to report the offense to the appropriate professor, the Office of the Dean of Students, or the Honor Board. An instructor suspecting cheating, fabrication, facilitating of academic dishonesty or plagiarism should refer the matter to the Honor Board for resolution. For further information, consult *The Hornet,* the University of Lynchburg student handbook, and/or contact the Associate Dean of Students.

MEALS – Meals are available to faculty at a very reasonable rate in the Campus Dining Hall. In addition, faculty members may set up an Express Account through the Finance Office so that they can pay using their Faculty I.D. The Express Account may also be used in the Westover Room, The Muse, On Common Ground, and Domino's.

OFFICE HOURS – All faculty members are expected to be available for students outside of the classroom. Full-time faculty are normally on campus each weekday. Faculty members inform students via syllabi of when and where they are available. Consultation with students may be executed through office hours, by phone, e-mail, voice mail, or other electronic means. All faculty members are expected to be available for student consultation at a minimum of one hour per semester hour of teaching up to ten hours each week.

PARKING INFORMATION – Parking decals can be obtained at Campus Safety and Security Office located on the first floor of Hall Campus Center.

POLICIES – A variety of policies are located in the *University Catalog*, the student handbook *The Hornet*, and the *Faculty Handbook.* Those of special importance with which to be familiar are in the academic regulations section of the undergraduate catalog. Use these when preparing syllabi and/or providing information to students. If you are not aware of where a policy may be found, ask your school administrative coordinator, school dean, or the Associate Vice President for Academic Affairs.

PROGRAM/UNIVERSITY MEETINGS – Full-time and regular part-time faculty are expected to attend all Program/University meetings. Adjunct faculty are encouraged to do this, if possible.

SMOKE-FREE ENVIRONMENT – Smoking is permitted only in designated smoking areas.

STUDENT ABSENCES – Regular attendance in classes is expected of all students, as is advance preparation and prompt performance of assignments. Each instructor should send an advising alert for upper-class students who have had three consecutive unexcused absences. Justifiable absences include illness or other emergencies or when the student represents the University in an organized activity, such as athletics, the Model UN, or choir. Each instructor is expected to inform students of each class's attendance policy and include this information in the course syllabus.

SYLLABI – A detailed syllabus shall be prepared by the instructor and distributed to enrolled students during the first class session. The syllabus will normally include information regarding the meeting time and location of the course; the instructor's policies regarding attendance, participation, submission of work, and grading (including the elements comprising the final course grade); the goals or objectives related to mastery of the course content; the statement for special needs students; and any other information pertinent to the conduct of the course. One copy of the syllabus must also be provided to the school administrative coordinator and, when appropriate, the department chair. Faculty will submit all syllabi electronically to the Office of Academic Affairs here https://sites.google.com/lynchburg.edu/facultyresources/faculty-resources/faculty-syllabus. It is the responsibility of each faculty member to prepare the syllabus and to update it each time the course is taught. Refer to additional information that follows ("Preparing Course Syllabi").

TELEPHONES – All faculty have a voice mailbox. For questions about voice mail or the University telephone system, please contact the ITR help desk at Ext. 8350 or help@lynchburg.edu.

TRAVEL – The University encourages faculty attendance at professional meetings and, within budgetary limitations, assists in defraying the necessary expenses. Each full-time and regular part-time faculty member has an allowance of $750 per year for this purpose. Funds may accumulate to a maximum of $1,500 within any two-year period. These allowances are subject to budgetary limitations, and are not transferable to another individual.

WITHDRAWAL FROM CLASSES – A student who wishes to drop a course must consult with his or her advisor and submit a completed Drop/Add Form to the Registrar's Office. If a student drops a class after three weeks but within ten weeks, he or she shall receive a grade of "W," and the course will ***not*** be counted as work undertaken.

PREPARING COURSE SYLLABI

Syllabi provide students with course expectations; they provide the policies that will be used in handling attendance, late assignments, and so on. Policy delineation is especially helpful when students raise questions about decisions or fair treatment of students, and the instructor can point to the written policy in the syllabus that defines how aspects of the course are managed.

There are a variety of ways to organize a syllabus and to convey the same ideas. Some faculty prefer a more narrative approach; others like lists. Some use headings to draw attention to specific parts of the syllabus; some syllabi are put on the web and linked in various ways.

The ***Faculty Handbook*** includes the following policy related to syllabi:

> **4.1.1 Syllabus.** A detailed syllabus for each course shall be prepared by the instructor, distributed in print or electronic form to enrolled students, and placed on file in school offices. The syllabus will normally include information regarding the instructor's policies regarding attendance, participation, submission of work, and grading (including the elements comprising the course grade); the goals or objectives related to mastery of the course content; and any other information pertinent to the conduct of the course.
>
> **a. 4.1.1.1 Policies governing the construction of syllabi:**
>
> All syllabi must include the following components:
>
> - Course number, title, description and course objectives as approved by EPC (Educational Policies Committee)
> - A description of the purpose of the course with respect to meeting goals of the major, minor, or general education program, as appropriate
> - Course requirements
> - Methods of evaluating student work and how these are used to achieve a grade
> - Nature of course content reflected in an outline of topics or a course schedule
>
> A copy of the current syllabus for a course must be filed with the appropriate school dean in each semester the course is taught.
>
> **b. 4.1.1.2 Policies governing the distinctions between graduate and undergraduate level work:**
>
> In some instances, students may meet in the same class period for courses offered at different levels – graduate and upper level undergraduate. In these instances, separate syllabi will be provided for each level. These will clearly differentiate the different level and amount of work expected and the different criteria for evaluation and grading.
>
> **4.1.2 Responsibility for Syllabus.** It is the responsibility of each faculty member to provide the syllabus and to update it each time the course is taught. It is the responsibility of the respective university Dean to collect the syllabus and maintain it on file.

University of Lynchburg Policy regarding Class Attendance (located in *The Hornet* and the University Catalogue) indicates that each faculty will spell out attendance policies in the syllabus: STATEMENT on ATTENDANCE

> Regular attendance, preparation for classes, and the prompt completion of assignments are obvious duties expected of students. Each instructor will inform students of the attendance policies in effect for each class. A statement about attendance policy will comprise a portion of the course syllabus.

In addition, Lizzie Goad, Assistant Director, Accessibility and Disability Resources, indicates the following **statement about addressing special needs** should be included in all syllabi to ensure procedures are clear for both faculty and students.

ACCOMMODATIONS:
University of Lynchburg is committed to providing all students equal access to learning opportunities. Accessibility and Disability Resources works with students with disabilities (medical, physical, mental health and cognitive) to make arrangements for appropriate, reasonable accommodations. Accommodations are available as applicable in both live and virtual classroom settings. Students registered with ADR who have approved accommodations are required to provide accommodations to their faculty through a Semester Request. Faculty will receive an electronic copy of the accommodation letter and are required to sign, indicating receipt of the letters. ADR strongly suggests faculty download and keep available a copy of this letter. A meeting to discuss accommodations the student wishes to implement in individual courses is strongly suggested. Accommodations are not retroactive and begin when the accommodation letter is provided to faculty. For information about requesting accommodations, please visit the following link below or use the contact information below.

Contact Information

Lizzie Goad, Assistant Director
Accessibility and Disability Resources
1501 Lakeside Drive
Lynchburg, VA 24501
Email: goad_e1@lynchburg.edu
Phone: 434.544.8687
Fax: 434.544.8808

Teresa Gunter, Coordinator
Accessibility and Disability Resources
1501 Lakeside Drive
Lynchburg, VA 24501
Email: gunter.t@lynchburg.edu
Phone: 434.544.8339
Fax: 434.544.8808

SYLLABUS STATEMENTS:
The Office of Academic Affairs has provided a document with other suggested syllabus statements that can be accessed at this link: https://docs.google.com/document/d/1EpqQeSZh_LEfBnVcp8PlmYbasaHfY-ztlajfntoNHqQ/edit?usp=sharing

SAMPLE SYLLABUS:
The following is a sample syllabus highlighting items essential to meeting University of Lynchburg policy and good educational practice. In the sample that follows, categories that are essential are asterisked. Italicized print provides information about various sections of the syllabus. You may obtain a printable copy of the sample syllabus at https://docs.google.com/document/d/15fMitrgn09O86svibbDEl88cYPo6tezuATek8S_io2I/edit?usp=sharing.

COURSE NUMBER: TITLE
FALL SEMESTER 20XX

INSTRUCTOR: DR. J. Jones
Office Location: Carnegie 222
Campus Phone: 434-544-XXXX
no_reply@example.com

COURSE INFORMATION:
Room: Hopwood 16
M W F: 11:00 am - 11:50 am
In-person / Online / Synchronous

Office Hours: Tuesdays and Thursdays 10:00 am - 2:00 pm. No appointment is necessary- feel free to drop by. Or sign up for an appointment on my Google Appointment Calendar.

Course Description: The course description and course objectives/outcomes are essential and help meet the criterion of our regional accrediting body (SACS). The course description should be identical to the one in catalogue that has been approved by the Educational Policies Committee (EPC). This section should include:

- Include course credits
- Include prerequisites

Course Objectives and Outcomes: Students must be informed of the goals and the nature of the course content.

- Throughout this course, students will acquire the knowledge and skill necessary to…
- By the end of this course, students will demonstrate the ability to…
- This course is required for xxx and yyy majors, and helps students meet xxx program goals 2, 4, and 7, and yyy program goals 2, 4, and 6.

Course Materials: List all required course materials and online platforms used for this course.

Text: Our course text is available through the Campus Store's online system. The textbook details are: Author, F. M. (2001). Textbook. City: Publisher. ISBN. If you purchase a rental, then make sure your rental lasts through the final day of the exam week. We do not use the online component or any other add-on portion of the text. Due to copyright restrictions, I am not allowed to share chapters of the text. If you ordered the hardcopy version and it is delayed, then please make arrangements with a classmate to book-share until yours arrives. Students are expected to read the day's/week's reading before the class(es) for which they are to be discussed.

Online Course Platform: The professor will provide any other readings or additional course materials for free on Moodle or Google Drive links. Our online course site (on Moodle) will be where you locate weekly updates and assignments. Changes and additions to the course schedule are at the discretion of the professor and any changes that are announced in class or via email will be made in the calendar; therefore, it is recommended for online viewing (not printing).

Outline of Course Topics: [sample] See Moodle and Course Schedule Calendar for weekly agendas, which include readings, assignments, etc.

- Week One- Evaluations of Future: Inclusive, Equity-Focused, and Used
- Week Two- Evaluation Ethics and Quality Standards
- Week Three- Historical Evolution of Program Evaluation Through a Social Justice Lens
- Week Four- Evaluation Paradigms, Theories, and Models
- Week Five- Social Justice and Evaluation: Theories, Challenges, Frameworks, and Paradigms
- Week Six- Evaluation Types With a Cultural and Racial Equity Lens
- Week Seven- (a) Social Programming, Social Justice, and Evaluation; (b) Responsive Stakeholder Engagement and Democratization of the Evaluation Process
- Week Eight- Planning the Evaluation (note: no class on Monday because of Midterm Vacation)
- Week Nine- Evaluation Questions That Matter
- Week Ten- Selecting Appropriate Evaluation Designs
- Week Eleven- Defining, Collecting, and Managing Data
- Week Twelve- The Best Analysis for the Data
- Week Thirteen- Reporting, Disseminating, and Utilizing Evaluation Results

- Week Fourteen- (a) Evaluation as a Business; (b) Interconnections and Practical Implications

Requirements and Grading **[sample]**

- **Essays-** 45% of course total (three @ 15%)
- **Draft/Revision Assignment**- 10%
- **Preparation, Active Presence, and Participation**- 30%
    - Active presence in class- 10%
    - Participation in class discussions, reading quizzes, low stakes writing/RRs, small group work, and other activities- 15%
    - Participation in at least two approved speakers/events plus written reflections - 5%
- **Final Exam Project**- 15%

Grades for completed assignments will be posted regularly on MOODLE so that each student may monitor their progress. Grades are assessed according to the following scale. I round final grades to the nearest significant digit (ex. 79.5= 80= B-; 79.4=79= C+). A small amount of extra credit may also be offered at the professor's discretion.

A 100- 93 points	B+ 89-88 points	B- 82-80 points	C 77-73 points	D+ 69-68 points
A- 92-90 points	B 87-83 points	C+ 79-78 points	C- 72-70 points	D 67-60 points
F 59 points and below				

"A" work is that which according to the Lynchburg catalog shows mastery of the materials, originality and depth of thought, excellence in organization and stylistic execution. Please do not assume that minimal completion of guidelines for any course requirement merits an "A" grade.
"B" work is that which is "not excellent but distinguished in many ways. The work shows a depth of understanding of content and proficiency in skills, and it indicates initiative, enthusiasm, and creative thought."
"C" work is considered **average** work. According to the Lynchburg catalog, it "signifies that the student has learned the basic materials and skills of the course, and that class performance is acceptable and adequate."

Course Requirements: Course requirements provide the student with the conditions of the course and information about how decisions will be made. This is especially helpful for maintaining consistency in the treatment of students and providing a record of the expectations of the course. Although requirements vary, a few sample options are provided below.

Active presence/attendance in class:

- Students are expected to attend class and to arrive on time. Arriving on time is a courtesy that you owe your fellow students and your instructor. Please see the instructor after class if you are late in presenting a compelling explanation. Class attendance does affect course grades and is indicated under evaluation.
- This course is structured to help develop your interest and ability to think about … You should plan to be actively involved – this means attending class, being attentive, and participating in class activities. Class participation and attendance is a part of the course grade.
- Athletes must contact me before a game-related absence to make arrangements to make-up absences.
- If you find yourself in UNUSUAL or DIRE circumstances that may cause you to miss class, contact me as soon as possible via email. I want to work with you to see if we can figure out alternative arrangements for completing the work.
- Preparation and participation are absolutely central to our class experience. I will rarely lecture. As such, I expect you to regularly participate in an informed, respectful, proactive way.

Late Assignments and Extension Requests:

- I will do my best to work with you when you have an extenuating circumstance or emergency so that you can submit an assignment within a reasonable time once you have returned to good health or returned to campus. If you have an emergency or extenuating circumstance that you feel I need to know about, then please contact me via email as soon as you know that an assignment will be late.
- Readings or any other homework activities assigned for class should be completed before the class in which they will be discussed.
- Due Dates are established, and assignments are expected on those dates. Students who feel they have extenuating circumstances necessitating an extension for any assignment should discuss this with the instructor before the due date for the assignment. Unless an extension is negotiated, late work will be penalized 5% per day up to three days. After this time, the instructor may refuse the assignment and no grade points will be earned.

- Tests and quizzes are to be taken on the days designated on the class schedule. NO make-up opportunity will be provided unless arrangements for a missed test are made before the test date. Make-up tests, when offered, may take a different form than the original test. If a student is absent the day a test is returned and reviewed, it is up to the student to make an appointment with the instructor to review the test. This should be done within two weeks of the test date. No extensions will be provided for the final exam.

Technology in the Classroom:

- All students are welcome to take notes on a tablet or laptop. From time to time I will ask students to bring a laptop or tablet if they can do so because this will be useful for an activity we are doing in class. Students who use their cell phones, tablets, laptops, etc. for anything other than for class activities are considered in breach of the University's Behavioral Standards for Learning Environments; I will proceed accordingly.

Writing Assignments:

- Your papers are to be word-processed and follow the adapted American Psychological Association (APA) guidelines and the other specific guidelines that will be provided. See resources on the Web listed above if you are unfamiliar with APA style. Papers should reflect accurate spelling, punctuation, and grammar and have minimal typing errors. Students who know that their ability to write is less proficient are encouraged to seek help in the Writing Center.

University of Lynchburg Syllabus Statements

Departments across campus release individual syllabus statements every semester. The Office of Academic Affairs has created a Google Doc with links to these statements. Some are required and notated as such. Please read these statements and policies carefully, and contact the offices/individuals listed in the respective section if you have any questions. You can access this document here: https://docs.google.com/document/d/1EpqQeSZh_LEfBnVcp8PlmYbasaHfY-ztlajfntoNHqQ/edit?usp=sharing

- Please read these statements and policies carefully, and contact the offices/individuals listed in the respective section if you have any questions.

*Required for all syllabus: Center for Accessibility and Disability Resources Syllabus Statement

**Required for Dell Courses: DELL General Education Curriculum Syllabus Statements

PLAGIARISM

Faculty may wish to review definitions of plagiarism with students and/or reference relative portions in syllabi. The following information appears in *The Hornet*, the student handbook. Unfortunately, with easy access to the Internet, plagiarism is often common and sometimes not well understood by students. Moreover, some international students may struggle with plagiarism depending on their culture. It is wise to make clear how you define plagiarism and how you respond when you discover it. The material included in this handbook and on Turnitin.com provides one mechanism useful to students and faculty to uncover and correct when ideas are not expressed in the student's own words. Sometimes students do not realize what plagiarism is, and therefore Turnitin.com is a useful teaching tool.

Statement on Plagiarism Approved by
University of Lynchburg Faculty April 2003

Plagiarism occurs in written work and in oral/visual presentations in which the student presents materials as their own work that originated elsewhere. These materials include information, data, ideas, conclusions, words, sentence structures, images, movies, sounds, and music. Inadvertently neglecting to include quotation marks and accurate documentation with these materials is plagiarism as surely as knowingly copying another person's writing and submitting it as one's own. Use of AI, such as any program or website that generates sentences or creates materials, is also considered plagiarism. Before using any writing or creative assistance, students should check with their instructor about the AI policy for that class.

This definition applies to all types of sources, including print sources, sources from electronic databases, from the Internet, and from other media.

Because plagiarism presents another's work as one's own, it is unethical and dishonest and is therefore prohibited by the University of Lynchburg Honor Code. It also denies one's work the benefit that comes from citing authoritative sources that lend credibility to what one is saying. Furthermore, plagiarism makes it impossible for readers to investigate the writer's sources on their own.

There are two broad categories of plagiarism:

1. First, **plagiarism of ideas** occurs when writers presents the ideas of others as their own. Information, data, interpretations, and conclusions that come from a specific source must be attributed to the source even if the original language is not used.

Plagiarism of ideas can easily be avoided by including documentation of the original source. Any standard citation style, such as MLA, APA, or Chicago style, is valid; writers should use the citation style that is appropriate to the discipline in which they are writing.

2. Second, **plagiarism of language** occurs when writers lift sentences or substantive words from the source. Writers must use quotation marks or block quotations to indicate that the words in the essay are exactly the same as those in the original text, and writers must provide a citation that correctly identifies the source. It is important that writers fulfill their responsibility to the original source by being precise and accurate when quoting. Plagiarism of language can be avoided either by correctly identifying a quotation or by rewording so that the language of the original is replaced with language that is the writer's own. In either case, proper citations must be provided.

Plagiarism of language can be further subdivided:

   a. **Plagiarism of words** occurs when writers copy several consecutive content words (not function words, such as *the, and,* or *is*) from the original source without any quotation marks and/or formal citation. Plagiarism of words in a paraphrase can be avoided by condensing the original text in the writer's own language.

   b. **Plagiarism of sentence structure** occurs when writers substitute synonyms for words in the original text but repeat the same sentence structure as used in the original document. Plagiarism of sentence structure in a paraphrase can be avoided by changing the grammatical structures of the original text's sentences.

Ideas in the public domain, which are considered common knowledge, can be mentioned without citation, provided that the language of the original document is not plagiarized in any way. Public domain information involves undisputed facts and ideas that every reader in a particular field would be familiar with, facts that are readily available and agreed upon in all relevant reference sources, and well-known sayings. When information is available on the Internet, readers should not automatically assume that it is in the public domain.

A problem related to plagiarism is the misuse of sources. When using and acknowledging sources' ideas in their essays, writers should take care not to distort or misrepresent the original text's information in any way. Direct quotations must accurately reproduce the words, spelling, and punctuation of the original. Although misrepresenting a source's information is not as serious an ethical issue as plagiarism, it is still unacceptable in college writing.

ENGL123W College Writing Workshop provides instruction in defining, recognizing, and avoiding plagiarism.

Samples of citation styles and examples of how to acknowledge sources without plagiarizing are available through Knight-Capron Library and Wilmer Writing Center. All standard writing handbooks provide this information. Students with questions about citing sources or avoiding plagiarism in their papers should ask the instructor in the class where the paper was assigned.

TURNITIN.COM

PLAGIARISM PREVENTION TOOL
Available at The University of Lynchburg

The University of Lynchburg subscribes to **Turnitin.com**, a web-based plagiarism prevention tool "used by thousands of institutions in over eighty countries."[1] The service provides a simple way to identify text in student papers that appears verbatim in "both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals."[1] Turnitin can also serve as a deterrent to plagiarism. Use of the service can help students understand what plagiarism is, and if the professor so chooses, it enables students to address any problematic areas (i.e. to write original text, or to cite sources accurately, or to paraphrase appropriately) before turning in their final drafts.

Turnitin is intended to:

- Help students to understand what plagiarism is and how to use sources in academic writing
- Identify for both professors and students paper content copied from the Internet and other source material that has been used or cited incorrectly
- Allow students to correct problem areas by writing original text, by quoting exactly, by paraphrasing appropriately, and/or by citing properly
- Save faculty time

How does it work?

- Turnitin is available for all professors at The University of Lynchburg to use in all classes as much or as little as they choose.
- If a professor chooses to use the service for their class, students submit papers electronically to the Turnitin website. Through the Turnitin website, the student's paper is compared to three databases: 1) the Internet; 2) a database of published materials; and 3) every paper ever submitted to Turnitin. The results of the comparison are posted on the Turnitin website in an Originality Report, a duplicate of the student's paper with copied text highlighted and color-coded to its identified original source(s). Only the student and the professor can access the Originality Report.

  Student papers and related Originality Reports are stored on Turnitin in a private electronic inbox designated for the class. Through this inbox, the professor can access, review, and print student papers.
- If the professor chooses, students can use their Originality Reports to address problematic areas (i.e., to write original text, to paraphrase appropriately, and/or to cite sources accurately) before turning in their final drafts (regardless of whether final papers are submitted to the professor electronically through Turnitin or in hard copy, as usual).
- For more information about Turnitin, refer to http://www.turnitin.com.

What are the benefits of using Turnitin?

- Turnitin can deter and prevent both intentional and unintentional plagiarism, misuse of sources through poor paraphrasing, and citation omission.
- For both students and faculty, use of Turnitin supplements other efforts to promote academic integrity.
- For both students and faculty, Turnitin provides detailed, step-by-step user manuals and start-up wizards.
- For students, the highlighting in the Originality Reports provides useful feedback on the students' use of sources, so that they can make informed judgments on whether they have plagiarized, cited correctly, or used too many direct quotations. Sometimes students are unaware that they are misusing their sources, and Turnitin will help them learn how to make those judgments.

- For faculty, use of Turnitin saves a great deal of time using search engines and doing line-by-line comparisons of papers when investigating suspected plagiarism. Also, Turnitin compares papers to more sources than those available through an Internet search alone.
- Turnitin identifies text copied from sources in its databases, regardless of whether the text is properly cited in the student's paper. Consequently, the Originality Report is simply a tool to help students and faculty identify potential incidents of plagiarism or misuse of sources. Careful review of the student's paper and of the identified source(s) is needed to assess whether plagiarism occurred and whether further editing is needed.

What is the downside of using Turnitin?

- As with any new computer tool, faculty members will need to spend some time learning how to use Turnitin, and they will need to spend some class time introducing the service to their students. However, this time will likely be made up by preventing cases of suspected plagiarism that would require the instructor to search for original sources and address the misconduct. The time invested in familiarizing the students with Turnitin is worthwhile because as they start checking their Originality Reports, their confidence in their ability to correctly use their sources increases.
- Some students at institutions using Turnitin have objected to their papers becoming part of the Turnitin database. A 2008 federal court decision in Virginia held that when Turnitin adds students' papers to its database, Turnitin is making "fair use" of the students' materials and not breaching copyright law. It may also be helpful to remind students that the paper-to-paper comparison component of the service protects students' original work by deterring student-from-student plagiarism. (We have had some experience with students copying papers from other students, including classmates completing the same assignment.)
- If text is copied from a student paper previously submitted to Turnitin, the copying student's Originality Report does not include the original student paper and author's name. Instead, the source of the copied text is identified simply as "submitted to University of Lynchburg on 2006-9-1," for example.
- Turnitin does not claim to be foolproof. It does not compare student papers to every published source in existence; however, in just a few minutes, Turnitin compares papers to more sources than a professor could check in hours. Another limitation is that Turnitin identifies only copied text; it does not always recognize paraphrased text. However, Turnitin will identify copied text in which numerous words have been added or deleted.
- If the teacher uses Turnitin as a "gotcha" device, it can cause problems for the classroom atmosphere because students will feel that the instructor automatically suspects them of misusing their sources or of cheating. However, if the students are given access to their Originality Reports with enough time to address any problems before handing in their final drafts, then the students will see that Turnitin is a learning device for their own benefit and the atmosphere of suspicion can be avoided.

How do I use Turnitin?

To begin using Turnitin, contact Dr. Leslie Layne (layne.l@lynchburg.edu) to be added to the University's account.

Please review Turnitin's support center (https://help.turnitin.com/feedback-studio/turnitin-website/instructor/instructor-category.htm) for assistance with creating a class section, adding assignments, and reviewing Originality Reports. For additional questions related to Turnitin.com, please contact Dr. Rachel Willis (willis.r@lynchburg.edu)

http://www.turnitin.com

THE LYNCHBURG EXPERIENCE: STUDENTS, FAMILIES, AND UNIVERSITY COMMUNICATION

In its mission, University of Lynchburg is committed to helping students develop the requisite knowledge and skills for success in their private lives, the public world of work, and their roles as citizens in a complex and changing world. Additionally, we believe that certain personal characteristics are necessary for success in life. These include responsibility, initiative, good decision-making, strong interpersonal communication skills, and integrity. At University of Lynchburg, the importance of these characteristics is addressed in the classroom, through co-curricular activities and is explicit in the Honor Code.

We find that students can best learn these principles by applying them in a supportive collegiate environment. Faculty, academic advisors and administrative staff make every effort to present academic and co-curricular information and standards to students and refer them to appropriate enrichment opportunities and support services. Students themselves are responsible for selection of a major and of courses, for meeting standards required by academic and co-curricular programs of the University, and for taking the initiative to utilize the many resources available to them. Students are also responsible for communications with their families, especially about important matters such as academic performance and progress toward graduation.

To encourage a positive student-family relationship, the University emphasizes to students the importance of providing families with information about their academic and co-curricular progress. For academic progress, the University makes information available to students through the online portal (including grades), and students are encouraged to share information about their academic progress with their families. Additionally, the University publishes dates (on the University's website) when grades are posted each semester. Guidelines for notification of families of dependent undergraduates about student disciplinary matters are detailed in the student handbook, *The Hornet*, under the *Parental Notification Policy.*

When families call or email University personnel with questions related to students' academic or co-curricular activities, they receive general information about University standards, regulations, and available services. University personnel will not provide information about student progress and/or activities in specific courses or co-curricular areas, but will encourage students to speak openly and candidly with families about their progress. It is the students' responsibility to contact University personnel about their needs and concerns. University personnel who are asked by families to intervene in a student's academic and/or co-curricular activities will involve the student directly. University representatives will inform the students of the procedure that must be taken to initiate the requested intervention independently. In this way, the students can take responsibility for their University experience.

To facilitate effective communication:

Students are expected to:

- Stay informed of policies, procedures, upcoming deadlines, and events regarding academic and co-curricular activities, and share relevant information with their parents;
- Communicate important information (such as grades, progress toward graduation, etc.) directly to families in an accurate and timely manner;
- Communicate with University personnel in a timely manner regarding academic or co-curricular concerns and assistance requests;
- Give careful consideration to the information provided by University personnel and make decisions using that information;

- Read and respond, as appropriate and in a timely manner, to all forms of communication from the University and its personnel, including email, voice mail, printed letters distributed through campus mail, etc.;
- Utilize all available resources provided by the University for student success.

The University's representatives are expected to:

- Provide students with detailed information of policies, procedures, upcoming dates/deadlines, and events regarding academic and co-curricular activities;
- Respond in a timely manner and in accordance with relevant policies and procedures to students' reasonable requests for academic and co-curricular information and assistance;
- Encourage students to provide parents with accurate information regarding grade and academic and co-curricular progress;
- Continue to provide services and resources that support student success.

Families are expected to:

- Encourage students to stay informed of policies, procedures, upcoming deadlines, and events regarding academic and co-curricular activities;
- Listen to student concerns and encourage their student to contact appropriate University personnel, in a timely manner, to address academic and co-curricular concerns and to request assistance;
- Encourage students to read and respond, as appropriate and in a timely manner, to all forms of communication from the University and its personnel, including email, voice messages, printed letters distributed via campus mail, etc.;
- Encourage students to take advantage of all of the services and resources provided for their success; and
- Support students by expecting them to accept responsibility for their actions and progress.

WITHDRAWALS AND LEAVES OF ABSENCE

*Students who **withdraw** from the University are severing their connection with the institution. Generally, they do not intend to return to University of Lynchburg. Should they decide to return at a later date, they may apply for readmission.*

*Students who request a **leave of absence** from the University are not severing their connection with the institution; however, they need to spend a semester out of residence for personal, academic, or medical reasons as explained below. They intend to return to the University at the conclusion of the leave. Should they decide to withdraw from the University while they are on leave, they must follow the withdrawal procedures described below. Please refer to the U of L Catalog for more information.*

WITHDRAWAL FROM THE UNIVERSITY

A student who withdraws from university must notify the University in writing. In extreme circumstances, the Chief Academic Officer may withdraw the student from the University. If withdrawal occurs during the semester, an electronic withdrawal form is available at https://www.lynchburg.edu/academics/registrar/forms/.
Refund of fees will be made in accordance with the refund policy.

LEAVES OF ABSENCE

Leave of Absence

A student may be granted a personal leave for one semester from the university for personal reasons such as illness, to study abroad, or to complete an internship. To request a leave of absence for non-medical reasons, a student should speak with their academic advisor and submit a personal leave of absence request form online to the Director of Case Management and Support Services stating the reason for the leave and the date of return. To request a medical leave of absence, a student should follow the procedures described in the section "Medical Leave of Absence."

If a leave of absence begins while a semester is in progress, grades will be assigned for that semester according to the normal policy governing withdrawal from courses. Refund of fees will be made in accordance with the refund policy.

Students granted a leave of absence do not need to apply for readmission to the University. To ensure that their enrollment is reactivated, students on leave should register for classes for the semester they plan to return to the university at the first opportunity made available by the registrar's office. They should also contact the Solutions Center to secure on campus housing if necessary.

If the date of return needs to be changed, the student must submit a written request for an extension of leave to the Director of Case Management and Support Services. A student cannot request an extension for more than two individual semesters. The deadline for a Leave of Absence is the last day to drop classes for the semester (10 week withdrawal). After the drop deadline, any requests for a Leave of Absence due to extenuating circumstances must be approved by the Associate Vice President for Academic Affairs or a designee.

Medical Leave of Absence

If a student needs to leave the university, for health reasons, they should contact the Director of Case Management and Support Services at 434.544.8839 to request a medical leave of absence and to provide medical documentation supporting the request.

If a medical leave of absence begins while a semester is in progress, grades will be assigned for that semester according to the normal policy governing withdrawal from courses. Refund of fees will be made in accordance with the refund policy. Students who are academically eligible to continue enrollment for the next semester do not have to apply for readmission; however, they do need to provide medical

documentation, supporting their return, to Case Management. The deadline for a Medical Leave of Absence is the last day of classes.

Military Leave of Absence
Students who are called to military service while actively attending the University will be placed on military leave of absence and will receive 100 percent refund of the tuition for that semester. Upon notification of deployment the student should notify the University Registrar as soon as is reasonably possible, providing a copy of military orders or verification of a new duty assignment. If the service student's time of deployment is short-term, beginning and ending within an academic term segment, the student may arrange with their professors and advisors to remain actively engaged academically during the period of deployment. All active duty military students who are unable to complete course requirements due to change in employment duties, work schedule, or deployment to a duty assignment may be administratively withdrawn from some or all current semester courses. Students will receive one of the following marks at the end of the semester, depending on their individual situations: I (for incomplete), a letter grade of A, B, C, D, F; or a grade of W (for withdrawn). For students that receive a grade of I, the ten-week withdrawal period will be suspended. Incomplete grades will be continued beyond one semester, as conditions warrant, and must be completed within one year after the student returns from service. The University Registrar will notify other administrative offices so that refunds for tuition, fees, housing, and meals can be processed as appropriate. The University Registrar will maintain records of administrative withdrawals completed under this policy.

Reinstatement after a Military Leave of Absence
Withdrawn students returning from military service should contact the Office of the Registrar to verify their student status and to reactivate their record, if necessary, prior to re-enrolling in classes. Service member students who leave the University in good standing remain eligible to re-enroll. A student service member who has left the University for more than one year, but not more than five cumulative years, does not have to requalify for admission, but they must reapply for attendance with the Office of Admissions to ensure a smooth transition to active student status. If the separation from the University was longer than five years, the applicant may be required to resubmit all official transcripts and necessary credentials. There are no additional fees if the student has previously paid the admission fee.

POLICY FOR TEMPORARY GRADES

(In Progress and Conditional Failure Grades)

Work Incomplete (I)

The grade of I will be given in a course only for reasons of illness or other unavoidable conditions acceptable to the instructor. The student will be granted a reasonable time, not later than the end of the semester immediately following (excluding summer session), in consultation with the instructor to remove an incomplete. All incomplete I grades remaining at the end of the ensuing semester will become F grades unless the AVP for Academic Affairs has specifically approved an extension. I grade must be changed prior to a student's program completion and degree conferral.

Conditional Failure (E):

The grade of E, conditional failure, may be assigned to a student who fails a final examination or does not satisfactorily complete assigned work and where failure to achieve minimal objectives is sufficiently limited to warrant a reasonable expectation of success through re-examination or through completion of assigned work. The E counts as an F in computing the semester and cumulative grade point average until such time as it is removed. A student has until the end of the first two weeks of the following semester to remove a grade of E. If not removed within that time, an E automatically becomes an F.

(From Policy in Catalog)

PROCEDURES FOR GRADE REVIEW ("APPEAL")

The principle of academic freedom gives an instructor broad discretion in establishing the goals for a course, specifying the criteria by which student achievement is to be assessed, and making decisions about the student's accomplishments according to those criteria. Thus, except in unusual circumstances, an instructor's decision about a grade may not be overruled. A student may, of course, request that his or her instructor review a grade for any required work in a course.

A student who believes a final grade is in error should first discuss the matter with the instructor. If the student fails to persuade the instructor, the student may submit a written appeal within three weeks after the grade notifications are provided by the registrar's office to the dean of the school in which the course is listed in the catalog. The college dean will, in turn, designate a review committee. The committee's recommendation will be forwarded to the CAO of the University who will notify the instructor and the student, in writing, of the decision. Other than the course instructor, only the Chief Academic Officer may change a grade. (Detailed procedures are available from School Deans and the Office of Academic Affairs.)

EVALUATIONKIT

Course evaluations are administered each semester via EvaluationKIT, a robust web-based course evaluation alternative to the traditional paper-and-pencil method. Emails are set up to go out to students as well as faculty, alerting them to the start of the survey period. Following the initial email, reminder emails will be sent, and then a final email on the day that the survey period ends.

As an instructor, you may increase your response rates by:

- **Encouraging your students to complete the evaluations.** Students need to know that you value their input and that completing the evaluations is worth their time.
- **Letting students know they can access their evaluations by:**
  1. Accessing Moodle as they normally would using their University login information. They can then click on the Watermark/EvaluationKIT Access.

     OR

  2. Students will also receive an email at the beginning of the evaluation period with a link directing them to their course evaluations.
- **Allowing students time to complete their evaluation in class** by having students bring their laptops or mobile devices to class and following either of the easy access instructions listed above. Students can access evaluations via the email message they received, or through Moodle. As we have done in the past, please step out of the classroom while the students are completing the evaluation.
- **Checking your response rates** by following the access instructions listed above. *Faculty who access Moodle will have a Watermark/EvaluationKIT Access on the home page*. You will be able to see your response rates for each class. <u>However, you will not be able to see who has/has not completed the evaluation.</u>
- **Reminding them that the survey period ends on the last day of class** and that once it closes, they cannot participate.

You may monitor your response rates for each class by going to the Moodle front page and selecting the Watermark/EvaluationKIT Access. During the survey period, you will be able to use a computer web browser.

You will receive an email indicating that the results are available. This email will include a link that will take you directly to your courses. You will also be able to access the results on Moodle, using the Watermark/EvaluationKIT Access.

When your results become available, they may be downloaded as a PDF or Excel file. The results for your courses will be available to you, your college dean, and the Vice President and Dean for Academic Affairs.

The Student Opinion Survey found on the following pages is the standard survey used for residential courses. There are a few other specialized surveys for online, WE (Writing Enhanced), and LCSR courses, along with a few others related to special classes or departments.

Student Opinion Survey

Course Prefix, Number, Section (i.e., ENGL 111A): _____ Instructor: _____

Students: Please take a moment to take part in this Student Opinion Survey. Your answers will allow the instructor to understand on what basis ratings are made and your ideas for improving the course. Therefore, your responses will be most helpful to the instructor if you answer thoughtfully and honestly, with constructive suggestions.

These surveys do not impact your final grade and are anonymous to the instructor teaching the course. A summary of results is sent to the instructor following submission of final course grades.

Directions: This survey consists of three parts. For Parts I and II, use the bubble sheet to answer Questions 1-16 from this survey form. For Part III, write your comments to Questions 1-4 directly on this sheet.

In completing the bubble sheet, **use only No. 2 pencil; do *NOT*** use ink. ***Do NOT*** use X marks or check marks. Mark only one answer per question; if you need to erase a mark, please do so thoroughly. Fill circle completely when marking an answer and do not write on or make other stray marks as these may interfere with the machine scoring.

DO NOT COMPLETE the STUDENT ID NUMBER portion of the bubble sheet. Leave that area blank.

Part I. Student Self-Report

On your bubble sheet darken in the letter which corresponds to your selection for each statement below:

1. I took this course as a/an:
   A. Undergraduate general education requirement
   B. Undergraduate major requirement
   C. Undergraduate minor requirement
   D. Graduate program requirement
   E. Elective
2. I was prepared and organized for class — A. Always B. Sometimes C. Never
3. I participated in discussion and asked questions — A. Always B. Sometimes C. Never
4. I consulted with the instructor about my performance — A. Always B. Sometimes C. Never
5. I expect to receive a grade in the range of — A. "A" B. "B" C. "C" D. "D" E. "F"

Part II. Instructor Evaluation

On your bubble sheet, darken in the circle with the letter that describes your rating. Please add additional comments about your rating below the statement. If you need more space, use the back and clearly number your response to correspond to the statement number.

Statement	**Rating**				
	Strongly Agree				***Strongly Disagree***
The instructor	A	B	C	D	E
6. Shares interest in the academic discipline with students.					
7. Uses teaching methods and activities that reinforce concepts that are taught in class.	A	B	C	D	E
8. Presents course content in a clear and understandable manner.	A	B	C	D	E
9. Manages the learning environment (classroom, lab, other setting) well.	A	B	C	D	E
10. Behaves in a professional and ethical manner in all interactions with students.	A	B	C	D	E
11. Demonstrates educational practices that motivate students.	A	B	C	D	E

Rating

Statement	***Strongly Agree***				***Strongly Disagree***
The instructor	A	B	C	D	E
12. Provides helpful feedback on assignments.					
13. Provides evaluative criteria for assignments.	A	B	C	D	E
14. Provides tests and assignments consistent with concepts taught in class.	A	B	C	D	E
15. Grades tests and assignments fairly.	A	B	C	D	E
16. Is available during office hours for support and guidance.	A	B	C	D	E
17. Treats students in a fair and equitable manner.	A	B	C	D	E

Part III. Written Comments

Provide your response below each question:

1. What did you like best about the course?

2. What impact did the learning resources of the course (e.g., classroom facilities, media, computers, printed materials, texts) have on your learning?

3. What suggestions would you make for improving the course?

4. Please feel free to add any comments below or expand about the items above.

TO: All New Faculty
FR: Jeremy M. Welsh, PhD
Chief Academic Officer and Vice President for Academic Affairs

RE: First Year Faculty Evaluation Expectations

As a first-year faculty member, you are probably wondering about the expectations and procedures involved in evaluation of performance of first-year faculty. The description of Evaluation Procedure, Section 3.6 of the Faculty Handbook, was approved by the University's Faculty in March, 1995, and sets expectations for teaching and advising (primary obligations), scholarship/professional activity, and University/community service (secondary obligations). The procedures for reappointment stated in the Handbook, Section 3.6.1, require a recommendation from the Dean to the Chief Academic Officer and VP for Academic Affairs, who makes a recommendation to the President of the University whose decision is final.

Since you have now completed your first semester, we ask that you update your current vitae by **February 28** and provide a memo and supporting documents that address the following:

1) Syllabi for completed and current courses and a summary of effectiveness of involvement in academic advising and teaching. Please reflect upon faculty development opportunities in which you have engaged, and high-impact practices you have utilized in your courses.

2) Please provide a summary of your scholarly/professional effectiveness. Below is a list of activities you may want to address in your summary:

- -meetings attended or planned for later in the year
- -publications/work in progress
- -additional courses/work completed
- -consulting, clinical assignments
- -grant proposals
- -presentations at professional meetings
- -interdisciplinary/multidisciplinary/collaborative initiatives/interests

3) Summary of your contribution to University, professional, and community service (e.g., committee or school assignments)

4) Provide an overall summary of your first semester and an outline of goals for the second semester related to teaching, scholarship, and service.

Please send copies to both the Associate Vice President for Academic Affairs, as a basis for a recommendation regarding reappointment, and to me no later than **February 28**.

In addition, you will be expected to complete a reflective narrative at the end of your first year. Section 3.6.2.1. of the Faculty Handbook describes the reflective narrative process. In your reflective narrative, you will identify your achievements for the year for teaching, scholarship, and service (commenting on the quantity of work done), reflect on the quality of these achievements and identify your plans for the subsequent academic year.

You may access the Faculty Handbook on the web
https://sites.google.com/lynchburg.edu/facultyresources/faculty-employee-handbooks?authuser=0

If you have questions about these expectations, please share them with your Dean, Associate Vice President Walton, or me.

Thank you.

cc – Dean
Associate Vice President Walton

FACULTY PERSONNEL PROCEDURES – 2024-2025

FROM: Jeremy M. Welsh, PhD
Chief Academic Officer and Vice President for Academic Affairs

DATE: July 8, 2024

This memorandum informs you of mandatory personnel actions and your eligibility for other considerations during 2024-2025. Your eligibility is based on your original letter of appointment with any special modifications and/or references in the Faculty Handbook. Notification of promotion and sabbatical leave eligibility is for information only, and this notice is not to be interpreted as a recommendation. As a reminder, all faculty should prepare and send the Reflective Narrative to your Dean. The Dean will then review and make a recommendation of reappointment, as appropriate, for the next academic year to the Chief Academic Officer and Vice President for Academic Affairs.

MANDATORY

X **Reflective Narrative**

Prepared annually by every faculty member and submitted digitally on the Academic Affairs website by **May 31, 2025**. The Dean, and the Office of the Chief Academic Officer and Vice President for Academic Affairs will receive a copy upon submission. Faculty Handbook 3.6.1.1.

X **Notice of any Outside Employment**

Discussion of outside employment with the Chief Academic Officer and Vice President for Academic Affairs and Dean is required and may be filed as a written statement. When there is no outside employment, no notice is expected.

X **VAWA & Title IX Training**

The Violence Against Women Reauthorization Act ("VAWA") imposed new obligations on colleges and universities under its Campus Sexual Violence Act ("SaVE Act") provision, Section 304. Those obligations required revision of University of Lynchburg's Human Rights policy and require that the University train personnel related to the policy. In addition, the Department of Education and its Office for Civil Rights (OCR) require that all schools implement preventive education programs for orientation programs for new students, faculty, staff, and employees and ongoing training for all employees related to Title IX. Training videos assigned to you on an annual basis by the Human Resources Director and/or Title IX Coordinator are part of our ongoing preventive efforts which meet the requirements outlined by VAWA and are consistent with the "Dear Colleague Letter" issued by the Office for Civil Rights on April 4, 2011. **The Board of Trustees (BOT) has required that all staff, faculty, and trustee members complete the assigned training as a condition of employment or BOT membership.** Required online training **must** be completed by October 15 or as assigned. Human Resources will monitor the completion of the training requirements and provide updates to your Dean.

____ **Tenure Consideration**

By September 15, candidates for tenure must submit their portfolio via the Academic Affairs website. Please reference Faculty Handbook, 3.6.

OPTIONAL

_X_ **Promotion**

This notice does not imply evidence of advanced preparation and/or outstanding professional achievement. Please reference the Faculty Handbook, 3.2, "Faculty Rank and Initial Appointment," for minimum requirements and section 3.6 for more information. (**No further notice of eligibility will be sent).** By September 15, candidates for promotion must submit their portfolio via the Academic Affairs website.

_X_ **Sabbatical Leave of Absence**

Candidates for sabbatical must submit the ***Intent to Apply for Sabbatical Leave of Absence*** form no later than July 1 via the Academic Affairs website. The Chief Academic Officer and the Dean will receive a copy upon submission. The ***Request for Sabbatical Leave*** form and the ***Sabbatical Leave Proposal*** form must be submitted via the Academic Affairs website no later than August 1.

A letter of recommendation from the Dean must be submitted electronically to cao@lynchburg.edu no later than August 15.

***DEADLINE - JULY 1**

INTENT TO APPLY FOR SABBATICAL LEAVE OF ABSENCE

NAME: **RANK/TITLE**:

SCHOOL AND DEPARTMENT: —

POLICIES

1. Faculty members are eligible for consideration for sabbatical leaves at seven-year intervals after at least six years of full-time, continuous service at University of Lynchburg.
2. A sabbatical leave may be taken during the seventh year, either for
    a. one semester at full pay, or
    b. two semesters at half annual pay (will require a review and support of the Department Chair, Dean and Chief Academic Officer to evaluate the impact on course offerings and the department)
3. The acceptance of a sabbatical leave indicates that the faculty member expects to remain at the University and to provide additional contributions to the community. Thus a faculty member is obligated to serve the University for at least a year upon returning.
4. Faculty members are generally not eligible for teaching, advising, or supervisory duties during the leave period.
5. An Intent to Apply for Sabbatical Leave of Absence form must be electronically submitted via Google Form. Notification of your intent will be sent to your Dean or Associate Dean by July 1 of the year of application.
6. The electronic file of the Request for Sabbatical Leave form and the Sabbatical Leave Proposal must be submitted to your Dean or Associate Dean by August 1 of the year of application. The directions and submission form can be found on the Academic Affairs website.
7. The electronic file of the Request for Sabbatical Leave form, the Sabbatical Leave Proposal, and the Dean or Associate Dean letter must be electronically submitted no later than August 15 of the year of application.

PROCEDURES

- Electronically submit your signed Intent to Apply for Sabbatical Leave of Absence form by July 1.
- The electronic file of the Request for Sabbatical Leave form and the Sabbatical Leave Proposal must be submitted to your Dean or Associate Dean by August 1.
- The electronic file of the Request for Sabbatical Leave form, the Sabbatical Leave Proposal, and the Dean or Associate Dean letter must be electronically submitted no later than August 15.
- Only complete applications will be reviewed by the Faculty Personnel Committee, the Chief Academic Officer, and the President.
- By September 15, FPC will review and submit a recommendation to the Chief Academic Officer regarding the requested sabbatical.
- By September 20, the Chief Academic Officer will review and submit a recommendation to the President regarding the requested sabbatical.
- By September 27, the President will review and submit a recommendation to the Board of Trustees regarding the requested sabbatical.

APPROPRIATE ACTIVITIES FOR SABBATICAL LEAVES

1. Study leading toward degrees that are related to the field in which you teach.
2. Study to further professional development of the faculty member related to your academic discipline.
3. Research.
4. Publication.
5. Travel or work related to one's subject field, teaching activities, or research.

.....

With the attached statement of proposed activities, it is my intention to apply for a sabbatical leave of absence for the following time period :

First Semester 2025-2026_____

Second Semester 2025-2026_____

Academic Year 2025-2026_____ (Full year will require a review and support of the Department Chair, Dean, and Chief Academic Officer in terms of the impact on course offerings; compensation would be 50% of salary)

I understand and agree to the policies and procedures noted above, as contained in Section 3.10 of the Faculty Handbook, and that I am required to present my sabbatical leave outcomes at the New Faculty Reception held each Fall semester and to my School, according to each School's policy.

Signed: ***<<name>>*** Date: <<timestamp>>

This signed document must be received electronically by July 1.

***DEADLINE due to School Dean or Associate Dean by August 1, 2024**
***DEADLINE must be submitted electronically via Google Form located on the Academic Affairs Faculty Site with the School or Associate Dean letter by August 15, 2024.**

REQUEST FOR SABBATICAL LEAVE

NAME: _____**RANK/TITLE**:_____

SCHOOL AND DEPARTMENT:_____

PERIOD OF LEAVE REQUESTED:

First Semester 2025-2026_____ Second Semester 2025-2026_____
Academic Year 2025-2026_____ (requires a review and support of the Department Chair, School Dean and Chief Academic Officer to evaluate the impact on course offerings and the department; compensation would be 50% of salary)

ATTACH A STATEMENT THAT ADDRESSES THE FOLLOWING:

General Information

- Your proposal must be written so that it can be readily understood by someone outside your field.
- Sabbatical leaves are not normally granted for the sole purpose of course revision or creation of new courses within one's area of specialty. This is considered to be within the scope of the normal workload. However, if such activities require significant re-tooling on your part and you also include plans for wider dissemination or presentation of the work to a peer-reviewed audience, your proposal will be considered for a sabbatical leave.
- Your proposal should be as brief as possible without failing to include all required items. Please limit your comments accordingly. Please also limit your proposed activities to those that can reasonably be accomplished within the sabbatical period. Most candidates can easily accomplish this in fewer than ten pages.
- You must submit this form and your proposal **electronically to your School Dean or Associate Dean by August 1, 2024.**
- You must submit this form and your proposal **electronically to the cao@lynchburg.edu by August 15, 2024.**
- Your School Dean or Associate Dean submits their letter of support **electronically to the cao@lynchburg.edu by August 15, 2024.**
- If your proposal is not submitted by the deadline or it fails to include all of the items listed below, it will not be returned or reviewed by FPC.

Specific Items Required in the Proposal (10 pages maximum)

1. Background for sabbatical leave proposal: significance of proposed activity; specific intended outcomes of leave activity, including short term and long term goals; and particular benefits to you, your program/school, and students at University of Lynchburg.
2. A specific outline of the sabbatical leave proposal, including dates; location of study; specific arrangements for laboratory space, studio space or library facilities; and activities to be conducted. If extensive travel is required and you are applying for external funding to cover the travel, please specify a contingency plan if funding is unavailable to support the travel. Please also include a proposed timeline for your activities.
3. Assessment or means to evaluate accomplishment of goals.
4. Plans for dissemination of the results of the sabbatical activity to a larger audience of peers: e.g. proposed journal to which a manuscript will be submitted, proposed conference talk to be given, proposed workshop to be conducted, proposed juried show of art work, etc. **Please note that dissemination of your sabbatical work is expected.**
5. Supporting materials: e.g., documentation of acceptance to graduate program; notes of support from a publisher; outside letters confirming support, agreement to cooperate, or worth of the project; a bibliography relevant to the activity; external funding available; etc. Please note that supporting materials are a required part of your application.
6. One page (current) vita.

Check List:

_____ Background
_____ Outline
_____ Timeline
_____ Assessment
_____ Dissemination plan
_____ Supporting Materials
_____ One Page Vita

- Your Request for Sabbatical Leave form and the Sabbatical Leave Proposal must be submitted electronically via the Academic Affairs Website by **August 1, 2024**. This will allow your dean time to write a letter for the Faculty Personnel Committee (FPC) regarding the merits of your proposal.
- Your School Dean or Associate Dean is responsible for submitting their letter **electronically via** Academic Affairs Website **by August 15, 2024**.
- FPC will begin to review proposals immediately. **Late submissions will not be accepted.**

_____ _____

APPLICANT'S SIGNATURE DATE

School Dean or Associate Dean Responsibilities and Deadline
By August 15, the School Dean or Associate Dean will submit a letter to the Academic Affairs Website evaluating the merits of the sabbatical proposal and explaining the ways in which the proposal contributes to the University and to the faculty member's professional development and growth as a teacher-scholar.

In addition, the School Dean or Associate Dean needs to outline how the professional responsibilities (teaching, service, and scholarship) will be managed during the period of absence.

Faculty Personnel Committee Responsibilities and Deadline
By September 15, FPC will review and submit a recommendation to the Chief Academic Officer regarding the requested sabbatical.

Chief Academic Officer Responsibilities and Deadline
By September 20, the Chief Academic Officer will review and submit a recommendation to the President regarding the requested sabbatical.

President Responsibilities and Deadline
By September 27, the President will review and submit a recommendation to the Board of Trustees regarding the requested sabbatical.

Non-Discrimination Statement

The University of Lynchburg does not discriminate on the basis of race, color, national origin, sex, pregnancy (including childbirth or related medical conditions including lactation), marital status, veteran status, disability, age (40 and over), sexual orientation, gender identity, or religion in its programs and activities, including admission to and employment at the University of Lynchburg.
The University of Lynchburg is in compliance with Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex in educational programs and activities, including employment and admission. (Prohibited discrimination based on sex includes sexual harassment and sexual violence.) For questions regarding the University of Lynchburg's compliance with Title IX, please contact:

Title IX Coordinator
Patrick Noonan
1501 Lakeside Drive, Lynchburg, VA 24501
titleix@lynchburg.edu (direct Title IX inquires)
noonan_p@lynchburg.edu

Inquiries about the application of Title IX may also be referred to the Office for Civil Rights (OCR):

Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1475
Telephone: 800.421.3481 or 202.453.6020
FAX: 202.453.6021
TDD: 800.877.8339
Email: ocr@ed.gov

The University of Lynchburg is in compliance with Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability in admission, treatment, or access to, or employment in its programs or activities. For questions regarding the University of Lynchburg's compliance with Section 504, please contact:

Assistant Director Lizzie Goad
Assistant Director for Accessibility and Disability Resources (ADR) (Second floor, Hall Campus Center)
1501 Lakeside Drive, Lynchburg, VA 24501
434.544.8687
goad_e1@lynchburg.edu

The University of Lynchburg is in compliance with the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age in its programs and activities. For questions regarding the University of Lynchburg's compliance with the Age Discrimination Act, please contact:

Director of Human Resources
2nd Floor Hall Campus Center
1501 Lakeside Drive, Lynchburg, VA 24501
434.544.8458
humanresources@lynchburg.edu

University of Lynchburg

Offices and Services

INFORMATION TECHNOLOGY AND RESOURCES (ITR)

Updated 8/8/22

Network Access

Every faculty member is assigned a username and password in the format *lastname_fm* where f is your first initial and m is your middle initial. You will claim your network and email accounts at https://passport.lynchburg.edu. Note: You are strongly encouraged to create a secure alphanumeric password with a minimum length of 12 characters.

E-mail

E-mail accounts are available after your information has been entered in the University's Personnel system. Faculty email addresses are usually formatted as follows: lastname_fm@lynchburg.edu (i.e. professor_kn@lynchburg.edu).

MyHive, Faculty Online, and Portal

MyHive, Faculty Online, and portal.Lynchburg are a set of web-based tools for faculty to access several electronic resources designed to support the University's academic programs. These tools provide easy access to important data that are useful to faculty. The myhive webpage can be accessed at https://myhive.lynchburg.edu. Faculty Online can be accessed from the myhive main page. Portal.lynchburg can be accessed at https://portal.lynchburg.edu.

The electronic resources available to faculty via these tools include:

- Advisee List
- Your Course Schedule
- Student Schedules
- Your Email Lists and Listserv Management
- Your Course Evaluation Information
- Class Lists
- Vehicle Information
- Financial Account Information
- Transcript/Academic Progress Summary
- Grade Reports
- Grade Submission
- Drop Submission
- Teaching and Exam Schedule

Additionally, many faculty-related online resources, including the faculty handbook, can be found at Academic Affairs - Faculty Site.

Moodle Course Management System

The University of Lynchburg uses the Moodle learning management system hosted at https://moodle.lynchburg.edu.

The ITR data administration team provides support for setting up courses in Moodle. Each course section for a term listed in the Colleague student information system will have a course site created for it in Moodle. Enrollments for instructors and students into the moodle course sites will come from Colleague.

Technology in Classrooms and Computer Labs

Most classrooms at the University of Lynchburg are equipped with projectors and instructor computers in them. Requests for non-standard equipment (such as a webcam or microphone) for classroom use can be made through the Chief Educational Technology Officer Charley Butcher. If you experience problems with any technology in a classroom, please notify help@lynchburg.edu or call extension 8350.

Training

ITR has a Chief Educational Officer, Charley Butcher who offers training on Moodle, Camtasia, Google Workspace apps, and other tools to enhance your student's classroom experience. In addition, training is provided on how to

use the technology in our classrooms. Training sessions are offered for faculty and staff throughout the year and one-on-one training. Charley will also come to your classes to train your students on using Moodle or other specific products. You may contact Charley Butcher at Ext. 8017 or butcher.c@lynchburg.edu for these services.

Shared Storage

Every faculty and staff member is provided with a G Workspace for Education account. Google Drive provides cloud storage space for course materials, presentations, demonstrations, etc., which will be accessible from any computer on campus.

Requests for ITR Assistance

To get technology support, visit https://support.lynchburg.edu or contact ITR at help@lynchburg.edu or Ext. **8350** for all requests. A work order will be created, and service will be provided based on priority and need. *Note that technical problems in a classroom or computer lab take priority, and service will be expedit.*

LIBRARY SERVICES

https://libraryguides.lynchburg.edu/knight-capron-library

- **Library information** for Faculty and Staff:
  https://libraryguides.lynchburg.edu/facstaff

- **Schedule** information literacy instruction:
  https://lynchburg.libcal.com/appointments?lid=3226&g=6425

- **Find your library liaison:**
  https://libraryguides.lynchburg.edu/c.php?g=70710&p=6924545

- **Research Guides:** A web page of resources for each major area of study
  https://libraryguides.lynchburg.edu/?b=s&group_id=2033

- **Research Appointments:** meet one-on-one with a librarian, virtually or in-person
  https://lynchburg.libcal.com/appointments?lid=3226&g=6393

- **Chat:** click on the chat icon on the right-hand side of Library website

- **Email:** ask@lynchburg.libanswers.com

ACADEMIC ADVISING

The University of Lynchburg values academic advising as a collaborative and dynamic relationship between a student and an advisor. The goal of the advising relationship is to effectively transition students from consumers to producers of knowledge while connecting them to opportunities that foster engagement and success across their academic and social experiences.

The University of Lynchburg utilizes a shared advising model. Entering first-year students are assigned to professional staff, Academic Advisors in Academic Advising. Academic Advisors are experts who specialize in serving the academic, co-curricular, and transition needs of first-year students. When a student declares a major during their first- or second year, they will be assigned a Faculty Advisor in that discipline. Faculty are experts in their fields of study and serve as trusted guides and mentors, developing relationships with their advisees, and connecting them with opportunities to continue the pursuit of their academic, career, and personal goals.

Most students declare a major by their second year. Students who have not declared a major by their second year will continue to meet with their Academic Advisor in Academic Advising until a major is declared, at which point they will be connected with a Faculty Advisor for that major. Transfer, ACCESS, and second-degree students who have declared a major choice will be assigned to an Academic Advisor but will also be directly assigned to advisors in their College who are also trained to focus on the unique transitional needs of these populations.

Students will meet with advisors during NSO (New Student Orientation), Hornet Days, during scheduled advising sessions, and other times during the semester as needed. The role of the advisor is to provide students with information that aids their decision-making process about undergraduate academic programs, graduate or career pathways, and other matters that support the student's progress and achievement. Students are encouraged to meet with advisors regularly to discuss both short- and long-term goals and any areas in which the student is experiencing academic difficulty. For students experiencing academic difficulty, advising is supplemented by an academic coaching program that offers individualized and targeted help with topics that include but are not limited to, time management, note-taking skills, and study/test-taking strategies.

LEARNING RESOURCES

A variety of learning resources are available on campus to support students' academic progress. Students are encouraged to become familiar with these resources and to utilize them fully.

Alton L. Wilmer Writing Center
The Wilmer Writing Center, located on the terrace level of Hopwood Hall, provides qualified tutors at no charge to students seeking assistance with written assignments. At the Wilmer Writing Center, students can receive help on papers at any stage of the writing process, including brainstorming, organizing ideas, using sources, and editing. Handouts on writing skills and networked computers are available as well. Writing Center services are available during specified hours each week, Sunday through Friday. Priority is given to students with appointments, but walk-ins are also welcome. The online appointment book can be found under "Online Forms" on MyLC. Questions about the Writing Center should be addressed to the Director, Rachel Willis at willis.r@lynchburg.edu

Peer Assisted Supplemental Study (PASS)
Peer Assisted Supplemental Study allows students to learn as a group outside of their scheduled classes. We offer PASS in a variety of subjects – Accounting, Biology, Business, Chemistry, Criminology, Economics, Finance, Health Promotion, Nursing, and Psychology. Trained PASS Leaders attend the lectures and work closely with faculty to stay current with the material and lead weekly study sessions. Additionally, PASS leaders offer reviews for

tests and quizzes, and "drop-in hours" outside of their regular PASS sessions. Please direct any questions regarding PASS to Johnny Francis, Assistant Director for Support Services at francis_j@lynchburg.edu.

Other Academic Support Programs
Additional academic support programs are offered on a limited basis to students identified by University Experience and Student Success.

College Success Strategies (G S 104)
College Success Strategies teaches the skills and strategies and encourages the attitudes a student needs to achieve the academic goals the University set forth for its students as part of its mission. Goal-setting, time management, note-taking, active reading, and other important study skills and strategies are addressed. The course also provides students with opportunities for self-reflection and development of decision-making strategies to help them make a smoother transition into college. Attention is also devoted to student understanding of basic academic rules and regulations. Questions about GS 104 should be sent to Alison Tuck, Assistant Director for First Year Academic Advising at tuck_a@lynchburg.edu.

Academic Coaching Program
The Academic Coaching Program (ACP) is a required program designed to assist students on academic probation/warning and students in need of additional academic support. For students returning to the University after a suspension, active participation in ACP may be part of the student's readmission requirements. The goal of the program is to allow students to become academically successful by assisting in the development of critical skills such as time management, goal-setting, organization, use of available resources, and balancing academic and social demands. Questions about academic coaching should be sent to the program coordinator, Karen Hatter, at hatter@lynchburg.edu.

Peer Academic Coaching
The Peer Academic Coaching program provides individual, short-term, targeted assistance to students to help them develop better organizational skills, including but not limited to improved organization of their course materials and study habits, time management, priorities, connections to resources, and steps for completing a selected task. By utilizing this service, students can address their concerns in a timely manner, preventing the loss of good academic standing and motivating them to persevere through challenges. Appointments can be made with Peer Academic Coaches (PACs) through the PAC website, which can be accessed by my.Lynchburg.edu . Questions about Peer Academic Coaching should be sent to Johnny Francis, Assistant Director for Support Services at francis_j@lynchburg.edu.

Accessibility and Disability Resources
University of Lynchburg is committed to providing all students equal access to learning opportunities. Accessibility and Disability Resources (ADR) works with eligible students with disabilities (medical, physical, mental health, and cognitive) for appropriate, reasonable accommodations. Students approved for accommodations are *required to provide letters of accommodation to each professor if they wish to use their accommodations. A meeting to discuss accommodations the student wishes to implement in individual courses is strongly suggested. Accommodations are not retroactive and begin when the accommodation letter is provided to faculty.*

For more information, contact: adr@lynchburg.edu

ACCESSIBILITY and DISABILITY RESOURCES

University of Lynchburg guarantees the rights of all students with documented disabilities equal access to an education, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008. Limited only by personal ability and not by disability, the faculty and staff support students in obtaining reasonable academic and non-academic adjustments and auxiliary aides/services necessary to participate in the University's programs. Post-secondary institutions are not required to make adjustments or provide aids or services that would result in a fundamental alteration of a recipient's program or impose an undue burden.

University of Lynchburg makes no pre-admission inquiry about disability. We recognize disclosure of disability is a personal choice students may or may not exercise. Students who choose not to disclose this information will not be able to take advantage of services offered through the Accessibility and Disability Resources. We encourage students to self-disclose disability information and provide ADR with reasonable documentation. Through self-disclosure both the student and the University can make informed decisions about the suitability of University of Lynchburg in the pursuit of a collegiate education.

University of Lynchburg does not offer programs and courses specifically designed for students with disabilities; however, in addition to reasonable accommodations, the University offers all students a wide range of support services such as mentoring, advising, academic coaching, career services, and therapeutic counseling. These services, along with small classes and an intimate connection to our faculty and staff, contribute to an exceptional experience for all students. Students with disabilities can benefit from these services, and accommodations for equal access approved on a case by case basis. A key to success at University of Lynchburg is effective self-advocacy. Resources and assistance are available when students actively advocate for themselves.

The purpose of accommodations for accessibility and disability at the post-secondary level is to provide equal access. Reasonable accommodations do not negate requirements for successful completion of a program, course, service, and/or activity; adherence to generally acceptable standards of behavior; the University's general and academic student rights and responsibilities; or adherence to faculty/staff directions and instructions. University of Lynchburg is not required to modify syllabi, provide independent study, personal aides and equipment, personal coaching or individual tutors. Consideration of modification of attendance policies and assignment extensions are made on a case-by-case basis between ADR and individual faculty using guidelines provided by the Office of Civil Rights (OCR). Attendance and other classroom policies, course schedule, assignment due dates, etc., will be provided to students in a written format. Regardless of the nature of the disability, students should note that accommodations that reduce academic expectations and standards, or eliminate essential components of coursework are not options. All students are expected to follow the University's Student Code of Conduct and Honor Code regardless of disability.

Accessibility and Disability Resources works to assist students with disabilities in the pursuit of their educational goals. ADR works with faculty, staff, administrators, and students toward the objective of promoting equal access and equal opportunity. ADR provides or arranges for reasonable accommodations, services, training, consultation, and technical assistance. We strive to ensure University of Lynchburg courses, programs, services, activities, and facilities are equally accessible to all students. ADR endeavors to assist students to become effective self-advocates and to facilitate an inclusive, supportive campus atmosphere, which fosters respect and promotes independence.

Students who wish to seek academic, housing, or dietary accommodations should contact the Accessibility and Disability Resources. Accommodations and services are offered for eligible students with cognitive, medical, mental health and physical disabilities, including temporary disabilities (such as injury, short-term conditions, or surgery).

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Timely Notification of Disability

Students are encouraged to meet with ADR as soon as possible in their college search/application/enrollment process. ADR will facilitate coordination with various departments to provide reasonable accommodations for equal access to activities of daily living (academic, housing, dietary, etc). Students are encouraged to provide the University with at least six weeks notification of disability which may impact time-sensitive arrangements for both academic and non-academic accommodations (scheduling, class locations, housing, alternative form materials, adaptive equipment, etc.).

Prospective students with physical disabilities are encouraged to visit University of Lynchburg before making a decision about enrollment. A personal visit enables the student and University representatives to determine how the University can best serve the student's particular needs.

Notification Guidelines

In some cases, advanced notification is required for timely implementation of accommodations:

A minimum of eight weeks notification (excluding University holidays) prior to the first day of classes must be provided for

- Specialized furniture, equipment, or technology
- Sign Language interpreters
- Specific class location
- Braille

Math Accommodation

As a Liberal Arts institution, University of Lynchburg places great value in providing students with a broad base of general education courses. Students are expected to enroll in and successfully complete one of the general education mathematics courses.

Accessibility and Disability Resources works with students with disabilities to ensure they have equal access to all courses and programs provided by University of Lynchburg. Students must provide appropriate documentation to establish a math disability in order to be eligible for a math accommodation as directed by: Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the Americans with Disabilities Amendment Act of 2008 (ADAAA), the Educational Policies Committee and the University Faculty.

All students must meet the general education requirements for Quantitative Reasoning (mathematics), regardless of qualification for the math accommodation. For consideration of the math accommodation for their general education Quantitative Reasoning requirement, ADR must provide documentation regarding the student's disability to the Associate Vice President for Academic Affairs whowill then approve or deny the request. Copies of the letter will be sent to the Registrar's Office, the student's advisor, and the student.

Students approved for the math accommodation must follow these steps:

1. If a student earns a C- or below, yet passes the course, the quantitative reasoning course will be graded on a satisfactory (S) basis.
2. After the 10 week withdrawal deadline, if the student determines they cannot pass the course, the student must notify Accessibility and Disability Resources no less than three business days prior to the start of the exam period for the semester.
3. The student has the option to withdraw from the course early, or complete the course in an attempt to achieve a passing grade. If a student is then unable to pass the course, they will receive a grade of (W) for the course.
4. Students enrolled in quantitative reasoning courses required by his/her major may not utilize the aforementioned Math Accommodation.

ADA Resolution and Grievance Policy

Accessibility and Disability Resources has the responsibility of determining a student's need for accommodation. This determination is made through a two-part process: review of documentation of disability and an intake interview. If ADR staff determines a student is eligible for accommodations, ADR is responsible for coordinating the accommodations with the student, the faculty, and third party service providers.

Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act (1973) provide that:
"No otherwise qualified person with a disability in the United States…shall, solely by reason of…disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by a public entity."

University of Lynchburg faculty and staff strive to provide each student with positive educational experiences and helpful services. Even so, it is understandable that complaints will arise from time to time. To address and resolve concerns as quickly as possible, all students are encouraged to address complaints to the office responsible for overseeing the area of concern.

If a student believes they have experienced discrimination due to a disability or perceives an issue with ADA compliance, they have the right to seek resolution or file a grievance. Prompt resolution of such matters is in the best interest of the student, faculty, staff, and the University.

For grievance policy and procedure information, contact adr@lynchburg.edu.

TEACHING AND LEARNING CENTER

The Teaching and Learning Center is our model active learning classroom, located on the first floor of Knight-Capron Library. The T+LC provides leadership and guidance for University faculty as they discover, explore, implement, and evaluate practices that lead to excellence in teaching and learning. We host faculty workshops, book discussion groups, and learning communities with the goal of supporting faculty members who want to create more engaging and effective learning environments for all of our students. Book discussion groups are held during fall and spring terms for faculty interested in further exploring concepts in teaching and learning. Led by Faculty Fellows, the T+LC offers leadership and expertise to all teaching faculty.

Containing modular furniture, wall displays, and a write-on wall coating, the T+LC encourages collaboration and multi-sensory, active learning. In this space, we focus on learning strategies that strengthen team building and collaboration between students and instructors. These relationships lead to an environment of trust and value where the skills and knowledge that students gain can be applied to real-life situations, further research, and education in their field. We believe that making learning meaningful, engaging, and fun is the best way to develop lifelong learners who take the experiences they've had and the lessons they've learned here at the University of Lynchburg and carry these with them as they move forward.

All faculty members are encouraged to visit the T+LC and take part in our workshops throughout the year. We hope you will join us in fostering an environment of engaged and active learning across campus, as we endeavor to become a model for other institutions.

ONLINE INSTRUCTIONAL DESIGN

As the University of Lynchburg strives to meet the needs of all students, more courses and programs are being made available online. The Chief Educational Technology Officer works directly with faculty members to help them understand the unique challenges of online instruction and develop courses that offer the same rigor and academic excellence that the University of Lynchburg is known for. Through workshops and individual training sessions, faculty members develop the skills necessary and learn the tools available to create engaging quality online courses.

When University faculty members are developing their first online course, they can complete a consultation process with the Chief Educational Technology Officer. During this process, faculty members are introduced to guidelines and best practices for online course design and facilitation.

Topics covered include building community and instructor presence, consistent course layout and design within Moodle, creating online course documents and materials, assignment scheduling for online courses, and accessibility for online resources.

New online courses are reviewed by the Teaching and Learning Resources Committee. In this process, courses are evaluated on the basis of instructor presence, course organization, appropriate assignment variety, student communication, and accessibility. Any suggested course improvements are then facilitated by the Chief Educational Technology Officer.

PROFESSIONAL TRAVEL FUNDS

Use and Reimbursement

Following is a summary of funds available to faculty through annual professional development, faculty development committee grants, and various stipends when applied to faculty professional development. See sections 3.1.1, 3.10 of the *Faculty Handbook* for other specifics. There are two expense forms that can be used for reimbursements. The Travel Reimbursement form should be completed for travel expenses and the Non-Travel Reimbursement form can be used for expenses unrelated to travel. Both forms can be found on the E-Forms page of the Academic Affairs site.

Faculty Professional Travel Funds. As outlined in the faculty handbook, the University encourages faculty attendance at professional meetings and, within budgetary limitations, assists in defraying the costs incurred: while traveling to professional meetings; attending appropriate workshops; buying necessary equipment or books; the cost of membership in appropriate professional organizations; and other appropriate academic uses as approved by their Dean and the Associate Vice President of Academic Affairs. Each full-time and regular part-time faculty member has an allowance of $750 per year for this purpose, and funds may accumulate to a maximum of $1,500 within any two-year period. These allowances are subject to budgetary limitations and are not transferable to another individual. Purchases can be made only during the academic year that funds are available.

Westover Honors Advising Stipends. For those Westover Honors Advisors who elect to take their stipend as professional development, these funds may be used for the same types of items noted in the professional development policy. These funds **do not carry over** and must be expended by the end of the fiscal year – June 30.

Faculty Development Committee Review. Grant money is available for faculty presenting at conferences, doing research, publications, or short courses. These funds are available through an application process for committee review. Proposals should be submitted as instructed by the deadlines noted in the Funding Guidelines found at Faculty Development Committee. Because funds are limited, not all requests may be granted. Unused portions of funding granted may not be used for other purposes.

Summer Research Grants are awarded to a limited number of full-time, tenure track, or renewable track faculty to conduct research in the summer months. Forms and guidelines are available from the Faculty Resources Page. Application deadline is March 1. Awards are announced in late March or early April. All expenses must be submitted for reimbursement by August 31. Summer grants are competitive; special consideration is given to those worthwhile projects that involve students.

Reimbursements

Reimbursement requests with ***itemized*** receipts should be submitted in a timely manner to the office of the Associate Vice President of Academic Affairs. These forms may be found on the Academic Affairs site. The completed form must be signed by you and your university dean before sending it to the AVP. Reimbursement requests are processed weekly; expense reports received in the Associate Vice President of Academic Affairs before Tuesday at noon are usually reimbursed on Friday the same week.

Note regarding meals: In planning expenses for your trip, please consult http://www.gsa.gov for the per diem rates for meals as set forth by the U.S. Government. Use this only as a guideline for how much you might expect to pay for meals in the city you will be visiting. All meal receipts must be attached to your expense report as reimbursement is for the actual amount spent unless that amount unacceptably exceeds the per diem rate allowed by the U.S. Government. In that event, reimbursement will be for the per diem rate set forth for the particular meal in question.

Again, please note that there are two expense report forms: 1) the **Travel Reimbursement Form** should be used for travel expenses when attending conferences, etc., and 2) the **Non-travel Reimbursement** form is friendlier to use when making purchases or renewing professional memberships. ***It is NOT necessary to complete both forms.*** Each form can be found on the Academic Affairs site and can be completed electronically..

If using funds other than Faculty Development, Advising, Faculty Development Grant, or Summer Research Award, please indicate the fund(s) from which reimbursement is coming; the appropriate account number will be added by the Office of Academic Affairs before submitting to the Finance Office.

RESERVING ROOMS AND MEDIA ONLINE

The process of confirming space availability and the reservation of rooms is done electronically using the Faculty Staff Request Form on the Events & Catering webpage.

If the space is NOT available, please determine an alternative space before proceeding. If help is needed in determining an alternate location, please contact Lisa Scott, in Operations (scott_la@lynchburg.edu). More information for planning a catered event can be found at on the Events & Catering webpage.

UNIVERSITY MOTOR POOL AND ENTERPRISE RENTAL FLEETS PROCESS

If you need to drive a University of Lynchburg vehicle during the upcoming academic year, please go to the Vehicle Operation's Guide, on the Campus Safety and Security webpage.

- Click on the Driver Authorization Process pulldown.
- Please review all information and complete the Driver Authorization Form request.
    - The Driver Authorization must be completed annually. You will be notified each year when you need to complete the renewal process.
- If you have received any traffic violations during the past three (3) years, be sure to list them.
- Finally, submit the form electronically to your supervisor for approval.

Part #1: University Motor Pool Vehicles (for local use)

We currently have six (6) vehicles specifically designated for "local" use only. These vehicles, along with their respective details, are as follows:

Car #3	2020 Nissan Altima	Flat Rate $30.00 per use
Minivan #69	2019 Dodge Minivan	Flat Rate $40.00 per use
Van #74	2015 Ford Transit Van	Flat Rate $65.00 per use
Van #75	2016 Ford Transit Van	Flat Rate $65.00 per use
Van #76	2015 Ford Transit Van	Flat Rate $65.00 per use

Please note that the car and van rentals will be restricted to a maximum radius of 50 miles and will not be permitted for overnight use. While the three larger vans will have a maximum radius of 100 miles and will also not be allowed for overnight stays. There will be no additional fuel charges or mileage fees; the flat rate per use will cover all expenses. No changes will be made to the process for the large Athletics buses, at this time.

To Request a University vehicle for local use, please use the Trip Direct link through School Dude.

- You are the requester.
- Your login name is your University email address.
- First time users - the organization number is #842885217 (the system will automatically remember that number once you enter your 1st request).
- Click the tab labeled "Trip Request" to fill out the form.
- Please ensure all fields are completed accurately. (Remember to set the return date to match the departure date.)

- In the box marked “Special Needs and/or Trip Requirements,” please include your department’s account number.
    - If you do not know your account number, please enter the name of your administrative assistant as the contact for this information.
    - Faculty - when using Professional Development money, please enter Christy Lucy (lucy_c@lynchburg.edu) as the contact for this information.
- The submittal password is the word “password”

NOTE REGARDING 15-PASSENGER VANS:
All drivers of 15-passenger vans must view a safety video each year prior to being authorized.

- If you select the 15-passenger van option, you will automatically be prompted to view the video.
  ****IMPORTANT**** You must watch the **ENTIRE VIDEO** before the system will approve this portion of your authorization.

Part #2: Enterprise Sourced Fleet (for NON-local travel)
For all longer distance trips or those requiring overnight accommodation, it will be mandatory to utilize Enterprise for rental purposes.

- Please refer to the attached Information for Enterprise for further guidance.
- Kindly ensure that your 18-digit account number (e.g. 10-101000-XXXXX-XXXXX) is included when making Enterprise reservations.
- If you do not know your account number, please contact your administrative assistant.

University Vehicle Rental Portal through Enterprise

Job Aid for University Vehicle Rental through Enterprise

QUESTIONS? - - Please contact:
Stacey Taylor (Taylor_s1@Lynchburg.edu / x8282), Facilities Management
Lisa Scott (scott_la@lynchburg.edu / x8971), Operations

HEALTH SERVICES

Students may receive confidential medical care at the Health Center, located on the terrace level of Hundley Hall. Faculty and staff are referred to appropriate community health care providers. The center is routinely open from 8:30 a.m. – 5:00 p.m., Monday through Friday. Routine visits to the Health Center are provided without charge. Charges for medication, lab tests and special examinations can be billed to the student's University account. Primary health care is provided by a staff of Registered Nurses and Nurse Practitioners. Physicians are available to students in the Student Health Center one hour per week. Walk-ins and appointments are welcome in the Health Center. However, appointments are strongly encouraged for the Nurse Practitioner and the Physician.

All consultations and medical records are kept completely confidential. No information will be discussed with or released to anyone without the student's written consent. Medical records and academic records are not connected in any way.

The Health Center does not provide medical excuses or medical documentation for class absences or tardiness. However, as a courtesy during the last two weeks of the Fall and Spring semesters, and with a student's written permission and request, an email will be sent to professors that the student was seen by a health professional at the Health Center. Faculty members should not assume that such notification verifies that the student was ill or even treated for an illness. It only verifies that the student came to the Health Center on a given day. Thus, faculty members are cautioned against putting undue reliance on these health visit notifications.

For more information, please contact Jessica Melin, MSN, FNP, Clinical Director

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COUNSELING SERVICES

Free, confidential counseling services are available to all actively enrolled students. The Counseling Center is located on the terrace level of Hundley Hall. Office hours are 8:30 a.m. – 5:00 p.m., Monday through Friday. Appointments may be made by calling Ext. 8616, or by visiting the Counseling Center. For after hours or weekend emergencies, students should call Lynchburg Security at Ext. 5555 from campus extension phones or (434) 544-5555 from cell phones. All students living on or off campus can also utilize the services of the Lynchburg General Emergency Room at 1901 Tate Springs Drive, which provides 24-hour emergency mental health consultations. Faculty and staff who have concerns about the psychological well-being of a student should feel free to consult with the Counseling Center staff and should also consult with the Case Manager, Andrew Devening.

Members of the counseling staff are Courtney Zongrone, Clinical Director; Tiffany Boydoh, Assistant Director; Christina Cunningham, University Counselor; and Julian Rodgers, University Counselor and Group Coordinator.

FORMS INDEX

e-Form Directory

All e-forms are restricted to users in University of Lynchburg and its trusted organizations. Full listing of e-forms can be found on the faculty resources google site: https://sites.google.com/lynchburg.edu/facultyresources/useful-links-e-forms

Respondents will be required to sign in to Google. Learn more

Form Name	Link	Form Description	Signatures Required
DROP/ADD Course Form Undergraduate or Graduate Students	https://forms.gle/6z1dNauGN9qfE99Y7	This form should be used to make course changes: Add/Drop/Audit	Advisor Course Instructor Registrar
INDEPENDENT STUDY & SPECIAL PROBLEMS REGISTRATION FORM Undergraduate or Graduate Students	https://forms.gle/hDvZH5gcuZWukYaq8	This form should be used to request permission to take an Independent Study for credit hours.	Instructor Student Advisor School Dean AVP for Academic Affairs Registrar
OUT-Of-RESIDENCE STUDIES	Please refer to the website or contact Julie Allen, Registrar with questions.	Advisor completes this form for a student seeking permission to take a course at another institution.	Student Advisor School Dean AVP for Academic Affairs Registrar
OUT-Of-RESIDENCE GRADUATION	https://forms.gle/Jgt5Kyth437pAG5G6	Students complete this form to request permission to graduate out of residence.	AVP for Academic Affairs Registrar
Substitution/Waiver/Transfer Credit for Academic Requirement Undergraduate or Graduate Students	https://forms.gle/UPUu4ZbHW7bhT5PPA	Advisor completes this form with a student seeking permission to 1) substitute one course for another, 2) waive a course, or 3) receive credit from a transferred course.	Student Advisor School Dean AVP for Academic Affairs Registrar
Withdrawal Form Undergraduate or Graduate Students	https://forms.gle/LHAhMUKzJmCJ9KYY6	Undergraduate or Graduate students fill this form out to withdraw from the University.	Requirements: Exit interviews with Academic Achievement Center (undergrad only), and Financial Aid. Check out with Residence Life.
Personal Leave of Absence Form Undergraduate ONLY	https://docs.google.com/forms/d/e/1FAIpQLScQb_nV6JfmmbPGoK_vnX6_vqxne5zozHQZqRsZO1UuNFdNgQ/viewform	Leave of absence request for students in good academic and social standing for whom personal matters require a temporary absence from the University.	Requirements: Must request before the end of the 10th week withdrawal period. Fee associated. (See the Catalog, Special Fees, for more information.)
Request to Enroll in Graduate Courses During Final Senior Semester Undergraduate	https://forms.gle/gKtHg43rxRcxLA89A	Seniors use this form to request to enroll in graduate classes during their final semester.	Graduate Program Director Registrar

Pass/Fail Form	https://forms.gle/XQstygYrLYKJPB9R7	Students use this form to request a “pass” or “fail” grade rather than a letter grade.	Student Advisor Registrar
Program Honors in Major	https://forms.gle/DVsS3XEV4PuPsrJz9	Students wishing to apply for Program Honors	School/College Dean Registrar
Double Major Planning Form	https://forms.gle/zfmQB5W7DN5JPvNX8	Students wishing to add a major.	Students must consult with advisor(s) before submitting this form.
Student Application for Funding - UNDERGRADUATE ONLY	https://forms.gle/zQYiHnKe9apq8JA48	UNDERGRADUATE Students wishing to apply for funds for scholarly presentations and travel.	Questions should be directed toGemma D’Addezio via email daddezio_g@lynchburg.edu
GRADUATE ONLY - Student Application for Funding	https://forms.gle/tbFGsdSxgtaQbP8t8	GRADUATE Students wishing to apply for funds for scholarly presentations and travel.	Questions should be directed to Gemma D’Addezio via email daddezio_g@lynchburg.edu
GRADUATE ONLY - Leave of Absence	https://forms.gle/t5dKvNtMa5ppX6LaA	GRADUATE Leave of absence request for students in good academic and social standing for whom personal matters require a temporary absence from the University.	Questions should be directed to your advisor or gradstudies@lynchbuburg.edu.
NON-travel Reimbursement Request Form	https://forms.gle/dYFASAczTPXJ5M3g8	NON-TRAVEL reimbursement form faculty/staff/students	Payee Supervisor VP Accounts Payable
Travel Reimbursement Form	https://forms.gle/tZq67AubT4SE1m9S7	TRAVEL reimbursement form faculty/staff/students	Payee Supervisor VP Accounts Payable
Contract Approval Form	https://forms.gle/E8FJKzpJMbJWwass7	Business Office Form used to approve external vendors/speakers/performers	Internal
Syllabus Statements	https://docs.google.com/document/d/1EpqQeSZh_LEfBnVcp8PlmYbasaHfY-ztlajfntoNHqQ/edit?usp=sharing	This document is used as a Quick Reference Guide for syllabus preparations	FACULTY ONLY

USEFUL LINKS

Hornet Headquarters: Source for faculty/staff/student links and resources
https://sites.google.com/lynchburg.edu/hornetheadquarters/home?authuser=0

Online Solutions Center: Find your answer here!
https://www.lynchburg.edu/student-life/solutions-center/

Academic Links

1. Academic Calendars: https://www.lynchburg.edu/academics/registrar/academic-calendar/
2. Academic Misconduct Reporting: https://www.lynchburg.edu/student-life/student-handbook-and-policies/faculty-resources/
3. Course Offerings: http://lconline.lynchburg.edu/courseofferings/
4. Credit Hour Policy and Procedures: https://sites.google.com/lynchburg.edu/facultyresources/home
5. Department Chair Listing: https://docs.google.com/document/d/1CjF77NW_Ax6yGxCgwbLxzo4w70gOTWtCYxBwpSD53oE/edit?usp=sharing
6. Faculty Resources Internal Website: https://sites.google.com/lynchburg.edu/facultyresources/home
7. Educational Policies and Forms: https://sites.google.com/lynchburg.edu/facultyresources/home
8. Graduate Catalog: https://www.lynchburg.edu/graduate/graduate-catalog/
9. Institutional Review Board: https://www.lynchburg.edu/academics/institutional-review-board/
10. Registrar: https://www.lynchburg.edu/academics/registrar/
11. Plagiarism Statement: https://www.lynchburg.edu/student-life/student-handbook-and-policies/statement-on-plagiarism/
12. Undergraduate Catalog: https://www.lynchburg.edu/academics/courses/catalog/

Faculty/Staff Links

1. Business Expense Report Instructions: https://sites.google.com/lynchburg.edu/e-forms/home
2. Campus Safety and Security: https://www.lynchburg.edu/student-life/campus-safety-and-security/
3. Catering Request: events@lynchburg.edu
4. Claytor Nature Center: https://www.lynchburg.edu/academics/academic-and-community-centers/claytor-nature-center/
5. Contract Approval Form: https://sites.google.com/lynchburg.edu/e-forms/home
6. Daura Museum of Art: https://www.lynchburg.edu/academics/academic-and-community-centers/daura-museum-of-art/
7. Dining Hall Menu: https://www.lynchburg.edu/student-life/dining-services/dining-menus/
8. Double Major Planning Form: https://docs.google.com/forms/d/e/1FAIpQLSeXiui9tAcY1nbkLhfdBX7tj-EjA5qvYre6FMT3O08ZZp7RcA/viewform
9. Drop/Add/Audit Form: https://docs.google.com/forms/d/e/1FAIpQLSdoheb-04Zg48wuPy2vhIwa7EJuUNsK6Tsh7X8Q0hT8dlsC6Q/viewform

10. Drysdale Student Center Rentals: https://docs.google.com/forms/d/e/1FAIpQLSeqTYuzJtiu94HIY2e18BxK6u12G0SovD3aU0v8olqfgZtomQ/viewform
11. E-form Directory: https://sites.google.com/lynchburg.edu/e-forms/home
12. Events Request Form: https://events.lynchburg.edu/
13. Faculty and Staff Handbooks: https://sites.google.com/lynchburg.edu/facultyresources/home?authuser=0
14. Information and Technology Resources: https://www.lynchburg.edu/student-life/information-technology-and-resources/
    a. Reset University Password: https://support.lynchburg.edu/TDClient/51/Portal/KB/ArticleDet?ID=26
    b. Technical Support Portal: https://support.lynchburg.edu/TDClient/51/Po
15. Live Safe App: https://www.lynchburg.edu/student-life/campus-safety-and-security/livesafe/
16. Office of Equity and Inclusion: https://www.lynchburg.edu/about/office-of-equity-and-inclusion/
17. Pay Online - Express Account: https://payment.lynchburg.edu/
18. Policy on Sexual and Gender-Based Misconduct: http://internal.lynchburg.edu/?page_id=1905
19. Program Criteria - Tenure and Promotion: https://sites.google.com/lynchburg.edu/facultyresources/home?authuser=0
20. Astra Room Request - Form: https://www.aaiscloud.com/ULynchburg/Events/EventReqForm.aspx?id=f391b3a0-3a83-11ed-8a84-6ff18077ec7d
21. Work Orders System - Asset Essentials
22. Rental Vehiles for Class / University Use - University Motor Pool and Enterprise Rental Fleets
23. Spiritual Life Center: https://linktr.ee/spirituallifecenter
24. Staff Suggestion Box: http://internal.lynchburg.edu/?page_id=98&doing_wp_cron=1666286694.7200920581817626953125
25. Student of Concern: https://www.lynchburg.edu/student-life/case-management/concerned-about-a-student/
26. Website Edit Request Form: https://www.lynchburg.edu/about/marketing-and-communications/the-university-website/website-edit-request/

Student Links

1. Honor Code: https://www.lynchburg.edu/student-life/student-handbook-and-policies/honor-and-student-conduct-code-regulations/honor-code/
2. Knight-Capron Library: https://libraryguides.lynchburg.edu/knight-capron-library
3. LinkedIn Learning: https://support.lynchburg.edu/TDClient/51/Portal/KB/ArticleDet?ID=160
4. Peer Assisted Supplemental Study: https://sites.google.com/a/lynchburg.edu/lynchburg-college-pass/
5. Peer Academic Coaches: https://sites.google.com/lynchburg.edu/gomentoring/peer-academic-coaches?authuser=0
6. QPA Calculator: https://gpacalculator.io/cumulative-gpa-calculator/
7. Wilmer Writing Center: https://gpacalculator.io/cumulative-gpa-calculator/
8. Hornet Student Handbook: https://www.lynchburg.edu/student-life/student-handbook-and-policies/hornet-student-handbook/