

ACADEMIC SERVICES AND RESOURCES

Academic Advising

The Academic Advising Center coordinates the academic advising program. All freshmen advisors work in partnership with a Connection Leader, a peer mentor who aids freshmen in the transition to college. New students meet with advisors during orientation, Welcome Week, and scheduled advising sessions throughout the year. When a student declares a major (in the freshman or sophomore year), he/she is assigned an advisor in the discipline. Transfer students who have indicated their major are assigned directly to advisors in their discipline.

Advisors provide students with assistance in making decisions about academic programs, career/graduate program direction, and other matters supporting student success. Students are encouraged to meet with advisors regularly and to utilize the Four-Year Plan to discuss short- and long-term goals and issues of academic difficulty.

Although academic advisors monitor advisees' educational progress, each student is responsible for complying with all academic requirements as listed in the catalogue and in tracking his or her individual progress to graduation. All students can find pertinent academic records online through "StudentsOnline" and the personalized graduation progress report supplied regularly to matriculated students by the Registrar's office. Students are encouraged to visit regularly with advisors and with the director of Academic Advising to discuss academic problems as well as short- and long-term goals.

Student Orientation and Registration Programs

New student transition programs at Lynchburg College provide entering degree-seeking students with opportunities to make a successful transition to the College and to connect in meaningful ways with campus colleagues and the Lynchburg community. The programs include New Student Orientation and Registration, Welcome Week, and the Freshman Success Seminar.

All degree-seeking students are required to participate in an orientation and registration program prior to enrolling. Orientation programs are designed to help new students become acquainted with college life and campus resources, while assisting them in completing course registration. Orientation sessions are provided during the summer for students enrolling in a fall semester and in January for students enrolling in a spring semester. Separate but concurrent orientation programs are available to parents and other guests of new students.

All full-time freshmen must participate in Welcome Week, a transition program occurring immediately prior to the first day of fall semester classes. Sessions offered during Welcome Week address a variety of topics including alcohol education, involvement opportunities, community service, a common academic experience, and New Student Convocation.

Also available to freshmen is the Freshman Success Seminar, a one-cred-

it-hour elective course addressing such topics as goal setting, academic success strategies, policies and procedures, and adjustments to college life. This course is taught during the fall semester by student Connection Leaders who are supervised by the First-Year Programs Coordinator in the Academic Advising Center.

Bookstore

The bookstore, located in the Burton Student Center, is open 9 a.m. to 4 p.m. weekdays, and has extended hours at the beginning of each semester and on designated weekends. (Call 434-544-8239 for a voice recording of hours or visit the website at www.lynchburg.edu/bookstore for additional information on hours and special events and services.)

The Lynchburg College bookstore offers the following services and products to the campus community: student/ employee charge accounts and declining balance accounts, which may include the Westover Room (College snack bar), Hornet Shop and pizza delivery; deposit service to add money to vending cards used for laundry and copy machines; various school, art, computer, office and health supplies; course materials; LC imprinted gift and clothing items; film developing; College ring orders; check cashing (with proper student identification and a \$100 limit); special order clothing for teams, Greek life, intramurals, etc.; mail order service (434-544-8241; FAX 434-544-8243) and web catalog service at www.lynchburg.edu/bookstore. Graduation caps, gown, and announcements are also ordered through the bookstore.

The bookstore also provides students an option of viewing information about course materials for each scheduled class at www.lynchburg.edu/studentsonline. (An active LC network password is required for access to this information.)

Visa, MasterCard, and Discover credit or debit/check cards, bookstore charge or declining balance accounts, personal checks, and cash are accepted for payment.

Career Development Center

The Career Development Center offers resources, services, and counseling to assist students in the career planning process. The Four-Year Plan is utilized as a guide for student decision making about academic programs, co-curricular activities, and experiential education opportunities that will allow students to maximize their opportunities throughout their entire college career to establish a foundation for lifelong career planning. Fresh-men and sophomores may enroll in a career development course (GS 105) to provide a structure for the process. Students who have not declared a major or are exploring several major possibilities are encouraged to use this course to help create a focus for their academic interests. Juniors and seniors may enroll in an advanced career development course (GS 305) to plan for their transition from college to the world of work and/or graduate school.

All students are encouraged to utilize the Career Development Center to

help prepare them for an after-college position or graduate program for which they will be well-suited. Comprehensive services available to students and alumni include career counseling, workshops, college-sponsored career fairs, newsletters, research resources, on-campus interviewing, and credentials file service.

Centers of Lynchburg College

The Centers of Lynchburg College provide interactive programs that support the College mission by offering unique learning opportunities for students and by strengthening the College commitment to community outreach. The Centers are interdisciplinary in nature, build on areas of curricular strength, and are oriented toward specific needs within the broader community. They affirm the importance of student learning as well as faculty and staff involvement beyond the traditional academic environment.

- **Belle Boone Beard Center on Aging and the Life Course**
(Dr. Rose Jensen, director): The Center, named in honor of a 1923 alumna and former faculty member, reflects the College's commitment to understanding and addressing issues of aging and needs of older citizens. The focus is on curriculum and outreach, with an annual symposium and specific initiatives involving students and faculty, to support older individuals within the broader community.
- **Center for Community Development and Social Justice**
(Pat Price '95 and Lisa Whitaker '03 M. Ed., associate directors): The focus of this Center is the enhancement of student educational experiences through service to and partnerships with the Central Virginia community. The Center involves students, faculty, and staff in working with members of the local community to improve their quality of life. Activities include research on lead-burdened homes, a community outreach partnership center, community-based research, and social entrepreneurship. The Center also coordinates the Bonner Leaders Program.
- **Center for Family Studies and Educational Advancement**
(Dr. Ken West, director): The Center's primary purpose is to train educational professionals to help parents expand their discipline and communication skills. The Center works with local schools to provide special parenting courses that are co-taught by Lynchburg College graduate students and local teachers and counselors. In addition, the Center offers a variety of other specialized programs for teachers, counselors, and parents.

- **Center for the History and Culture of Central Virginia**
(Dr. Mike Santos, director): The Center is dedicated to the study of the history and culture of Central Virginia and to the dissemination of information to academic and popular audiences. College students and faculty preserve and promote a better understanding of local history.
- **Claytor Nature Study Center**
(Dr. Jeff Corney, director): The Center occupies 470 acres in Bedford County and includes the Claytor Educational and Research facility, the C.E. Richardson Field Station, the Big Otter River, two lakes, a federal wetlands reserve, and woodlands and fields. The Center offers a wide range of environmental education programs for Lynchburg College students, K - 12 students and teachers, and the broader community.
- **Center for Economic Education**
(Cheryl Ayers, '01 M.B.A., director): The Center provides training to area educators on incorporating economics within the curriculum. Regular workshops are provided for Lynchburg College students and educators from throughout the region.
- **Donovan Center for Media Development**
(Dr. Woody Greenberg, director): The Donovan Center involves students, faculty and staff in the development of media resources for non-profit agencies within the community. Project foci include videos/DVDs, brochures, logo designs, and websites.
- **Walter G. Mason Center for Business Development and Economic Education**
(Ben Mayhew '91, '02 M.B.A., director): The Mason Center promotes regional economic growth, education, and organizational development using the diverse resources of Lynchburg College. Through customized workshops, management institutes, learning forums, and business seminars, the Center offers opportunities to enhance organizational development and economic vitality throughout the region. It also offers specialized programs in entrepreneurship.

Information Technology and Resources

The technology facilities at Lynchburg College include a campus-wide network that connects all campus buildings and provides services to off-campus, college-owned residences. The network provides Internet access for the College. Multi-platform resources are used for administrative and academic applications, hosting network support functions and web, and e-mail services. Connected to the network are more than 1,000 desktop computers located in faculty and staff offices, classrooms, and more than 20 laboratories designed to give students ready access to course-related software, pro-

ductivity software such as word-processing and spreadsheets, the campus Intranet, and the Internet. Four of these laboratories are located in Hopwood Hall Learning Center, a staffed facility that supports the educational programs of the College by providing extended access to technological and educational resources. All on-campus housing is equipped with network access for students who own personal computers. All students are provided an e-mail account and shared file space for coursework and personal web pages.

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 J. Wilmer Writing Center

The Wilmer Writing Center provides the services of qualified tutors at no charge. At the Wilmer Writing Center, students can receive help on papers at any stage of the writing process, including brain-storming, organizing, or editing. Grammar software, workbooks, networked computers, and a laser printer are available.

Writing Center services are offered during specific hours each week, Sunday through Friday. Priority is given to students with appointments, but walk-ins are also welcome.

Mathematics Lab/Study Sessions

The Mathematics Lab offers student tutors for individualized help with different levels of math. Math study sessions are also organized for select courses to encourage collaborative learning among students. Mathematics Lab and study session hours are announced at the beginning of each semester. Appointments are not necessary for either resource.

Modern Language Resource Center

This self-paced learning center provides computers, headsets, DVDs, and computer based CD-ROM interactive learning programs to help students reinforce their foreign language skills outside of class. French, German, and Spanish tutors are available to assist students as needed. No appointment is necessary to use the computers, but appointments are suggested to schedule tutoring sessions.

Communication Lab

“Help & Never Harm” is the motto of the Communication Lab. Peer tutors offer **LIFE** support: we **L**isten and learn student needs, **I**nform, **F**oster confidence, and **E**mpower success. Students can use this lab to draft and organize speeches, practice delivery, and ultimately gain confidence. The communication Lab is open evenings, Sunday through Thursdays.

Peer Assisted Study Sessions (PASS)

Peer Assisted Study Sessions allow students to learn as a group outside scheduled classes. Trained tutors lead sessions twice weekly to accommodate students' schedules. The tutors also attend the lecture classes to stay current with the material students are learning. PASS is offered in courses that are considered highly difficult.

Disability Support Services

The Support Services Coordinator works with students who have documented disabilities arrange for academic and other accommodations on campus. Students are strongly encouraged to contact the office as soon as the decision is made to attend the College so the process can begin as early as possible and accommodations can be put into place in a timely fashion.

Study Strategies (GS 104)

This course, which is for freshmen only, encourages academic success by teaching students important college study skills and by exploring learning styles. It reinforces basic study habits including time management, active reading skills, and test preparation.

Academic Coaching Assistance Program

The Academic Coaching Assistance Program (ACAP) is offered on a limited basis as an academic support service to first-year students, in addition to their academic advisors and Connection Leaders. It is an opportunity for students to brainstorm about their concerns regarding their classes and/or other issues related to their academic progress on a weekly basis.

There are eight professional staff members and graduate assistants functioning as academic coaches on campus. The goal of ACAP is to help students meet the academic requirements of the College in a proactive manner instead of waiting until problems develop that could lead to unsatisfactory academic performance.

Academic Recovery Program

The Academic Recovery Program (ARP) is a voluntary program designed to assist students on academic probation as well as those students in need of additional academic support. The goal of the program is to allow students to become academically successful by encouraging the development of critical skills, such as time management, goal setting, organization, use of available resources, and balancing academic and social demands.

Students who participate in the ARP typically increase their QPA from the previous semester. (Spring 2003 data indicated their semester QPA increased by 0.94 vs. 0.26 for those student on academic probation who had not participated). Students also appear to continue this trend in future semester work. Data suggests that not only did students change their study habits for the semester in which they participated in the ARP, but also that those changes had an effect through the following semester, while "on their own."

Library and Information Services

The mission of the Knight-Capron Library is to empower the Lynchburg College community to make effective use of global information resources as lifelong learners and thinkers. To remain relevant to these needs, the library is evolving to the state of a virtual library that provides information resources and services regardless of location.

In both formal and informal settings, librarians enable students to develop information literacy competencies to identify, access, and evaluate resources in electronic or print formats. These competencies serve students well during their academic careers and in their professional and personal lives after college. Instruction and consultation are available at the reference desk on an appointment basis with liaison librarians or on a walk-in basis, through course-integrated instruction sessions, and in one-hour credit courses (GS 103, Introduction to Effective College Library Research, GS 113, E-Research in the College Library, and GS293, Advanced Information Literacy).

The library's collection consists of print and media resources, as well as a variety of electronic information resources, including an online catalog, a dictionary and general encyclopedia, bibliographic and other databases, electronic journals, and the full text of thousands of periodicals. Depending on licensing agreements, electronic resources can be accessed from the library, from any networked computer on campus, or from off-campus computers. A special feature of the library is the Electronic Information Resources Center where students use computers to access any of the available electronic resources.

As a virtual library, a truly limitless collection is offered. In addition to electronic resources, the library relies heavily on cooperative arrangements for print resources available in other library collections at the local, state, and national levels. The library also has access to the resources of the Lynchburg Area Library Cooperative.

The Saxton Room houses a valuable collection of materials dealing with many subjects including the early iron industries in Europe and the United States; fifteenth- and sixteenth-century illuminated manuscripts; seventeenth- to twentieth-century maps of North America; Lynchburg College faculty and alumni publications; the Bagby Videotape Archives; and the Christian Church (Disciples of Christ) Historical Collection for Virginia. The library also houses the Lynchburg College Archives, which serves as the official repository for materials dealing with College history from 1903 to the present. The archives contains resources such as publications and photographs, retrospective office files of continuing value: the papers of faculty, staff, students, organizations, and alumni, and memorabilia.

The library maintains a normal schedule of ninety-five hours per week, with extended hours during final examinations. To learn more about library services, consult the staff and The Guide to Services or view the World Wide Web page at <http://www.lynchburg.edu/library>.

Public Presentations

DAURA GALLERY: The Daura Gallery presents a wide variety of changing exhibitions and related educational programs designed to provide opportunities for learning, enjoyment, and personal growth, to complement and supplement the academic experience of students, and to encourage the interdisciplinary affiliation of the visual arts with diverse academic disciplines. Exhibitions are developed from the College collection, public and private sources, and include installations of works by Catalan-American artist Pierre Daura. The Daura Gallery also serves as a primary teaching facility for the museum studies minor.

FINE ARTS AND LECTURE SERIES: Each year this series, coordinated by the Office of the Associate Dean of the College, sponsors events to complement and enhance student learning and to expand the diversity of cultural and intellectual offerings in the greater Lynchburg community. The series brings outstanding performers to campus for concerts, plays, dance presentations, and interactive events. Distinguished speakers are invited for classroom discussions, panel presentations, and keynote lectures for special events. The master calendar of events is available on the campus intranet at www.lynchburg.edu/currcal.htm. The following endowments support events in the arts, literature, drama, the sciences, business, religion, philosophy, and human diversity.

Elisha K. Bennett Lectureship in Personal Growth and Development: This lectureship is endowed by Elisha K. Bennett, a loyal alumnus who spent most of his adult years helping people discover their potential. It brings to the College outstanding authorities in the field of personal growth and development with the aim of assisting students to achieve their fullest capacities. The lectureship was established by Mr. Bennett in honor of his parents, John Elisha and Mollie Edwards Bennett.

Class of 1994 Senior Symposium Lectureship: This lectureship was established in 1994 by the members of the Class of 1994 as part of their senior class gift. The income from this fund supports an annual lecture for the Senior Symposium.

Ida Wise East Memorial Lecture Fund: The Ida Wise East Memorial Lectureship in the Humanities was established in 1979 by an endowment gift to Lynchburg College by Mrs. Margaret East Nelson of Norfolk, Virginia, in memory of her mother, Ida Wise East, and in recognition of the lifelong interest of the East and Nelson families in the humanities. This fund is used to support an annual lecture, lecture series, or seminar in the humanities.

Harold Garretson Lecture: This lecture series was established in 1976 to honor Dr. Harold Garretson, a professor of chemistry at Lynchburg College, who retired after thirty-one years of teaching. Each year a guest lecturer explores a specific aspect of chemistry. The presentation is expressed in layman's terms and is open to the public.

Clifton W. Potter Jr. Lecture in History: The Clifton W. Potter Jr. Lectureship was established in 1982 by an endowment gift to Lynchburg College by Mrs. Harold C. Turner of Waynesboro, Virginia, in honor of her son-in-law, Clifton W. Potter Jr., a 1962 graduate and a professor of history at the College. Income from this fund is used to bring guest lecturers and speakers in the fields of American and European history to the campus each year.

Jennie Cutler Shumate Lectureship on Christian Ministry: This endowed lectureship provides for an annual lecture on Christian ministry by a prominent minister or layperson. The purpose is to present the work of Christian ministry in an attractive and challenging way to young men and women of good character and intellectual ability. The lecture is given at the College each year on a day near March 10—the birth date of Mrs. Jennie Cutler Shumate, in whose honor the lectureship was established.

Abe Schewel Fund: This fund honors the memory and contributions of Abe Schewel to the Lynchburg community. Mr. Schewel was a successful businessman and well-known humanitarian. The fund, which reflects his interests by providing support to programs, including an annual lecture, promoting Jewish culture and religious tolerance, was established by his daughter, Frances Schewel Heiner, and his son and daughter-in-law, Elliot S. '00 D.H.L. and Rosel H. Schewel '71 M.Ed., '83 Ed.S., '00 D.Ed. in 1999.

Rosel Schewel Lecture Fund: This lectureship was established in 1991 by an endowment gift from Rosel H. and Elliot S. Schewel, long-time members of the College's Governing Board. Mrs. Schewel taught in the College School of Education and Human Development for seven-teen years. The income from this fund supports an annual lecture series or other like event on a topic of interest chosen from a field of education or human development.

Clifton L. Snidow Lectureship: In recognition of Clifton L. Snidow's deep interest in the program of Lynchburg College and the gifts he made to the permanent funds of the College, the Board of Trustees de-clared that once each year a lecture known as the Snidow Lecture shall be given on an appropriate theme dealing with the Christian life by an outstanding interpreter of Christianity. The Snidow Lectureship was endowed in 1987 through a generous gift from Mr. and Mrs. J. Clopton Knibb of

Goochland, Virginia. Mr. Knibb is an attorney and alumnus of the Class of 1933.

Richard H. Thornton Fund: The Richard H. Thornton Endowment of the English Program honors Richard H. Thornton, a 1907 graduate who was distinguished in the fields of writing and publishing. The fund brings notable writers, journalists, and others to campus several times each year to lecture and teach courses. Students have frequent opportunities to meet, socialize, and study with these visitors. Writers who have visited Lynchburg College in recent years include Ann Beattie, Denise Levertov, James Baldwin, Tennessee Williams, Truman Capote, Ellen Gilchrist, Susan Sheehan, Howard Nemerov, John Barth, Joan Aiken, and Stephen Spender.

Zaidee Creel Williams Lectureship: This fund was established in 1987 by endowment gifts to Lynchburg College in memory of Zaidee Creel Williams, a 1924 graduate who taught in the public schools of Virginia, Maryland, and West Virginia. Income from this endowment is used to support a lecture program in the area of religious studies.

MUSICAL GROUPS:

The Lynchburg College Wind Symphony is an ensemble for persons who play wind, string and percussion instruments. The group's purpose is to develop ensemble techniques, music reading ability, general musicianship, and to acquaint students with a wide variety of band literature. For music majors who will become teachers, the Wind Symphony provides experience in organization, music selection, and program planning. The Wind Symphony performs three major concerts per semester and additional performances on campus and in the Central Virginia area. Select members of the symphony tour during spring vacation. Membership is open to all students, and seating placement is determined by the director or by audition. Members of the Wind Symphony earn one academic credit hour per semester.

The Lynchburg College Jazz Ensemble is an eighteen-piece ensemble comprised of saxophones, brass, percussion, piano, and guitars. Membership is selected from the Wind Symphony and/or by audition for interested students, faculty and staff members, alumni, and community musicians. The Jazz Ensemble performs numerous times each semester on and off campus. One hour of academic credit per semester is offered for the activity.

The Lynchburg Chamber Orchestra welcomes students who are string players. Membership is open by audition. In addition to performing with the Wind Symphony, the orchestra performs in conjunction with College musicals and music program operas. One hour of academic credit per semester is offered for the activity.

The Tri-College Chamber Orchestra at Sweet Briar College is open to students from Randolph-Macon Woman's College and Lynchburg College. This group presents one concert each semester. Audition is required. One hour of

academic credit per semester is offered for the activity.

The Lynchburg College Concert Choir is made up of approximately forty-five students, and membership is open to all students by audition. The choir presents three concerts on campus each year: one in the fall, one during the Christmas holiday season, and one in the spring. The group also performs on special occasions such as convocation, Parents and Family Weekend, Homecoming, and commencement. In the spring, the choir tours from New England to Florida during spring vacation. Members of the choir earn one academic credit hour per semester.

The Hopwood Singers is a chamber choir that performs music composed for a smaller choral group. The selections range in variety from madrigals to jazz. Members are drawn from the Concert Choir and rehearse two hours each week. They perform in the programs presented by the Concert Choir, other events on campus, and in the community. No academic credit is offered for this activity.

The Lynchburg College Choral Union is a large choral ensemble. Its purpose is to provide a quality choral music experience for all its members. Membership is open to all students and faculty/staff members of Lynchburg College, as well as interested community members, but permission from the conductor is needed to join. The group performs one major concert per semester on a wide variety of musical styles from the Medieval to the twentieth century with an emphasis on major choral orchestral works.

The Lynchburg College Handbell Choirs have a membership of approximately twenty persons. The groups perform selections at campus concerts presented by the Wind Symphony each year and present their own spring concert. Membership is open to students and townspeople who have some skill in reading music. Academic credit offered is .5 hours per semester.

THEATRE ACTIVITIES: Students and the campus community benefit from activities sponsored by the Theatre Program. Three main stage theatre productions, as well as student generated studio theatre plays are produced each year. Auditions for theatre productions are open to the entire campus community. First-year students regularly appear in shows and in backstage positions. Recent productions include *Into the Woods*, *You Can't Take it with You*, *The Sound of Music*, *Spinning Into Butter*, *Guys and Dolls*, and *A Midsummer Night's Dream*. Academic credit may be earned by working on productions.

The facilities in the Dillard Fine Arts Center are well-equipped and up-to-date and include a Macintosh CAD computer laboratory. A dance studio and private music studios are short walks from the building. The College Student Employment Program offers positions in technical theatre, costuming, and box office management.

Visiting theatre and dance professionals enhance the classroom and production arenas. Recent guests have included the acclaimed Aquila Theatre Company and The Alvin Ailey Dance Company.

VISUAL ARTS ACTIVITIES: Art activities sponsored by the Art Program enrich students enrolled in art classes, the entire student body, and the campus community. Activities include lectures and classroom critiques by visiting artists and the annual student art exhibition.

Registrar's Office

All course registrations and drop/adds are processed in the Registrar's Office. Academic record transcripts are available to students upon written request. Transcript requests are frequently processed within two to three days; however, students should plan ahead to allow at least five working days for the processing of transcript requests. A \$3 fee is charged for each transcript. Student transcripts and diplomas may be withheld when students have unfulfilled obligations to the College.

Students with Disabilities

In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, Lynchburg College supports students in obtaining reasonable accommodations at the College. It is the student's responsibility to submit appropriate documentation that establishes the disability to the Support Services Coordinator. This documentation must be received no later than 45 days prior to the first day of classes in order to give the College time to put the accommodations in place. Late requests are not retroactive and may negatively impact the College's ability to provide accommodations in a given semester.

Documentation of learning disabilities must include a complete psycho-educational battery that has been completed within the past three (3) years including subtest scores, narrative, and diagnosis. In the majority of cases, a 504 Plan does not provide all of the information required, although it may be helpful in establishing accommodations.

For physical, health, psychiatric, vision, or hearing impairments, the documentation must have been completed within the previous twelve (12) months and include a diagnosis, complete description of the impairment and functional limitations, use of assistive devices or other services, current status (including medications being used), and an explanation of the anticipated impact upon the academic environment. In all cases, documentation must be prepared by an appropriately licensed or certified professional. The College reserves the right to request updates to determine if there has been any change in the status of the impairment.

No student will be excluded from any course or curriculum of study on the basis of a disability if the student can perform the essential functions of the course or curriculum with reasonable accommodations. Accommodations are established on a case-by-case basis and may include, but are not limited to, extended time for testing, alternate testing and evaluation methods for students with impaired sensory, manual, or speaking skills, use of calculators, environmental control, sign language interpreters, accessible housing and classrooms, and utilization of tape recorders. In addition, the College pro-

vides specific accommodations in the area of foreign languages and math for students with documented learning disabilities in these areas.

Students with Learning Disabilities: Foreign Language

All students attending Lynchburg College are expected to enroll in the appropriate level of a foreign language sequence of their choice, provided they have not tested out of the requirement. Students with documented learning disabilities are expected to fulfill the aforementioned requirement, regardless of any waiver or accommodation granted in high school.

The following procedure is to be followed when a student has a documented learning disability which may preclude him/her from successfully completing a foreign language:

- The student must enroll in the appropriate level of the foreign language sequence and discloses the need for accommodations to his or her instructor.
- If difficulty is experienced in learning the foreign language, the student must request a meeting with the foreign language instructor and the Support Services Coordinator for the purpose of discussing the situation and to develop a learning plan that includes, but is not limited to, the following:
 1. utilization of all reasonable accommodations recommended in the student's psycho-educational evaluation;
 2. appropriate and consistent utilization of the Modern Language Resource Center and tutors located in Centennial Hall; and
 3. demonstrable effort on the part of the student through class attendance and the completion of class assignments as agreed to by the classroom instructor.

Students still unable to make satisfactory progress in the foreign language may petition the Support Services Coordinator to withdraw from the course without penalty. Upon receiving approval to withdraw from a foreign language course sequence, the course(s) in which the student has been enrolled will subsequently appear on the transcript with an indication of no credit earned (W). For those course(s) completed, the transcript will indicate credit earned (S).

Depending upon their situation, students are required to complete a total of up to nine hours in the foreign language and/or approved substitution courses: COMM 351, FREN 207, FREN 208, INTL 213, SPAN 207, SPAN 208, SPAN 340, and SPAN 341. Literature-in-translation courses used to meet the General Education foreign language requirement may not also be used to meet the literature portion of the General Education requirement. Students may not substitute alternatives for the foreign language requirement within a specific major (i.e., international relations).

Students with Learning Disabilities: Math Requirement

The accommodation for the math requirement for students with learning disabilities parallels the accommodation for foreign languages in that all stu-

dents are expected to enroll in the appropriate math course regardless of any waiver or accommodation granted in high school, provided they have not tested out of the requirement. A student with a documented learning disability who has disclosed the need for accommodation to his/her instructor and who subsequently experiences difficulty in learning math, should request a meeting with the math instructor and the Support Services Coordinator. A learning plan containing the same elements as those listed under foreign languages is developed.

Students still unable to make satisfactory progress in the math course may petition the Support Services Coordinator to have the course graded on a satisfactory/withdraw (S/W) basis. A student wanting credit in a course for which he/she has received a "W" must repeat the course and pass it to receive an "S." Students enrolled in math classes required by his/her major may not utilize the aforementioned grade accommodations.

Students with Physical Disabilities

Prospective students with physical disabilities are encouraged to visit Lynchburg College prior to making a decision about attendance. A personal visit enables the student and College representatives to determine how the College can best serve the student's particular needs. The student must give the College a minimum of 45 days notification prior to the first day of classes in order for appropriate accommodations to be put into place.

Regardless of the nature of the disability, students should note that accommodations that reduce academic expectations, standards, or eliminate essential components of coursework are not options at Lynchburg College. The Americans with Disabilities Act does not require Lynchburg College to provide modified syllabi (including attendance policies), independent study or distance education courses, personal assistance, or individual tutors, although reasonable efforts are made to meet the needs of students with disabilities.

Right to File Grievance

If a student feels he/she has experienced discrimination because of a disability, he/she has the right to file a grievance. Lynchburg College recognizes that issues with regard to ADA compliance may arise from time to time. It is in the best interests of the student, faculty, and staff to resolve such matters quickly. Lynchburg College has in place a Human Rights Policy that provides a means by which a student may file a grievance. Information about the Lynchburg College Human Rights Policy can be found in the Hornet and at: <http://www.lynchburg.edu/internal/policies/humanrights>.

International Programs

Lynchburg College encourages its students to study abroad during some period of their undergraduate program. Study abroad opportunities at Lynchburg College provide an introduction to a cultural perspective other than one's own by way of off-campus foreign study and travel experiences, and by the discovery of and appreciation for the nature and scope of global interdepen-

dence - from a multiplicity of perspectives, including, but not limited to cultural, economic, historical, and political. In particular, all foreign language and international relations majors are encouraged to spend at least one summer term or one semester studying and living in a foreign country.

Information about study abroad opportunities can be obtained from the Assistant Dean of International Programs, Study Abroad Coordinator, the study abroad resource library (located in the Daura Gallery offices, Dillard Fine Arts Center), and faculty who are knowledgeable about study abroad programs and opportunities.

In recent years Lynchburg College has offered its own courses as study abroad opportunities. Summer offerings include language programs in France and Spain, as well as in many other academic disciplines including international relations, environmental science, literature, business, nursing, communications, and museum studies throughout Europe, the Americas, Australia and Japan. Spring break study programs, offered as part of semester-long courses, focus on Italy, France, and the Spanish-speaking countries of Argentina, Costa Rica, and Spain. The Biology Program also offers a marine biology course in San Salvador during the winter term.

Students may also consider study abroad programs offered by other providers with which Lynchburg College affiliates. These include Austral-learn, American Institute of Foreign Studies (AIFS), International Studies Abroad (ISA), and International University Studies (IUS). Study Aabroad options also include programs provided by other colleges and universities.

Students interested in studying abroad should begin the process early by working with their faculty advisor(s) and the study abroad coordinator. Certain required procedures before a study abroad leave of absence can be approved include academic/disciplinary clearances and coursework approval (to be completed by the Office of the Registrar prior to the student's departure).

Students studying abroad may be eligible for federal and state financial aid. College-funded scholarships are awarded for study at Lynchburg College only and are not available for study abroad. Students should contact the Office of Financial Aid to discuss availability of funding for study abroad programs.

Tri-College Consortium

The Tri-College Consortium of Virginia includes Lynchburg College, Randolph-Macon Woman's College, and Sweet Briar College. Students at each of the colleges are granted access to libraries on all three campuses. A full-time undergraduate student may enroll in a course offered on either of the other campuses during fall or spring terms (provided the course is not being offered by the student's own college) without payment of additional tuition. A student may not take over 50 percent of coursework away from the home campus during a single term. On occasion, a student may be expected to take a specific course at one of the other colleges. Students are responsible for their own transportation. Tri-College courses are considered part of a stu-

dent's academic load for payment purposes. Tri-College enrollment forms are available from the Registrar's Office.