

## ACADEMIC SERVICES AND RESOURCES

### Academic Advising

Academic and Career Services coordinates the academic advising program. All freshman advisors work in partnership with a Connection Leader, a peer mentor who aids freshmen with their transition to college. Transfer/Access advisors work in partnership with a Links mentor who provides support to transfer/Access students. 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 that discipline. Transfer students who have indicated their major are assigned directly to advisors in the School of 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/her individual progress to graduation. All students can find pertinent academic records, including the Graduation Progress Report (GPR), online through "myLC". Students are encouraged to meet regularly with advisors and with the director of academic advising to discuss academic problems as well as short- and long-term academic goals.

### Bookstore

The bookstore, located in 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](http://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 include the bookstore, Brewed Awakening in Elliot and Rosel Schewel Hall, campus post office, campus dining facilities, the Hornet Shop, and pizza delivery. Deposit service to add money to cards used in laundry machines is available. The bookstore also offers school, art, computer, office and health supplies; course materials; LC imprinted gift and clothing items; College ring orders; check cashing (\$100 limit with proper identification); 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](http://www.lynchburg.edu/bookstore). Graduation caps, gowns, and announcements are also ordered through the bookstore.

The bookstore provides students an option of viewing information about

course materials for each enrolled class at [www.lynchburg.edu/studentsonline](http://www.lynchburg.edu/studentsonline). (An active LC network password and pin are required for access to this information.)

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

### **Career Development**

The Center for Academic and Career Services and the Internship Program offer 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, cocurricular activities, and experiential education opportunities that allow students to maximize opportunities throughout their entire college career to establish a foundation for lifelong career planning. Freshmen 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 who 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 Academic and Career Services 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, internship referral, 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 at Lynchburg College**  
(Denise Scruggs, director) Named in honor of a 1923 alumna and former faculty member, this Center 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, '05 M.Ed., interim director) 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 working with members of the local community to improve 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**  
(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.
- **Claytor Nature Study Center**  
(Dr. Gregory Eaton, director) The Center occupies 470 acres in Bedford County and includes the Claytor Educational and Research facility, the Husted Educational Pavilion, the C.E. Richardson Field Station, and the Belk Astronomical Observatory, 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/DVD's, brochures, logo designs, and websites.
- **Walter G. Mason Center for Business Development**  
(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 as well as 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 twenty computer laboratories designed to give students ready access to course-related software, productivity software such as word processing and spreadsheets, the campus Intranet, and the Internet. Three of these laboratories are located in Hopwood Hall Learning Center, a facility that supports the educational programs of the College by providing extended access to technological and educational resources. All 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 L. Wilmer Writing Center**

The Wilmer Writing Center, located on the terrace level of Hopwood Hall (ext. 8279/HOPW 004), provides qualified tutors at no charge to students seeking assistance. At the Wilmer Writing Center, students can receive help on papers at any stage of the writing process including brainstorming, organizing, or editing. Grammar software, workbooks, networked computers, and a laser printer are available.

Writing Center services are available during specific hours each week, Sunday through Friday. Priority is given to students with appointments, but walk-ins are also welcome. Questions about the Writing Center should be directed to [writingcenter@lynchburg.edu](mailto:writingcenter@lynchburg.edu).

#### **History Tutoring**

Located in the first floor study room in Montgomery Hall, individual tutors are available to work with students who are enrolled in History 101 and 102. Students can receive assistance with both content and effective study skills for this course, as well as learn a new perspective on methods for successfully completing history classes.

Appointments are not necessary for this resource. Lab hours are established at the beginning of each new semester. Questions about the history lab should be directed to the Director of Learning Resources at [baldwin@lynchburg.edu](mailto:baldwin@lynchburg.edu).

**Mathematics Tutoring/Study Sessions**

Located in Schewel Hall (ext. 4603/SHWL 370), the Tutoring Center has student tutors who are trained to work with individual students from Pre-Calculus to Calculus II. Math study sessions are also organized for select courses to encourage collaborative learning among students. Tutoring Center and study session hours are announced at the beginning of each semester. Appointments are not needed for either resource. Questions about math tutoring should be directed to the Director of Learning Resources at [baldwin@lynchburg.edu](mailto:baldwin@lynchburg.edu).

**The SunTrust Modern Language Resource Center**

This self-paced learning center, located in Schewel Hall (ext. 8312/SHWL 366), provides computers, headsets, DVDs with microphones, 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 also available to assist students with their assignments and will practice conversation skills as requested. No appointment is necessary to use the computers, but appointments are strongly recommended to schedule tutoring sessions. Questions about the MRLC should be directed to [robinson.s@lynchburg.edu](mailto:robinson.s@lynchburg.edu).

**Peer Assisted Study Sessions (PASS)**

Peer Assisted Study Sessions allow students to learn as a group outside of their scheduled classes. Trained tutors lead sessions weekly to accommodate students' schedules. The tutors also attend the lectures to stay current with the material students are learning. PASS is offered in subjects that are considered difficult - accounting, biology, business statistics, chemistry, economics, finance, math, music theory, physics, and psychology. Study session times are identified at the beginning of each semester with input from the students enrolled in the classes. Additionally, many PASS leaders offer "office hours" in the Tutoring Center (SHWL 370) on a weekly basis. Questions about PASS should be sent to the Director of Learning Resources at [baldwin@lynchburg.edu](mailto:baldwin@lynchburg.edu).

**Disability Support Services**

The Support Services Coordinator, Mrs. Shawn Arnold, works with students who have documented disabilities to 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. Visit [www.lynchburg.edu/disabilityservices.xml](http://www.lynchburg.edu/disabilityservices.xml), call 434-544-8687 or e-mail [arnold.sm@lynchburg.edu](mailto:arnold.sm@lynchburg.edu) for additional information.

**Study Strategies (GS 104)**

This course encourages academic success by teaching students important college study skills and exploring learning styles. It reinforces basic habits

including time management, note-taking, active reading, and test preparation. GS 104 is a support course designed to teach students what they need to be successful and to achieve their goals at the College. Additionally, students should be able to understand the basic academic rules and regulations, as well as to identify and use academic support services after taking the class. Questions about GS 104 should be directed to the Director of Learning Resources at [baldwin@lynchburg.edu](mailto:baldwin@lynchburg.edu).

#### **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. The ACAP program is intertwined with designated sections of GS 104 (see above) as an opportunity for students to brainstorm on a weekly, individual basis with their instructor about issues related to their academic progress. Students are contacted before SOAR (Student Orientation and Registration) about their eligibility to participate in ACAP.

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. Data suggests ACAP participants perform better and retain at a higher rate than students who choose not to participate in the program. Questions about ACAP should be directed to the Director of Learning Resources at [baldwin@lynchburg.edu](mailto:baldwin@lynchburg.edu).

#### **Academic Recovery Program**

The Academic Recovery Program (ARP) is a voluntary program designed to assist students on academic probation and those in need of additional academic support. 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.

Students who participate in the ARP typically increase their QPA from the previous semester. Data also suggests that participating students not only changed their study habits during the semester in which they participated in the ARP, but that those changes also impacted their performance during subsequent semesters when they were "on their own". Questions about ARP should be directed to the Director of Learning Resources at [baldwin@lynchburg.edu](mailto:baldwin@lynchburg.edu).

#### **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 devel-

op 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 GS 111 and 112, Applied 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 that provides access to print and electronic books, a dictionary, an encyclopedia, bibliographic and other databases, statistical and image databases, and the full text of thousands of journals, magazines, and newspapers. 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-four 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.lyncburg.edu/library.xml>.

## **New Student Programs**

### **FRESHMEN**

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 incoming students are required to participate in the Student Orientation and Registration program prior to attending classes. 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.

Welcome Week, a transition program occurring immediately prior to the first day of fall semester classes, provides new students with sessions that address a variety of topics including risk prevention, social and involvement opportunities, community service, a common academic experience, and new student convocation.

Also available to freshmen is the Freshman Success Seminar, a one-credit-hour elective course addressing such topics as goal setting, academic success strategies, policies and procedures, and adjustments to college life. This course is taught by student Connection Leaders who are supervised by the director of First-Year Programs in Academic and Career Services.

#### TRANSFER AND ACCESS STUDENTS

Lynchburg College offers an inclusive program to help support and guide all transfer and Access students. The program provides opportunities to transition successfully to the school academically and socially through the *Tracks to LC* Program and Welcome Week. The combination of these two programs, in addition to the Link Program, blends academics, social opportunities, and campus policies - all tools that help ease the transition to college.

*Tracks to LC* provides new transfer and Access students with the opportunity to meet their academic advisor, School dean, and Link Leader. Students also receive their confirmed class schedules, meet current LC students, and become acquainted with the campus facilities. Two orientations are held in August: one for Access students and one for transfer students who wish to start in the fall semester. An orientation is also held in January for those who plan to start in the spring semester.

Welcome Week, held the week before classes begin, is designed to help students get connected to the campus community through programs that explore campus life, community service, and the role and values of a Lynchburg College student. Access students are highly encouraged to attend these, and transfer students are required to participate.

An important component of these orientation programs is the Link Program. Each new transfer and Access student will work with a Link Leader, a student who serves as a peer mentor from the new student's area of academic interest. Link Leaders are trained to work closely with the new student's academic advisor and serve as a primary resource to help the student become acquainted with and connected to the campus community.

**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, and public and private sources and include installations of works by Catalan-American artist Pierre Daura. The Daura Gallery serves as the Lynchburg College museum and 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 for Academic Affairs, 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/events.xml](http://www.lynchburg.edu/events.xml). 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:* This lectureship in the humanities was established in 1979 by an endowment gift to Lynchburg College from 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. The fund provides

an annual lecture on a topic appropriate for both the humanities and the sciences.

*Clifton W. Potter Jr. Lectureship:* This lectureship was established in 1982 by an endowment gift to Lynchburg College from 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.

*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, reflecting his interests by providing support to programs, promotes Jewish culture and religious tolerance and was established in 1999 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.

*Rosel Schewel Lecture Fund in Education and Diversity:* This lectureship was established in 1991 by an endowment gift from Rosel H. Schewel '71 M.Ed., '83 Ed.S., '00 D.Ed. and Elliot S. Schewel '00 D.H.L. The Schewels are longtime members of the College's governing boards, and Rosel Schewel taught seventeen years in the School of Education and Human Development. The income from this fund supports an annual lecture or other similar event on a topic of interest in 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 declared that once each year a lecture known as the Snidow Lecture will 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. The late Mr. Knibb was an attorney and a member of the Class of 1933.

*Richard H. Thornton Fund:* Established in 1973, the Richard H. Thornton Endowment of the English Department brings distinguished writers, journalists, and others to campus several times each year to lecture, give readings of their works, and teach courses. Students have frequent opportunities to meet, socialize, and study with these visitors. Visiting writers in past 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. Dr. Thornton, a graduate of the Class of 1907 and member of the College's Board of Overseers, was president of the Henry Holt Publishing Company from 1932-39 and director/head of the college division at Ginn and Company Publishers from 1939-56.

*Zaidee Creel Williams Lectureship:* This fund was established in 1987 by an endowment gift from Austin B. Creel and other family members and friends 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 concerts and additional performances on campus and in the Central Virginia area. Selected members of the symphony tour during the year. 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 open to interested students, faculty and staff members, alumni, and community musicians. Seat placement is determined by the director or by an audition. 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 College Orchestra is an ensemble for students, faculty, staff, and community members interested in performing chamber and orchestral music. In addition to performing with the Wind Symphony, the orchestra performs in conjunction with College musicals and other music program offerings. One hour of academic credit per semester is offered for the activity. Membership is open to all students, and seating placement is determined by the director or by audition.

The Lynchburg College Percussion Ensemble (MUSC 016) is an ensemble for students, faculty, staff, and community members who are interested in performing both standard and contemporary percussion literature. The purpose of this organization is to develop ensemble techniques by studying and performing both standard and contemporary percussion literature. An audition is required. One academic credit hour per semester may be earned for successful participation in this ensemble.

The Lynchburg College Brass Ensemble (MUSC 017) is an ensemble for students, faculty, staff, and community members who are interested in performing both standard and contemporary brass literature. The purpose of this organization is to develop ensemble techniques by studying and performing. An audition is required. One academic credit hour per semester may be earned for successful participation in this ensemble.

The Concert Choir (MUSC 022) is a large choral ensemble designed to provide a high quality choral experience to all students at Lynchburg College. Membership is open to all students who meet the minimum requirements of voice and musicianship. Interviews are held during the first week of each semester. This choir prepares and performs various choral literature from Medieval to twentieth century. The choir presents three concerts on campus each year: one in the fall, the Carols by Candlelight service, and one in the spring. The group also performs on special occasions such as convocation, Parents and Family Weekend, and commencement. Members of the choir earn one academic credit hour per semester. Rehearsals are held on Mondays and Wednesdays 5-6 p.m.

The Lynchburg Singers, a highly selective chamber ensemble, is comprised of sixteen to twenty singers, both music and non-music majors at Lynchburg College. Membership is by audition only. Students must meet the demands of voice, sight-reading, overall musicianship, and commitment. Members are expected to have some formal voice training. This choir performs vocal chamber music of every musical period, but devotes its energies to performance of twentieth-century choral works with a vision to promote understanding among peoples of different cultures. Membership in the Lynchburg Singers also requires membership in the Concert Choir. The choir tours frequently throughout the region, East Coast, and abroad. No academic credit is offered for this activity.

The Choral Union (MUSC 025) is a college/community choral ensemble providing a high quality choral experience of choral/orchestral literature to the general student body, faculty, staff, and interested community singers. Membership is open to all singers, but permission from the conductor is needed to join. The Choral Union performs Handel's *Messiah* annually in the fall semester and another choral/orchestral work in the spring. Recent musical selections include Mozart's *Coronation Mass*, *Requiem*, and *TeDeum*; Hayden's *Mass in Time of War*; and Mendelssohn's *Elijah*. Rehearsals are held on Tuesdays from 7:30-9:30 p.m.

The Lynchburg College Handbell Choir has a membership of approximately twenty persons. The group performs selections at campus concerts

presented by the Wind Symphony each year and presents its own spring concert. Membership is open to students faculty, staff, and community members 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 Department. Three main stage theatre productions and two dance concerts are presented annually. Student-generated plays are produced each year in the studio theatre. Auditions for theatre productions are open to the entire campus community. First-year students regularly appear in shows and work in backstage positions. Recent productions include *Into the Woods*, *A Doll's House*, *Oklahoma!*, *Spinning Into Butter*, *Book of Days*, and *Eurydice*. 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 Department 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**

The registrar's office maintains the official academic record for students of the College.

**REGISTRATION:** Online course preference scheduling for the next academic year is completed in April. Students may process drop/adds to adjust their schedules. Drop/add forms are available in the registrar's office or online at <http://www.lynchburg.edu/x4334.xml>. Please see the "Dropping or Adding Courses" section for the rules governing the process.

**TRANSCRIPTS:** An official record of all academic coursework can be obtained by written request. 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. Transcripts and diplomas may be withheld when students have unfulfilled obligations to the College. Unofficial transcripts, called academic summaries, are available online to current students.

**VERIFICATIONS:** Enrollment verifications may be required for insurance, employment, etc. Verifications are available to students upon written request. The request should include what information is needed and to whom the verification should be sent.

**GRADUATION PROGRESS REVIEW:** All current students have access to graduation progress reports through their StudentsOnLine account. Students are responsible for ensuring that they are registering for the correct courses for degree completion and should use the graduation progress report to monitor their progress. Questions concerning the degree completion should be addressed with their advisor.

**APPLICATION TO GRADUATE:** All students are required to complete a graduation application. The application is to be completed as students advance register for their final year (two semesters) of enrollment. The student is notified if there are outstanding deficiencies that must be resolved before he/she is considered a candidate for the upcoming graduation.

### **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 forty-five 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 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 identifying past accommodations.

For physical, health, psychiatric, vision, or hearing impairments, the documentation must have been completed within the previous twelve 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, sign language interpreters, accessible housing and classrooms, and utilization of tape recorders. In addition, the College provides 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 Requirement**

As a liberal arts institution, Lynchburg College places great value on providing students with a broad base of general education courses. Among these is the foreign language requirement. Students attending LC are expected to enroll in the appropriate level of a foreign language sequence of their choice and proceed to successful completion of a 201 level course. We recognize, however, that there are instances when taking a foreign language is not in the student's best interest due to certain learning disabilities. As such, LC provides for a substitution policy for these students. Students must fall into one of the two eligibility groups as described below.

1. Students may petition the Support Services Coordinator to move directly into substitution courses provided they have submitted appropriate documentation of learning disability that significantly impacts the student's ability to acquire foreign language skills. Appropriate documentation includes a psycho-educational evaluation, no more than three years old, that provides information regarding testing, test results, and a summary including a specific recommendation for substitution of the foreign language requirement. Information about the criteria for documentation of learning disabilities can be found on the LC website at the following location: <http://www.lynchburg.edu/x4426.xml>
2. Students with learning disabilities, who do not have appropriate documentation, will be expected to enroll in the appropriate level of the foreign language sequence of their choice:
  - The student must enroll in the appropriate level of foreign language sequence and disclose the need for accommodations to the Support Services Coordinator and his or her instructor.
  - If difficulty is experienced in learning the foreign language, the student must request a meeting with the 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 Schewel 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 grade penalty, provided the student follows the College policy for withdrawal and requests the withdrawal prior to the end of the tenth week of classes. Upon receiving approval to withdraw from the 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). If the student has not requested withdrawal from a course following College policy, completed and passed the course, the grade will be changed to indicate credit earned (S). Students may also request the substitution option if they completed but did not pass (F) the course; however, the grade cannot be changed.

Depending upon their situation, students are required to take up to nine hours in a foreign language and/or approved substitution courses: COMM 251, FREN 207, FREN 208, GRMN 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 be used to meet the literature portion of the General Education requirement. Students may not substitute 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 students 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 forty-five days notification prior to the first day of classes in order for appropriate accommodations to be put into place. If the accommodations require the purchase of special equipment or technology, the College requires a minimum of sixty days notification prior to the first day of classes. Requests for alternative text formats should be made a minimum of one semester in advance.

Regardless of the nature of the disability, students should note that accommodations that reduce academic expectations, standards, or eliminate essen-

tial 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, 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 that he/she has experienced discrimination because of a disability, he/she has the right to file a grievance. Lynchburg College recognizes that issues regarding 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.lyncburg.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 through off-campus foreign study and travel experiences, and by the discovery of and appreciation for the nature and scope of global interdependence 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, Croatia, and other locations, and the Spanish-speaking countries of Argentina, Costa Rica, and Spain. Winter term programs are offered in locations such as Vietnam, India, South Africa, and San Salvador.

Students may also consider study abroad programs offered by other providers with which Lynchburg College affiliates. These include AustraLearn, American Institute of Foreign Studies (AIFS), International Studies Abroad (ISA), and International University Studies (IUS). Study abroad 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 procedures are required before a study abroad leave of absence can be approved, including 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 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 home college) without payment of additional tuition. A student may not take more than 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 student's academic load for payment purposes. Tri-College enrollment forms are available from the Office of the Registrar.