Graduate Catalog, 2026-2027

One Hundred Twenty-Fourth Session

Revision Statement: Thank you for your interest in our academic programs at the University of Lynchburg. This catalog represents the most current information available at the time of publication. However, the University may elect to make changes to the curriculum, regulations, or other aspects of the program. Thus, the provisions of this catalog are not to be regarded as an irrevocable contract between the University and the student. Periodically, the catalog may be revised and placed online. You can consult www.lynchburg.edu for the most current version of the catalog.

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General Information

Mission and Vision

At the University of Lynchburg, we're not interested in mission or vision statements that simply remain just words on a page. We want to be on a mission — and bring that mission to life within our students. We believe in having a singular vision because it gives focus. A clear vision has the power to align and unite us, making us stronger. Our mission and vision are grounded in our core values, which reflect the heart of our academic community.

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

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

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

Our Values:

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

Accreditation and Approvals

The following are listed in alphabetical order:

ACBSP: The University of Lynchburg business programs are accredited by the Accreditation Council for Business Schools and Programs, 11520 West 119th Street, Overland Park, KS 66213 or 913.339.9356. The accredited programs include undergraduate degrees in accounting, business administration, economics, management, and marketing, and the Master of Business Administration (MBA).

ARC-PA: The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA, 12000 Findley Road, Suite 275, Johns Creek, GA 30097 or 770.476.1224) has granted Accreditation-Continued status to the University of Lynchburg Master of Physician Assistant Medicine (MPAM) program sponsored by University of Lynchburg. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2029. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

CAATE: The University of Lynchburg was granted accreditation for the Master of Science in Athletic Training graduate program from the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100 Austin, TX 78731-3184 or 512.733.9700 on February 26, 2018. This program received a ten- year reaccreditation decision after a 2017-2018 CAATE self-study and site visit. Upon accreditation by CAATE and completion of this program, students will be eligible to sit for the Board of Certification (BOC) examination, obtain the Certified Athletic Trainer credential (ATC), and pursue a career as a Certified Athletic Trainer.

CACREP: The Clinical Mental Health Counseling and School Counseling programs are accredited through the Council for Accreditation of Counseling & Related Educational Programs (CACREP, 500 Montgomery Street, Suite 350, Alexandria, VA 22314 or 703.535.5990). The counseling profession's governing bodies (the American Counseling Association (ACA), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Council for the Accreditation of Educator Preparation (CAEP), the National Board of Certified Counselors (NBCC), the Virginia Department of Health Professions Board of Counseling (VDHPBC), and the Virginia Department of Education (VDOE) set forth rigorous standards of professional practice.

CAEP: The graduate programs in Reading, Special Education, and Educational Administration that lead to licensure are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

CAPTE: The Doctor of Physical Therapy program at the University of Lynchburg is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE, 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703.706.3245; email: accreditation@apta.org). If you need to contact the program directly, please call 434.544.8885 or email dpt@lynchburg.edu.

CCNE: The Nursing program is accredited by the Commission on Collegiate Nursing Education (655 K Street, NW, Suite 750, Washington, DC 20001 or 202.887.6791) and is approved by the Virginia State Board of Nursing (9960 Maryland Drive, Suite 300, Henrico, VA 23233-1463 or 804.367.4515).

SAA: The University of Lynchburg is approved for payment of educational benefits for veterans by the Virginia Department of Veterans Services – State Approving Agency (SAA).

SACSCOC: The University of Lynchburg is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. The University of Lynchburg also offers credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of the University of Lynchburg may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or by calling 404.679.4500, or by using information available on SACSCOC's website (www.sacscoc.org). All other inquiries about the University should be directed to the University of Lynchburg (1501 Lakeside Drive, Lynchburg, Virginia 24501-3133 or 434.544.8100).

SARA: The State Council of Higher Education for Virginia has approved University of Lynchburg for participation in the State Authorization Reciprocity Agreements (SARA).

State Council of Higher Education for Virginia: The University of Lynchburg is authorized to operate in the Commonwealth of Virginia through the State Council of Higher Education for Virginia, 101 N. 14th Street, 10th FL, James Monroe Bldg. Richmond, VA 23219 or telephone 804. 225.2600.

Virginia Department of Education: The Virginia Department of Education approves programs leading to school counseling, teaching, and administrative licensure. The Virginia Department of Education has approved the following programs at the graduate level. This approval serves as the basis for licensure in Virginia. The Commonwealth of Virginia participates in licensure reciprocity with more than forty states and areas. Eligibility for interstate reciprocity is based on completion of a specifically approved program as directed and delivered by the University. Approval has been received for the following programs, in alphabetical order:

- Administration/Supervision (PK-12)
- CTE Transition & Special Needs Add On Endorsement
- Early Childhood Special Education (birth - age five)
- General Education (K-12) Add-On Endorsement
- Reading Specialist (PK-12)
- School Counseling (PK-12)
- Special Education Adapted Curriculum (K-12) with CTE-Transition & Special Needs Add On Endorsement
- Special Education Deaf and Hard of Hearing (PreK-12)
- Special Education General Curriculum (K-12)
- Special Education General Curriculum Elementary (K-6) Add On Endorsement
- Special Education General Curriculum Secondary (6-12) Add On Endorsement

History of the University

The University of Lynchburg was founded as Virginia Christian College in 1903 by Dr. Josephus and Sarah Hopwood, pioneers in Christian coeducation. They established one of the oldest coeducational colleges in Virginia, with the support of ministers and businessmen associated with the Christian Church (Disciples of Christ), a denomination that welcomes dialogue with people of all faiths.

While serving as president of Milligan College in Tennessee, Hopwood was approached about starting a college in Lynchburg, Virginia, on the site of a former resort, the Westover Hotel. Impressed by the resort's setting, he declared, "Boys, we'll take it." He purchased the site on April 18, 1903, his 60th birthday.

The stately, gray hotel was renamed Westover Hall, and it served as a multipurpose facility with dormitories, offices, classrooms, dining hall, and a chapel. The College began its first year with 11 faculty members and 55 students, and the first graduating class consisted of five men and three women. Today, the University of Lynchburg has about 180 full-time faculty members and about 2,600 undergraduate and graduate students from throughout the United States and around the world.

In 1909, the College completed construction on its first academic building, Main Hall (later renamed Hopwood Hall), and Carnegie Hall, a men's residence hall partially funded by a gift from industrialist and philanthropist Andrew Carnegie. A decade later, Virginia Christian College changed its name to Lynchburg College, a reflection of its student recruitment and fundraising expanding beyond Virginia.

The campus master plan envisioned buildings in an elliptical pattern around the Dell. Hopwood Hall (1909) and Snidow Chapel (1966) were built at the east and west ends of the ellipse, symbolizing Hopwood's guiding principles of faith and reason. Elliot & Rosel Schewel Hall (originally Centennial Hall) completed the ellipse in 2005.

The period from 1964 to 1983 saw the largest building expansion in the institution's history, increasing the number of major buildings on campus from nine to 19. The academic program grew in that same period, and the first graduate programs were added in 1964. The growth of academic programs was a major step in the College's evolution to a university.

In 1998, Claytor Nature Center was created on a farm in Bedford County, donated by the late A. Boyd Claytor III. Used for research, education, and recreation, the 491-acre center is home to Belk Astronomical Observatory, an education building, an herbarium, an eco-lodge, a campsite, and hiking trails.

The University entered a new phase of growth in 2003. In addition to major projects, such as the construction of Schewel Hall and the $12-million renovation of Drysdale Student Center (2014), the University extended campus housing to include many homes in the surrounding neighborhood, as well as new, on-campus townhouses. Additionally, several sustainability programs have helped the University protect the environment even as it has grown. In 2021, the University of Lynchburg became the first institution of higher education in Virginia to declare carbon neutrality.

In 2011, Lynchburg College entered into a partnership with Historic Sandusky, a nearby historic home known for its role in the Civil War Battle of Lynchburg. The University now owns and operates the historic site.

In 2007, the board of trustees adopted a plan to develop more graduate health sciences programs. The faculty soon approved the Doctor of Physical Therapy, the institution's first doctoral program. Today, the University also offers a Doctor of Education in Leadership Studies and a Doctor of Medical Science, one of the first doctoral degrees for physician assistants in the U.S. The University also offers 13 master's degree programs and several graduate certificates.

While expanding its graduate programs and preprofessional offerings, the institution has maintained its commitment to the liberal arts, believing that the two areas of study support each other. In 2017, the faculty passed a major revision to general education, streamlining requirements and calling for the creation of new, interdisciplinary seminar courses.

The varsity athletic program includes 24 teams for men and women, which have won more than 180 Old Dominion Athletic Conference titles. More than 260 student-athletes have been named All-Americans. In 2014, the women's soccer team won the NCAA Division III championship, the first team national championship in the history of the University. Students also enjoy intramural and club sports.

The institution is nationally recognized for offering quality educational opportunities while building the character and leadership ability of its students. The University of Lynchburg is one of only 44 nationwide "Colleges That Change Lives" and one of about 65 institutions nation- wide selected to participate in the Bonner Leader Program.

In 2016, the board of trustees adopted Vision 2020+, a strategic plan focused on making the institution a national leader in student engagement in academics, athletics, and leadership. It called for new investment in facilities and infrastructure, as well as academic and athletic programs.

A few months later, the board voted to change the institution's name to University of Lynchburg, acknowledging more than a century of growth and evolution. In 2022, the University adopted a new

strategic plan, “Reimagine the Lynchburg Experience.” The new plan builds on Vision 2020+ and puts a spotlight on the student experience.

The University of Lynchburg continues to lead the way in educational opportunities, standing as a tribute to the Hopwoods’ pioneering spirit.

University of Lynchburg Presidents:

- Dr. Josephus Hopwood (1903-1911)
- Dr. S.T. Willis (1911-1912)
- Mr. G.O. Davis (1912-1914)
- Mr. George P. Coler (Acting, 1914-1915)
- Dr. John T. Hundley (1915-1936)
- Dr. Riley B. Montgomery (1936-1949)
- Dr. George N. Rainsford (1983-1993)
- Dr. Charles O. Warren (1993-2001)
- Dr. Kenneth R. Garren (2001-2020)
- Dr. Alison Morrison-Shetlar (2020-2026)
- Dr. Sally Coleman Selden (2026-Current)

Campus

Located on 264 acres in the heart of Lynchburg, Virginia, the University of Lynchburg’s beautifully landscaped campus is a showplace. More than 40 buildings, many of Georgian Revival-style architecture, grace the campus with the Blue Ridge Mountains forming the western skyline. The Health Sciences Building on Monticello Avenue is a 10-minute walk from the main campus and houses the Doctor of Physical Therapy and PA Medicine programs. In nearby Bedford County, Claytor Nature Center sits at the foot of the Blue Ridge with a spectacular view of the Peaks of Otter.

Buildings And Facilities

These are listed in alphabetical order and include the date built/remodeled.

- A. Boyd Claytor III Education and Research Facility, 2003
- Beaver Point Clubhouse, 1990
- Belk Astronomical Observatory, 2007
- Brewer, Rainsford, and Warren townhouses, 2003
- Bullard and Huston townhouses, 2004
- Carnegie Hall, 1909
- Chandler Psychology Building,
- Claytor Nature Center, 1998
- Crews and Reynolds Courts, 1964
- Daura Museum of Art 1990, addition 1995
- Davis House
- Dillard Fine Arts Center, 1974
- Drysdale Student Center (formerly Burton Student Center), 1968, renovated and expanded 2014
- Eco-Lodge, 2014
- Elliot & Rosel Schewel Hall, 2005

- Fox Field
- Freer Hall, 1963
- Garren Victory Bell Tower, 1993
- Hall Campus Center (formerly Memorial Gymnasium), 1923, renovated 1980
- Health Sciences Building, 2010
- Historic Sandusky, 2016
- Hobbs-Sigler Hall, 1959, laboratory wing added 1993, renovated 1995, 2021
- Hopwood Hall (formerly Main Hall), 1909
- Hundley Hall, 1954
- Jack M. Toms '69 Track, 2006
- Knight-Capron Library, 1954, Capron addition in 1969
- McMillan Nursing building, 1987
- Montgomery Hall, 1970
- Moon Field, renovated 2006,2007, 2023
- Peaksview Hall, 2005
- Shackelford Hall, 1963
- Shellenberger Field, renovated 2007
- Snidow Chapel-Hebb Music Center, 1966
- Tate Hall, 1967
- Thompson-Polloway Education Building, 1987, renovated 2009
- Turner Gymnasium, 1969, renovated 2000
- Wake Field House, 1969
- Walker Alumni House, 1985
- Westover Hall, 2019

Academic Sessions and Calendar

- Fall and Spring Semesters: The University operates under the semester system, with a yearly schedule indicated by the traditional calendar.
- Winter Term: A voluntary term during the winter break provides on-campus and online opportunities for pursuit of a selection of courses. Courses taught during this term are intensive and may carry up to 3-4 hours of credit. Winter terms are coded under Spring.
- Summer Session: The summer session offers the opportunity for acceleration of degree programs, pursuit of courses with particular appeal, and the opportunity to remedy deficiencies. Courses are intensive and the credit awarded varies with the course.

The current versions of the academic calendar can be found online. The following calendars exist:

- Traditional Calendar (most programs follow)
- DEL/DMSc/MPH/MHA Calendar
- DPT Calendar
- MPAM Calendar

Inclusion Statement

The University of Lynchburg is dedicated to inclusive excellence. We celebrate the diversity of our common life, affirming our different histories, realities, and identities. All belong here. As a testament to

our strong commitment to accessibility, diversity, and inclusion, we will attract, celebrate, and retain a community of diverse students, staff, and faculty; foster belonging; and create a campus environment that embraces civil discourse and accountability for our words and actions. The University of Lynchburg embraces diversity in its broadest sense. We will cultivate an inclusive, equitable, and safe campus climate grounded in mutual respect and understanding, where all members of our diverse learning community of alumni, employees, learners, visitors, and volunteers can thrive.

Non-Discrimination Statement

The University of Lynchburg does not discriminate on the basis of race, color, national origin, sex, pregnancy (including childbirth or related medical conditions including lactation), marital status, veteran status, disability, age (40 and over), sexual orientation, gender identity, or religion in its programs and activities, including admission to and employment at the University of Lynchburg.

The University of Lynchburg is in compliance with Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex in educational programs and activities, including employment and admission. (Prohibited discrimination based on sex includes sexual harassment and sexual violence.) For questions regarding the University of Lynchburg's compliance with Title IX, please contact:

Title IX Coordinator
1501 Lakeside Drive
Lynchburg, VA 24501-3113
titleix@lynchburg.edu
434.544.8482

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

U.S. Department of Education
Office for Civil Rights
400 Maryland Ave., SW
Washington, D.C. 20202-1328
OCR Complaint Form
OCR@ed.gov
800.421.3481
TDD 800.877.8339

The University of Lynchburg is fully committed to complying with Section 504 of the Rehabilitation Act of 1973, as amended in 1992 (Section 504), and the Americans with Disabilities Act (ADA) of 1990, as amended in 2008 (ADAAA). As such, it is the policy of the University of Lynchburg to strive to provide an educational environment that is free from all forms of discrimination, including discrimination based on disability in the administration of its educational policies, admissions policies, housing policies, employment policies, scholarship and loan programs, and athletic or other university-sponsored programs. The University of Lynchburg prohibits discrimination against any individual with a disability in all of its programs and activities. The University of Lynchburg further prohibits harassment or retaliation against any individual requesting an accommodation or filing a complaint under the grievance

procedure. For questions regarding the University of Lynchburg's compliance with Section 504, please contact:

Lizzie Goad, Director for Accessibility and Disability Resources
Accessibility and Disability Resources
1501 Lakeside Drive
Lynchburg, VA 24501-3113

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

Human Resources
Fourth floor, Hall Campus Center
1501 Lakeside Drive
Lynchburg, VA 24501-3113
434.544.8215
humanresources@lynchburg.edu

The Office of Inclusive Excellence (OIE) seeks to create an inclusive campus environment that embraces individual differences and cultivates an atmosphere where all university members are welcomed and respected. Through an inclusive excellence framework, OIE upholds the University of Lynchburg's commitment to integrity and being an inclusive community by implementing inclusive and equitable initiatives. The Office of Inclusive Excellence serves as a hub for inclusivity and belonging through outreach, programming, policy changes, education, and development for all campus members. Our main objective is to ensure that the University of Lynchburg's commitment to inclusion and belonging are apparent through a campus community climate in which all students, faculty, and staff feel welcomed and are treated with respect.

Check out OIE's website to request a workshop or submit a bias incident report. The office is open to all Monday-Friday, 8:30 a.m.- 5:00 p.m. or by special appointment.

Office of Inclusive Excellence
Fourth Floor, Hall Campus Center
434.544.8540
inclusive_excellence@lynchburg.edu

Campus Safety and Security Statement

The mission of the University of Lynchburg Campus Safety & Security Department is to provide a safe and secure environment for all members of the University community. Our vision is to lead in all aspects of public safety practices and to effectively address the safety and security needs of our community. The Annual Security and Fire Safety Report, available upon request or by visiting the Campus Safety & Security website, describes campus safety practices and measures to ensure safety; crime statistics for the past three years; reporting and prevention education; and policies and education programs on alcohol, illegal drugs, and sexual assault. It also contains information on fire safety practices, fire statistics, and measures to prevent and respond to fires.

Leadership

The University of Lynchburg is led by a Board of Trustees, which the President reports to. Vice Presidents report to the President.

President and Vice Presidents

- Sally Coleman Selden, President
- Shelbie Filson, Executive Assistant to the President
- Daniel Hall, Vice President and Chief of Staff
- Chip Walton, Interim Chief Academic Officer and VP of Academic & Strategic Operations
- Heather Bradley, Vice President of Enrollment, Marketing, and Communications
- Kristen Cooper, Vice President for University Experience and Student Success
- Price Jett, Vice President of Finance and Operations Services

Academic Leaders and Organization

The University of Lynchburg is composed of three schools, each led by a Dean who reports to the Chief Academic Officer. Each school has Department Chairs and Program Directors, who report to their Dean or Associate Deans.

School	Programs	Name
School of Liberal Arts and Sciences (SLAS)	Art; Theatre; Music	Allen Tenbusschen
School of Liberal Arts and Sciences (SLAS)	Associate Dean	Michael Coco
School of Liberal Arts and Sciences (SLAS)	Biology	Erin Friedman
School of Liberal Arts and Sciences (SLAS)	Chemistry; Environmental Science & Sustainability	David Perault
School of Liberal Arts and Sciences (SLAS)	Computer Science; Math; Physics	Leslie Hatfield
School of Liberal Arts and Sciences (SLAS)	**Dean**	**Michael Coco**
School of Liberal Arts and Sciences (SLAS)	English; Modern and Classical Languages	Elizabeth Savage
School of Liberal Arts and Sciences (SLAS)	General Education Curriculum	Amy Merrill Willis
School of Liberal Arts and Sciences (SLAS)	History; Liberal Arts Studies; Philosophy; Religious Studies	Nichole Sanders
School of Liberal Arts and Sciences (SLAS)	Political Sciences; International Relations; Intelligence Studies	David Richards
School of Liberal Arts and Sciences (SLAS)	Psychological Sciences; Sociology	Alisha Marciano
School of Liberal Arts and Sciences (SLAS)	Westover Honors	Rachel Willis
School of Medicine and Health Sciences (SMHS)	**Dean and Athletic Training Program Director**	**Debbie Bradney**
School of Medicine and Health Sciences (SMHS)	Counseling	Sara Bailey
School of Medicine and Health Sciences (SMHS)	Doctor of Executive Leadership	Lynette Reina
School of Medicine and Health Sciences (SMHS)	Doctor of Medical Science	Blake Rogers
School of Medicine and Health Sciences (SMHS)	Doctor of Medical Science (Associate Director)	Nikoleta Delis
School of Medicine and Health Sciences (SMHS)	Exercise Physiology	DuAnn Kremer
School of Medicine and Health Sciences (SMHS)	Public Health	Colby Takacs

School of Medicine and Health Sciences (SMHS)	Master of Healthcare Administration	Rachel Seccia
School of Medicine and Health Sciences (SMHS)	Master of Public Health	Rachel Seccia
School of Medicine and Health Sciences (SMHS)	Nursing	Anita Chambers
School of Medicine and Health Sciences (SMHS)	Doctor of Physical Therapy Program (Assistant Director and Director of Clinical Education)	Penelope Elam
School of Medicine and Health Sciences (SMHS)	Doctor of Physical Therapy Program	Allen Moore
School of Medicine and Health Sciences (SMHS)	Associate Dean and Physician Assistant Medicine	Melissa Shaffron
School of Medicine and Health Sciences (SMHS)	Physician Assistant Medicine (Clinical)	Megan Castro
School of Medicine and Health Sciences (SMHS)	Physician Assistant Medicine (Didactic)	Tessa Roulston
School of Professional and Applied Sciences (SPAS)	Accounting; Business Administration; Economics; Management; Marketing	Gerald Prante
School of Professional and Applied Sciences (SPAS)	**Dean**	**Timothy Schauer**
School of Professional and Applied Sciences (SPAS)	Communication Studies	Michael Robinson
School of Professional and Applied Sciences (SPAS)	Criminology	Kenneth Wagner
School of Professional and Applied Sciences (SPAS)	Curriculum and Instruction; Interdisciplinary Studies; Instructional Design Technology	Holly Gould
School of Professional and Applied Sciences (SPAS)	Educational Leadership; Leadership Studies	Mac Duis
School of Professional and Applied Sciences (SPAS)	Elementary Education; Secondary Education; Reading	Stefanie Copp
School of Professional and Applied Sciences (SPAS)	Health and Physical Education; Health and Physical Literacy	Katherine Bowman
School of Professional and Applied Sciences (SPAS)	Master of Business Administration	Lee Schimmoeller
School of Professional and Applied Sciences (SPAS)	Masters in Athletics and Coaching Education; Associate Vice President- Academic Affairs	Stephen Smith
School of Professional and Applied Sciences (SPAS)	Nonprofit Leadership	Jimmy Roux
School of Professional and Applied Sciences (SPAS)	Special Education	Lucinda Spaulding
School of Professional and Applied Sciences (SPAS)	Sport Management; Equestrian Sport Management	Gerald Prante

Board of Trustees

The below are current trustees, alphabetized by term expiration.

Name	Profession	Term Expires	Position
Michael L. Allen	Microsoft (Retired), Vienna, Virginia	2027	
Jamar M. Hawkins ‘04	Civil Service, Woodbridge, Virginia	2027	Officer
Robert A. Lemon, Jr. ‘98 MBA	CFO (Retired), Meriwether Godsey, Inc. Lynchburg, Virginia	2027	Officer

Kelli S. Rainey ‘99	Senior Director for Grants Management, National Association of College and University Business Officers, Charlotte, North Carolina	2027	Secretary
Gillian S. Stoettner ‘91	Barrington, Illinois	2027	Officer
Treney L. Tweedy ‘97, ‘20, MBA	Senior Director, Workforce and Community Engagement, Goodwill Industries of the Valleys, Lynchburg, Virginia	2027	
James S. White ‘73	Adjunct Professor of Cell and Developmental Biology, University of Pennsylvania, Doylestown, Pennsylvania	2027	
Robert Wilson-Black	Fundraising Consultant, National Museum of America, Reston, Virginia	2027	Officer
Eric S. Bell ‘89	Healthcare Executive, Richmond, Virginia	2028	
Christopher L. Boyd ‘97	General Manager, Riverside Epi Center, Jonesboro, Georgia	2028	Officer
Julie P. Doyle	Lynchburg City Schools, Education Foundation (retired), Lynchburg, Virginia	2028	Chair
Anthony J. Kreshock II ‘91	Investor and Board Advisor, Seattle, Washington	2028	
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Denise P. Woernle	Vice President of Communications and Marketing, Centra Health	2028	
Analisa Archer	Dep. Chief Human Cap. Officer, Washington DC	2029	
Charles W. Berry ‘78	Athletic Director (Retired), E. C. Glass High School, Lynchburg, Virginia	2029	
William Bodine	Greater Lynchburg Community Trust (Retired)	2029	
Andrew L. Flint	President, L.G. Flint General Contractors, Lynchburg, VA	2029	
Kevin P. Moore	Director, Human Resources, Mount Olive Township School District, Flanders, NJ	2029	
James T. Napier	President/Principal Broker, Napier Realtors ERA, Chesterfield, VA	2029	

The following are Honorary Life Trustees:

- Daniel S. Brown ‘62 of Reston, Virginia
- Rodger W. Fauber of Lynchburg, Virginia
- Andrew J. Larsen ‘09 DHL of Brentwood, Tennessee

The following are Trustee Emeriti:

- Yuille “Skipper” Holt III ‘67, ‘17, DHL of Lynchburg, Virginia
- Kathryn M. Pumphrey ‘75, ‘88 MEd, ‘25 DHL of Lynchburg, Virginia

The following are President Emeriti:

- Kenneth R. Garren ‘07, HAA

Academic Regulations

Academic Load and Semester Hours

A full-time graduate student’s academic load is six or more credit hours per 15-week semester. A student may divide the 6 credit hours over the modules/mini-terms within the full semester and maintain full-time status as long as they remain in 6 hours total at the end of the full semester. Graduate Students attending:

- 6 hrs. or more are considered full-time
- 3 to 5 hrs. are considered half-time
- 1 to 2 hrs. are considered less than half-time

Credit Hour Definition

A credit hour at the University of Lynchburg represents an amount of work carried out in pursuit of student learning outcomes and verified by evidence of student achievement. Students are expected to engage with the course material for at least 40 hours over the course of the 15-week semester for every credit awarded. (Fifty minutes spent in class is traditionally measured as one hour in determining progress toward the 40 hour minimum. This means 40 hours of seat time for a three-credit course.)

Changing Degree Programs

Students who wish to change from one graduate degree program to another must submit a new degree application (unless changing between counselor education programs). No application fee will be charged. New required information relates only to the specific requirements applicable to the program not previously included in the initial application (e.g., interview for counselor education applicants). Students who have been inactive from their first program for more than two years should submit at least one new letter of recommendation relevant to the new program. Applications for all students seeking to make a degree change will be reviewed for admission based on the requirements of the program they are seeking, as well as their prior graduate academic record at the University of Lynchburg.

Capstone Experiences

All graduate programs require a capstone experience to summatively assess student success within the program. Capstone experience can include a comprehensive exam, doctoral project, research, thesis, portfolio, dissertation, or another culminating piece of work.

A written comprehensive examination is required in most MEd programs. Students should contact their program director for more information. In lieu of the written comprehensive exam:

- Students pursuing the MEd in Pre K-12 Educational Leadership program have an alternative option with the School Leaders Licensure Assessment (SLLA) or the North Carolina Principal Portfolio Assessment (NCPPA).
- Students completing the MEd in Special Education are required to pass SPED 681: Action

Research Capstone OR all requirements for the student teaching internship..
- Students completing the MEd programs in reading are required to submit a comprehensive portfolio at the conclusion of these programs.

Students pursuing the M.S. in Clinical Mental Health Counseling and School Counseling must take the Counselor Preparation Comprehensive Examination and submit a Capstone Portfolio.

The comprehensive exams for the students in the MPH and DPT program are described in program syllabi.

For the EdD and PhD programs, an oral comprehensive exam is required. The purpose of the comprehensive exam is to reflect on doctoral studies and experiences and to document the acquisition of knowledge, skills, and dispositions in the area of leadership.

For DEL and DMS, a doctoral project is required.

Course Attendance

General Expectations

Regular attendance, thorough preparation for classes, and the prompt completion or performance of assignments are fundamental duties and responsibilities expected of every student. While it is the student's responsibility to attend class, specific attendance policies for each course are established by the individual faculty.

- Syllabus Requirement: A formal statement regarding the specific attendance policy must be included in every course syllabus.
- Official Activities: Absences resulting from participation in official University activities, such as athletic events or field trips, may not be counted against a student.

Student Responsibilities & Absences

The student bears the primary responsibility for managing their attendance and communicating with faculty.

- Communication: Students must inform their faculty members of the reason for any absence. If a student must miss several days while away from campus, they should report this to Case Management or Program Directors, which will notify the appropriate faculty.
- Makeup Work: For any absence (excused or unexcused), the student is responsible for making up all missed work to the satisfaction of the faculty. When possible, assignments should be determined in advance of the absence.
- Medical Verification: HornetCare or Health Services does not issue excuses but can provide verification of treatment if requested by a faculty member.
    - The Center only verifies illnesses treated at the facility and does not cover time missed before treatment began.
    - Students treated by outside physicians should present a statement to their faculty and file it with the Health Center.

- Emergency Assistance: University Experience and Student Success (UESS) does not routinely verify absences but will assist in cases of personal or family emergencies.

Withdrawal and Academic Action
Failure to attend or participate in class may result in administrative action or withdrawal.

- Faculty-Initiated Withdrawal: A faculty may drop or withdraw a student if they fail to attend the first class of the term or if they have missed so many classes that completion of the course is unlikely. Faculty are responsible for notifying the Registrar if there is a discrepancy in course rosters; to ensure roster accuracy, faculty must note any students who are absent from the first class session.
- Unofficial Withdrawal: Simply ceasing to attend does not constitute an official withdrawal; the student should officially drop or withdraw if they cannot attend.
- Academic Support & Probation: If a student's absences indicate a problem, faculty may contact the student directly or consult Academic Advising and Case Management.
- Administrative Sanctions: If recommended by a majority of a student's faculty, the Chief Academic Officer may place a student on probation for excessive absences. Prolonged absence without a legitimate reason may result in the student being dropped or withdrawn from the University.

Adding, Dropping, and Withdrawing from Courses

A student who wishes to drop or add a course or change to audit (i.e., attend without credit) may process a course change online through their student portal (valid through the add period of the academic term). A course change may also be processed with a Drop/Add/Audit form. The form is available on the Registrar's webpage.

For a change to be effective, the change must be processed within the specified, published time periods. If illness or extenuating circumstances preclude a student from personally processing a change, the Office of the Registrar will process the change when notified in writing or by email of the request. The effective date of all changes is the date that the online transaction is submitted, or the change form is received by the Office of the Registrar. For course drops, the last day of class attendance is used for the effective date.

- Add Period. This is prior to the completion of the tenth day of class of the regular semester with days 6-10 requiring instructor permission to add (or prior to the fifth day in a half semester).
- The Drop Period. This is prior to the completion of the tenth day of class of the regular semester (or prior to the fifth day in a half semester). Courses dropped during this time do not become part of the student's permanent record unless the student is dropping all courses and has attended at least one class, in which case they would earn grades of W.
- The Course Withdrawal Period. This is after the completion of the drop period and before expiration of 10 weeks in a regular semester (or 5 weeks in a half-semester). The grade of W will be assigned for all courses dropped during this period.
- After Last Date to Withdraw. After 10 weeks until the end of the semester, a student may not withdraw from a course or change from credit to audit during this period.

Cohort Policy

Some cohort programs (including the Doctor of Physical Therapy and Master of PA Medicine) are only available for enrollment on a cohort basis. Cohort students cannot drop or add individual courses during any semester.

Final Examination and Assessment Policy

Purpose and Philosophy

The University of Lynchburg faculty affirms that the assessment of student learning at every level of instruction is a significant component of effective teaching. A final examination or an alternative assessment (such as a paper or project) serves three primary goals:

- Student Evaluation: It provides a sound basis for a grade that reliably reflects student learning.
- Instructional Feedback: It provides data for instructors to evaluate course content, pedagogy, and structure.
- Program Integrity: It ensures courses are meeting the broader academic goals of their respective programs.

Scheduling and Delivery

Final examinations or assessments occur in all courses for which such activities are deemed appropriate. To maintain the integrity of the academic calendar and prevent student burnout, the following rules apply:

- Timing: Except for laboratory finals, no final examinations may be administered during the final week of the regular semester.
- The Exam Schedule: The Registrar's Office establishes the official final exam schedule (available via MyHive).
- In-Class/Synchronous Exams: Must be administered at the specifically scheduled examination hour to prevent overlapping sessions.
- Take-Home Exams/Final Papers: These are normally due at the scheduled examination hour. However, instructors have the flexibility to allow submissions at other times, either before or after the scheduled hour.
- Weighting: The relative importance of the final assessment in determining the total course grade is at the discretion of the instructor.

Student Protections and Exceptions

- Exam Overload: Students scheduled for three examinations on the same day may petition the Associate Vice President for Academic Affairs (AVP-AA) to move one exam to another day. The AVP-AA will coordinate with the Registrar and the involved instructors to determine the most convenient rescheduling option.
- Policy Deviations: Any exceptions to these policies must be approved by the AVP-AA and the Vice President (or their designee).

Grading System

The grades used to indicate the quality of a student's work are relative, not absolute; their significance varies according to the level, the objectives, the materials, and the procedures of a given course. Instructors are guided by the following definitions in evaluating the achievement of their students. All grades represent passing work except F. In the School of Medicine and Health Sciences, a grade of S (satisfactory) or U (unsatisfactory) will be assigned to internships in the Counselor Education Program.

Grade	Definition	Quality Points Per Semester Hour
A+		4.0
A	The grade of A is awarded for excellence. According to the nature of the course, the grade may indicate one or more of the following: deep and extensive scholarly mastery of the material, genuine critical thought, clear insight into problems and understanding of values involved, notable originality and creativity, and unusual distinction in the acquisition of appropriate skills.	4.0
A-		3.7
B+		3.3
B	The grade of B indicates that the student's work, while not excellent, is distinguished in many ways. The work shows a depth of understanding of content and proficiency in skills and it indicates initiative, enthusiasm, and creative thought.	3.0
B-		2.7
C+		2.3
C	The grade of C indicates minimally passing work for an individual course. Only one course with a grade of C+ or C may count toward graduation (master's degrees).	2.0
F	The grade of F signifies that the student's work is below the minimum standard and that the student has failed to pass the course. In computing quality point averages, failed courses are counted as work undertaken, but no credit and no quality points are awarded.	0.0
E	The grade of E, conditional failure, may be assigned to a student who fails a final examination or does not satisfactorily complete assigned work and where failure to achieve minimal objectives is sufficiently limited to warrant a reasonable expectation of success through re-examination or through completion of assigned work. The E counts as an F in computing the semester and cumulative quality point average until such time as it is removed. A student has until the end of the first two weeks of the following semester to remove a grade of E. If not removed within that time, an E automatically becomes an F.	0.0
I	The grade of I signifies the student's work is incomplete. The grade of I will be given in a course only for reasons of illness or other unavoidable conditions acceptable to the instructor. In each case, the instructor is required to report the reason for the I work and conditions for removal with the submission of course grades. The student will be granted a reasonable time, not later than the end of the semester immediately following (excluding summer session), in consultation with the instructor to remove an incomplete. All incomplete I grades remaining at the end of the ensuing semester will become F grades, unless the Vice President has specifically approved an extension. Incomplete grades must be changed/removed prior to a student's program completion and degree conferral.	
NG	The grade of NG is given when a faculty member is unable to submit	

	a grade to the Registrar's Office during the designated time period. The student should personally contact the professor for the grade.	
S/NC	The grade of Satisfactory/No Credit is given in certain designated courses in which regular letter grades are not appropriate, and grades of S or NC may be given.	No grade points are given for a S, but credit is earned and it is counted as work attempted. No grade points or credit is given for an NC grade, and the course is not included in hours attempted when computing GPA
S/U	The grade of Satisfactory/Unsatisfactory is given in certain designated courses in which regular letter grades are not appropriate, and grades of S and U may be given.	No quality points are given for an S, but in computing quality point averages, a grade of U is counted as work undertaken and treated as an F.
T	The grade of T indicates transfer course work.	No grade points are given for a T, but credit is earned and it is counted as work attempted.
W	The grade of W is given between the first fifth and first two thirds of standard and non-standard graduate terms. After the withdrawal, the course is not included in hours attempted when computing GPA. If a faculty member submits a Drop Submission for a student (due to lack of class attendance or participation), processing the grade of W will be listed as the final grade for the course, prior to the 10-week withdrawal period. During the mid-term or final grading process, the faculty must also record the last day of participation or attendance.	
Z	The grade of Z is given to students who have registered for a course on an audit basis and who have met the professor's attendance requirements. No credit is granted.	
WZ	The grade of WZ is given to students who have registered for a course on an audit basis and who have not met the professor's attendance requirements. No credit is granted.	

Grade Appeal and Review

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

A student who believes that a final grade is in error should first submit a written appeal to the instructor within one week after grade notifications are provided by the Office of the Registrar. If the student fails to persuade the instructor (or the instructor is not available to respond), the student may submit a written appeal to the School Dean within three weeks after the grade notifications are provided by the Office of the Registrar (within two weeks for the SMHS students). The School Dean, in turn, will designate a review committee. The review committee's recommendation will be forwarded to the AVP-AA for review. The AVP-AA will notify the instructor, student, School Dean, and Registrar, in writing, of the final decision. Other than the course instructor, only the AVP-AA may change a grade.

Graduation and Commencement

Maximum Time Frame

All requirements for completion of a graduate program must be completed within a period of 6 calendar years, unless otherwise approved by the AVP-AA.

Application to Graduate

All students are required to complete a graduation application in order for their degree to be awarded. Students must complete the application by the published deadline for that specific academic year or they risk not being included in the Commencement program. Once the application is completed, the Registrar's Office will review the application to determine if the student is an eligible candidate and on track to graduate. The graduation application can be found on myHive.

Commencement

Students are encouraged to participate in the official University Commencement ceremony in May. Candidates from other months (October to August) are also recognized at the May commencement. If the graduation requirements have not been completed for a specified graduation date, students who have applied to graduate are automatically placed on the candidate list for the nearest graduation date. If more than two consecutive semesters elapse with no communication from the student regarding completion plans, the student is taken out of degree tracking.

Credit Requirements

The University of Lynchburg's Master's programs require a minimum of 30 semester credit hours for an initial graduate degree. A student, however, may earn the M.Ed., M.S., or the M.A. as a second graduate degree by satisfactorily fulfilling all specific course requirements (for the second program) and completing a minimum of 24 semester hours of graduate credit (36 and 42 hours in school and clinical mental health counseling, respectively) at the University.

Independent Study, Special Problems, and Practica

Purpose and Scope: Independent study courses provide capable students the opportunity to pursue specialized interests, field experiences, or study trips that are not otherwise available through the regular course catalog for a given program.

Student Eligibility: Open to capable students as determined by the program director and instructor.

Course Restrictions: Courses that are offered on a regularly scheduled basis (either the year immediately prior or the year subsequent to the requested term) may not be taken as an independent study. Exceptions may only be granted by the Provost in extraordinary cases.

Expectations: Students taking a regular course via independent coverage must assume primary responsibility for obtaining and completing assignments under the general direction of a faculty member.

Registration and Approval Process: The student is responsible for initiating the registration process. This must be completed prior to beginning the study and no later than the end of the add period.

Documentation: Students must obtain the special registration form from the Registrar's Office.

Required Signatures: The form must be completed in cooperation with the instructor and include the following approvals:

- The Student
- The Instructor
- The Academic Advisor
- The Dean of the School
- The Associate Vice President for Academic Affairs (AVPAA)

Internships

Students enrolled in graduate programs that require field experiences must complete an application for internships. Applications for graduate internships must be submitted to the School of Professional & Applied Sciences office prior to February 1, for the fall semester and September 15, for the spring semester. Internships (Clinical Experiences) for the DPT program are described in the DPT Student Handbook.

Leaves of Absence

Personal Leave of Absence

A student may obtain a leave of absence (LOA) from the University for personal reasons such as work obligations, illness, to study abroad, or to complete an internship. To request a leave of absence for non-medical reasons, a student should speak with their academic advisor and submit a completed Leave of Absence form. If a leave of absence begins while a semester is in progress, grades will be assigned for that semester according to the normal policy governing withdrawal from courses. Refund of fees will be made in accordance with the withdrawal credit policy.

Students granted a leave of absence need not apply for readmission to the University. To ensure that their enrollment is reactivated, students on leave should register for classes for the semester they plan to return to the University at the first opportunity made available by the Office of the Registrar. If the date of return needs to be changed, the student must submit a written request for an extension of leave. A leave of absence is only permitted for one semester or a maximum of 180 days in a 12-month period, per federal guidelines. Students who do not return at the end of a requested LOA will be withdrawn from the university and must apply for re-admission to the program to be eligible to return.

Students that take a leave of absence without submitted documentation or receiving approval will automatically become inactive and unable to enroll in courses for future terms. In order to reactivate a student's status, students will be required to re-apply through the application portal.

Medical Leave of Absence

If a student needs to withdraw from the University for health reasons, the student should request a medical leave of absence and to provide medical documentation supporting the request. If a medical leave of absence begins while a semester is in progress, grades will be assigned for that semester according to the normal policy governing withdrawal from courses. Refund of fees will be made in accordance with the withdrawal credit policy. Students who are academically eligible to continue enrollment for the next semester do not have to apply for readmission; however, they do need to provide medical documentation supporting their return.

Leave of Absence for DPT Students
Students seeking a leave of absence from the DPT program must obtain permission from the DPT core faculty. Students seeking a leave of absence should be aware of the following stipulations:

- Students will only be granted one leave of absence in the program.
- A leave of absence may be no longer than 180 days.
- Students requiring a leave of greater than that will be required to reapply to the program during the normal admissions cycle and are not guaranteed readmission.
- Students granted a leave of absence will be required to fall back into the next cohort (i.e. sit out for one year) and assume that cohort's policies.
- Students must complete the curriculum and program within five years of entering the program.
- A student wishing to request a leave of absence from a DPT program for personal or medical reasons will follow these procedures:
    - The student must first meet with their advisor to discuss the request.
    - The student must submit a written request to the program director (Note: students requesting a medical leave of absence request must also follow the procedure outlined in the graduate catalog above.)

The program director will present the student request to the core DPT faculty. The core faculty may recommend to approve or deny the student's request. Additionally, the faculty may impose stipulations or criteria for resumption of the program; please see section below titled Agreement Criteria. The program director and the student's advisor will meet with the student and present the decision and if appropriate the Leave of Absence Agreement.

If a student is denied a leave of absence by the program, they may appeal to the Associate Vice President for Academic Affairs. The Leave of Absence Agreement will be signed by the program director and the student. Once signed, the Leave of Absence Agreement will be filed in the student's record and forwarded to the Associate Vice President for Academic Affairs.

Agreement Criteria for DPT Students: Students will be required to demonstrate maintenance of competency in order to resume progression in the program. This may involve retaking courses, completion of written or practical examinations, and/or other activities deemed necessary by the core faculty. These requirements must be completed prior to resumption of the program. A date will be established by which the student must notify the program of their intent to complete the agreement and resume the program.

Leave of Absence for MPAM, DEL, and DMSc Students
Students seeking a leave of absence from these programs must submit a written request, as well as meet with and obtain permission from the Program Director.

Repetition of Courses

If a student repeats a course at the University of Lynchburg, only the most recent grade will be considered in the calculation of the cumulative quality point average. Repeated courses are indicated on the transcript with R reflected on the original course. In the event the grade of F is received in repetition of a course previously passed, the quality points will be lost, though the previously established credit will remain. If a student fails a course more than once, the previous grades of F will be disregarded in computing the cumulative average. No additional credit may be granted for a repeated course.
Since credit is not given twice for the same course, out-of-residence repetition of a course originally

passed at the University of Lynchburg has the effect of increasing the hours required for graduation by that number of hours. This policy does not apply to courses repeated after the degree has been granted.

GPA Requirements and Academic Standing

A quality point average of 3.0 (B) is required for graduation for all graduate programs. Only one course with a grade of C+ or below will count toward degree requirements.

Probation: Students earning one F will be placed on probation; exceptions to these standards are described below. If the course is required to graduate, a student must repeat the course as soon as possible (preferably in the next semester). While the F does not receive credit or quality points, it does count toward a student's attempted hours and calculated GPA. Repeating a course allows for grade replacement.

Suspension: Any graduate student earning more than three hours with grades of C+ or below will be suspended from the University for a minimum of one semester. Exceptions to these standards are described below.

Exceptions to these standards are applied to the following programs:

- For the Doctor of Physical Therapy (DPT) program, any of the following conditions will result in academic dismissal from the program and suspension from the University for a minimum of one full semester: earning a cumulative quality point average of less than 3.0 at the end of the semester immediately preceding the final internship; earning one course grade of F (Fail); earning three course grades of C+ or lower throughout the entire curriculum; professional concerns; failure in the retaking of a practical examination embedded in specific courses; or failure of a subsequent practical examination embedded in a course where the student has already failed a practical examination. For specific program-related policy, see the DPT Program Student Handbook.
- For the Master of PA Medicine (MPAM) program, any of the following conditions will result in academic dismissal from the PA program and suspension from the University for a minimum of one full semester: two consecutive semesters with a semester GPA below 3.0; earning one course grade of F (Fail) in the didactic phase; receiving two course (rotation) grades of F (Fail) in the clinical phase; earning a cumulative quality point average of less than 3.0 at the end of the semester immediately preceding the subsequent phase in the program (e.g., the clinical phase, the summative phase, or graduation); or professional concerns. For specific program-related policy, see the PA Program Handbook.
- For the Master of Science in Athletic Training Program (MSAT), the following conditions will result in academic suspension and suspension from the University for a minimum of one full semester from the MSAT program: earning a semester QPA less than 3.0 in two consecutive semesters; earning one course grade of F (Fail); or earning two course grades of a C+ or lower throughout the entire curriculum. For specific program-related policy, see the MSAT Program Handbook.
- For the M.S. in School Counseling/Clinical Mental Health Counseling programs, the following conditions will result in academic dismissal from the program and suspension from the University for a minimum of one full semester: earning a cumulative quality point average of less than 3.0 at the end of one semester; earning one course grade of F (Fail) or U (Unsatisfactory); earning two course grades of C+ or lower throughout the entire curriculum; failure to take the Counselor Preparation Comprehensive Examination; or failure to submit the Capstone Portfolio by graduation. To ensure that students are adequately prepared to work with the public, as

stipulated in the American Counseling Association Code of Ethics, students receiving a grade of F (Fail) or U (Unsatisfactory) in any course who are subsequently readmitted to the program must retake and pass that class as a condition of eligibility for enrollment in Practicum, Internship I, or Internship II. See the Counselor Education Student Handbook for additional information on the systematic assessment of students' professional disposition throughout the program.

Appeal of Suspension

If a student believes that extenuating circumstances make dismissal and/or suspension unwarranted, they may file a written appeal documenting those circumstances with the program director within five (5) business days of student notification of the dismissal and/or suspension. The extenuating circumstances must be beyond the student's control and of such nature as to significantly affect the student's academic performance. In addition, an academic plan that specifically addresses the extenuating circumstances and largely negates their effect on the student's academic performance must be feasible. A student's written appeal must include the student's own statement documenting the extenuating circumstances and a specific plan for achieving the necessary academic improvements. In addition to the appeal letter, the student is encouraged to submit supporting documentation, such as relevant medical records, letters of support from faculty or staff who know the student well, or any other pertinent documentation.

Upon receipt of the written appeal, the program director will form a committee to consider the appeal. The committee will consist of the Associate Vice President for Academic Affairs, the chair of the Graduate Studies Committee, and the student's Program Director. The Graduate Studies Committee vice-chair and the student's program director will serve as an alternate, as needed. The committee determines whether the extenuating circumstances described by the student meet the criteria set forth above. If so, the committee examines documentation provided in support of the appeal and the student's improvement plan for adequately addressing the extenuating circumstances and their impact on the student's academic performance. At its discretion, the committee may also consider other information, such as the student's class attendance and participation, academic and disciplinary records, and co-curricular involvements.

The appeal must provide evidence that supports the student's position, and it must reflect a plan developed in conjunction with the academic advisor for enhanced academic performance.

No classes are dropped from a student's schedule until the appeals meeting has been conducted and a final decision is made. The committee is required to notify the student and the Registrar's Office with a formal letter noting the final decision within five business days of receiving the appeal. A record of the appeal and decision will be maintained by the Registrar's Office, and the Office of the Associate Vice President for Academic Affairs will be notified of the final decision.

If the appeal is not granted, the Registrar's Office will drop the student from courses. If a student is enrolled in a Summer or Winter term class that starts before the appeal meeting occurs, students can continue in the course pending the decisions made by the standing committee. If the suspension is upheld, the student can complete the enrolled course(s) for Summer or Winter term but will be withdrawn for the subsequent semester.

Reapplication After Suspension

A student who has been suspended may apply for readmission to the University after one full semester of suspension (e.g., fall, spring, or summer). In such cases, the student must demonstrate an

improvement in achievement and/or motivation suggesting that they will be able to meet the academic standards of the graduate program at the University. A suspended student may not enroll at the University of Lynchburg without having been formally readmitted.

All students seeking readmission must consult with the applicable program director. To be readmitted formally, the student shall complete a new degree application, include any new transcripts from other institutions (if applicable), include a statement reflective of plans for improved performance, and request that a letter be submitted by the former program director reflecting on the decision to readmit.

Once the file is complete, it will be reviewed by the Program Director. The student will be informed of the decision related to readmission to the University. Note that readmission to the University following suspension does not guarantee readmission into any specific program, including the student's previous program. A student readmitted to the college is required to make a formal application to the program of interest consistent with program policy. After a second suspension, a student is not eligible for readmission to the University.

Students' Academic Creations

The ownership of students' work submitted in fulfillment of academic requirements shall be with the creator(s). By enrolling in the institution, students give the institution a nonexclusive, royalty-free license to mark on, modify, and retain the work as may be required by the process of instruction. The institution shall not have the right to use the work in any other manner without the written consent of the creator(s). Students are responsible for obtaining and maintaining copyright permissions related to their creations.

Transfer Credit

The University of Lynchburg will accept equivalent graduate work transferred from other institutions (i.e., out-of-residency credit) into a graduate degree program. Transfer credits cannot exceed two-thirds of the credits required for a degree and are subject to the following conditions:

- Acceptance of credits will depend on the appropriateness and applicability of credits to the degree program and on the comparability of the credit earned.
- Courses must be comparable to the University of Lynchburg's course requirements or be acceptable as appropriate for the student's program of study. The graduate student must make this request in writing to the program director.
- Courses must have been completed at a regionally accredited institution.
- Courses must be fully acceptable and applicable to comparable degree programs at the offering institutions; however, transfer credit is not allowed for a course counted within a completed graduate degree program at another institution.
- Courses must be reflected on an official transcript that indicates regular disciplinary prefixes, graduate-level course numbers, and titles. An official transcript of the transfer course and a copy of the course description from the appropriate academic year catalog must be submitted with the student's written request to the faculty advisor.
- Continuing education, professional development, and in-service courses are not transferable unless the course(s) is (are) fully acceptable and applicable to a comparable degree program at the offering institution.
- No course with a grade of C+ or below will be considered for transfer credit into any graduate degree programs.
- Courses must have an earned letter grade. Pass/fail courses or satisfactory/unsatisfactory courses are not eligible for graduate transfer credit.

- Any courses proposed for transfer credit, whether taken before or after admission to the University of Lynchburg, must receive the approval of the Program Director.

Transfer Credit Policies of Specific Programs

- The Doctor of Executive Leadership (DEL) has a professional transfer credit policy in place for graduate students who have completed the University of Lynchburg's Doctor of Medical Science (DMSc) or an external doctoral equivalent program such as an EdD, PhD, DHSc, DSc, DHA, etc. Such students may submit credit for review as professional experience through a portfolio that includes transcripts, a CV, and syllabi/course descriptions of classes taken in previous doctoral programs. The Program Director will determine the number of credits to be awarded based on the evidence provided in the professional portfolio. Awarded transfer credits may not exceed two-thirds of the credits required for the degree or duplicate credits already earned through coursework or other prior learning assessments. If approved by the Program Director, a transfer credit form will be submitted by the Program Director for professional experience transfer credits.
- Students in the Interdisciplinary Studies MEd program will be allowed to transfer up to 24 credit hours of coursework. The transfer credit screening process will be conducted by program faculty, Graduate Admissions, and Registrar's Office staff. Transfer courses must be completed within 6 years to be eligible for transfer credit. All courses must be 600 level or above from a regionally accredited higher education institution.

Credit for Prior Learning & Professional Learning Assessment

Purpose

The purpose of this policy is to outline the criteria and procedures for awarding academic credit for professional experience to graduate students at the University of Lynchburg through Credit for Prior Learning (CPL) or Prior Learning Assessment (PLA). This policy recognizes the value of learning acquired outside the traditional academic setting and aims to provide students with a pathway to earn credit for relevant professional and life experiences.

Definitions

Students can earn UL credit from prior learning by demonstrating college-level knowledge gained outside of the classroom from any of the following avenues:

- Examinations: Faculty can award credit based on results from standardized exams (ex: NCCPA) or in-house created exams.
- Portfolio: Faculty award credit for the evaluation of a student portfolio.
- Non-College/Non-Credit Programs: Faculty award credit for training and credentials earned through legitimate organizations (ex: ACE National Guide, Military, etc.)

Associated Fee Structure

- There is a standardized, nonrefundable fee to be paid by the student prior to review.
- A stipend will be paid to the faculty member (subject matter expert) conducting the review.

Eligibility

- Applicants: This policy applies to all prospective graduate and doctoral students who wish to receive academic credit for prior learning. Selected programs that result in state licensure may not be included.
- Professional Experience: Eligible prior learning experiences must be relevant to the student's academic program and demonstrate significant learning that directly aligns with the learning outcomes of the course(s) for which credit is sought.

Criteria for Awarding Credit

- Relevance: The professional experience must directly relate to the academic program and course(s) for which credit is being requested.
- Duration and Intensity: The experience must be of sufficient duration and intensity to provide a level of learning comparable to that of the course(s) for which credit is being sought.
- Demonstrated Learning Outcomes: The applicant must provide evidence that the professional experience has resulted in the acquisition of knowledge, skills, and competencies that meet or exceed the learning outcomes of the relevant course(s).

Application Process

- Submit an Application
- Initial Consultation: Students interested in receiving credit for professional experience should submit the required application for credit consideration (Program Specific Professional Experience Portfolio).
- Documentation: Applicants must submit a portfolio that includes:
    - A detailed resume or curriculum vitae.
    - A reflective essay describing the experience and how it aligns with the learning outcomes of the relevant course(s).
    - Supporting documentation, such as job descriptions, test scores, performance evaluations, work samples, and letters of recommendation from supervisors.
- Assessment: The submitted documents will be reviewed by the program director or the appropriate faculty member as delegated by the program director and admissions committee. The program director and admissions committee may request an interview with the applicant and/or additional documentation, if necessary.
- Approval: The program director will determine the number of credits to be awarded based on the evidence provided. The decision will be communicated to the student in writing.

Limitations

- Credit Limits: A maximum of 2/3 credits for graduate programs may be awarded for transfer work and/or prior learning experience.
- Non-Duplication: Credits awarded for prior learning cannot duplicate credits already earned through coursework, transfer work, or other prior learning assessments.
- Accreditation Compliance: All credits awarded must comply with the accreditation standards of the institution and any relevant external accrediting bodies.

Appeals

A student is allowed one resubmission after the initial review in order to clarify and strengthen documentation. Students who are dissatisfied with the final decision of the faculty reviewer may appeal in writing to the Dean of the relevant academic unit. The appeal must be submitted within 30 days of the decision and include a detailed explanation of the grounds for the appeal. The Dean's decision is final.

Double Counting of UL Institutional Course Credits

Purpose and Scope

This policy governs the simultaneous application of academic credit hours toward the requirements of more than one degree, certificate, or credential at the University of Lynchburg. This policy applies to all students enrolled in graduate-level programs, including doctoral, master's, and graduate certificate programs.

General Policy Statement
Graduate course credits may not be double-counted toward the minimum required credits for two or more separate degrees or credentials, unless explicitly permitted by the exceptions detailed in Section III of this policy. Credits are generally intended to fulfill requirements for a single program of study.

Permitted Exceptions to Double Counting
Double counting is permitted only under the following specific circumstances, subject to the credit limitations outlined in Section IV:

- Between Degree Programs of Different Levels: For students formally admitted to an approved bachelor's, master's, or doctoral degree program, a designated number of upper-level credits taken during the lower-level degree program may be applied toward the upper-level degree.
- Dual or Joint Degree Programs: For students formally admitted to an approved Dual or Joint Degree program (e.g., MBA/JD, MPH/MS), a specific, pre-approved set of course credits may be shared between the two degrees. These approved shared courses must be clearly outlined in the official program agreement and confirmed in the student's academic plan.
- Graduate Certificates: Credits successfully completed for a stand-alone Graduate Certificate may be applied toward a related Master's or Doctoral degree, provided the courses meet the academic standards and relevance criteria of the degree program.

Credit Limitations

- Maximum Shared Credits: Unless an approved dual/joint degree program, a maximum of 12 credit hours may be double-counted toward two separate degree requirements. In the case a student did not complete one of their credentials, a larger maximum may apply.
- Program Minimums: The shared credits must not reduce the total minimum required credits for either program.
- Class Level: Only graduate-level coursework may apply to a Doctoral degree.

Approval and Documentation
All instances of double-counting must be formally approved prior to the final semester of study.
The approved Credit Double Counting Form, signed by all requisite parties, must be submitted to the Registrar's Office for inclusion in the student's degree audit.

Withdrawal from the University

A student withdrawing from the University must notify the University in writing. If the withdrawal occurs during the semester, a change of status form is available from the Office of the Registrar and online. Grades will be assigned according to the operating policy governing withdrawal from courses. Refund of fees will be made in accordance with the withdrawal credit policy. Financial aid awards may be adjusted as a result of a withdrawal; refer to the Financial Aid section of the catalog

Cancellation of Enrollment

A student who, after a term/module ends and before a term/module starts, decides to no longer attend the University. A change of status form should be completed online.

Academic Services and Resources

Solutions Center

The Solutions Center is the campus' one-stop shop for all things registration, enrollment, financial aid, veterans benefits, billing, academic records, and more. Our team of friendly representatives is here to assist students at every stage of their academic journey. The Solutions Center is located on the 2nd floor of the Drysdale Student Center, and is open Monday, Wednesday, Thursday and Friday from 8:30am-5:00pm, and on Tuesday from 9:45am-5:00pm. For assistance, please email solutionscenter@lynchburg.edu, or call (434) 544-8210.

Academic Advising

An academic advisor is assigned upon admission. Consultation with all advisors is urged to ensure agreement on the program of study, proper sequence of courses, completion and filing of required forms, and degree completion at the time chosen by the student. Any student wishing to change fields of specialization should notify their advisor, program director, and the Registrar's Office.

Campus Store

The Hornet Shop (Campus Store), located on the 2nd floor of the Drysdale Student Center, is open 10 a.m. to 5 p.m. weekdays and has extended hours at the beginning of each semester. Saturday hours during the semester are 10 a.m. to 4 p.m. For additional information on hours and special events and services, call 434.544.8238 or visit shop.lynchburg.edu.

The shop offers the following services and products to the campus community: school, office, household and health supplies; imprinted gift and clothing items; and University rings and diploma frames. Graduation caps, gowns, degree hoods, and announcements are ordered through the Hornet Shop as well. Visa, MasterCard, American Express, and Discover credit/debit/check cards, Google and Apple Pay, and cash are accepted.

Follow the Hornet Shop on social media platforms @thehornetshop to stay updated on new arrivals, promotions, and special events.

Textbooks and Course Materials

To view and purchase the course materials, visit the online bookstore at https://lynchburg.vitalsource.com/. An active University network username and password are required for access. Debit and credit cards may be used for online purchases. To pay with scholarship funds and financial aid, students may charge to their student account. Students will be billed for balances not covered by scholarships and financial aid. The online textbook link can also be found at the Hornet Shop website at shop.lynchburg.edu/course-materials. Textbooks and course materials are not available in The Hornet Shop.

Accessibility and Disability Resources

Accessibility and Disability Resources (ADR) work with students who have documented disabilities to arrange for accommodations on campus. Students with cognitive, mental health, medical and physical disabilities which impact activities of daily living may qualify for services. The staff work in partnership with faculty, residence life, dining services, and other campus partners in the approval and implementation of reasonable accommodations. Students are strongly encouraged to contact the ADR as soon as the decision is made to attend the University so the process can begin as early as possible, and accommodations can be implemented in a timely fashion. Additional information about accessibility and disability resources is available by contacting Accessibility and Disability Resources at adr@lynchburg.edu.

International Student Services

International students bring the world to the University of Lynchburg. The Principal Designated Official (PDSO) and the Designated School Officials (DSOs), in collaboration with other colleagues, provide extensive support services for international students on F-1 and J-1 visas who are enrolled as matriculating students at the University of Lynchburg, including, but not limited to: student orientation and transition; compliance with US Department of Homeland Security; advising on immigration rules, regulations, forms, and application processes; on-and-off campus employment authorization; travel and visa application processes; health insurance; income tax filing; and more. For more information, please contact internationalsupport@lynchburg.edu.

Office of Global Education

Study Abroad

The University of Lynchburg develops students with strong character and balanced perspectives and prepares them for engagement in a global society. To this end, students at the University of Lynchburg are encouraged to include study abroad as an integral part of their academic experience, earning academic credit in an international setting through study, work, service, or an internship abroad. While overseas, and by participating in thoughtfully designed multi-discipline programs, students discover and learn to appreciate their world and its peoples and environments, and the scope of global interdependence from cultural, economic, historical, social, and political perspectives. All majors are encouraged to spend a summer, winter term, or a semester studying and living in another country.

University of Lynchburg offers different types of study abroad experiences: faculty-led short-term programs, exchange, and third-party programs. Students have the option to study abroad during the fall or spring semester, for an academic year, during winter term, spring break, or summer.

Experienced University of Lynchburg faculty members lead faculty-led programs. Program offerings encompass a wide range of academic disciplines and opportunities around the world. Experiential Learning Tuition Discounts are given for faculty-led programs offering students a 50% reduction in tuition fees. Students may spend a semester or academic year abroad on an exchange program with partner institutions located in Argentina, Austria, Mexico, the Netherlands, and South Korea. The University continually seeks additional partnerships that would benefit our students. Students also have the option to study abroad with third-party providers such as WorldStrides and other providers. Other third-party study abroad options include programs sponsored by other colleges and universities, and students are encouraged to speak with staff in the Office of Global Education to discern which program option best fits their academic and professional goals.

Students who are interested in studying abroad should contact the Office of Global Education by email at studyabroad@lynchburg.edu or call 434.544.8742 for more information. Students should begin the process early by working with their academic advisor(s) and the staff in the Office of Global Education, who advise students throughout the entire study abroad process.

The University has multiple endowed scholarship funds for international engagement and faculty-led study abroad opportunities. Additionally, it is highly recommended that students apply for the various national-level scholarships available to assist in making study abroad as affordable as possible. Please contact the Office of Global Education for more information on scholarship opportunities. Students may also be eligible for federal and state financial aid. University-funded financial aid (e.g., Hopwood Scholarship, Presidential Scholarship, etc.) is awarded for study at the University of Lynchburg only and is

not available for third-party study abroad programs. Please contact the Office of Financial Aid to discuss availability of financial aid and other funding for study abroad programs.

Domestic Study Away
Domestic Study Away offers a unique opportunity for faculty and students to engage in high impact learning outside the classroom. In support of the mission and vision of the University, domestic study away courses provide structured opportunities for comparative analysis, critical and creative thinking, and problem solving. These off-campus programs offer the opportunity to explore topical issues on location within the United States. Students can participate in a faculty-led short-term program or a program with a third-party provider. These programs may be offered during the summer, winter term, spring break, or during the fall/spring semester. Similar to study abroad, Experiential Learning Tuition Discounts are available for faculty-led programs offering students a 50% reduction in tuition fees. Students may also be eligible for federal and state financial aid. University-funded financial aid (e.g., Hopwood Scholarship, Presidential Scholarship, etc.) is awarded for study at the University of Lynchburg only and is not available for third-party study away programs. For more information, contact the director of the Office of Global Education at studyabroad@lynchburg.edu.

Visiting Scholars Program
The Office of Global Education collaborates with various schools and departments at the University of Lynchburg and other local institutions in sponsoring visiting scholars from around the world. The Visiting Scholars program includes short-term professors, researchers, and exchange students on J-1 visa. For more information on the visiting scholars program, please contact the Office of Global Education.

Graduate Student Research Support
Support for graduate students to conduct and present their research is available on a limited basis. Further information can be found by contacting the Percy Wootton Research Center at ulresearch@lynchburg.edu.

Health Services
Hornet Care Health Services are offered to promote the physical health of all students. The team of registered nurses and nurse practitioners are dedicated to providing comprehensive care to all students. A list of services can be found on the University website. Referrals can be arranged when necessary or at the request of the student. Prescriptions are sent to the local pharmacy of the patient's choice with the option for delivery to the health center for pick up. Medical records are confidential and maintained separately from all other University records.

Counseling Services
Hornet Care Counseling Services are offered to promote the emotional and mental well-being of students. Supported by licensed mental health professionals, residents in counseling, and graduate counseling interns, this team of dedicated helping professionals are prepared to assist students. All treatment takes a holistic, solution-focused approach to healing and begins with individual therapy. Referrals for additional services (such as long-term therapy, group services, health services, academic services, specialized treatment, etc.) are made as needed. Hornet staff works closely with campus partners to ensure students have access to all campus resources and are provided with comprehensive care. Counseling records are confidential and maintained separately from all other University records.

Graduate Student Housing
On-Campus Housing (Southside Houses)

Single graduate students under age 26 may live in the Southside houses alongside undergraduate students of their choice. This housing option aligns with the academic year and will be billed through the Colleague student accounting system. Availability will follow the undergraduate move-in/move-out schedule, which occurs approximately once a year. The cost will be the same as for an undergraduate student in the Southside houses and will include utilities.

Off-Campus Housing (Rentals)
Watts Property Management manages all University-owned rental properties. Interested graduate students can rent an entire available house or team up with others to share the cost. Students should contact Watts Property Management directly to inquire about rental availability and specify that they are graduate students with the University of Lynchburg. Several homes are available on a first-come, first-served basis. Utilities and lawn maintenance are not included in the rental cost.

Information Technology

The technology at University of Lynchburg includes a campus-wide network that connects all campus buildings and most of the off-campus, university-owned residences. There are more than 12 computer labs which provide ready access to course-related software, productivity software such as word processing and spreadsheets, the campus learning management system, and the Internet. Each student is provided with a Google Workspace for Education account for use while they are a student. These accounts provide various applications including email, word processing software, and file storage space. Please see the Technology Usage Policy.

Library Services

The Knight-Capron Library supports the learning environment at the University of Lynchburg by providing information sources and services to students and faculty. By focusing on users' needs, the library staff will acquire and organize information resources to guide users toward information literacy and lifelong learning in traditional and innovative ways.

The library boasts an ever-growing collection of print and electronic volumes, databases, and individual journal titles. Through cooperative arrangements with libraries nationwide students and faculty have access to nearly unlimited print and digital resources available through interlibrary loan.

A staff of engaged librarians enable students to develop competencies to identify, access, and evaluate resources in diverse formats and settings. Services are provided in many formats including individual research consultations, classroom-based instruction, and credit-bearing general studies courses. In addition to collections, a wide array of small group and individual study spaces, equipped with technology, are available throughout the library for student use in quiet study or collaborative efforts.

During the academic year, the library operates 8am-10pm M-TH, 8am-5pm F, closed on Saturdays, and 2:30-10pm on Sundays. Extended hours are provided during final examinations. The adjacent computer/printer lab is available 24/7 with outside access when the library is closed. Access to library resources is most easily achieved through the website: http://libraryguides.lynchburg.edu/knight-capron-library.

Registrar's Office

The Office of the Registrar maintains the official academic records for students of the University, and provides the following services:

- Registration: Online course scheduling and registration for the next academic year is completed

in April. Students may process drop/adds to adjust their schedules.

- Transcripts: An official record of all academic coursework can be obtained by request through our approved vendor, the National Student Clearinghouse. Unofficial transcripts may be requested, free of charge in the Solution Center.
- Verifications: Enrollment and degree verifications, which may be required for insurance, employment, etc., are available to students upon written request or via myHive. The request should include what information is needed and to whom the verification should be sent.
- Degree Audit and Review: All current students have access to their progress through their student portal. Students are responsible for ensuring that they are registered for the correct courses for degree completion and should use the progress report to monitor their required coursework. Questions concerning the degree completion should be discussed with their academic advisor(s).

Orientation

Graduate orientation is provided on a program-specific basis from the respective program directors.

Wilmer Writing Center

The Wilmer Writing Center, located on the terrace level of Hopwood Hall, provides qualified writing tutors at no charge to students seeking assistance on written assignments. Students can receive help on papers at any stage of the writing process including brainstorming, organizing ideas, using sources, revising, and learning editing skills. 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 addressed to the director, Elizabeth Sharrett, at wilmerwritingcenter@lynchburg.edu. Additional information and directions for requesting writing tutoring may be found on the UL website.

Teacher Licensure Services

The Director of the Clinical Office, Student Teaching, and Licensure works with students and program directors to determine requirements for teacher licensure and to communicate with area school divisions and the Virginia Department of Education (VDOE) about teacher licensure matters. The School of Professional & Applied Sciences provides statements on achievement or degree completion to school divisions. Students who need this service should request it thirty (30) days before the deadline for their employment situation.

Graduate Pathways to Licensure

Graduate-level students seeking initial teacher licensure generally follow one of two pathways, depending on their chosen program of study.

1. VDOE-Approved Graduate Initial Licensure Programs

The graduate programs in Special Education are formally approved by the VDOE. These programs utilize approved Program Competencies and lead directly to an institutional recommendation for licensure upon successful completion. Course requirements for Special Education endorsements are embedded within their respective degree emphases: Special Education Adapted Curriculum, Special Education Deaf & Hard of Hearing, Early Childhood Special Education, and Special Education General Curriculum. If students are not completing the full MEd in Special Education and only completing a few courses to be eligible to add an endorsement to their license, they should apply for their license directly to the VDOE and/or through the local school division where they are employed.

2. Professional Studies Coursework Pathway (Non-Approved Program)
The M.Ed. Curriculum and Instruction (C&I) is not a VDOE-approved licensure program, and students apply for a license through the VDOE or the school division where they are employed. The professional studies coursework aligns with the VDOE Personnel Regulations for teaching in Virginia.

- How it works: Students use this pathway to complete required professional studies coursework. Any remaining content-area coursework must be completed independently (either here or at another institution).
- Application: Students on this track apply for their license directly to the VDOE and/or through the local school division where they are provisionally employed.

Licensure Requirements
Content Coursework (Elementary, Middle, & Secondary)
Content courses provide the subject-specific knowledge required for endorsements. These may be taken at either the undergraduate or graduate level, and certain graduate-level content courses may also count toward degree requirements.

- Elementary: Requires a broad base of core courses in English, mathematics, laboratory sciences, humanities, and social studies.
- Middle/Secondary: Requires an undergraduate major in the teaching field or a teaching subject core of 36–52 designated hours.
- GPA Requirement: Students must maintain a minimum average 3.0 GPA in all licensure content areas and professional studies courses.
- C&I Students: Because C&I is a direct-application route, students should review official VDOE guidelines and have their transcripts reviewed and/or consult their employing school division to identify specific content deficiencies.

Standardized Testing Requirements

- Praxis Subject Assessment (formerly Praxis II): Required for elementary and most middle/secondary endorsements. (Note: Not required for Special Education).
- Praxis Teaching Reading: Elementary Assessment (5205): Required for elementary and special education endorsements (excluding Early Childhood Special Education and Adapted Curriculum).

Professional Preparation Courses
Students pursuing licensure via the C&I professional studies route or through an approved program must complete individual courses meeting state professional preparation requirements.

Requirement	**Approved Graduate Courses**
Foundations of Education	EDCI 617: Foundations and Curriculum of American Education
Human Growth & Development	EDHD 602: Human Development
Curriculum & Instruction	EDCI 606: Effective Instructional Strategies (Note: Special Education requires specific methods classes; see SPED program listing)
Classroom Management	EDCI 600: Classroom Management & Instructional Methodology (Note: Special Education required SPED 625)

Student Assessment	EDCI 605: Assessment of Student Learning
Reading Instruction	Elementary (6 credits): RDNG 625 & RDNG 640 Middle (6 credits): RDNG 625 & RDNG 672 Secondary (3 credits): RDNG 672 Special Education (6 credits): RDNG 625 & SPED 620

Clinical Experience & Internships
All Virginia teaching licenses require the completion of a clinical teaching experience. This can be satisfied in one of two ways:

1. Postgraduate Teaching Internship: A one-semester, full-time supervised student teaching experience offered by the university.
2. Instructional Employment: One year of successful, full-time teaching experience in the endorsement area at a state-accredited public or private school (typically utilized by provisionally licensed C&I students and MEd in Special Education students).

Admission to the Postgraduate Teaching Internship
Students requesting a graduate teaching internship must complete all professional studies and content coursework prior to the internship, apply for, and be admitted to the experience. Application deadlines are November 15 for spring internships and March 15 for fall internships. Admission requirements include:

- A minimum GPA of 2.75 overall, 3.0 in professional studies and content area coursework, and 3.0 in graduate coursework.
- Score reports on all required state assessments (e.g., Praxis Subject Assessment and/or Praxis 5205, where applicable) submitted with the application.

Upon admission, the Director of the Clinical Office, Student Teaching, and Licensure manages placement arrangements. Detailed procedures are outlined in the Student Teaching Handbook.

Applying for a Teacher License

- For Approved Programs (Special Education & Reading): Students who successfully complete their program and postgraduate internship will be recommended for licensure by the university. Prior to program completion, the student must request that the Director of the Clinical Office, Student Teaching, and Licensure submit the institutional recommendation to the VDOE. Forms are available in the School of Professional & Applied Sciences.
- For Non-Approved Programs (Curriculum & Instruction): The university does not provide an institutional recommendation. Students must compile their transcripts showing completion of the professional studies coursework and apply directly to the VDOE or through their employing school division's human resources department.

Federal and State Assessments
The university’s approved teacher preparation programs comply with federal- and state-mandated reporting of individual program data. Available data includes program enrollment size, demographic nuances, the number of program completers per year, and state assessment pass rates.

Student Affairs

Students' Rights & Responsibilities and Code of Conduct

The University of Lynchburg expects every member of the campus community to share in its historic commitment to academic honesty, personal integrity, and behavioral maturity. As an educational institution, the University is concerned with both the formal, in-class education of its students, and to their growth into mature individuals who conduct themselves as responsible citizens.

The uniqueness of the academic community requires particular sensitivity to the individual rights of students and the rights of the University community. Rules and regulations are imperative as a basis for the orderly conduct of University activities and for maintaining an environment conducive to study, recreation, and personal growth. For a list of student rights and additional information on student responsibilities, see *The Hornet*, the annually updated student handbook. All students are expected to know and abide by University policies published in *The Hornet*.

The University's standards of student conduct address three major areas of behavior. The Honor Code includes both academic integrity and personal integrity. The Student Conduct Code addresses respect for the rights of both the University and the people within the community. These standards of conduct are intended to encourage honesty in academic achievement, as well as personal growth and development. The University is committed to an academic environment consistent with these standards, promulgating the following desired values and attitudes:

1. Personal integrity rooted in respect for truth and love of learning
2. The capacity to make discriminating judgments among competing opinions
3. The courage to express one's convictions and to recognize the rights of others to hold and express differing views
4. Self-esteem rooted in the quest for achievement of one's potential
5. A sense of discipline and pride in one's work and respect for the achievements of others
6. A commitment to academic freedom as a safeguard essential to the purpose of the University and to the welfare of those who work within it
7. A sense of duty to self, family, and the larger community
8. Respect for the rights of all persons
9. A sense of and commitment to justice, rectitude, and fair play
10. Civility between and understanding, sympathy, concern, and compassion for others
11. An understanding of and appreciation for other cultures and traditions
12. The courage to oppose the use of substances that impair one's judgment or one's health
13. Respect for one's property and the property of others, including public property

When submitting an application, the applicant affirms on their honor that the information in it is complete and accurate and that if admitted to the University of Lynchburg the applicant will abide by the regulations, ideals, and principles of the institution. The applicant understands that information gathered during the admissions process will be handled confidentially by the Office of Enrollment in a professional manner. An applicant understands that falsification of any information in their application may result in termination of their enrollment.

In accepting admission to the University of Lynchburg, a student agrees to learn and abide by all University policies and procedures. Upon participation in an activity to begin one's first academic session or semester at the University of Lynchburg (e.g., check-in, Hornet Days, SOAR, or class attendance), an admitted applicant is considered a student. From this point of matriculation through the conferring of a degree to the student (or withdrawal/transfer from the University), any report of alleged misconduct

may be addressed as a violation of the University's Honor and Student Conduct Codes, even if the student was temporarily not taking class at the time of the incident (e.g., during leaves of absence or holiday and summer breaks).

The Honor and Student Conduct Codes apply to students' behavior on campus, within the city of Lynchburg, in the surrounding counties of Amherst, Appomattox, Bedford, and Campbell, and anywhere when participating in a University program/event or acting in the capacity of a University of Lynchburg student.

In addition to controlling their own behavior, students are expected to do their utmost to help maintain a high level of conduct among fellow students. University policies are set forth in writing to give students general notice of prohibited conduct; they are not designed to define misconduct in exhaustive terms and should be read broadly.

When a violation of University policy is believed to have occurred, the alleged infraction is reviewed by appropriate University officials. If a student is found responsible for violating the Honor and Student Conduct Codes, outcomes are issued to facilitate the positive growth and development of the student and to maintain effective learning and residential environments on campus. Attempts to commit acts prohibited by the Honor and Student Conduct Codes may be addressed through the same disciplinary procedures and result in the same outcomes as completed acts.

The University of Lynchburg's Honor and Student Conduct Codes and Regulations, including disciplinary procedures, are not criminal or civil proceedings but rather internal administrative processes for review and address of violations of institutional policies. Criminal or civil rules of evidence are not applicable to University proceedings

Respect for Laws
The Honor and Student Conduct Codes are based on the expectation that students will respect and obey all regulations of the University, the city of Lynchburg, the commonwealth of Virginia, and the federal government. Students are obligated to obey all laws and to bear ultimate responsibility for their actions. Violations of laws committed off campus may be interpreted as having impact on or posing a threat to the University community. Consequently, such violations can result in on-campus disciplinary action.

University disciplinary action may proceed during the pendency of any criminal/civil adjudication involving the same incident and is not subject to delay or challenge on the ground that criminal/civil charges are unresolved, reduced, or dismissed.

If regulations or laws are considered to be unfair or improper, it is expected that students will use appropriate, established, and lawful procedures to affect change.

Respect for Self and Others
Students are expected to conduct themselves in ways that exemplify respect for all people, while adhering to personal values without unduly imposing them on others. In interpersonal relationships, students are expected to respect the rights of others, particularly their right to refuse to participate in any activity. At no time should students harass, assault, or violate the privacy of other persons.

Furthermore, students are encouraged to take responsibility to serve as leaders in promoting compassion for others and in challenging prejudice against all individuals and groups whether due to

race, gender, age, marital status, religion, nationality, socioeconomic status, political persuasion, sexual orientation, disability, medical disease, veteran status, or other differences.

Campus Expression

Freedom of expression and assembly are rights of all citizens, residents and sojourners in the United States of America. The University expects each member of our campus community to have an abiding interest in the University's well- being and reputation. In most instances, judgment, discretion and mutual respect are sufficient guides for action. We ask students to remember that although the United States Constitution guarantees the freedom of expression and assembly and, by judicial interpretation, campus groups have the right to official institutional recognition, these are not absolute rights. Only registered student organizations and University departments and committees are authorized to use University facilities and property for group activities and events. The University, however, reserves the right to regulate the time, place and manner in which expression and assembly may take place. In all instances, the freedom of expression and assembly on campus must be balanced with consideration for the health, safety and educational pursuits of all members of the University community. As specified, guaranteed Constitutional rights are balanced against the importance of preserving the "general welfare," and so too must the right of free expression and assembly on a private University campus must be balanced by concern for the well-being and the sensibilities of the members of the University community.

Rights Afforded to all Students

1. The right to exercise freedom of religion, freedom of speech, freedom of the press, and freedom of peaceful assembly and petition.
2. The right to full participation in all areas of University life.
3. The right to conduct oneself off campus without specific restrictions imposed by the University, except for violations of University policies or when one’s conduct impacts or poses a threat to the University community. Violations of laws off campus may be interpreted as impacting or posing a threat to the University community, and disciplinary action, not excluding expulsion from the University or any other University outcomes, may result from such conduct.
4. The right in the classroom to be assured against prejudiced or capricious evaluation; the right to decline disclosure of personal, religious, or political views; the right to take reasoned exception to information, conjecture, or views presented; and the right to seek mediation for any evaluation, disclosure, or other decision which is felt to be unjustly made by a classroom instructor.
5. The right to know what items constitute the personal permanent record kept by the University and to have access to review all such items, with the exception of those items supplied to the University in confidence; the right to have all disciplinary records purged when the University deems them inactive; the right to privacy of one’s educational records in accordance with the Family Educational Rights and Privacy Act.
6. The right to organize and join student organizations recognized by the University with educational, lawful, and peaceful purposes; the right of recognized organizations to invite and sponsor speakers and other presentations of an educational nature as long as orderly conditions can be reasonably assured; and the right of recognized organizations to use University of Lynchburg facilities.
7. The right to have privacy in University housing and to be free from room inspection or search by University personnel, except for maintenance, routine residential closings, emergency and semesterly health/safety checks, and authorized search specifying reasons for the search, objects sought, and the location(s) to be searched. A search must be authorized by an approved

representative of the Office of Residential Experience, a University Experience and Student Success professional on call, or the Vice President for University Experience and Student Success (or designee). A student who is named in a written search authorization has the right to observe the search unless the student cannot be reached and/or is not present at the search location within a time deemed reasonable by the authorizer of the search.

8. The right to have access to peaceful and quiet conditions for study on campus.
9. The right to establish a system of Student Government that represents the student body; the right to propose codes of student conduct and affairs within the limits of law and legal obligations of the University and with the approval of the University President's Leadership Team (or designee); and the right to apply for membership with the Student Judicial Board in the implementation and enforcement of the Honor Code and Student Conduct Code.
10. The right, when participating in the Administrative Handling option of the student disciplinary process, to be accompanied by a Disciplinary Process Advisor, as defined in the Disciplinary Process Advisor section of The Hornet; to written notice of the alleged infraction; the option not to comment on, provide information about, or attend proceedings related to the alleged infraction; assurance that decisions concerning responsibility or lack thereof shall be made only on the basis of introduced information; and provision for appeal.
11. The right, when under investigation or during a board hearing for alleged violation of the Honor and Student Conduct Codes, to be accompanied by a Disciplinary Process Advisor, as defined in the Disciplinary Process Advisor section of The Hornet, to written notice of the alleged infraction; sufficient time, as defined in University disciplinary procedures, to prepare for a board hearing; notice of witnesses invited to participate in the board hearing; the option not to comment on, provide information about, or attend proceedings related to the alleged infraction; assurance that decisions concerning responsibility or lack thereof shall be made only on the basis of introduced information; and provision for appeal.
12. The right to participate in the decision-making processes of the University through the membership of student representatives, appointed by the Student Government Association, on faculty committees that address matters affecting student affairs.
13. The right to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, and to study the substance of a given discipline.
14. The right to own student works that one creates and submits in fulfillment of academic requirements. Students are responsible for obtaining and maintaining copyright permissions related to their creations.

Report a Possible Policy Violation

Reports of possible violations of the Honor Code or the Student Conduct Code allegedly committed by students are addressed by the Office of Community Expectations and Restorative Practices (or designee). Students, faculty, and staff may report possible infractions through the following means:

- Contact Campus Safety and Security (434.544.8102,) so that a campus safety officer can take your report. See below for an emergency situation.
- Submit a LiveSafe tip that will be followed up on by Campus Safety and Security. To download the LiveSafe app, visit the Google Play or App Store and search "LiveSafe." When registering, select "University of Lynchburg" as the designated school. More information regarding LiveSafe can be found in the Safety and the University of Lynchburg section above.
- Make an appointment with the Office of Community Expectations and Restorative Practices (434.544.8765) to discuss the alleged misconduct.

In an Emergency Situation

University of Lynchburg constituents and visitors are encouraged to promptly report all campus crime and incidents related to public safety as soon as possible to Campus Safety and Security. To report a crime on campus, contact Campus Safety and Security in person at the Information Desk (located on the lower level of Carnegie Hall), by using the LiveSafe App on your smartphone, by dialing “5555” from any campus landline phone, or by dialing 434.544.5555 from a cell phone.

Privacy of Student Records and FERPA

Overview and Student Rights

The University of Lynchburg complies fully with the Family Educational Rights and Privacy Act of 1974 (FERPA). This act protects the privacy of education records and establishes the following rights for students:

- Inspection: The right to inspect and review education records within a reasonable time of a request.
- Correction: The right to seek amendment of records believed to be inaccurate, misleading, or in violation of privacy rights.
- Complaint: The right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, regarding alleged failures by the University to comply with the Act.

Definition of Records

- Permanent Records: Consist of the University of Lynchburg academic transcript (paper or electronic), which is safeguarded in perpetuity.
- Temporary Records: Supportive records of progress (e.g., financial aid, billing, disciplinary records) maintained by various offices according to the record retention and disposal schedule.
- Excluded Records: Certain records are not available for student inspection, including student health records (maintained by Student Health Services), employment records, alumni records, parental financial information, and confidential letters of recommendation where the right of inspection has been waived.

Internal Access: Legitimate Educational Interest

Student records are maintained primarily for educational purposes. Faculty and staff with a "legitimate need" are granted access. This includes, but is not limited to:

- Academic Support: Academic advisors and college deans receive regular progress reports on their advisees and majors.
- Program-Specific Review: Various faculty committees may access records for students in specific programs or pre-professional tracks (e.g., Nursing, Teacher Preparation, Westover Honors) to monitor academic standing.
- International Compliance: The International Student Advisor may review records to ensure compliance with governmental regulations regarding satisfactory academic progress.
- Financial Aid & Grants: Program coordinators may monitor records to ensure students meet conditions for continued aid (e.g., DuPont Grant).
- Honor Societies: Advisors to Campus Honor Societies may access records for students meeting standards for admission consideration.
- Other Activities (Consent Required): For athletics or Greek Service Organizations, students must explicitly indicate willingness to have records reviewed. Program directors must state this as a condition for participation.

External Disclosure and Directory Information

Information is not released outside the University without written student consent, except as required by law or under the following conditions:

Directory Information
The following may be released without consent to those with a legitimate need:

- Name, home address, telephone listing, and email address.
- Birthdate and birthplace.
- Enrollment dates and status (full/part-time).
- Degrees, major fields of study, and honors/awards.
- Anticipated graduation dates.
- Participation in officially recognized sports/activities (including height and weight of athletes).
- Photographic or videotaped images.
- Student email addresses provided to contracted university vendors.

Note: Students may opt out of directory disclosure (to parties other than parents/guardians) by completing a form at the Office of the Registrar.

Health, Safety, and Discipline
Disclosure may occur without consent in accordance with "Notification of Parents Concerning Student Discipline" and "Student Health or Safety Emergencies" policies published in The Hornet student handbook.

Requests and Appeals
For questions, record inspections, or to exercise options under this policy, students should contact:

- Office of the Registrar: For academic records and transcripts.
- Community Expectations and Restorative Practices: For non-academic education records.

If a request to amend a record is denied, an appeal may be made to the appropriate administrative offices of the University.

Behavioral Standards for Learning Environments

The values and attitudes that should guide student behavior consistent with maintaining an environment conducive to learning are set forth in the University of Lynchburg catalog and The Hornet. Responsibility and authority for maintaining order in the learning environment are assigned to faculty. The following standards and procedures apply to all learning environments. However, each school and each instructor may have codes to specify additional standards suitable for learning environments or activities.

No student in the University of Lynchburg classes, laboratories, performances, lectures, and/or organizations shall behave in any way that obstructs or disrupts the normal functioning of the environment. Such behavior includes, but is not limited to, behaviors that persistently or grossly:

- Inhibit the ability of other students to learn;
- Interfere with the meaningful participation of other students; or
- Inhibit the ability of an instructor or presenter to do their job.

Specifically, students should foster an optimal learning environment by doing the following:

- Arriving on time
- Being seated when it is time to begin and being attentive throughout
- Refraining from engaging in conversations with others unless participating in group activities
- Using courteous tone when speaking
- Refraining from leaving the event while it is in progress (except for illness or with prior approval)

- Treating others with respect
- Refraining from eating
- Respecting the process of discussion and group activity
- Leaving the facility in a neat and clean condition

Problem behavior may be identified through direct observation by a faculty or staff member or through a complaint brought by a student to a faculty or staff member.

Violations
If an instructor believes that a student's behavior violates the Behavioral Standards for Learning Environments policy, the instructor should take action to stop the disruption, including directing the student to cease the disruptive behavior. If the student does not comply with the instructor's direction, or if the instructor considers the disruption to be of a more egregious nature, they may exercise any of the following options:

When deemed feasible by the instructor, they will initiate a private conversation with the student. At the discretion of the instructor, another member of the faculty/staff and/or the student's academic advisor may be asked to be present for the conversation. The conversation should include:

- Identification of the problematic behavior.
- Explanation of why the behavior is problematic.
- A statement regarding expectations of future behavior; and
- Explanation of the consequences of continued misconduct.

Following the conversation, the instructor will create a written summary of the conversation and send copies to the student and the student's academic advisor. If a faculty/staff member was asked to be present for the conversation, a copy of the summary will also be sent to them.

If the instructor believes that a private conversation will not be effective in resolving the misconduct, they may call a meeting with the student and any of the following:

- The faculty member's college Dean or program director;
- The Associate Vice President for Academic Affairs and (or designee);
- The student's academic advisor.

The meeting will address topics listed above. After the meeting, the instructor and the ranking academic official in attendance will create a written summary of the meeting. Copies will be sent to the student, the student's academic advisor, any staff member of the Academic Achievement Center responsible for monitoring the student's progress, and any other faculty/staff members who attended the meeting.

- If the instructor believes that the student's behavior is so disruptive as to require immediate action, they may require the student to leave the classroom immediately. If the student refuses to leave immediately, the instructor may summon campus safety officers to escort the student from the room. After instructing the student to leave the classroom immediately, the faculty member will contact the Associate Vice President for Academic Affairs recommend a course of action, which may include:
    - Dismissal from the course with a grade of "F" (The grade of "F" cannot be changed by student-initiated withdrawal.);
    - Suspension from the University (see "Academic Suspension"); and
    - Referral of the matter to the Office of Community Expectations and Restorative Practices for disciplinary review in accordance with policies and procedures described in the

Honor and Student Conduct Codes.

- The instructor may submit a written report of the problematic behavior to the Office of Community Expectations and Restorative Practices for disciplinary review in accordance with policies and procedures described in the Honor and Student Conduct Codes (see “Disciplinary Procedures” in the student handbook).

The Associate Vice President for Academic Affairs (or designee) will arrange a meeting with the student, the instructor, and the instructor’s school dean. During the meeting, the Associate Vice President for Academic Affairs (or designee) will inform the student of the course of action deemed appropriate to address the reported disruption.

Drug-Free Campus

The Drug-Free Schools and Communities Act amendments of 1989, Public Law 101-226, require that higher education institutions adopt and implement a program to prevent unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees of the institution. This legislation calls for the publication of:

- Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs or alcohol by students and employees on University property or as part of any University activity.
- A description of applicable legal sanctions under local, state, or federal law.
- A description of health risks associated with the use of illicit drugs and the abuse of alcohol.
- A description of available drug or alcohol counseling, treatment, rehabilitation, or re-entry programs.
- A clear statement of the disciplinary sanctions the University will impose on students and employees for violation of the University’s applicable standards of conduct with respect to the unlawful possession, use, or distribution of illicit drugs or alcohol.
- The University of Lynchburg complies with this legislation and supports all the provisions included in the Drug-Free Schools and Communities Act. Policies prohibiting the use of illicit drugs and the misuse of alcohol by students are published in the student handbook, The Hornet. A publication addressing the topics enumerated above is distributed annually to students.

Vehicle Registration

All vehicles parked on campus by any student or employee must be registered with Campus Safety and Security, and bear a valid University of Lynchburg parking decal. All vehicles parked on campus must also be insured and have valid state licenses and inspection tags.

All students and employees are eligible to register motor vehicles for use on campus. Login to MyHive using your University username and password. After submitting your vehicle information online, please visit the Campus Safety and Security Office (lower level, Carnegie Hall) to pick up your parking decal. Temporary parking permits (valid for up to two weeks) are restricted and only issued in specific circumstances.

Parking decals may be obtained at the Campus Safety and Security Office (located on the lower level of Carnegie Hall) only after the completion of the self-service portal. The following documents are required at the time of vehicle registration: current state vehicle registration card, valid operator’s license, and valid proof of insurance. Registration will be delayed if any of these required items are not presented.

Registration fees are as follows, and all fees are non-refundable:

- First-year resident students: $300 annually
- Sophomore, junior, and senior resident students: $100 annually
- Full-time, non-resident students/commuters: $100 annually
- Part-time and graduate students: $75 annually
- Second vehicle: $10
- Temporary registration (up to two weeks) for unregistered students: $20
- No charge for temporary registration for students who possess a current University parking decal
- No charge for employees

A student may not register a vehicle owned by another student or for the use of another student. Adjudication of violations of this regulation or any other shall be left to the discretion of the appropriate judicial body.

By completing vehicle registration, the vehicle owner acknowledges that they have read and understood the University of Lynchburg's Traffic and Parking Regulations. Failure to comply with the Traffic and Parking Regulations and any posted vehicle regulations may result in the issuance of a citation.

Parking decals are to be placed on the left bottom exterior corner of the vehicle's rear glass. For vehicles such as pick-up trucks, jeeps (soft top), convertibles, and vehicles with dark-tinted windows, decals should be placed in a location visible to Campus Safety and Security officers. Most state codes prohibit the application of decals to the front windshield other than state inspection or city/county decals. Individuals concerned about the proper placement of a University of Lynchburg decal should contact Campus Safety and Security for advice.

If a registered vehicle is sold, traded, or totaled, and another vehicle is obtained, a new vehicle registration decal will need to be issued following the same procedure outlined above.

Each registered vehicle owner/operator is responsible for maintaining proper insurance coverage in the event of damage or loss as a result of vandalism, theft, or acts of nature. The University of Lynchburg is not responsible for such acts that may occur while a vehicle is driven or parked on the University of Lynchburg's property.

Parking Regulations

All employee spaces designated by yellow lines are reserved from 7 a.m. to 5 p.m., Monday through Friday. At other times (i.e., 5 p.m. to 7 a.m. Monday through Friday and throughout Saturday and Sunday), employee spaces designated by yellow lines are available for use by students unless indicated otherwise (e.g., by traffic cone).

The University reserves the right to change or otherwise restrict parking designations and traffic patterns as conditions warrant.

A lack of convenient parking or insufficient space in a particular area on campus does not excuse a violation of the University of Lynchburg's Traffic and Parking Regulations. The campus-wide speed limit is 15 MPH, and drivers must yield to all pedestrian traffic.

Failure to comply with parking and traffic regulations may result in the issuance of a citation. Depending upon the circumstances, an incident report may also be written for review by the appropriate judicial body. Adjudication of violations of the Traffic and Parking Regulations may result in loss of privileges to use a vehicle on campus.

All vehicle accidents occurring on campus property and adjacent roadways are required to be reported immediately to Campus Safety and Security. An incident report will be filed. Failure to provide accurate information regarding an accident may violate state and local laws, as well as University policies.

A vehicle that becomes inoperable or disabled must be reported to Campus Safety and Security. The owner will be given a reasonable amount of time to repair or remove the vehicle from campus.

Parking Area Designations
All parking areas on campus are designated for use by specific constituents and are indicated by color-coded parking lines, decal type, and parking-regulatory signs. Parking lots on campus that are assigned for specific use (i.e. student, visitor/guest, and/or employee parking only) are labeled with appropriate signage.

Parking Line Color	**Parking Designation**
White	Student Parking/Special Event
Yellow	Employee/Special Event
Yellow Fire Lane	No parking at any time
Blue	Handicapped
Green	Reserved 24/7 for University Vehicles/Visitor
Decal Type Color	**Parking Designation**
Student (blue)	Parking lots designated as student parking
Employee (red)	Parking lots designated as employee parking
Visitor/Guest (yellow)	Specific parking lots identified as visitor/guest parking only

Permanent, accessible parking spaces are identified by permanent signs and pavement painting. These spaces are reserved for individuals who have received disability parking privileges through their local Division of Motor Vehicles or state agency. A state-issued disability mirror tag or license plate is required to park in disability parking spaces.

Employees desiring on-campus parking accommodation for a short-term, temporary disability may request permission from Human Resources (434-544-8215). Students requesting on-campus parking accommodations for a short-term, temporary disability may request permission from Accessibility and Disability Resources (434-544-8687). Temporary disability parking is permitted in any employee

or student space available on campus; it does not allow the user to park in permanently accessible spaces.

Parking Enforcement
Parking citations are issued on vehicles that are not parked in accordance with University parking regulations. In addition, all citations are issued to the registered vehicle owner through their University email address. All parking fines will be billed automatically to employee and student accounts. Payments may be made at the Solutions Center, located on the second floor of the Drysdale Student Center, during regular business hours or mailed along with the monthly bill.

Students or employees wishing to appeal a parking citation may do so by visiting the My Vehicles section of the University's MyHive portal and completing the online appeal form. All appeals must be submitted within 72 hours of the date and time the citation was issued. Appeals received after 72 hours will not be considered. Appeal outcomes will be reflected under the ticket section in My Vehicles. If a fine is reduced or dismissed upon appeal, the amount will be adjusted accordingly on the appropriate student or employee account.

Parking Citations and Fees
Unauthorized parking in areas designated for fire lanes and for handicapped parking results in the following fines:

- Fire lane: $100 each offense
- Handicapped space: $100-$500 each offense
- All fines for parking violations listed here are $50 per offense: unregistered vehicle; parking in an employee space; parking in a student space; parking in a visitor space; parking in a 24-hour reserved space (indicated by green lines); parking in a reserved space or area; parking in a loading zone; parking in an undesignated space; parking on the grass; blocking driveway/roadway; expired temporary tag; and failing to properly display a vehicle registration decal.

Vehicle Immobilization and Towing Policy
The Office of Campus Safety and Security uses vehicle immobilizers (also known as boots) as an additional parking enforcement tool. A vehicle boot is a device attached to the front driver's side wheel which immobilizes the vehicle until it is removed by authorities with a proper key.

The boot and towing policies will be used as necessary and in accordance with University policy in order to enforce campus parking regulations. The University of Lynchburg Campus Safety and Security Office will contract with Beeline Towing Agency for all towing enforcement (155 Airpark Dr, Lynchburg, VA 24502; 434-239-5386). A vehicle will be subject to towing if it is: parked in marked handicapped space or fire lane; blocking the roadway or blocking service or emergency vehicle ingress or egress; creating a road hazard or damage to property or grounds; deemed to be abandoned on University property; designated by the University as having parking privileges revoked; boot removal fee is not paid within 72 hours; and parking in a restricted or reserved area. Vehicle boots will be used under the following circumstances: to immobilize vehicles that Campus Safety and Security has designated as habitual offenders (habitual offender status is designated after a vehicle has received three citations in a single academic year); upon receipt of the fourth and each subsequent citation, whether citations are being appealed; and to immobilize illegally parked unregistered vehicles to determine ownership.

If a vehicle that is registered with the Campus Safety and Security Office is booted, the registered owner will receive an email notification. Vehicles that are not registered will not receive an email notification. All vehicles that are booted will have a visible citation sticker affixed to the driver-side window.

In order for the boot to be removed from a vehicle, a removal fee of $100 must be paid within 72 hours of notification. During regular business hours, payment can be made at the Solutions Center located on the second floor of the Drysdale Student Center (434-544-8210). Alternatively, payment can be made online by logging into your MyHive portal and following these instructions. Once proof of payment is presented to the Campus Safety and Security Office (located on the lower level of Carnegie Hall), the boot will be removed by a campus security officer.

Only campus security officers are authorized to remove a boot from a vehicle. If a boot is removed by anyone other than a campus security officer, an additional fine will be assessed to include the value of the device if it is damaged or lost. Likewise, tampering with a vehicle boot may result in additional charges.

The University of Lynchburg shall not be responsible for any damage to vehicles immobilized by a booting device. The Vehicle Owner/Driver acknowledges that they park their vehicles at their own risk and agrees to indemnify and hold harmless the University of Lynchburg against any claims, losses, or damages arising from the use of the immobilization of a vehicle through booting, including but not limited to, damage to the vehicle, loss of personal property, or inconvenience caused by the booting.

Complaints

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

If resolution of the student's complaint cannot be accomplished using the above protocol or established grievance or appeal procedures, the student may file a written student complaint. The policy for filing written student complaints is located on the University's website.

Centers of the University

The centers of the University of Lynchburg provide interactive programs that support the University mission by offering unique learning opportunities for students and by strengthening the University commitment to community outreach. The centers are interdisciplinary in nature and are oriented toward specific needs within the broader community.

Belle Boone Beard Center on Aging

The Center is named in honor of 1923 alumnae and former faculty member Belle Boone Beard. Its mission is to prepare students to live and work in an aging society, promote positive aging along the life course, and address the needs of older adults on and off-campus. The focus is on community outreach, education, and intergenerational engagement. The director is Joseph Lugo. The email is beardcenter@lynchburg.edu and the phone number is 434.544.8456.

Center for Community Development and Social Justice

The Center for Community Development and Social Justice (CCDSJ) provides support, consultation, and resources for civic-engaged learning opportunities among members of the University of Lynchburg and greater Lynchburg communities. Its offerings include supporting faculty efforts to develop service-learning courses, oversight for the approval of credit-bearing service-learning courses, civic-engaged pedagogy and teaching methods, and infusion of high-impact, community-engaged practices in the study of social justice topics across the undergraduate and graduate curricula. Center staff collaborate frequently with colleagues in the Center for Community Engagement (CCE), located in the Division of Student Affairs. CCDSJ and CCE are co-awardees of a multi-year Community Engaged Learning (CEL) Initiative grant from the Bonner Foundation.

Center for Economic Education

The center provides training to area educators on incorporating economics and personal finance within the K-12 curriculum. Workshops and in-services are provided for University of Lynchburg students and educators from throughout the region. In addition to providing professional development to area teachers, in partnership with area school districts, the Center oversees The Stock Market Game, Reading Makes Cent$, The Virginia Personal Finance Challenge, The Economic Educator Awards, and other online resources through the Virginia Council for Economic Education. The Center hosts Market Day each spring and invites high school juniors and seniors to visit the college. The director is Anne Chamberlin, M.Ed.

Claytor Nature Center

The center occupies 491 acres in Bedford County and includes the Claytor Education and Research facility, the Ramsey-Freer Herbarium, the outdoor Husted Pavilion, the C.E. Richardson Laboratory Annex, the Belk Astronomical Observatory, the Claytor Research and Demonstration Garden, the Otter Space natural play area, the Chandler Eco-Lodge and Campground, the Cloverlea Farmhouse & Virginia Claytor Memorial Gardens, as well as more than seven miles of hiking trails, the Big Otter River, two lakes, a federal wetlands reserve, and woodlands and fields. A wide range of environmental education programs are available for University of Lynchburg students, K-12 students and teachers, and the broader community. The center hosts and supports University and collaborative research and education projects in the natural sciences and other disciplines, on-site and at other field research stations. The center also hosts faculty, staff, and student retreats, with meeting and overnight accommodations, and provides special event and outdoor recreation opportunities for the University and broader community. The Nature Center's email is claytor@lynchburg.edu and the phone number is 434.544.8360.

Belk Astronomical Observatory

Located at one of the highest points of the Claytor Nature Center, the observatory features a 177 sq-ft dome housing a 20" research-grade telescope, an observation deck equipped with twelve piers for mounting smaller telescopes, and a single-story, five-room structure with an insulated control room. The Observatory hosts and supports University and collaborative research and education projects in astronomy, physics, and environmental sciences. The observatory also offers astronomy-based educational programs both on-site and off-site for University of Lynchburg students, K-12 students and teachers, and the broader community. The director is Dr. Crystal Moorman.

Historic Sandusky

Historic Sandusky is a ca. 1808 property located near University of Lynchburg. Its mission is the enhancement of academics by providing hands-on experience for University of Lynchburg students. Through the use of Sandusky's restored house and its archaeology laboratory, museum, and historical landscapes, students are able to explore topics related to archaeology, education, history, environmental

sciences, museum studies, historical interpretation, and historic site management. The director is Greg Starbuck. The email is info@historicsandusky.org and the phone number is 434.832.0162.

Ken West Center for Family Studies and Educational Advancement

The mission of the Center for Family Studies is to offer training to educational professionals, parents, civic groups, and other audiences on a variety of issues relevant to respectful relationships, healthy family dynamics, fostering resilient youth, and essential communication skills. Center staff also work collaboratively with community organizations to provide service, programs, and consultation regarding initiatives related to the Center's mission. The emphasis in all programming is on interactive content that has relevance and direct application in everyday living. Individuals, school divisions, and other organizations interested in the Center's programming or seeking consultation may contact the Center Director, Dr. Sara Bailey.

University of Lynchburg Community Health Center

This center is a student run, pro bono clinic which currently offers free physical therapy services to individuals in and around the Lynchburg community who are uninsured or underinsured. The clinic allows students to work with patients in an integrated clinical education experience through the guidance of faculty and local clinicians who are licensed physical therapists. The long-term goal of the clinic is to become a collaborative health center including other disciplines and majors from the University. The email for the center is lcchc@lynchburg.edu and the phone number is 434.544.8889.

Admissions

Application Deadlines

- Master's Programs:
    - July 31: Fall Term
    - November 30: Spring Term
    - Exceptions:
        - Master of PA Medicine (MPAM): March 1
        - Master of Science in Athletic Training (MSAT): March 1
        - MEd Programs: Ongoing review for rolling admissions
- Doctoral Programs:
    - Doctor of Education in Leadership Studies (EdD): Ongoing review for biennial cohort admissions
    - Doctor of Executive Leadership (DEL): Ongoing review for rolling cohort admissions
    - Doctor of Medical Science (DMSc): Ongoing review for rolling cohort admissions
    - Doctor of Philosophy in Leadership Studies (PhD): Ongoing review for biennial cohort admissions
    - Doctor of Physical Therapy Program (DPT): May 1

Admissions Requirements for Master's Degree Programs

A graduate applicant may apply to the University of Lynchburg using the University's graduate online application. Before the admission committee can consider an application for admission to a degree program, a candidate's file must be complete in all details.

Due to the rigors inherent in graduate study, the faculty has determined that successful students should possess a combination of strong academic skills and personal maturity. These characteristics cannot be

evaluated by any single factor. Therefore, to allow for access of qualified students to the graduate programs at the University of Lynchburg, the criteria for admission to the programs are based on a multifaceted assessment of the following:

- A degree application form, including the personal essay focused on career goals.
- An official transcript documenting conferral of a bachelor's degree from an institution accredited by a regional accrediting association (and any other undergraduate transcripts reflecting relevant work not reflected on the bachelor's degree transcript) (Note: For current University seniors, documentation of degree completion must come prior to enrollment.);
- Any relevant graduate level transcript (if applicable);
- Two letters of recommendation from individuals who are familiar with the academic performance and/or work experience of the candidate;
- Official GMAT or GRE scores are required for MBA applicants (with a minimum GMAT equivalent score requirement of 400) (requirement waived for applicants with a 3.0 cumulative undergraduate grade-point average);

Degree admission decisions are based on the careful consideration of all required admission components. The focus of the admission review is on an evaluation of an individual's likelihood of success in one of the University's graduate programs.

Admissions Requirements for Second Graduate Degree Programs

Individuals seeking a second graduate degree are subject to the graduate admission requirements as listed above. The GRE or GMAT is used in certain programs as one predictor of success for graduate training at the University of Lynchburg. Applicants who have demonstrated academic proficiency by previously earning a master's degree, educational specialist, a doctoral degree, or a professional degree (e.g., JD, MD, DPT) may be exempt from this requirement.

Admissions Requirements for Master of Public Health

- Online application
- Official College/University Transcripts with 2.75 GPA or higher
- An Essay/Statement of Purpose
- A Current Resume or CV

Admissions Requirements for Master of Healthcare Administration

- Online application
- Official College/University Transcripts with 3.00 GPA or higher
- A Current Resume or CV
- 1 Letter of Recommendation

Admissions Requirements for Master of Science in Athletic and Coaching Education

- Bachelor's degree from a regionally accredited institution with appropriate background coursework
- Minimum GPA of 2.75
- 1 letter of reference
- A professional statement identifying a purpose and goals for obtaining a MACE
- Preference will be given for students that come in with a minor in coaching

Admissions Requirements for Master of Science in Counseling Programs (both)

- An online interview with faculty is required as part of the admission process.

- The Counselor Education Program faculty conducts a systematic developmental assessment of each student's progress through the program, including consideration of the student's academic performance, professional development, and personal development.
- The Counselor Education Program faculty systematically reviews each student's information to determine how they are meeting the program competencies throughout their course of study.
- Transfer credits from non-CACREP accredited programs will not be considered for approval by the faculty for COUN 601, COUN 605, COUN 620, COUN 625, COUN 660, and COUN 670.

Admissions Requirements for Master of Science in Emergency Management (MEM)

- Bachelor's degree from a regionally accredited institution with appropriate background coursework, with a minimum GPA of 2.75
- A Current Resume or CV
- 1 letter of reference
- A professional statement identifying a purpose and goals for obtaining a MEM

Admissions Requirements for All Doctoral Programs

Applicants must have an earned master's degree (with a minimum GPA of 3.0) from an accredited U.S. institution or from a foreign university (based on transcript evaluation completed by an agency from the NACES website). If applicable, applicants must: meet requirements for graduate student international admissions; and complete the Test of English as a Foreign Language, using University of Lynchburg code 5372, which is required for students whose first language is not English.

Admissions Requirements for Doctor of Education and Doctor of Philosophy in Leadership Studies

Admission requirements for Leadership Studies (EdD and PhD) include the following:

- An online application.
- A current resume or curriculum vitae.
- A 300-500 word essay focused on career goals and emphasizing prior leadership opportunities and experiences.
- Successful completion of a prior master's degree. A professional postgraduate degree will be considered based on relevance to the leadership studies program.
- Official transcripts from your bachelor's degree and master's degree as well as any other relevant graduate coursework.
- Successful completion of a graduate research course within the prior master's degree (or taken subsequently).
- One letter of recommendation from an individual in a leadership position representing your current employer, which indicates support for your participation in the program and verifies your capacity for successful future leadership.
- Two letters of recommendation from individuals who are familiar with your academic performance and/or work experience.
- Evidence of strong writing skills as reflected in scores on the GRE writing sub-test and/or in selected samples of writing from previous graduate programs or professional setting (e.g., major term paper, master's thesis), published work, and/or examples of professional work products related to job responsibilities.
- For admitted cohort students, a $300 program deposit is required and will be applied to the first semester's tuition.

Admissions Requirements for Doctor of Medical Science

Admission to the Doctor of Medical Science (DMSc) program is open as a post-professional option for

applicants who have graduated from an accredited master's level program (or PA certification with master's degree, including master's degrees earned with pass/fail credit). Applicants must have previously completed all PA professional education, completed a master's degree from a regionally accredited institution, and successfully passed the National Commission on Certification of Physician Assistants (NCCPA) Physician Assistant National Certifying Exam (PANCE).

Admissions Requirements for Doctor of Physical Therapy

All Doctor of Physical Therapy (DPT) applicants must apply through the Physical Therapist Centralized Application Service website (PTCAS) at www.ptcas.org/home.aspx. Applications are accepted starting around July 1 each year, and the application deadline is around May 1 each year. The exact start date and application deadline will be posted on DPT's website prior to the start of the application cycle. Prerequisite requirements are occasionally updated; see below. For the latest requirements, please review PTCAS and our website at: www.lynchburg.edu/graduate/doctor-of-physical-therapy/for-interested-students/.

In addition to the most recent prerequisite requirements outlined on our website and on PTCAS, all applicants must meet or exceed all Technical Standards and Essential Functions for the DPT Program to be accepted into the University of Lynchburg's Doctor of Physical Therapy Program. Technical Standards and Essential Functions for the DPT Program are described on our website. Applicants should contact the DPT Program directly for questions or more information: 434.544.8885 or dpt@lynchburg.edu.

Program prerequisite courses include the following:

- Sciences - 31 semester hours
    - 4 semester hours of biology with lab*
    - 8 semester hours of chemistry with lab*
    - 8 semester hours of physics with lab (non-calculus based) *
    - 4 semester hours of human anatomy with lab^
    - 4 semester hours of human physiology with lab^
    - 3 semester hours of advanced biology (includes histology, cell biology, microbiology, exercise physiology; other courses which satisfy this requirement may be considered)
- Psychology - 6 semester hours
- Writing Intensive courses - 9 semester hours (Freshman composition and other writing intensive courses accepted.)
- Math - 6 semester hours
- Pre-calculus or above
- Statistics - 3 semester hours

* These courses should be equivalent to courses required in the science majors.
^Academic institutions offering human anatomy/physiology combination courses will suffice if both courses of sequence are completed; for example – 4 hours human anatomy/physiology I and 4 hours human anatomy/physiology II.

The DPT program's admissions committee will review applicants' coursework older than seven years to determine eligibility and approval for meeting the prerequisite requirements. This will ensure that applicants with previous coursework have the necessary knowledge/skills to be successful in the DPT program.

Admissions Requirements for Master of Science in Athletic Training

Entry into the Master of Science in Athletic Training (MSAT) program is competitive, and all students who apply may not be accepted into the program. In order to be considered for admission, students must have a:

- GPA of 2.75 or higher.
- A minimum of a C or higher in the following courses:
    - Anatomy and physiology (8 credits)
    - Chemistry (4 credits)
    - Kinesiology or physics (3-4 credits)
    - Exercise physiology or biology (3-4 credits)
    - Statistics (3 credits)
    - Psychology or sports psychology (3 credits)

Admissions Requirements for Dual DPT and MSAT

Students may enter the combined DPT-MSAT tracks via one of two pathways. Each track requires applying to both programs (DPT and MSAT) prior to entering that program. Students must fulfill admissions requirements for both programs. For example, if a MSAT student wants to continue to the DPT program, the student will apply for the DPT program the final year of their MSAT degree. Acceptance into a program is not guaranteed. Two Pathways:

1. Students can complete the DPT program and apply to the MSAT program (4 years).
2. Students can complete the MSAT program and apply to the DPT program (4.5 years).

The following requirements are needed for students applying for this program:

- If in good standing with UL DPT, a student must apply to the MSAT program (essay responses and one faculty reference). MSAT applications must be submitted in the spring between the second and third year of the DPT program.
- If removed from the DPT program, reviews will be held on an individual basis depending on the reason for removal.
- Any DPT degree from another institution (regardless of when the degree was earned) will be evaluated on an individual basis.
- Any student starting with MSAT must meet all MSAT and DPT program prerequisite requirements. The DPT application will be evaluated on an individual basis.

Admissions Requirements for Dual DMSc and MEd

Students must gain admission to both programs.

Admissions Requirements for Master of Physician Assistant Medicine

All applicants must apply through the Centralized Application Service for Physician Assistants website (CASPA) at https://caspa.liaisoncas. com/. The exact start date and application deadline will be posted on MPAM's website prior to the start of the application cycle. For the latest requirements, please review CASPA and the UL program website.

Admission requirements for the PA Medicine program include the following:

- An application submitted to the Central Application Service for Physician Assistants (CASPA) with a verified application status.
- A MPAM supplemental application along with a $50 non-refundable fee.
- A bachelor's degree from a regionally accredited college or university in the United States or Canada.
- Official score report for Graduate Record Examination (GRE) submitted to CASPA.

- Students must have completed a minimum of 500 hours of direct patient care and 8 hours shadowing a licensed PA prior to matriculation. Many applicants far exceed the minimum amount for direct patient care hours. Patient care may consist of work or volunteer experience including but not limited to athletic trainer, paramedic or EMT, military medic, nurse, nurse aide, laboratory technician, radiology technician, respiratory therapist, medical scribe, and surgical technician. Hours received through a certificate training, or undergraduate degree program are typically not accepted (AT, EMT, OT, RN). Certificate training or undergraduate experiences with high levels of independent patient care will be considered on an individual basis by the clinical director. PA shadowing hours may count toward the direct patient care hours on a case-by-case basis. We do not require documentation of your patient care hours but reserve the right to verify them. Verification of PA shadowing is required for the Supplemental Application.
- Three letters of reference supporting the applicant's ability to be a PA including one letter from a practicing PA, physician or nurse practitioner.
- Selected applicants must participate in an interview day with program faculty.
- All prerequisite courses must be completed at a regionally accredited college or university within the United States or Canada with a 'C' or above. CLEP scores will not be accepted in place of prerequisites. AP scores will be accepted. The AP credit must be reflected on an undergraduate transcript. No prerequisite courses may be completed as "pass/fail" or "credit/non-credit." For Anatomy and Physiology prerequisite courses, while a minimum grade of C is required, a course grade of B or better is preferred. It is preferred that prerequisite courses are completed within 5 years of application to the program. A minimum cumulative GPA of 3.0, a minimum science GPA of 3.0 and a minimum prerequisite GPA of 3.0 (all on a 4.0 scale). Listed below are the pre-requisites:
    - Sciences:
        - 8 semester hours of biology with lab (2 biology with lab courses)* (excludes A&P)
        - 4 semester hours of general chemistry with lab or introductory chemistry with lab*
        - 4 semester hours of organic chemistry with lab or biochemistry (200 level course or higher) with lab*
        - 4 semester hours of human anatomy with lab
        - 4 semester hours of human physiology with lab
        - 3-4 semester hours of microbiology with lab
        - 3 semester hours of genetics
    - Psychology:
        - 3 semester hours of general or developmental psychology
    - Math:
        - 3 semester hours of introductory statistics (or equivalent course in other discipline)
    - Social Science:
        - 3 semester hours of economics, sociology, political science, or similar coursework.

Admissions Requirements for Graduate Certificate Programs

- A graduate certificate application form.
- Official transcripts of relevant coursework undertaken at other institutions including confirmation of receipt of a bachelor's degree (if a GR-level certificate) or a master's degree (if a AG-level certificate).

- The Advanced Counseling certificate program is designed for individuals seeking to become licensed as professional counselors who have already completed a 48 CACREP Master's degree in school counseling, community counseling, or a related counseling field.

Admissions Requirements for Emphasis Areas

- The Special Education Deaf and Hard of Hearing emphasis requires: 1) four classes of ASL, 2) a qualifying score of 2+ on American Sign Language Proficiency Interview (ASLPI), or 3) Intermediate on the Sign Language Proficiency Interview ASL (SLPI)

Admissions Requirements for Education Add-On Endorsements

Applicants must hold an active teaching license in Virginia to be eligible for the Gifted Add-On Endorsement.

To be eligible for a Special Education General Curriculum Add-On Endorsement, applicants must hold an active teaching license in one of the following endorsement areas: (a) Elementary Education, (b) Middle Grades Education with endorsement(s) in English, history and social sciences, mathematics, or science, or (c) Secondary Grades Education with endorsement(s) in English, history and social sciences, mathematics, biology, chemistry, Earth science, or physics. The Special Education General Curriculum Add-on Endorsement only applies to the grade band of the initial license (e.g., Elementary Education).

To be eligible for a Reading Specialist Endorsement, applicants must hold an active teaching license and have completed at least three years of successful classroom teaching experience in a public or accredited nonpublic school. In addition, candidates must satisfy the requirements for the reading specialist assessment specified by the Virginia Board of Education.

Admissions Requirements for Non-Degree Graduate Programs

PROG: PREN.NG; TLIC.TL

Prospective, non-UL students may apply to take up to six credits at the master's level as a non-degree student. A candidate's file for admission as a non-degree student to take coursework for teacher licensure or professional enrichment or to transfer coursework to another institution must be complete and include the following:

- A non-degree application.
- Official transcripts of relevant coursework undertaken at other institutions including confirmation of receipt of a bachelor's degree.

Acceptance as a non-degree graduate student allows for enrollment in a maximum of six credit hours of coursework (with the exception of post-master's Advanced Certificate in Counseling students and those students seeking to fulfill state teacher licensure requirements).

University of Lynchburg undergraduate students may apply to take up to 12 credits at the master's level as a non-degree student, and have those credits count toward their undergraduate degree. The candidate will need approval from the undergraduate advisor and the graduate program director, indicated in the Undergraduate Student Taking Graduate Courses form.

Admissions Requirements for International Graduate Student Admission

All students who completed their undergraduate degree at a non-U.S. institution must submit all application materials as listed on www.lynchburg.edu/graduate/graduate-international-students/

including appropriate test scores (including, as applicable, TOEFL or IELTS). Nonresidents must submit all application materials at least three months prior to the beginning of the term or semester for which admission is sought.

The University of Lynchburg requires international students to furnish verification of the BA/BS equivalency of their academic record (e.g., through the World Education Service or the Educational Records Evaluation Service). For students for which the distribution of courses is not essential for admission to, and course planning for, a graduate program, such an analysis must confirm only that the individual received the baccalaureate (BA/BS) degree from his or her home institution and the equivalent quality point average. International students who have graduated with a three-year bachelor's degree will be considered for admissions to graduate degree programs. In some instances (e.g., teacher licensure, review of program prerequisites, DPT admissions), a course-by-course analysis is required.

Both an official Certificate of Finances and a Verification of Financial Resources are required for all international students who will study on our home campus in Virginia. These must be received prior to the University of Lynchburg's assisting a graduate student in acquiring his/her visa.

Expenses

Tuition and Fees

Tuition for graduate courses is charged on a per-semester/term-hour basis with the exception of the Master of PA Medicine tuition, which is charged on a semester basis for the fall, spring, and summer sessions. With the consent of the instructor, courses may be audited for one-half the regular tuition rate. Fees are subject to change by the Board of Trustees at its discretion.

Payment of all fees is required by August 1, for the fall semester and by January 2, for the spring semester. Methods of payment include cash, check, MasterCard, VISA, American Express, and Discover. A service fee may be charged for all credit card payments, including debit card payments.

Failure to satisfy general obligations as well as those incurred for any other fee or fine, will result in interest charges of 1.5 percent per month (15 percent per annum) and may result in denial of class attendance, transcripts, diplomas, and re-enrollment. The student will bear the cost of any fee(s) required to verify his/her identity or to fulfill requirements for background check.

International Students

International students will be required to submit the standard deposit for their academic program (if applicable) to receive their I-20 paperwork. Once they receive a visa, they will receive a bill on the standard billing dates.

Rates

These are the current rates, by program, for Summer 2026 to Spring 2027.

Program	Rate
Doctor of Education in Leadership Studies	$770 per credit hour

Doctor of Executive Leadership	$840 per credit hour
Doctor of Medical Science	$840 per credit hour
Doctor of Physical Therapy (grandfathered)	$17,110 per semester (fall/spring)
Doctor of Physical Therapy (August 2025 & 2026 cohorts)	$1,150 per credit hour
Master of Education	$610 per credit hour
Master of Arts in Nonprofit Leadership	$630 per credit hour
Master of Business Administration	$670 per credit hour
Master of Education in Curriculum and Instruction	$610 per credit hour
Master of Education in Instructional Design and Technology	$610 per credit hour
Master of Education in Interdisciplinary Studies	$610 per credit hour
Master of Education in Special Education	$610 per credit hour
Master of Healthcare Administration	$450 per credit hour
Master of PA Medicine	$15,120 per semester
Master of Public Health	$630 per credit hour
Master of Science in Athletic Training and Coaching Education	$515 per credit hour
Master of Science in Clinical Mental Health Counseling	$630 per credit hour
Master of Science in Emergency Management	$600 per credit hour
Master of Science in School Counseling	$630 per credit hour

Deferred Tuition Payments

The University of Lynchburg offers a deferred tuition payment plan for employees of companies and agencies that offer education benefits. Students who are eligible for tuition reimbursement from their employer may enroll under this plan and defer payment of all but their personal portion of the tuition without interest charges up to thirty days after grade reports are issued. Additional information is available from the Student Accounts Office.

Technology Fee

The technology fee is used to provide internet access for students, to purchase or upgrade computers for classrooms and computer labs, and the cost of operating the computer labs. This fee applies to all graduate programs, with the exception of the MPAM program.

- Full-time Graduate student (per semester): $60.00
- Part-time Graduate student (per credit hour): $5.10

Health and Wellness Fee

The following programs are assessed a $75 per term health and wellness fee: Master of PA Medicine, Master of Science in Athletic Training, Master of Science in Clinical Mental Health Counseling, Master of

Science in School Counseling, Master of Science in Athletic & Coaching Education, and Doctor of Physical Therapy.

Graduate Program Fee

All graduate programs are assessed a $25 per semester program fee.

Withdrawal Credit Policy

Graduate students are enrolled on a semester/term basis. A student who withdraws or is separated from the University for any reason prior to the beginning of a semester/term will receive a credit in full for that semester. If a student withdraws from a course during a regular semester for any reason other than physical disability, credits are made as follows:

Fall and Spring sessions tuition credit policy:

- Within week one: 90% of total fees
- Within weeks two and three: 50% of total fees
- Weeks four and five: 25% of total fees
- After the fifth week of the semester, there is no credit.

Fall and Spring Modular Session tuition credit policy:

- Within week one: 90% of total fees
- Within week two: 50% of total fees
- Within weeks three-four: 25% of total fees
- Week five and on: No credit

Summer and Winter session tuition credit policy (all programs):

- Within week one: 50% of total fees
- After week one there is no credit

Refund Procedure

If a credit balance is created on the student's account due to Title IV funds, reimbursement of this credit balance will be processed within 14 business days on average. The refund procedure is an involved process that requires a minimum of two weeks to complete. All unpaid charges including University account balances will be deducted first. Federal regulations governing Title IV financial aid programs require that the University of Lynchburg Office of Financial Aid determine the amount of the refund that must be paid back to the financial aid programs if the student received aid for educational expenses. Therefore, some or all of a student's refund may be allocated to financial aid programs and not refunded to the student. Credit balances $10 and under will not be refunded.

Debts

Bad checks and unmet financial obligations do not promote good standing in the community and are disapproved by the University. Students owing money or property to the University or to agencies of the University may be prohibited from enrolling, continuing enrollment, receiving grades, receiving transcripts, and/or graduating until arrangements are made for payment of such debt. A student who is withdrawn from the University for not meeting financial obligations must fulfill the debt before submitting an application for readmission to the University.

Separation of Student Accounts

Upon separation from the University, students retain full responsibility for any outstanding account

balances. All balances must be settled in full within 14 days of the separation date. In lieu of a lump-sum payment, students may establish a formal weekly, bi-weekly, or monthly payment arrangement through the Student Accounts Office. Please note that accounts not settled or placed on an active payment plan within this 14-day window will be referred to a third-party collection agency where the student will incur additional collections costs and interest in addition to their principal balance. Once an account is referred to collections, the student forfeits eligibility for University-managed payment arrangements.

Financial Aid

Federal and State Aid Programs

Financial aid is available to full- and part-time graduate students in the forms of state grants and loans. Full time enrollment is defined as 6 credits per semester and half-time enrollment is defined as 3 credits per semester. Please note that for students receiving the VTAG award, the state of Virginia defines fulltime for graduate students as 9 credits per semester.

To apply for most financial aid—including federal loans—you must submit the Free Application for Federal Student Aid (FAFSA) online at www.studentaid.gov. New students should aim to submit their application by the March 1 priority deadline for the upcoming fall semester. Returning students must file the FAFSA each year to renew their financial aid.

The University of Lynchburg participates in several federal and state financial aid programs designed to assist students with exceptional financial need.

Grants

TEACH Grant: This grant provides up to $4,000 per year for students who are pursuing a career in teaching. In exchange, recipients must commit to teaching full-time for at least four years in a high-need field at a low-income school. To stay eligible, students must maintain a 3.25 GPA, reapply annually, and commit to a service requirement — otherwise, the grant converts to a loan that must be repaid with interest. To learn more visit: https://studentaid.gov/teach-grant-program

Virginia Tuition Assistance Grant (VTAG): Virginia residents enrolled as full-time graduate students (the state defines this as 9 or more credits a semester), who are pursuing health services programs may qualify for a Virginia Tuition Assistance Grant (VTAG). Grant amounts are determined by the state annually, and may be limited, therefore award amounts are always subject to state appropriations. Applications must be submitted to the Solutions Center. A strict September 15th application deadline applies.

Grants are also available for provisionally licensed special education teachers through partnerships with the Commonwealth of Virginia.

Student Loans

Federal Direct Loan Program: This program offers low-interest loans that do not require repayment until after you graduate or are no longer enrolled at least half-time. Graduate level students only qualify for unsubsidized loans. More information regarding interest rates, loan fees, annual and lifetime limits, the various repayment or deferment options, can be found on www.studentaid.gov

Federal Direct Graduate PLUS Loan (PLUS): This loan is only available to students who have had received

any Direct Loan or a Graduate PLUS Loan disburse before July 1, 2026, as long as they remain in the same program at the same school where they first borrowed the loan before July 1, 2026. If a student completes their program, withdraws, changes their program, or enrolls in a new program, they will no longer be eligible for Grad PLUS and will now fall under the new rules. Additionally, they can continue to borrow a Grad PLUS loan within the "3-year or until program completion" period. More information regarding interest rates, loan fees, annual and lifetime limits, and the various repayment or deferment options, can be found on www.studentaid.gov

Federal Student Loan Updates beginning July 1, 2026: The One Big Beautiful Bill Act (OBBB) made significant changes in federal student loan programs as a part of broader shifts in fiscal policy. The changes resulting from the legislation will take effect on July 1, 2026, we have summarized these changes below, however we recommend referring to www.studentaid.gov for the most up to date information:

- New Graduate Unsubsidized Direct Loan Limits: Up to $20,500/year, $100,000 aggregate borrowing limit.
    - Combined lifetime borrowing limit of $257,500, including Grad PLUS, excluding Parent PLUS.
    - Existing unsubsidized loan borrowers can access unsubsidized loans under the prior limits until they complete their current program or for 3 additional years, whichever is less.
- Loan Proration for Part-Timers: Enrollment of less than 6 credits in a semester, will now automatically reduce a student's federal loan eligibility in proportion to the number of credits for which they are registered. Students should contact the Solutions Center if they have questions about part-time enrollment.
- Graduate PLUS Loan Program Ended - Grad PLUS loans will be phased out beginning on July 1, 2026; beginning on that date, new loans will not be available for new borrowers. There will be some continuing eligibility for existing Grad PLUS borrowers as they complete their current programs, see the section above for more information.

Alternative or Private Education Loans: Alternative loans are private education loans in the student's or parent's name that help bridge the gap between the actual cost of your education and the amount the government allows you to borrow in its programs. Private loans are offered by private lenders, and there are no federal forms to complete. Eligibility for private student loans often depends on your credit score. For your convenience, we offer FASTChoice as an alternative loan tool to help counsel and compare different lenders available.

Requested Changes for Federal Loans after funds have disbursed– Students can request a change to their loans up to 120 days after the loan disbursed or by September 1st, 2026, whichever comes sooner. Requests must be provided in writing (email or hand-written).

Institutional Aid

Assistantships: The University offers a limited number of graduate assistantships with different types of tuition and/or accommodation coverage. You will want to apply for a graduate assistantship as soon as possible once you are admitted into the program. Assistantships are competitive and selection starts in February.

Various Tuition Discounts - Students should contact the Office of Graduate Success by email at gradsuccess@lynchburg.edu as there are various program specific discounts available (e.g. Aspiring

Educator Discount, etc.).

Graduate Scholarships

Graduate Scholarships are available thanks to the generosity of donors or foundations. Eligibility for endowed scholarships is based on criteria identified by the donors. No additional application is required, beyond the application for admissions to the graduate level program. If selected, students will receive an email (typical timeline is by December 1st), and they may be required to complete a thank-you statement before funds are released.

FA Satisfactory Academic Progress Policy

Federal regulations require students to maintain satisfactory academic progress (SAP) to remain eligible for financial aid. The University of Lynchburg evaluates this progress using three measurements:

- Grade Point Average (GPA): You must maintain a cumulative GPA that meets or exceeds the minimum requirement for your attempted credit hours. For Graduate/Masters/Advanced Degree/Doctorate Student 3.0 GPA is required.
- Incremental Progress: You must successfully complete at least 67% of all credit hours you attempt. Repeated courses or courses with grades of W, F, I, U, or E are counted as attempted but not completed.
- Accumulated Hours: You are allowed up to 150% of the published credit hours required for your degree program to graduate. For example, in a program that requires 60 credits, you can attempt up to 90 hours.

All university course work must be considered, regardless of whether the student received financial aid at the time. Financial aid at the University of Lynchburg is awarded to students for the entire academic year. If you fail to meet these standards, you will be placed on financial aid warning for the next semester. If you still don't meet the requirements after the warning period, your financial aid will be suspended.

Appealing a Financial Aid Suspension

If your financial aid is suspended due to a failure to meet the SAP policy, you may appeal the decision if it was caused by special circumstances, such as:

- The death of a relative
- An injury or illness
- Other special circumstances

Appeals must be submitted in writing to the Financial Aid Review Committee by the established deadlines for each semester listed below:

- Fall semester: August 26, 2026
- Spring semester: January 15, 2027.
- Summer: June 1, 2027.

If your appeal is approved, you will be placed on probationary status and may be required to follow an academic plan to regain full eligibility.

Return of Title IV Financial Aid Policy

If you withdraw from the university before completing 60% of the semester, you may be required to return a portion of the federal financial aid you received. The amount of aid you can keep is based on the number of days you attended classes. Once you have completed 60% of the semester, you are

considered to have earned 100% of your Title IV aid.

The university returns any unearned aid to the federal programs in a specific order (listed below). Students who formally withdraw, take a leave of absence, or who receive all unearned failing grades in a semester are subject to this policy.

A student's withdrawal date is the date the student completes the withdrawal process (official withdrawals), or for a student who does not provide official notification of his or her intent to withdraw (unofficial withdrawals) it is the later of either the midpoint of the semester or the maximum LDA (if known).

Attendance Policy and Financial Aid
The University of Lynchburg is not required to take attendance. If a student attends the first day of class, they are subject to the R2T4 calculation. The refund calculation and all returns are completed within 45 days of the withdrawal date in the Student Information System.

The return of federal Title IV aid will be determined by the amount of unearned Title IV assistance awarded to the student. Title IV aid includes the programs listed below, and any funds that must be returned will be allocated in the order listed below:

1. Federal Direct Unsubsidized Stafford Loans
2. Federal Direct Graduate PLUS Loans
3. Other Title IV assistance
4. TEACH Grant

A withdrawn student will be allowed to retain only the amount of federal Title IV aid earned during the semester. The percentage of earned aid is determined by the number of days the student completed during the semester. The complement of this percentage is applied to the total amount of Title IV assistance that was disbursed or that could have been disbursed to calculate the amount that must be returned to the federal programs. Once a student completes 60 percent of the semester, the student is considered to have earned 100 percent of the Title IV aid awarded to him/her. In addition to any funds the institution may be required to return, the student may also be responsible for returning any funds that were disbursed directly to him/her for which the student was determined ineligible to receive. Return of Title IV aid worksheets may be obtained from the Office of Financial Aid.

Lynchburg uses the Student Information System (SIS) Ellucian Colleague to complete R2T4 calculations. Each year the Director will update the SIS for the various terms/award periods to align with the published school calendar which will include the breaks of more than five consecutive days. The Associate Director or Director of financial aid will review to make sure they are created correctly.
State funding will be returned in compliance with that state's regulations. University scholarships may be adjusted based on the percentage of tuition paid. For example, a student who withdraws and receives a 25 percent tuition credit will lose 25 percent of his/her institutional aid. See the Withdrawal Credit Policy in the Expense section for the amount of tuition credit a withdrawn student is eligible to receive.

Modular Courses & R2T4
The withdrawal and module enrollment policies have some key differences. A modular course is a type of course where instead of a traditional semester-long course structure, the curriculum is broken down into smaller, self-contained units called modules. Students in modular programs are responsible for attending

all days within their enrolled modules. For instance, if during a semester a student enrolls in the first 8-week module but not the 2nd, only the days in the 1st module count when determining the percentage of the semester completed.

The timing of a course drop in a modular program is crucial. If a student drops a course in a future module while still actively attending a current module, they are not considered withdrawn. However, their financial aid eligibility might be recalculated based on their new enrollment status (full-time, three-quarter time, half-time).

If a student stops attending a current module but intends to enroll in a later module within the same semester, they must inform the financial aid office in writing about their plans. This prevents them from being considered withdrawn. Without this written notification within the required timeframe, the student is considered withdrawn, triggering a return of funds calculation. However, if the student attends a later module in the same semester, even without notifying the financial aid office, any prior calculations based on the lack of notification will be reversed.

Exceptions:

- Students who complete all graduation requirements before the scheduled end date of the semester are not considered withdrawn.
- Students who complete modules comprising at least 49% of the semester's total days, or maintain at least half-time enrollment, are also not considered withdrawn.
- Never Attend – Clean Drop: All aid is cancelled and returned for students who never begin attendance in any class.
- Unofficial Withdrawals – All F's or I's If a Title IV financial aid recipient did not completely withdraw and fails to earn a passing grade in at least one class for the payment period, our office must determine if the student earned the non-passing grades. Once grades are finalized for a semester, the Registrar's Office will provide the Financial Aid Office with a list of students who fit this definition.
- Medical Withdrawal – Leave of Absence: If the enrollment is administratively cancelled for medical reasons; it is treated as a withdrawal using the withdrawal date provided by the Registrar's Office.
- Deceased Students: An e-mail is sent by the Vice President for University Experience and Student Success to the Director of Financial Aid when there is a student death. The withdrawal date used for the Return of Title IV calculation is no later than the date of the student's death.

Procedures

When with drawing, students complete a Change of Status form with their academic advisor, program director, or the Solution Center staff. The Associate Director of Financial Aid will then process R2T4 calculations for all students who have withdrawn fully from classes.

Deadlines and Due Dates

If a student or parent is required to provide additional documentation for the review of their financial aid eligibility or are wanting to request a change or revision to their awards, below are the final deadlines for each semester/year based on applicable aid program or type:

- Federal and Institutional Aid:
    - SAP Appeals (see section above)
    - By the census date (typically the 15th class day) of the semester/term
    - Late submissions will only be accepted in extreme circumstances.

    - The final deadline for all submissions is two weeks prior to the end of the term/semester.
- State Aid
    - VTAG Applications – September 15th
- Outside/External Funding:
    - Deadlines and due dates are dictated by the funding entity, students should contact these entities directly to confirm those dates.

For more detailed information, contact the Solutions Center at (434) 544-8228.

Military Students and Veterans Administration Education Benefits

Contact

Information about the administration of education assistance under the Veterans Administration may be obtained from the VA website: www. vba.va.gov. Students wishing to use their VA benefits at the University of Lynchburg may find further information on the University's Veterans webpage.

Contact the School Certifying Official (SCO) in the Office of the Registrar for further assistance by phone: 434-544-8223 or by email at veteransbenefits@lynchburg.edu.

The Associate Registrar and the Academic Records & Solutions Center Specialist are both designated as points of contact for covered individuals and the family of such individuals needing assistance with respect to academic counseling, financial counseling, disability counseling, and other information regarding completing a course of education at the University of Lynchburg.

Veterans Education Benefits at the University of Lynchburg

The University of Lynchburg is fully approved by the Commonwealth of Virginia to offer college level courses to applicants who qualify for veterans benefits. Veterans who have received specialized training through military service should present their credentials for review when they apply for admission to determine whether the training qualifies for college credit. Official military transcripts must be submitted to the Office of Admission for evaluation. Coursework recommended for academic college credit at the lower or upper-division level by the American Council of Education (ACE) will be considered for transfer provided that the coursework is applicable to the student's degree program.

Military coursework is not included in the transfer GPA, and transfer credit will not be awarded until after the student has enrolled at the University of Lynchburg. The Office of the Registrar will notify the student of any academic credit for prior training that has been applied to the student's academic record. With the certification of enrollment, the SCO will indicate to the VA that prior training was evaluated. The SCO will maintain a printed and electronic record of the student's previous education and training as well as any credit that was transferred.

Grievance Policy

The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for Virginia. The SAA Office investigates the complaints of GI Bill® beneficiaries. Most complaints should initially follow the standard school grievance policy for written complaints, listed in the Hornet Student Handbook. However, if the situation cannot be resolved at the school, the beneficiary should contact the SAA Office via email saa@dvs.virginia.gov.

Tuition Deferment for Students using Veterans Education Benefits

The University of Lynchburg tuition rates are standardized and are not affected by a student's home state, financial source, or education benefits. Any student participating in any educational program through the Department of Veterans Affairs (VA) may qualify for a deferment of tuition and fees after producing a copy of a Statement of Benefits or a Certificate of Eligibility. Interested students should contact the Office of the University Registrar for more information. Deferments are only granted prior to the tuition deadline for each semester, provided all past due debts are satisfied. The University of Lynchburg offers a deferment for students using Veteran Administration Education benefits, which extends the payment deadline for students whose veterans' benefits are not available by the tuition deadline. Generally, the deferment period extends the date of payment until 90 days after tuition and fees are certified by the institution or until funds become available, whichever comes first. Deferments are a separate program and should not be confused with other University payment arrangements. Such students will be permitted to enroll and attend courses as well as access all school facilities during the deferment period. Charges not covered by the VA must be paid by the tuition deadline to prevent penalty fees. Penalties will not be imposed on charges covered by the VA, but may be imposed on charges that are past due and not covered by the VA.

Military Leave of Absence

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

Reinstatement after a Military Leave of Absence

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

It is presumed that any graduate student will remain eligible to return to the same program of study. The student should contact the graduate program director prior to resuming studies. If the program of study is no longer available for any reason, the student should consult the graduate program director. All

requirements for a graduate degree must be completed within a specified number of years. Exceptions to these time limits must be approved by the graduate program director. Students whose graduate study is interrupted for military service will be granted an extension of time for the period of their military service, not to exceed five years.

Academic Programs

Program Coding Information

Each program has various codes underneath it. They are explained in the bullets below:

- **DIV Code:** This is the academic division/school in which the program resides: the School of Liberal Arts & Sciences (SLAS), the School of Medicine & Health Sciences (SMHS), or the School of Professional & Applied Sciences (SPAS).
- **PROG Code:** Each degree and stand alone certificate has a program (PROG) code. These are assigned at the point of Admission. PROG codes are set-up differently based on how the curriculum is designed. Some degrees have their concentrations embedded into the curriculum (ex: Special Education with Deaf and Hard of Hearing Emphasis, Master of Education), while other degrees have a common Core set of courses that all students take and then concentrations are added on (ex: Leadership Studies, Doctor of Education). Some programs don't have concentrations at all (ex: Physical Therapy, Doctorate).
- **SPEC Code:** What is usually referred to as a "concentration" has a wide range of terms in U.S. higher education. Some programs call these areas of emphasis, some call them foci, or some call them tracks. The database calls them specializations (SPEC). For programs that don't have their concentrations embedded (ex: Leadership Studies, Doctor of Education), their concentrations are added on via SPEC codes. These can be declared in the Registrar's Office post-matriculation.
- **CIP Code:** This is a code the US Department of Education uses to classify instructional programs (CIP). The government uses these codes to collect, report, and analyze data on programs of study, such as enrollment and completions. The codes also enable institutions to make comparisons to peer institutions, serve as a basis for STEM OPT eligibility for international students, and support career planning by linking education to occupations.
- **Academic Level Code:** Graduate programs are either coded as GR (graduate for master's level) or AG (advanced graduate for doctoral level).
- **Months to Completion:** This is a federally-required estimate of how many months the program will likely take a student to complete on time.
- **Total Hours:** This is the total number of credit hours needed to complete the program.
- **REQU Code:** This code can largely be ignored, except by the Registrar's Office staff. This helps RO staff know how to find a set of course requirements (REQU) in the degree audit/program evaluation tool.

Advanced Graduate Certificates

Addiction Medicine, Certificate

DIV Code: SMHS
PROG Code: ADDT.CG
CIP Code: 51.1501
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6

Total Hours: 12
REQU Code: ADDT.CG.26

About: The Addiction Medicine Advanced Graduate Certificate at the University of Lynchburg is ideal for healthcare professionals and leaders who want to advance their careers, expand their expertise, and make a meaningful impact in addiction medicine. Students will explore the foundations of addiction, including neurobiology, neurochemistry, pharmacology, nonpharmacologic interventions, and the social aspects of chemical and behavioral addictions. The program also focuses on innovative approaches, emerging trends, and practical strategies that students can apply immediately in their practice. Special attention is given to developing an inclusive mindset and strengthening your ability to engage effectively with diverse populations. Upon completing the certificate, graduates will be well-equipped for leadership roles in clinical practice or executive settings, ready to advocate for meaningful changes in addiction treatment and policies, and prepared to take your career to the next level.

Take the following required courses:

- PA 951/DEL 951: Overview of Addiction (3 hrs.)
- PA 952/DEL 952: Applied Clinical Psychopharmacology (3 hrs.)
- PA 953/DEL 953: Therapies in Addiction (3 hrs.)

Select one of the following:

- PA 921/DEL 921: Strategic Communication
- PA 954/DEL 954: Special Topics in Behavioral Medicine (3 hrs.)
- PA 955/DEL 955: Evidence-Based Psychotherapies and Leadership in Clinical Practice (3 hrs.)
- PA 958/DEL 958: Child and Adolescent Clinical Psychiatry
- PA 963/DEL 963: Obesity Medicine

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Artificial Intelligence in Healthcare, Certificate

DIV Code: SMHS
PROG Code: AIH.CG
CIP Code: 11.0102
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 9
REQU Code: AIH.CG.26

About: The AI in Healthcare Certificate is designed to allow clinically practicing clinicians the option to complete doctoral-level coursework to meet their professional development needs. The certificate includes nine (9) credit hours of online coursework focused on AI in healthcare.

Program Outcomes: Upon completion, students who complete the certificate will be able to:

- Understand and analyze key concepts, terminologies, and methodologies in artificial intelligence (AI) and machine learning (ML) as applied to healthcare.

- Identify and critically appraise ethical concerns related to bias, privacy, and patient consent in AI applications by examining regulatory guidelines (e.g., FDA, HIPAA, GDPR) for AI deployment in healthcare settings.
- Assess AI-driven advancements in precision medicine, genomics, and patient-specific treatment strategies.
- Translate and apply AI's role in remote patient monitoring, telemedicine, and digital health applications.
- Discuss and evaluate the challenges of AI adoption in clinical workflows and hospital management through evaluation of case studies on AI implementation in healthcare organizations.

Take these three courses:

- PA 995/DEL 995 AI in Healthcare (3 hrs.)
- PA 996/DEL 996 Precision Medicine with AI (3 hrs.)
- PA 997/DEL 997 Ethics and Regulation of AI in Healthcare (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Artificial Intelligence Strategy and Leadership, Certificate

DIV Code: SMHS
PROG Code: AISL.CG
CIP Code: 11.0102
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 9
REQU Code: AISL.CG.26

About: The Certificate in AI Strategy & Leadership prepares professionals to lead artificial intelligence initiatives that drive innovation, competitive advantage, and responsible organizational transformation. This interdisciplinary program examines the strategic, ethical, and operational dimensions of AI adoption across industries. Students explore how AI technologies including machine learning, generative AI, predictive analytics, and intelligent automation reshape business models, decision-making processes, workforce structures, and customer engagement. Emphasis is placed on strategic alignment, governance frameworks, risk management, regulatory considerations, data strategy, and ethical leadership in AI-enabled environments. Through case analysis and applied strategic projects, participants develop the ability to assess organizational readiness, evaluate AI investment opportunities, manage cross-functional implementation teams, and design responsible AI governance structures. The program equips leaders to translate technical capabilities into measurable organizational impact while balancing innovation with accountability. This certificate is designed for executives, managers, entrepreneurs, policymakers, and graduate students seeking to lead AI-driven transformation within complex organizations technologies.

Program Outcomes: Upon completion, students who complete the certificate will be able to:

- Evaluate and formulate organizational AI strategies that leverage emerging AI technologies to improve innovation, operational performance, and competitive advantage.

- Lead the responsible implementation and governance of AI systems by integrating ethical principles, regulatory requirements, risk management, and organizational change strategies into AI-enabled decision-making.

Take these three courses:
- PA 994/DEL 994 AI Leadership (3 hrs.)
- PA 998/DEL 998 AI Strategy and Organizational Implementation (3 hrs.)
- PA 997/DEL 997 Ethics and Regulation of AI (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Critical Care Medicine, Certificate

DIV Code: SMHS
PROG Code: CC.CG
CIP Code: 60.0907
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 12
REQU Code: CC.CG.25

About: The Critical Care Medicine Certificate at the University of Lynchburg equips students with high-level clinical skills and evidence-based strategies to manage the most acute and complex patient scenarios. Students explore diagnostic and therapeutic decision-making in the ICU, understand the pharmacological nuances of acute care, and tackle the evolving challenges of critical illness with confidence and clarity. This certificate is available through the University of Lynchburg Doctor of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Students must take the following:
- PA/DEL 947: Critical Care Medicine I (3 hrs.)
- PA/DEL 948: Critical Care Medicine II (3 hrs.)
- PA/DEL 949: Critical Care Medicine III (3 hrs.)
- PA/DEL 939: Acute Care Pharmacology (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Emergency and Disaster Management, Certificate

DIV Code: SMHS
PROG Code: EDMG.CG

CIP Code: 43.0302
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 10
REQU Code: EDMG.CG.26

About: In moments of crisis, healthcare professionals often become beacons of hope, confidence, and leadership. The Emergency & Disaster Management Certificate at the University of Lynchburg empowers students with the advanced knowledge and specialized skills needed to transform uncertainty into action, enabling graduates to lead decisively when it matters most. This dynamic program covers essential areas such as emergency medical response, disaster preparedness and management, and survival medicine in remote or challenging environments. Students gain the expertise to manage critical medical emergencies, develop and implement strategic disaster response plans, and employ vital survival skills that can mean the difference between life and death when resources are scarce. This certificate is available through the Doctor of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Students must take the following required courses:

- PA 930/DEL 930 Disaster Medicine (3 hrs.)
- PA 932/DEL 932 Emergency & Disaster Management Principles & Practice (3 hrs.)
- PA 934/DEL 934 Advanced Austere Medicine (3 hrs.)
- PA 989/DEL 989 Intensive Exercise - Disaster Response (in-person and additional fee requirement) (1 hr)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Emergency Medicine, Certificate
DIV Code: SMHS
PROG Code: EMER.CG
CIP Code: 61.0601
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 12
REQU Code: EMEG.CG.25

About: The Emergency Medicine Certificate at the University of Lynchburg empowers students with advanced, evidence-based clinical knowledge to respond swiftly and effectively when it matters most. Whether graduates are treating trauma, stabilizing acute conditions, or managing complex pharmacological regimens, this certificate sharpens their expertise and elevates their confidence in critical care environments. Through Lynchburg's program, students explore core emergency medicine principles, expand their pharmacology knowledge, and choose from a range of electives to tailor their learning to their clinical interests. This certificate is available through the University of Lynchburg Doctor

of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Students must complete the following:

- PA/DEL 936 Emergency Medicine I (3 hrs.)
- PA/DEL 937 Emergency Medicine II (3 hrs.)
- PA/DEL 939 Acute Care Pharmacology (3 hrs.)
- PA/DEL 9## Elective (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Executive Leadership, Certificate

DIV Code: SMHS
PROG Code: ELDR.CG
CIP Code: 52.0213
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 12
REQU Code: ELDR.CG.26

About: Designed for ambitious healthcare professionals ready to lead change, this certificate empowers students to drive organizational excellence, inspire high-performing teams, and effectively advocate for advancements within their profession and community. Gain in-depth expertise in critical leadership areas, including organizational dynamics, strategic decision-making, and effective management practices tailored specifically for the complexities of today's healthcare field. Students learn how to become a visionary leader, capable of influencing policies, enhancing patient outcomes, and navigating the evolving landscape of healthcare with confidence and clarity. This certificate positions graduates to rise to executive-level roles, confidently face leadership challenges, and shape the future of healthcare delivery. This certificate is available through the University of Lynchburg Doctor of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Students complete the following required courses:

- PA 906/DEL 906 Healthcare Finance (3 hrs.)
- PA 915/DEL 901 Healthcare Management (3 hrs.)
- PA 921/DEL 921 Strategic Communication (3 hrs.)
- PA 922/DEL 922 Corporate Compliance (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Extreme Medicine, Certificate

DIV Code: SMHS
PROG Code: EM.CG
CIP Code: 51.9999
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 10
REQU Code: EM.CG.26

About: The Extreme Medicine Certificate at the University of Lynchburg is built for clinicians who thrive in challenging environments, from remote jungles to disaster zones to outer space. Modern medicine doesn't stop where the road ends. Explore the limits of human physiology, survival strategies for austere conditions, and how to lead medical responses in the most extreme circumstances imaginable.
This program empowers students to deliver critical care where others can't. Students dive into the realities of providing advanced medical care without the support of traditional infrastructure, learning how to adapt clinical knowledge to unpredictable, resource-limited, and hazardous environments.
With this certificate, students can build the confidence and capabilities to think clearly, act decisively, and lead effectively when lives are on the line. This certificate is available through the University of Lynchburg Doctor of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Program Outcomes:
Upon completion, students who complete the Extreme Medicine certificate will be able to:

- Understand and differentiate between conventional clinical medicine and medical practice in extreme conditions, including applications in remote, austere, and high-risk environments;
- Analyze and critically appraise survival medicine techniques for prolonged field care in wilderness settings;
- Identify physiological and psychological effects of extreme conditions such as deep-sea diving, high-altitude trekking, and space travel; and
- develop strategies to prevent and manage medical emergencies during expeditions and long-duration missions.

Students must complete the following:

- PA 930/DEL 930 Disaster Medicine (3 hrs.)
- PA 931/DEL 931 Wilderness Medicine (3 hrs.)
- PA 934/DEL 934 Advanced Austere Medicine (3 hrs.)
- PA 989/DEL 989 Intensive Exercise (in-person and additional fee requirement) (1 hr.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Global Health Certificate

DIV Code: SMHS
PROG Code: GLHL.CG

CIP Code: 51.2210
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 10
REQU Code: GLHL.CG.26

About: The Global Health Certificate at the University of Lynchburg empowers healthcare professionals to navigate the complexities of healthcare delivery in diverse, resource-limited settings. Gain the expertise needed to improve quality of care, manage infectious and tropical diseases, and address critical social and behavioral health issues that affect global health outcomes. Designed for those committed to making a meaningful difference, this certificate will equip students with advanced knowledge and practical skills to lead healthcare initiatives for underserved communities, displaced populations, and international travelers. This certificate is available through the University of Lynchburg Doctor of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Students take the following required courses:

- DEL 940/PA 940 Global Health Issues (3 hrs.)
- DEL 941/PA 941 Clinical Issues in Infectious and Tropical Disease (3 hrs.)
- DEL 942/PA 942 Global Health Leadership (3 hrs.)
- DEL 989/PA 989 International Humanitarian Trip (in-person and additional fee requirement) (1 hr.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Healthcare Administration and Management, Certificate

DIV Code: SMHS
PROG Code: HCAM.CG
CIP Code: 51.0701
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 12
REQU Code: HCAM.CG.26

About: The Healthcare Administration and Management Certificate at the University of Lynchburg is for healthcare professionals looking to advance their careers and assume influential leadership positions in healthcare. This program equips students with advanced skills in organizational dynamics, strategic leadership, and healthcare management. Because healthcare is always evolving, it's crucial to have strong leaders who understand how to effectively manage and administer healthcare systems. This certificate helps students gain the skills to increase organizational effectiveness, create new and innovative solutions, and have a powerful, positive impact on patient care. Whether students want to be an executive, manage operations, or play a key role in administration, this program prepares them to

confidently lead and succeed in the fast-paced healthcare field. This certificate is available through the University of Lynchburg Doctor of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Students must complete the following courses:

- PA 910/DEL 900 Org Behavior & Leadership (3 hrs.)
- PA 915/DEL 901 Healthcare Management (3 hrs.)
- PA 920/DEL 920 Healthcare Administration (3 hrs.)
- PA 922/DEL 922 Corporate Compliance (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Healthcare Entrepreneurship, Certificate

DIV Code: SMHS
PROG Code: HE.CG
CIP Code: 51.0701
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 12
REQU Code: HE.CG.26

About: The Healthcare Entrepreneurship Advanced Graduate Certificate at the University of Lynchburg prepares healthcare professionals and aspiring innovators to design, evaluate, and implement sustainable healthcare ventures and system-level innovations within complex regulatory environments. This program integrates healthcare administration, compliance, legal frameworks, and entrepreneurial strategy to equip learners with the skills necessary to lead transformational change across clinical, organizational, and community settings. Delivered in a flexible, virtual asynchronous format, the certificate is designed for working professionals seeking to expand their expertise in healthcare innovation, venture development, and strategic leadership. Students explore opportunity identification, market and stakeholder analysis, reimbursement strategy, financial modeling, regulatory navigation, and ethical governance. Emphasis is placed on translating evidence-based insights into scalable, value-driven solutions that improve access, quality, and equity in healthcare delivery. Through applied coursework and executive-level project development, participants complete the program prepared to launch new healthcare ventures, lead initiatives within health systems, or advance into leadership roles requiring hybrid business and healthcare expertise. This certificate also serves as a stackable credential pathway for professionals seeking advanced graduate or doctoral study, reinforcing the University of Lynchburg's mission to inspire independent thinkers who become trustworthy, effective leaders shaping caring communities.

Students must complete the following required courses:

- PA/DEL 920 Healthcare Administration (3 hrs.)
- PA/DEL 922 Corporate Compliance (3 hrs.)
- PA/DEL 927 Healthcare Entrepreneurship (3 hrs.)

- PA/DEL 980 Legal Aspects of Healthcare Management (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Healthcare Law, Certificate
DIV Code: SMHS
PROG Code: HCL.CG
CIP Code: 22.0208
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 12
REQU Code: HCL.CG.26

About: The Healthcare Law Certificate at the University of Lynchburg equips students with a foundational understanding of health law, compliance, and legal risk management. Healthcare professionals today need more than just clinical skills, they also need to understand the laws and rules that affect their work. Through this program, students develop the legal literacy and critical thinking needed to make smart decisions with legal confidence. Students explore the legal aspects of healthcare management, healthcare compliance, and the strategic integration of legal thinking into decision-making. Students also develop skills in interpreting law, developing policies, and reducing legal liability in healthcare settings. This certificate is available through the University of Lynchburg Doctor of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Students must take the following courses:
- PA 921/DEL 921: Strategic Communication (3 hrs.)
- PA 950/DEL 905: Healthcare Law (3 hrs.)
- PA 970/DEL 970: Healthcare Compliance, Law, and Corporate Strategy (3 hrs.)
- PA 980/DEL 980: Legal Aspects of Healthcare Management (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Hospital Medicine, Certificate
DIV Code: SMHS
PROG Code: HM.CG
CIP Code: 51.1401
Academic Level Code: AG
Location: Fully Online
Months to Completion: 12
Total Hours: 12
REQU Code: HM.CG.25

About: The Hospital Medicine Certificate at the University of Lynchburg prepares students to lead with confidence and deliver expert care in today's fast-paced inpatient settings. Hospital medicine requires more than clinical knowledge, it demands collaborative leadership, swift clinical judgment, and a deep understanding of complex care environments. This certificate builds students' expertise in hospital-based practice, interdisciplinary care coordination, and acute care pharmacology. Students gain the skills to manage high-acuity patient populations, navigate hospital systems, and lead care teams to improve patient outcomes. This certificate is available through the University of Lynchburg Doctor of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Students must complete the following courses:

- PA/DEL 945 Hospital Medicine I (3 hrs)
- PA/DEL 946 Hospital Medicine II (3 hrs.)
- PA/DEL 938 Interdisciplinary Care Coordination (3 hrs.)
- PA/DEL 939 Acute Care Pharmacology (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Humanitarian Medicine, Certificate

DIV Code: SMHS
PROG Code: HUM.CG
CIP Code: 51.3204
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 10
REQU: HUM.CG.26

About: The Humanitarian Medicine Certificate at the University of Lynchburg is designed for those committed to delivering care in some of the most challenging environments in the world. Healthcare professionals like you can play a critical role in alleviating suffering and restoring hope in war zones, refugee camps, disaster-stricken regions, and underserved rural areas. This certificate empowers students with the specialized knowledge and ethical framework needed to respond effectively to global crises, from pandemics and natural disasters to armed conflicts and systemic health inequities. Through a curriculum grounded in global health, infectious disease, and humanitarian response, students gain the skills to lead health initiatives and provide culturally competent care in high-stakes situations. This certificate is available through the University of Lynchburg Doctor of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Program Outcomes:
Upon completion, students who complete the Humanitarian Medicine certificate will be able to:

- Understand and develop response strategies for natural disasters, pandemics, and armed conflicts affecting civilian populations;
- Define, analyze and critically appraise principles and scope of humanitarian medicine in disaster relief, conflict zones, and underserved populations; and
- Understand and navigate international humanitarian laws and medical ethics in providing care under extreme conditions

Students must complete the following required courses:
- PA/DEL 941 Clinical Issues in Infectious and Tropical Disease (3 hrs.)
- PA/DEL 942 Global Health Leadership (3 hrs.)
- PA/DEL 943 Humanitarian Medicine (3 hrs.)
- PA/DEL 989 International Humanitarian Trip (in-person and additional fee requirement) (1 hr)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Medical Education, Certificate
DIV Code: SMHS
PROG Code: MEED.CG
CIP Code: 51.3202
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 9
REQU Code: MEED.CG.25

About: This advanced graduate certificate in Medical Education is crafted for healthcare professionals eager to deepen their educational expertise, enhance teaching effectiveness, and lead transformative change within medical and health professions' education programs. Through advanced doctoral-level coursework, students explore cutting-edge instructional strategies, curriculum design and innovation, comprehensive program development, effective assessment and evaluation techniques, and dynamic integration of technology into teaching and learning environments. This program empowers students to confidently address educational challenges, implement evidence-based solutions, and inspire the next generation of healthcare providers. Whether a clinician passionate about teaching or an experienced educator looking to refine their skills and leadership potential, the Medical Education Certificate will equip students to excel, innovate, and advance in their career. This certificate is available through the University of Lynchburg Doctor of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Students complete the following two required courses:
- PA 990/DEL 990: Teaching & Learning in PA Education (3 hrs)
- PA 991/DEL 991: PA Program Dev., Imple., and Maint. (3 hrs.)

Students choose one course from the following:
- PA 992/DEL 992: PA Program Evaluation & Improvement (3 hrs.)

- PA 993/DEL 993: Artificial Intelligence in Medical Education (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Medical Science Liaison & Medical Affairs, Certificate

DIV Code: SMHS
PROG Code: MSL.CG
CIP Code: 51.3204
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 12
REQU Code: MSL.CG.26

About: The Medical Science Liaison & Medical Affairs Certificate at the University of Lynchburg prepares students to step confidently into high-impact roles in medical affairs, compliance, and strategic communications. Graduates meet the growing demand for highly skilled professionals who can bridge the gap between clinical knowledge and industry application in the pharmaceutical and biotech industries. Students gain insight into clinical trial design and FDA submission processes, refine their ability to communicate complex clinical and compliance information with diverse stakeholders, and develop practical strategies to assess and reduce risk. Students also learn to interpret pharmaceutical research and translate trial data into meaningful, real-world decisions for healthcare delivery and drug development. This certificate is available through the University of Lynchburg Doctor of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Program Outcomes:
Upon completion, students who complete the Medical Science Liaison and Medical Affairs Certificate will be able to:

- Identify, analyze, and prioritize compliance risks and develop mitigation strategies aligned with organizational goals.
- Communicate effectively with stakeholders, including boards, regulators, and employees, about clinical and compliance-related matters.
- Understand the various phases of clinical trial design and FDA submission processes.
- Translate pharmaceutical trial data into actionable insights by identifying biases, confounding factors, and real-world applicability to inform evidence-based practice and regulatory considerations.

Students must complete the following:

- PA 921/DEL 921 Strategic Communications (3 hrs.)
- PA 922/DEL 922 Corporate Compliance (3 hrs.)
- PA 923/DEL 923 Introduction to the Pharmaceutical Industry (3 hrs.)
- PA 924/DEL 924 Special Topics in Pharmacology (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Obesity Medicine, Certificate

DIV Code: SMHS
PROG Code: OM.CG
CIP Code: 60.0516
Academic Level Code: AG
Location: Fully Online
Months to Completion: 12
Total Hours: 12
REQU Code: OM.CG.25

About: The Obesity Medicine Certificate at the University of Lynchburg empowers students to make a lasting impact on one of the greatest health challenges of our time. This certificate equips students with the advanced knowledge and practical tools needed to address obesity and its many comorbidities from a comprehensive medical perspective. Through in-depth coursework on nutrition, pharmacology, and specialized obesity medicine, students learn to develop treatment plans that go beyond symptom management. This certificate is available through the University of Lynchburg Doctor of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Students must take the following required courses:

- PA 924/DEL 924 Special Topics in Pharmacology (3 hrs.)
- PA 963/DEL 963 Obesity Medicine (3 hrs.)
- PA 985/DEL 985 Foundations in Nutrition (3 hrs.)

Students must choose one from the following:

- PA 921/DEL 921 Strategic Communications (3 hrs.)
- PA 961/DEL 961 Aesthetic Medicine (3 hrs.)
- PA 962/DEL 962 Leadership in Lifestyle Medicine (3 hrs.)
- PA 964/DEL 964 Sexual Health (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Psychiatry, Certificate

DIV Code: SMHS
PROG Code: PSYC.CG
CIP Code: 51.2212
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 12

REQU Code: PSYC.CG.26

About: The Psychiatry Advanced Graduate Certificate program at the University of Lynchburg empowers healthcare professionals to advance their careers and deepen their expertise in mental health, psychiatry, and behavioral medicine. This certificate delivers comprehensive, doctoral-level education designed to elevate your professional skills and broaden your clinical knowledge. Explore essential topics including neurobiology, neurochemistry, psychopharmacology, evidence-based nonpharmacologic treatments, and the complex psychosocial factors influencing mental health and addiction. The program emphasizes cultural competence, equipping you with the skills to provide compassionate, effective, and inclusive care to diverse patient populations.

Students must take the following required courses:

- PA/DEL 952 Applied Clinical Psychopharmacology (3 hrs.)
- PA/DEL 956 Adult Clinical Psychiatry I (3 hrs.)
- PA/DEL 957 Adult Clinical Psychiatry II (3 hrs.)

Students must take one of the following courses:

- PA/DEL 955 Evidence-Based Psychotherapies and Leadership in Clinical Practice (3 hrs.)
- PA/DEL 958 Child and Adolescent Clinical Psychiatry (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Public Health, Certificate
DIV Code: SMHS
PROG Code: PUBH.CG
CIP Code: 51.2201
Academic Level Code: AG
Location: Fully Online
Months to Completion: 6
Total Hours: 12
REQU Code: PUBH.CG.26

About: The Public Health Certificate at the University of Lynchburg equips students with the tools to navigate today's most pressing community health challenges. Public health knowledge is essential for clinical leaders as healthcare becomes more integrated with community wellness and global health concerns. This program focuses on key public health competencies, including epidemiology and biostatistics, the historical foundations of public health, and contemporary topics such as health policy, health equity, and population-based prevention strategies. This certificate is available through the University of Lynchburg Doctor of Medical Science (DMSc) or Doctor of Executive Leadership (DEL) programs. It serves as an excellent introduction to these doctoral programs or can complement and expand students' current or previous doctoral studies.

Students must take the following required courses:

- PA/DEL 908 Epidemiology (3 hrs.)
- PA 909 Biostatistics (3 hrs)

- PA/DEL 917 Public Health Needs Assessment & Planning (3 hrs.)
- PA/DEL 918 Public Health Implementation & Evaluation (3 hrs.)

For those enrolling in a certificate program who have not previously completed the University of Lynchburg Doctor of Medical Science or Doctor of Executive Leadership program (including PA 960 or DEL 933), an additional 1 credit doctoral writing course called PA 959/DEL 959 *Introduction to Medical Writing* is required.

Graduate Certificates

Applied Project Management, Certificate

DIV Code: SPAS
PROG Code: APM.CG
CIP Code: 52.0211
Academic Level Code: GR
Location: Fully Online
Months to Completion: 6
Total Hours: 12
REQU Code: APM.CG.25

About: The University of Lynchburg's Applied Project Management Certificate program is designed for professionals who wish to develop expertise in project management. Students learn the fundamentals of project management, risk management, project leadership, communication, and team leadership. The certificate qualifies its recipient to sit for the Project Management Institute (PMI) Certified Associate in Project Management (CAPM) certification.

Program Outcomes:
Students will be able to:

- Develop a comprehensive project management plan as defined by the Project Management Institute.
- Use technology to facilitate communication and stakeholder involvement.

Students must take the following required courses:

- MPM 610 Introduction to Project Management (3 hrs.)
- MPM 620 Project Components: Schedule, Cost and Scope (3 hrs.)
- MPM 630 Project Risk Management (3 hrs.)
- MPM 640 Project Management Leadership and Team Management (3 hrs.)

Advanced Counseling, Certificate

DIV Code: SMHS
PROG Code: ACC.CG
CIP Code: 42.2803
Academic Level Code: GR
Months to Completion: 12
Total Hours: 12
REQU Code: ACC.CG.25

About: The graduate certificate program provides an opportunity to complete advanced graduate work in counseling leading to potential eligibility for status as a Licensed Professional Counselor (LPC). Courses can be selected to meet individual professional development goals. Clinical courses (practicum and internship) are not available as part of the Advanced Counseling Certificate. The faculty advisor works with prospective students to design an appropriate course sequence.

Program Learning Objectives:

- To aid counselors in completing coursework required for LPC licensure in Virginia.
- To develop a specialization in the field of counseling that will be readily applicable to agency and private practice settings.
- To enhance understanding of the multifaceted challenges that counselors face when working in therapy with individuals and families.

The specific courses to be taken can be selected from graduate level counseling courses with guidance from the faculty advisor. Prospective students should consult this catalog for a comprehensive list of courses available, after which determination will be made which 12 credits best complement an individual's prior training and professional goals. Course options include:

- COUN 640 Abnormal Behavior (3 hrs.)
- COUN 645 Substance Use Counseling, Diagnosis, and Treatment of Addictive Disorders (3 hrs.)
- COUN 661 Sexuality in Counseling (3 hrs.)
- COUN 662 LGBT Considerations in Counseling (3 hrs.)
- COUN 669 Special Topics in Counseling (3 hrs.)
- COUN 683 Dynamics of Play Therapy (3 hrs.)
- COUN 695 Independent Study (3 hrs.)

Career and Technical Education - Transition & Special Needs Add-On Endorsement, Certificate

DIV Code: SPAS
PROG Code: CTE.TSE.CS
CIP Code: 13.1001
Academic Level Code: GR
Location: Fully Online
Months to Completion: 12
Total Hours: 12-15
REQU: CTE.TSE.CS.25

About: This 100% online graduate certificate program is designed for licensed teachers who seek an add on endorsement in Career and Technical Education (CTE) - Transition & Special Needs. To be eligible for this endorsement, applicants must hold an active license with a teaching endorsement issued by the Virginia Board of Education.

Students must take the following:

- *SPED 600 Foundations and Legal Aspects of Special Education (3 hrs.)
- SPED 601 Designing and Implementing Individualized Education Programs (3 hrs.)
- SPED 666 Adapted Instructional Methods and Strategies (3 hrs.)
- SPED 635 Transitioning to Adult Life (3 hrs.)

*Completion of this course allows candidates to apply for a Provisional License in Special Education in

VA.

Students have the option of adding an internship. Candidates may elect to waive the internship if they have one year of full-time or the equivalent of relevant occupational experience within the past five years.

- SPED 698 Internship in Special Education (3 hrs.)

Gifted Education Add-On Endorsement, Certificate

DIV Code: SPAS
PROG Code: GIFT.CS w/ REQU Code: GIFT.CS.25, when used as stand-alone cert.
SPEC Code: GIFT w/ REQU Code: GIFT.SPEC.25, when used as a stackable
CIP Code: 13.9999
Academic Level Code: GR
Location: Fully Online
Months to Completion: 12
Total Hours: 12-15

About: This 100% online graduate certificate program is designed for licensed teachers who seek an add-on endorsement in Gifted Education. In this coursework, candidates will delve into the unique characteristics, needs, and potential of gifted learners and develop the skills to create challenging, engaging, and differentiated learning experiences. To be eligible for the Gifted Education Add-On Endorsement, applicants must hold an active teaching license.

Program Outcomes:
Students will be able to:

- Synthesize contemporary research and best practices to engineer differentiated, inquiry-based learning environments that challenge gifted learners through accelerated pacing, complex problem-solving, and creative thinking.
- Leverage a variety of assessment strategies to identify and monitor gifted/talent development in order to target interventions that support the unique social, emotional, and academic growth of diverse learners.
- Lead strategic partnerships with families, educators, and other stakeholders to identify resources, champion equitable practices, and advocate for policies that advance gifted education

Students must take the following courses:

- EDCI 640 Introduction to and Identification of Gifted Learners (3 hrs.)
- EDCI 641 Special Populations of Gifted Learners (3 hrs.)
- EDCI 642 Curriculum, Strategies, and Programming for Gifted Learners (3 hrs.)
- EDCI 643 Social and Emotional Development and Guidance of Gifted Learners (3 hrs.)
- *EDCI 644 Practicum in Gifted Education (3 hrs.)

*Candidates may elect to waive the practicum in gifted education if they have one year of successful, full-time teaching experience with gifted students in a public or an accredited nonpublic school, provided the teacher is assigned a mentor holding a valid license with an endorsement in gifted education.

Instructional Design and Technology, Certificate

DIV Code: SPAS
PROG Code: IDT.ISL.CGR w/ REQU IDT.ISL.CGR.25 when used as stand-alone cert.

Location: Fully Online
SPEC Code: IDT w/ REQU IDT.SPEC.25 when used as stackable
CIP Code: 13.0501
Academic Level Code: GR
Months to Completion: 10
Total Hours: 12

About: This is an instructional design and technology certificate, which can be stand alone or used as an add-on to a master's degree.

Take the following required courses:

- EDCI 620 Introduction to Educational Technology (3 hrs.)
- EDCI 621 Advanced AI Techniques for Modern Instructional Design (3 hrs.)
- EDCI 623 Design and Management of Online Learning (3 hrs.)
- EDCI 630 Instructional Design (3 hrs.)

Nonprofit Management, Certificate

DIV Code: SPAS
PROG Code: NPMG.CG
CIP Code: 52.0206
Academic Level Code: GR
Location: Fully Online
Months to Completion: 6
Total Hours: 9
REQU Code: NPMG.CG.23

About: The Graduate Certificate in Nonprofit Management is designed for individuals who wish to increase their skill and understanding in managing and leading nonprofit organizations. This certificate consists of three courses designed to teach professionals how to lead their organizations in order to accomplish organizational goals and missions. This certificate integrates state-of-the-art theory and practice.

Program Outcomes:
At the end of this certificate program individuals will be able to:

- Identify and practice leadership skills and behaviors necessary for effective nonprofit management.
- Determine effective board management policies and procedures
- Identify current issues in staff management
- Understand nonprofit budgets financial statements
- Analyze the 990 nonprofit tax form for financial efficacy

Students must take the following required courses:

- EDLS 690 Principles of Leadership (3 hrs.)
- LS 608 Nonprofit Finance (3 hrs.)
- LS 614 Leading Boards and Staff (3 hrs.)

Nonprofit Marketing and Fundraising, Certificate

DIV Code: SPAS

PROG Code: NPMF.CG
CIP Code: 52.1499
Academic Level Code: GR
Location: Fully Online
Months to Completion: 6
Total Hours: 9
REQU Code: NPMF.CG.23

About: The Certificate in Nonprofit Marketing and Fundraising is designed for individuals who wish to increase their skill and understanding in strategic nonprofit marketing and fundraising. This certificate consists of three courses designed to teach professionals how to lead their organizations in order to accomplish organizational goals and missions. This certificate integrates state-of-the-art theory and practice.

Program Outcomes:
At the end of this graduate certificate program, individuals will be able to:

- Create crisis communication plans
- Analyze social media plans
- Increase conflict management skills
- Market their nonprofit through social media
- Have a thorough understanding of the grant writing and fundraising processes

Students must take the following required courses:

- LS 604 Strategic Communications and Public Relations (3 hrs.)
- LS 612 Leading in a Digital Environment (3 hrs.)
- LS 616 Fundraising and Grant Writing (3 hrs.)

Reading Specialist Endorsement/Literacy Studies, Certificate

DIV Code: SPAS
PROG Code: LSC.CG w/ REQU LSC.CG.25 when used as a stand-alone cert.
SPEC Code: RDNS w/ REQU RDNS.SPEC.25 when used as stackable
CIP Code: 13.1305
Academic Level Code: GR
Months to Completion: 6
Total Hours: 21

About: This program provides students with a sequence of courses to enhance their ability to teach reading and writing in Grades K-12. It is designed for students who have previously earned a master's degree and wish to pursue state certification as a K-12 Reading Specialist. Students will complete the following courses and be expected to take the reading specialist assessment specified by the Virginia Board of Education.

Program Outcomes:
Students who complete the program will:

- Articulate a comprehensive understanding of current research, issues, and trends in the science of reading and the science of special education;
- Demonstrate mastery of an evidence-based, structured literacy instructional approach that includes explicit, systematic, sequential, and cumulative instruction;

- Select and use appropriate reading assessments to for diagnosis, progress monitoring and to inform planning for acceleration, intervention, remediation, and differentiation;
- Demonstrate expertise in strategies for speaking, listening, and media literacy with specific attention to an expertise in developing students' phonological awareness skills;
- Demonstrate expertise in explicit, systematic phonics and skills for developing vocabulary and reading comprehension;
- Demonstrate expertise in the knowledge, skills, and process for teaching writing and systematic spelling instruction;
- Use technology that enable learners to comprehend texts and support the readers' learners' efforts to construct meaning from the text, write, and research; and
- Demonstrate skills needed for leadership and coaching based on current research and exemplary practices in English and reading.

Students must take the following courses:

- RDNG 625 Survey of Effective Reading Methods (3 hrs.)
- RDNG 640 Strategies for Teaching Phonics, Spelling, and Vocabulary (3 hrs.)
- RDNG 643 Teaching Writing (3 hrs.)
- RDNG 672 Reading and Study Skills in the Content Area (3 hrs.)
- RDNG 680 The Organization and Supervision of Reading Programs (3 hrs.)
- RDNG 690 Assessment, Diagnosis, and Remediation of Reading Problems (3 hrs.)
- RDNG 691 Assessment and Diagnosis Practicum (3 hrs.)

School Administration and Supervision/Inclusive School Leadership, Certificate

DIV Code: SPAS
PROG Code: ADSP.CG w/ REQU ADSP.CG.24 when used as stand-alone cert.
Location: Fully Online
SPEC Code: ADSP w/ REQU ADSP.SPEC.24 when used as stackable
CIP Code: 13.0401
Academic Level Code: GR
Months to Completion: 12
Total Hours: 21

About: This program is designed for students who have previously earned a master's degree and wish to pursue state certification as a K-12 school administrator. Students will complete the following courses and be expected to take the School Leader Licensure Assessment (SLLA) or the North Carolina Principal Portfolio Assessment (NCPPA) at the conclusion of the program.

Students must take the following:

- EDLS 603 Educational Policy and Law (3 hrs.)
- EDLS 613 Leadership in School Finance (3 hrs.)
- EDCI 610 Advanced Curriculum Development (3 hrs.)
- EDLS 623 Supervising and Supporting Personnel (3 hrs.)
- EDLS 643 The Principalship (3 hrs.)
- EDLS 646 Improving the School Structure and Climate (3 hrs.)
- *EDLS 699 School Leadership Internship (1 hr., taken 3 times to earn 120 hours of experience)

Special Education - General Curriculum Elementary K-6 Add On Endorsement, Certificate

DIV Code: SPAS

PROG Code: SPEDK6.CS w/ REQU SPEDK6.CS.25, when used as stand-alone cert.
Location: Fully Online
SPEC: SPK6 w/ REQU SPK6.25, when used as stackable
CIP Code: 13.1001
Academic Level Code: GR
Months to Completion: 12
Total Hours: 15-18

About: This graduate certificate program is designed for teachers licensed in elementary education who seek an add-on endorsement in Special Education – General Curriculum Elementary Education (K-6). To be eligible for the Special Education – General Curriculum Elementary Education (K-6) Add-On Endorsement, applicants must hold an active teaching license in Elementary Education.

Students must take the following courses:

- *SPED 600 Foundations and Legal Aspects of Special Education (3 hrs.)
- SPED 601 Designing and Implementing Individualized Education Programs (3 hrs.)
- SPED 616 Assessment and Evaluation (3 hrs.)
- SPED 645 Instructional Strategies in Mathematics and Science (3 hrs.)
- RDNG 625 Survey of Effective Reading Methods (3 hrs.)
- **SPED 696 Internship in Special Education - General Curriculum (3 hrs.)

*Completion of this course allows candidates to apply for a Provisional License in Special Education in VA.

**Candidates may elect to waive the internship in special education if they have one year of successful, full-time teaching experience with students with disabilities accessing the general curriculum in a public or an accredited nonpublic school, provided the teacher is assigned a mentor holding a valid license with an endorsement in special education.

Special Education - General Curriculum Secondary 6-12 Add On Endorsement, Certificate

DIV Code: SPAS
PROG Code: SPED612.CS w/ REQU SPED612.CS, when used as stand-alone cert.
SPEC Code: SP612 w/ REQU SP612.25, when used as stackable
CIP Code: 13.1001
Academic Level Code: GR
Months to Completion: 12
Total Hours: 15-18

About: This graduate certificate program is designed for licensed teachers who seek an add-on endorsement in Special Education – General Curriculum Secondary Education (6-12). To be eligible for this endorsement, applicants must hold an active teaching license in one of the following endorsement areas: (a) Middle Grades Education with endorsement(s) in English, history and social sciences, mathematics, or science, or (b) Secondary Grades Education with endorsement(s) in English, history and social sciences, mathematics, biology, chemistry, Earth science, or physics. The Special Education General Curriculum Add-on Endorsement only applies to the grade band of the initial license (e.g., Secondary Education).

Students must take the following courses:

- *SPED 600 Foundations and Legal Aspects of Special Education (3 hrs.)
- SPED 601 Designing and Implementing Individualized Education Programs (3 hrs.)
- SPED 645 Instructional Strategies in Mathematics and Science (3 hrs.)
- RDNG 625 Survey of Effective Reading Methods (3 hrs.)
- SPED 635 Transitioning to Adult Life (3 hrs.)
- **SPED 696 Internship in Special Education - General Curriculum (3 hrs.)

*Completion of this course allows candidates to apply for a Provisional License in Special Education in VA.

**Candidates may elect to waive the internship in special education if they have one year of successful, full-time teaching experience with students with disabilities accessing the general curriculum in a public or an accredited nonpublic school, provided the teacher is assigned a mentor holding a valid license with an endorsement in special education.

Master's Degrees

Athletic and Coaching Education, Master of Science

DIV Code: SPAS
PROG Code: ACE.MS
CIP Code: 13.1314
Academic Level Code: GR
Location: Fully Online
Months to Completion: 12
Total Hours: 36
REQU Code: ACE.MS.24

About: The Master of Science in Athletic Coaching Education program is designed to enhance the coaching skills of professionals by focusing on areas directly impacting athletic performance. The curriculum is structured around national standards for sports coaches, emphasizing the primary functions and key responsibilities required in the profession. Graduates of this program will be well-equipped with the technical, leadership, and ethical skills necessary for long-term success in the field of athletic coaching.

Program Learning Outcomes:

- Understand and apply coaching philosophies: Students should be able to articulate different coaching philosophies, analyze their implications for practice, and select appropriate approaches based on specific coaching contexts.
- Develop effective communication skills: Coaches should be able to utilize effective communication techniques to motivate, inspire, and guide athletes. This includes active listening, providing constructive feedback, and adapting communication styles to meet diverse needs.
- Apply leadership principles: Coaches should understand various leadership styles and their impact on team dynamics. They should be able to adapt their leadership approach to different situations and foster a positive and supportive team culture.
- Understand athlete development: Coaches should have a solid understanding of athlete development principles, including long-term athlete development (LTAD) models. They should be

able to create individualized training programs that support athletes' physical, mental, and social development.
- Address ethical considerations: Coaches should be aware of ethical issues in coaching and be able to make informed decisions based on ethical principles. This includes respecting athletes' rights, maintaining confidentiality, and promoting fair play.

Students must take the following required courses:
- ACE 600 Coaching Practicum (3 hrs.)
- ACE 601 Coaching Foundations (3 hrs.)
- ACE 602 Evaluation in Sport (3 hrs.)
- ACE 603 Coaching Theories and Principles (3 hrs.)
- ACE 604 Conditioning and Safety Principles for Sport (3 hrs.)
- ACE 605 Teaching and Communication in Sport (3 hrs.)
- ACE 606 Advanced Coaching Practicum (3 hrs.)
- ACE 607 Coaching Psychology (3 hrs.)
- EDHD 602 Human Development (3 hrs.)
- MBA 602 Organizational Behavior and Management (3 hrs.)
- SPMG 650 Legal Issues in Sports (3 hrs.)
- SPMG 620 Sociocultural Element of Sport (3 hrs.)

Athletic Training, Master of Science

DIV Code: SMHS
PROG Code: ATHL.MSAT
CIP Code: 51.0913
Academic Level Code: GR
Location: Hybrid
Months to Completion: 24
Total Hours: 66
REQU Code: ATHL.MSAT.25

About: The Master of Science in Athletic Training program is designed for students who have graduated from baccalaureate programs (not including CAATE-accredited undergraduate athletic training programs) and who aspire to be athletic trainers. This degree combines didactic and clinical education to allow students to apply theoretical and practical athletic training knowledge in professional work settings. Students will engage in clinical educational experiences that will prepare them to pass the Board of Certification (BOC) Examination, which, in turn, will allow them to serve as entry-level certified athletic trainers. In addition, the program is designed to give students a foundation in evidence-based medicine through exposure to research design and while studying research methods.

Students must take the following required courses:
- AT 600 Care and Prevention in Athletic Training (3 hrs.)
- AT 605 Human Gross Anatomy (6 hrs.)
- AT 610 Evidence Based Practice (3 hrs.)
- AT 620 Research Methods and Design (3 hrs.)
- AT 625 Orthopedic Examination Techniques (4 hrs.)
- AT 626 Orthopedic Examination Techniques II (4 hrs.)
- AT 627 Evaluation and Treatment of the Spine (2 hrs.)
- AT 630 General Medical Conditions and Pharmacology (3 hrs.)

- AT 635 Advanced Athletic Training Skills (3 hrs.)
- AT 650 Therapeutic Intervention I (4 hrs.)
- AT 651 Therapeutic Intervention II (4 hrs.)
- AT 660 Psychosocial Intervention (3 hrs.)
- AT 670 Advanced Exercise Physiology (3 hrs.)
- AT 675 Sports and Exercise Nutrition (3 hrs.)
- AT 680 Athletic Training Administration and Organization (2 hrs.)
- AT 690 Professional Development in Athletic Training (3 hrs.)
- AT 693 Research Project (2 hrs.)

Students must take the following Clinical Education courses:

- AT 640 Clinical Education I (3 hrs.)
- AT 642 Clinical Education II (3 hrs.)
- AT 644 Clinical Education III (1 hr.)
- AT 646 Clinical Education IV (3 hrs.)
- AT 648 Clinical Immersion V (4 hrs.)

Students may take an optional elective course:

- AT 665 CPR and First Aid Instructor Training (1 hr.)

Build Your Own/Stackable Credentials, Master of Education

DIV Code: SPAS

About: Students can unlock their potential and advance their career with the innovative Build-Your-Own/Stackable Master of Education (MEd) program at the University of Lynchburg. Designed specifically for educators and working professionals, this flexible and stackable degree option allows students to tailor their coursework to match their career goals. Prepare to lead with confidence, vision, and purpose while championing academic excellence. This stackable certification model uniquely positions students for career growth by allowing students to earn multiple credentials recognized by schools and districts in Virginia, as well as many other states because Virginia has reciprocity with 40+ states. Each stackable is strategically designed to enhance students' leadership capacity, increase their professional marketability, and expand their opportunities across various educational settings.

Students choose a main program at the time of Admission and then are able to stack, according to the options below. Stackables must be declared in the Registrar's Office.

Main Program with PROG Codes	Stackable Option with SPEC Codes
Master of Education in Inclusive School Leadership (PROG Code: ISL.MED)	• Gifted Education Add-On Endorsement (SPEC Code: GIFT) • Instructional Design and Technology Certificate (SPEC Code: IDT) • Reading Specialist Endorsement/Literacy Studies (SPEC Code: RDNS) • School Administration and Supervision Certificate (SPEC Code: ADSP) • Special Education General Curriculum Elementary K-6 Add-On Endorsement (SPEC

	Code: SPK6) ● Special Education General Curriculum Secondary 6-12 Add-On Endorsement (SPEC Code: SP612)
Master of Education in the Science of Reading (PROG Code: RDSE.MED), with emphasis in Gifted Education (SPEC Code: RDGE) or Special Education (SPEC Code: RDSP)	● Gifted Education Add-On Endorsement (SPEC Code: GIFT) ● Reading Specialist Endorsement/Literacy Studies (SPEC Code: RDNS) ● Special Education General Curriculum Elementary K-6 Add-On Endorsement (SPEC Code: SPK6) ● Special Education General Curriculum Secondary 6-12 Add-On Endorsement (SPEC Code: SP612)
Master of Education in Literacy Leadership (PROG Code: LTLD.MED)	● Reading Specialist Endorsement/Literacy Studies (SPEC Code: RDNS) ● School Administration and Supervision Certificate (SPEC Code: ADSP)
Master of Education in Special & Gifted Education Twice-Exceptional (2e) Learners (PROG Code: SPGT.MED)	● Gifted Education Add-On Endorsement (SPEC Code: GIFT) ● Special Education General Curriculum Elementary K-6 Add-On Endorsement (SPEC Code: SPK6) ● Special Education General Curriculum Secondary 6-12 Add-On Endorsement (SPEC Code: SP612)
Master of Education in Specialized Instructional Design (PROG Code: SID.MED)	● Gifted Education Add-On Endorsement (SPEC Code: GIFT) ● Reading Specialist Endorsement/Literacy Studies (SPEC Code: RDNS) ● Special Education General Curriculum Elementary K-6 Add-On Endorsement (SPEC Code: SPK6) ● Special Education General Curriculum Secondary 6-12 Add-On Endorsement (SPEC Code: SP612)

Business Administration - General Emphasis, Masters
DIV Code: SPAS
PROG: GBAD.MBA
CIP Code: 52.0201
Academic Level Code: GR
Location: Fully Online
Months to Completion: 12
Total Hours: 36
REQU: GBAD.MBA.23

About: To prepare students for the challenges of the twenty-first century, the MBA curriculum offers in-depth knowledge of the business core — accounting, finance, marketing, management, management information technology, and operations management — and integrates important competencies of ethics, leadership, globalization, communication, and information technology. Substantive, integrative knowledge and competencies in these areas will prepare graduates of the University of Lynchburg MBA program to meet the challenges of a changing world.

Program Outcomes:
At the end of the program, MBA students will:

- Goal 1: Collaboratively diagnose and analyze organizational problems using a business process model to formulate strategies for continuous improvement.
    - Objective 1: Through use of a business process model and creative and critical thinking skills, students will analyze case studies and real organizational problems that involve the functional integration of organizational behavior, managerial accounting, marketing management, managerial economics, managerial finance, and operations management.
    - Objective 2: Using case studies and projects, students will analyze the influence of political, social, legal, and environmental issues to formulate strategies that solve organizational problems and assess their performance.
    - Objective 3: Using case studies and projects, students will evaluate global, cultural, leadership, and ethical issues that managers face when making strategic decisions and solving organizational problems.
    - Objective 4: Using team process skills, students will work together to make effective decisions and solve problems and to incorporate divergent points of view into their analysis and conclusions.
- Goal 2: Use information technology to make complex business decisions.
    - Objective 1: Students will use information technology and complex quantitative methodologies and tools to analyze data for the support of managerial decisions.
    - Objective 2: Students will leverage technology to overcome business challenges and opportunities.
- Goal 3: Effectively communicate technical material and analysis to different professional constituencies.
    - Objective 1: Students will recognize their professional audience and target their written and oral reports accordingly.
    - Objective 2: Students will write professional-quality reports and memos that synthesize, apply, and present business concepts that reflect a graduate level under- standing of the materials.

Students must take the following required courses:

- MBA 601 Human Resources Management (3 hrs.)
- MBA 602 Organizational Behavior and Management (3 hrs.)
- *MBA 603 Advanced Business Principles I (3 hrs.)
- *MBA 604 Advanced Business Principles II (3 hrs.)
- MBA 607 Managerial Accounting (3 hrs.)
- MBA 608 Managerial Economics (3 hrs.)
- MBA 609 Marketing Management (3 hrs.)
- MBA 611 Managerial Finance (3 hrs.)
- MBA 651 Production and Operations Management (3 hrs.)
- MBA 655 Leadership and Ethics (3 hrs.)

- MBA 657 Management Information Technology (3 hrs.)
- ~MBA 690 Global Business Competition and Strategy (3 hrs.)

*Students can attempt to test out of MBA 603 and/or MBA 604. The exams will be made available, free of charge to students, upon request to the MBA director. To test out of MBA 603, students must score 80% or higher on both an accounting exam and statistics exam. To test out of MBA 604, students must score 80% or higher on both a microeconomics exam and macroeconomics exam. Students who successfully test out of one of these courses will reduce their required number of credit hours from 36 to 33. Students who successfully test out of both courses will reduce their required number of credit hours from 36 to 30.

~All MBA students must take a capstone course (i.e., MBA 690) that includes a group project that is designed to have students integrate and apply concepts learned in all their core courses.

Business Administration - Sport Management Emphasis, Masters
DIV Code: SPAS
PROG Code: GBSP.MBA
CIP Code: 52.0201
Academic Level Code: GR
Location: Fully Online
Months to Completion: 12
Total Hours: 42
REQU: GBSP.MBA.23

About: To prepare students for the challenges of the twenty-first century, the MBA curriculum offers in-depth knowledge of the business core — accounting, finance, marketing, management, management information technology, and operations management — and integrates important competencies of ethics, leadership, globalization, communication, and information technology. Substantive, integrative knowledge and competencies in these areas will prepare graduates of the University of Lynchburg MBA program to meet the challenges of a changing world.

Program Outcomes:
At the end of the program, MBA students will:
- Goal 1: Collaboratively diagnose and analyze organizational problems using a business process model to formulate strategies for continuous improvement.
    - Objective 1: Through use of a business process model and creative and critical thinking skills, students will analyze case studies and real organizational problems that involve the functional integration of organizational behavior, managerial accounting, marketing management, managerial economics, managerial finance, and operations management.
    - Objective 2: Using case studies and projects, students will analyze the influence of political, social, legal, and environmental issues to formulate strategies that solve organizational problems and assess their performance.
    - Objective 3: Using case studies and projects, students will evaluate global, cultural, leadership, and ethical issues that managers face when making strategic decisions and solving organizational problems.
    - Objective 4: Using team process skills, students will work together to make effective decisions and solve problems and to incorporate divergent points of view into their analysis and conclusions.

- Goal 2: Use information technology to make complex business decisions.
    - Objective 1: Students will use information technology and complex quantitative methodologies and tools to analyze data for the support of managerial decisions.
    - Objective 2: Students will leverage technology to overcome business challenges and opportunities.
- Goal 3: Effectively communicate technical material and analysis to different professional constituencies.
    - Objective 1: Students will recognize their professional audience and target their written and oral reports accordingly.
    - Objective 2: Students will write professional-quality reports and memos that synthesize, apply, and present business concepts that reflect a graduate level under- standing of the materials.

Students must take the following required courses:

- MBA 602 Organizational Behavior and Management (3 hrs.)
- *MBA 603 Advanced Business Principles I (3 hrs.)
- *MBA 604 Advanced Business Principles II (3 hrs.)
- MBA 607 Managerial Accounting (3 hrs.)
- MBA 608 Managerial Economics (3 hrs.)
- MBA 609 Marketing Management (3 hrs.)
- MBA 611 Managerial Finance (3 hrs.)
- MBA 651 Production and Operations Management (3 hrs.)
- MBA 657 Management Information Technology (3 hrs.)
- ~MBA 690 Global Business Competition and Strategy (3 hrs.)

Students must take the following Sports Management courses:

- SPMG 620 Sociocultural Elements of Sport (3 hrs.)
- SPMG 630 Sport Facility and Event Management (3 hrs.)
- SPMG 640 Sport Sales and Marketing (3 hrs.)
- SPMG 650 Legal Issues in Sport (3 hrs.)

*Students can attempt to test out of MBA 603 and/or MBA 604. The exams will be made available, free of charge to students, upon request to the MBA director. To test out of MBA 603, students must score 80% or higher on both an accounting exam and statistics exam. To test out of MBA 604, students must score 80% or higher on both a microeconomics exam and macroeconomics exam. Students who successfully test out of one of these courses will reduce their required number of credit hours from 36 to 33. Students who successfully test out of both courses will reduce their required number of credit hours from 36 to 30.

~All MBA students must take a capstone course (i.e., MBA 690) that includes a group project that is designed to have students integrate and apply concepts learned in all their core courses.

Clinical Mental Health Counseling, Master of Science

DIV Code: SMHS
PROG Code: CMHC.MS
CIP Code: 51.1508
Academic Level Code: GR
Months to Completion: 24

Total Hours: 60
REQU Code: CMHC.MS.26

About: The Master of Science in Clinical Mental Health Counseling curriculum is designed to include all content areas and clinical experiences required for initial licensure as a Licensed Professional Counselor in the state of Virginia. Graduates are eligible to apply for licensure upon conferral of their degree.

Program Outcomes:
Upon successful completion of the program, students will:

- Demonstrate an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.
- Expand the understanding of the cultural context of relationships, issues, and trends in a multicultural society.
- Gain an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
- Cultivate an understanding of career development and related life factors.
- Convey an understanding of the counseling process in a multicultural society.
- Develop both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
- Extend the understanding of individual and group approaches to assessment and evaluation in a multicultural society.
- Acquire an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Students must take the following required courses:

- COUN 601 Professional Identity and Function of Clinical Mental Health Counselors (3 hrs.)
- COUN 602 Counseling Across the Lifespan (3 hrs.)
- COUN 605 Counseling Theories (3 hrs.)
- COUN 609 Research in Counseling (3 hrs.)
- COUN 610 Career Development (3 hrs.)
- COUN 611 Crisis Counseling (3 hrs.)
- COUN 614 Counseling Techniques (3 hrs.)
- COUN 615 Clinical Mental Health Counseling Practicum (3 hrs.)
- COUN 620 Group Counseling Procedures and Techniques (3 hrs.)
- COUN 630 Marriage and Family Counseling (3 hrs.)
- COUN 640 Abnormal Behavior (3 hrs.)
- COUN 645 Substance Use Counseling, Diagnosis, and Treatment of Addictive Disorders (3 hrs.)
- COUN 660 Evaluation and Assessment (3 hrs.)
- COUN 665 Cross-Cultural Counseling (3 hrs.)
- COUN 670 Legal and Ethical Issues in Counseling (3 hrs.)
- COUN 687 Clinical Mental Health Counseling Internship (3 hrs.)
- COUN 697 Clinical Mental Health Counseling Internship II (3 hrs.)
- Two supervised counseling experiences: Practicum, totaling a minimum of 100 hours in one semester in a clinical mental health agency setting; and Internship, totaling a minimum of 600 hours across two semesters/terms in a clinical mental health agency setting.

Students must take 9 hours of electives. Choose from:

- COUN 618 Counseling Children and Adolescents (3 hrs.)

- COUN 621 Alternative Counseling Theories and Techniques (3 hrs.)
- COUN 622 Advanced Counseling Theories and Techniques (3 hrs.)
- COUN 623 Counseling Military Personnel, Veterans, and their Families (3 hrs.)
- COUN 625 Professional Identity and Function of School Counselors (3 hrs.)
- COUN 661 Sexuality in Counseling (3 hrs.)
- COUN 662 LGBT Considerations in Counseling (3 hrs.)
- COUN 663 Trauma-Informed Counseling and Care (3 hrs.)
- COUN 669 Special Topics in Counseling (3 hrs.)
- COUN 678 Adventure-based Counseling (3 hrs.)
- COUN 683 Dynamics of Play Therapy (3 hrs.)
- COUN 695 Independent Study (3 hrs.)
- SPED 600 Foundations and Legal Aspects of Special Education (3 hrs.)

Students must complete a two-part Summative assessment:
- COUN-COMP: Counselor Preparation Comprehensive Examination (CPCE) National Exam
- COUN-PORT: Capstone Portfolio

Curriculum and Instruction - Instructional Design, Master of Education
DIV Code: SPAS
PROG Code: CUIS.INLD.MED
CIP Code: 13.0301
Academic Level Code: GR
Location: Fully Online
Months to Completion: 20
Total Hours: 30
REQU Code: CUIS.INLD.MED.26

About: The MEd in Curriculum and Instruction with an emphasis in Instructional Design is a program designed for teachers who want to further develop their skills in the classroom, and who want to develop the knowledge and skills to become instructional leaders within their school and school division.

Program Outcomes:
For the instructional design emphasis, students will:
- Engage in self-directed professional behaviors to provide leadership in curriculum and instruction, technology, educational organizations, school improvement efforts, staff development, and policy development within the school, school division, and beyond.

Students must take the following required courses:
- EDCI 605: Assessment of Student Learning (3 hrs.)
- EDCI 606: Effective Instructional Strategies (3 hrs.)
- EDCI 610: Advanced Curriculum Development (3 hrs.)
- EDCI 620: Introduction to Educational Technology (3 hrs.)
- EDCI 623: Design and Management of Online Learning (3 hrs.)
- EDCI 630: Instructional Design (3 hrs.)
- EDHD 609: Research Methods and Applications (3 hrs.)
- EDLS 603: Legal and Ethical Issues (3 hrs.)
- EDLS 690: Principles of Leadership (3 hrs.)

Students must take 3 hours of elective course work:

- EDCI/EDLS ###

Students must complete the capstone requirement, a comprehensive exam or portfolio:

- EDCI-CAP

Curriculum and Instruction - Teacher Licensure, Master of Education

DIV Code: SPAS
PROG Code: CUIS.TLEM.MED
CIP Code: 13.0301
Academic Level Code: GR
Location: Fully Online
Months to Completion: 20
Total Hours: 30 (without student teaching) to 36
REQU Code: CUIS.TLEM.MED.26

About: The MEd in Curriculum and Instruction provides coursework for non-teachers and provisionally licensed teachers who seek to enhance their skills and knowledge by completing a master's level program which may also help lead to the fulfillment of licensure requirements. Students have the opportunity to take any coursework that may fulfill professional studies requirements concurrently while pursuing the MEd in Curriculum and Instruction. They may also complete the content requirements for their particular endorsement, when available, while concurrently completing the required coursework for the MEd in Curriculum and Instruction.

Program Outcomes:
Students will develop the knowledge and skills necessary to:

- Research, analyze, evaluate, and apply curriculum, pedagogy, and assessment to improve the academic achievement of all students.
- Design and apply instructional activities and strategies to meet the challenges of learners with diverse needs.
- Demonstrate the knowledge, dispositions, and skills consistent with the professional standards that are necessary to reflect on research, philosophy, professional literature, and K-12 instructional practices and improve the academic achievement of all students.

Students must take the following required courses:

- EDCI 600: Classroom Management and Instructional Methodology (3 hrs.)
- EDCI 605: Assessment of Student Learning (3 hrs.)
- EDCI 606: Effective Instructional Strategies (3 hrs.)
- EDCI 617: Foundations of Curriculum and American Education (3 hrs.)
- EDHD 602: Human Development (3 hrs.)
- EDLS 603: Legal and Ethical Issues (3 hrs.)
- EDLS 609: Research Methods and Applications (3 hrs.)
- SPED 600: Survey of Special Education (3 hrs.)

Students must select an additional 3-6 hours from the following, based on licensure goals/requirements:

- RDNG 625: Survey of Effective Reading Methods (3 hrs.)
- RDNG 640: Strategies for Teaching Phonics, Spelling, and Vocabulary (3 hrs.)
- RDNG 672: Reading and Study Skills in the Content Area (3 hrs.)

Additional coursework from 0-9 hours may be required for degree requirements:

- EDCI 699: Internship in Education

Students must complete the capstone experience, a comprehensive exam or portfolio:

- EDCI-CAP

Emergency Management, Master of Science

DIV Code: SMHS
PROG Code: MEM.MS
CIP Code: 43.0302
Academic Level Code: GR
Location: Fully Online
Months to Completion: 12
Total Hours: 37
REQU Code: MEM.MS.26

About: The Master of Science in Emergency Management prepares early- to mid-career professionals to lead, evaluate, and improve the organizational and policy systems that govern emergency management across government, public safety, healthcare, and critical infrastructure sectors. The program provides a strong foundation in incident management, emergency planning, and risk assessment. Building on that foundation, the curriculum moves students into systems-level analysis: examining how emergency management is governed, financed, legislated, and coordinated across agencies and jurisdictions. Graduates are prepared not only to manage incidents, but to assess the effectiveness of emergency management structures and lead strategic improvement within them. Coursework is delivered in consecutive 8-week asynchronous terms.

Program Outcomes:
Upon completion of the Master of Science in Emergency Management, graduates will be able to:

- Analyze emergency management systems as structures of governance and authority, evaluating how they are organized, funded, and coordinated across local, state, federal, and private-sector actors, including the statutory and policy frameworks that define institutional roles and operational boundaries.
- Apply risk assessment and mitigation reasoning to complex hazard environments, using quantitative and qualitative methods to identify hazards, analyze vulnerability, model risk, and develop mitigation strategies within all-hazards governance frameworks.
- Lead and evaluate decision-making in high-stakes, time-constrained environments by applying frameworks for crisis leadership and organizational behavior to assess decision quality, identify cognitive and institutional failure modes, and improve coordination effectiveness under uncertainty.
- Design, evaluate, and improve emergency plans and interagency coordination systems by applying ICS doctrine, EOP structure, and multi-agency coordination frameworks to assess operational design, identify structural bottlenecks, and develop governance-informed improvements.
- Navigate the legal, financial, and policy architecture of emergency management by analyzing emergency law, jurisdictional authority, intergovernmental funding systems, and public budgeting processes to support governance-level leadership and resource decision-making.

- Apply technology and data analytics to support operational and governance decisions, evaluating decision-support systems, GIS tools, and analytic platforms within emergency management governance contexts.
- Communicate strategically to maintain institutional legitimacy and public trust by designing and evaluating crisis communication strategies aligned with governance objectives.
- Demonstrate operational and leadership competencies in applied emergency management scenarios, including incident command application, resource allocation, and crisis communication under simulated field conditions.
- Integrate program competencies to address a defined emergency management problem, producing a structured, defensible capstone project appropriate for professional or policy audiences.

Students must take the following Core courses, worth 24-hrs:

- MEM 640: Emergency Management Systems & Doctrine (3 hrs.)
- MEM 641: Crisis Leadership & Decision Systems (3 hrs.)
- MEM 642: Risk Assessment & Hazard Mitigation Systems (3 hrs.)
- MEM 643: Emergency Planning, ICS & Interagency Governance (3 hrs.)
- MEM 644: Emergency Management Finance & Public Budgeting (3 hrs.)
- MEM 645: Technology & Data Analytics in Emergency Systems (3 hrs.)
- MEM 646: Emergency Law, Policy & Institutional Authority (3 hrs.)
- MEM 647: Strategic Crisis Communication & Institutional Legitimacy (3 hrs.)

Students must take a Practicum, worth 1-hr:

- MEM 689: Emergency Management Practicum (1 hr.)

Students must take a Capstone, worth 3-hrs:

- MEM 651: Capstone Project in Emergency Management (3 hrs.)

Students must choose an emphasis area and take 9 more hours, as appropriate.

Data Analytics and Systems Intelligence Emphasis
SPEC Code: DAS
REQU Code: DAS.SPEC.26

Students must take the following courses, worth 9-hrs:

- MEM 648: Applied GIS & Spatial Intelligence for Emergency Systems (3 hrs.)
- MEM 653: Predictive Modeling and Risk Analytics (3 hrs.)
- MEM 654: Information Systems Architecture for Crisis Operations (3 hrs.)

Critical Infrastructure Risk and Protection Emphasis
SPEC Code: CIRP
REQU Code: CIRP.SPEC.26

Students must take the following courses, worth 9-hrs:

- MEM 649: Infrastructure Threat & Security Systems (3 hrs.)
- MEM 650: Infrastructure Vulnerability & Resilience (3 hrs.)
- MEM 652: Infrastructure Risk Integration & Protection Strategy (3 hrs.)

Healthcare Administration, Masters

DIV Code: SMHS
PROG Code: HCAD.MHA
CIP Code: 51.0701
Academic Level Code: GR
Location: Fully Online
Months to Completion: 12
Total Hours: 33
REQU Code: HCAD.MHA.25

About: The Master of Healthcare Administration and Management degree prepares students to advance their careers and take on leadership roles or upper management positions within a healthcare institution or other financial organizations.

Program Outcomes:
Upon completion of the program, students will demonstrate knowledge and application skills in:

- Healthcare delivery and financing institutions, organizations, and practices
- Problem-solving, strategic thinking, and innovation
- Planning, directing, and coordinating teams and services
- Leading and managing human resources in diverse organizations
- Becoming an effective leader

Students must take the following courses:

- MHA 600 Introduction to the U.S. Health Care Delivery System and Healthcare Policy (3 hrs.)
- MHA 610 Leadership of Healthcare Organizations (3 hrs.)
- MHA 615 Efficiency and Innovation in Production and Operations Management (3 hrs.)
- MHA 620 Healthcare Law and Ethics (3 hrs.)
- MHA 625 Healthcare Finance (3 hrs.)
- MHA 630 Human Resources Leadership in Healthcare (3 hrs.)
- MHA 635 Leading with Information and Technology in Healthcare (3 hrs.)
- MHA 640 Strategic Planning and Marketing in Health Care Capstone (3 hrs.)
- MHA 645 Developing and Leading Teams (3 hrs.)
- MHA 650 Leadership Theories and Perspectives (3 hrs.)
- MHA 655 Executive Decision Making (3 hrs.)

Inclusive School Leadership, Master of Education

DIV Code: SPAS
PROG Code: ISL.MED
CIP Code: 13.0402
Academic Level Code: GR
Location: Fully Online
Months to Completion: 24
Total Hours: 33-39
REQU Code: ISL.MED.26

About: The program seeks to empower educational leaders to create inclusive and equitable learning environments that optimize the potential of all students. It prepares visionary leaders with the

knowledge, skills, and dispositions to advance educational excellence, particularly in the areas of reading, gifted education, special education, and instructional design. The Master's Degree will be earned by the completion of the Core courses and at least one of the stackable, concentration/certificate areas. Students with a prior master's degree may take the Core courses for the add-on Virginia Administration and Supervision endorsement. Both the Masters and certification options include a required passing score on the SLLA or NCPPA.

Program Outcomes:
The University of Lynchburg Masters of Education in Inclusive School Leadership meets all competencies required for licensure by the Commonwealth of Virginia and is based around standards identified in the Professional Standards for Educational Leaders. These include:

- Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
- Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
- Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
- Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
- Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
- Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
- Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
- Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
- Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
- Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Students must take the following Core courses (21 hrs):

- EDLS 603 Educational Policy and Law (3 hrs.)
- EDLS 613 Leadership in School Finance (3 hrs.)
- EDLS 623 Supervising and Supporting Personnel (3 hrs.)
- EDLS 643 The Principalship (3hrs.)
- EDLS 646 Improving the School Structure and Climate (3 hrs.)
- EDCI 610 Advanced Curriculum Development (3 hrs.)

Complete an internship (3-hrs):

- EDLS 699 School Leadership Internship (1 hr., but to be taken 3 times in 3 semesters)

Students must complete a comprehensive exam.

- EDLS-COMP

Internship Options, if needed for licensure:

- *SPED 696 Internship in Special Education - General Curriculum (3 hrs.)
- ~EDCI 644 Practicum in Gifted Education (3 hrs.)

*Candidates may elect to waive the internship in special education if they have one year of successful, full-time teaching experience with students with disabilities accessing the general curriculum in a public or an accredited nonpublic school provided the teacher is assigned a mentor holding a valid license with an endorsement in special education.

~Candidates may elect to waive the practicum in gifted education if they have one year of successful, full-time teaching experience with gifted students in a public or an accredited nonpublic school, provided the teacher is assigned a mentor holding a valid license with an endorsement in gifted education.

Instructional Design and Technology, Master of Education
DIV Code: SPAS
PROG Code: IDT.MED
CIP Code: 13.0501
Academic Level Code: GR
Location: Fully Online
Months to Completion: 20
Total Hours: 30
REQU Code: IDT.MED.26

About: The Master of Education (M.Ed.) program in Instructional Design and Technology offers an exploration of instructional design principles and technology integration in education, preparing individuals to meet the evolving needs of learners in diverse settings. The faculty are dedicated to developing instructional designers who create learning environments and instruction that serve a diverse public in order to foster critical thinking, provide multiple perspectives, and deliver current knowledge and skills in demand in K12 and industry.

Program Outcomes:
Upon program completion, students should be able to: design authentic learning experiences, demonstrate proficiency in instructional design, collaborate effectively, make data-driven decisions, and demonstrate leadership in their setting.

Students must take the following Core Courses, worth 18 hours:
- EDCI 605 Assessment of and for Learning (3 hrs.)
- EDCI 620 Introduction to Educational Technology (3 hrs.)
- EDCI 621 Advanced AI Techniques for Modern Instructional Design (3 hrs.)
- EDCI 623 Design and Management of Online Learning (3 hrs.)
- EDCI 630 Instructional Design (3 hrs.)
- EDLS 609 Research Methods and Applications (3 hrs.)

Students must complete the capstone, either a comprehensive exam or portfolio:
- EDCI-CAP

The MEd in Instructional Design and Technology currently includes several emphasis areas, which are outlined below.

General Curriculum Emphasis
SPEC Code: IDTGC
REQU Code: IDTGC.SPEC.26

Students choose 12 credit hours from the following for the General Curriculum emphasis:

- EDCI 610 Advanced Curriculum Development (3 hrs.)
- EDCI 622 Technology and Learner Diversity (3 hrs.)
- EDCI 624 Technology and Adult Learners (3 hrs.)
- EDLS 651 Leading and Learning in a Technological and Digital Age (3 hrs.)
- EDLS 690 Principles of Leadership (3 hrs.)

K-12 Education Emphasis
SPEC Code: IDTK
REQU Code: IDTK.SPEC.26

Students take the following courses, worth 12 credits, for the K-12 Education Emphasis:

- EDCI 610 Advanced Curriculum Development (3 hrs.)
- EDCI 622 Technology and Learner Diversity (3 hrs.)
- EDLS 651 Leading and Learning in a Technological and Digital Age (3 hrs.)
- EDLS 690 Principles of Leadership (3 hrs.)

Corporate Emphasis
SPEC Code: COR
REQU Code: COR.SPEC.26

Students take the following courses, worth 12 credits, for the Corporate Emphasis:

- MBA 601 Human Resource Management (3 hrs.)
- MBA 602 Organizational Behavior and Management (3 hrs.)
- MBA 609 Marketing Management (3 hrs.)
- MBA 655 Leadership and Ethics (3 hrs.)

Interdisciplinary Studies, Master of Education

DIV Code: SPAS
PROG Code: INSD.MED
CIP Code: 13.0101
Academic Level Code: GR
Location: Fully Online
Months to Completion: 20
Total Hours: 36
REQU Code: INSD.MED.26

About: The Master of Education in Interdisciplinary Studies provides students with the opportunity to customize an interdisciplinary course of study across program areas to meet their personal and professional development needs. It is a master's degree with a liberal arts mindset. As a result, students can maximize their impact and expertise by obtaining a general theoretical background for understanding past and future practice, while also developing skills for use in career-related work. This program prepares individuals for a multitude of careers. The program is designed to benefit professionals in the field of education, business, health care, military, and nonprofit organizations.

Program Outcomes:
By developing a customized, broad-based, interdisciplinary program of study to meet individual intellectual and professional development needs, students in the program will:

- Synthesize specialized knowledge from diverse fields of study to analyze and adapt to shifting 21st-century views on learning and knowledge acquisition.
- Leverage emerging digital technologies and evaluate complex legal and ethical frameworks to drive professional collaboration, strategic communication, and organizational problem-solving.
- Use research and data to create a final capstone project that addresses a practical workplace challenges.

Students must take the following Required courses, worth 12 hours:

- EDCI 617: Foundations and Curriculum of American Education (3 hrs.)
- EDHD 609: Research Methods and Applications (3 hrs.)
- EDLS 603: Legal and Ethical Issues (3 hrs.)
- EDHD 671: Professional Project in Interdisciplinary Studies (3 hrs.)

Students must take 24-credits from other master's level courses (600 or above), with advisor approval:

- XXXX ###

Students must complete a capstone experience, either a comprehensive exam or portfolio:

- EDUC-CAP

Literacy Leadership, Master of Education
DIV Code: SPAS
PROG Code: LTLD.MED
CIP Code: 32.0108
Academic Level Code: GR
Months to Completion: 24
Total Hours: 39
REQU: LTLD.MED.25

About: The Master of Education in Literacy Leadership is designed for the intensive preparation for educators who are committed to excellence in teaching reading and/or serving as reading specialists, school administrators, or division literacy leaders.

Program Outcomes:
Students in this program will:

- Demonstrate mastery of an evidence-based, structured literacy instructional approach that includes explicit, systematic, sequential, and cumulative instruction.
- Select and use appropriate reading assessments to for diagnosis, progress monitoring and to inform planning for acceleration, intervention, remediation, and differentiation
- Demonstrate expertise in strategies for speaking, listening, and media literacy with specific attention to an expertise in developing students' phonological awareness skills.
- Demonstrate expertise in explicit, systematic phonics and skills for developing vocabulary and reading comprehension.
- Demonstrate expertise in the knowledge, skills and process for teaching writing and systematic spelling instruction.

- Use technology that enable learners to comprehend texts and support the readers' learners' efforts to construct meaning from the text, write, and research
- Demonstrate skills needed for leadership and coaching based on current research and exemplary practices in English and reading
- Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
- Act ethically and according to professional norms to promote each student's academic success and well-being.
- Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
- Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
- Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
- Develop the professional capacity and practice of school personnel to promote each student's academic success and wellbeing.
- Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
- Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
- Manage school operations and resources to promote each student's academic success and wellbeing.
- Act as agents of continuous improvement to promote each student's academic success and wellbeing.

Students must take the following Literacy courses:

- RDNG 625 Survey of Effective Reading Methods (3 hrs.)
- RDNG 640 Strategies for Teaching Phonics, Spelling, and Vocabulary (3 hrs.)
- RDNG 643 Teaching Writing (3 hrs.)
- RDNG 672 Reading and Study Skills in the Content Area (3 hrs.)
- RDNG 690 Assessment, Diagnosis, and Remediation of Reading Problems (3 hrs.)
- RDNG 691 Assessment and Diagnosis Practicum (3 hrs.)

Students must take the following Leadership courses:

- EDLS 603 Educational Policy and Law (3 hrs.)
- EDLS 613 Leadership in School Finance (3 hrs.)
- EDCI 610 Advanced Curriculum Development (3 hrs.)
- EDLS 623 Supervising and Supporting Personnel (3 hrs.)
- EDLS 643 The Principalship (3 hrs.)
- EDLS 646 Improving the School Structure and Climate (3 hrs.)
- EDLS 699 School Leadership Internship (1 hr. over 3 semesters for 3 total)

Nonprofit Leadership Studies, Master of Arts

DIV Code: SPAS
PROG Code: NPLS.MA
CIP Code: 52.0213
Academic Level Code: GR
Location: Fully Online

Months to Completion: 12
Total Hours: 30
REQU Code: NPLS.MA.23

About: The Nonprofit Leadership Studies Graduate Program is an interdisciplinary program designed for individuals who want to be part of a learning community of current and future practitioners who are or will be embedded in the field of nonprofit management. The program integrates state-of-the-art leadership theory and practice with proven and innovative management models, strategies and tools designed to teach professionals how to create, manage, and lead nonprofit organizations. The curriculum of this program is focused on building leadership skills and applying theories learned in class to practice.

Program Outcomes:
At the end of the program, students will be able to:

- Describe and critique the scope and significance of the nonprofit sector.
- Articulate, assess and reflect upon their personal leadership style.
- Develop a leadership perspective embedded within applied and academic literature that explains and evaluates the role and efficacy of nonprofit governance.
- Apply principles and approaches that assess the operational (management) and fiscal health of a non-profit organization.
- Develop approaches that integrate state-of-the-art communication, public relations, and fundraising strategies for a nonprofit organization.
- Facilitate leadership and organizational management practices that promote program evaluation, decision-making, planning, change-management, crisis and the use of resources.

Students must take the following courses:

- EDLS 690 Principles of Leadership (3 hrs.)
- LS 600 History and Foundation of Nonprofits and Management (3 hrs.)
- LS 604 Strategic Communications and Public Relations (3 hrs.)
- LS 606 Change and Organizing in the Community (3 hrs.)
- LS 608 Nonprofit Finance (3 hrs.)
- LS 610 Leadership Research, Evaluation, and Analytics (3 hrs.)
- LS 612 Leading in a Digital Environment (3 hrs.)
- LS 614 Leading Boards and Staff (3 hrs.)
- LS 616 Fundraising and Grant Writing (3 hrs.)
- LS 690 Capstone: Strategic Planning and Leadership (3 hrs.)

Students may take the following elective, if they wish:

- LS 699 Nonprofit Leadership Internship (3 hrs.)

Physician Assistant Medicine, Masters

DIV Code: SMHS
PROG Code: PHAM.MPAM
CIP Code: 51.0912
Academic Level Code: GR
Months to Completion: 27
Total Hours: 101
REQU Code: PHAM.MPAM.23

About: The mission of the PA Medicine program is to educate physician assistants (PAs) to become compassionate health care providers with an emphasis on teamwork, communication, and patient-centered care. The dynamic, interdisciplinary, advanced Master of Physician Assistant Medicine (MPAM) curriculum will facilitate the highest standard of patient care while also creating leaders within medicine, local and global communities, and accelerate the advancement of the profession.

During the first year, students will complete coursework in basic sciences, general studies, clinical medicine, history and physical examination techniques, and surgical and technical clinical skills. Many of these courses have both a lecture and a laboratory component and will also have a focus on problem-based learning and simulation. The PA Medicine curriculum features a modular based format which will allow students to study multiple components of medicine within the same organ system. The curriculum mirrors a compressed version of medical training seen in both allopathic and osteopathic physician training programs. The students will also have early exposure to clinical medicine while serving in free clinics throughout the local and surrounding areas. During the second year, students are provided with opportunities to develop clinical skills and to expand their knowledge by starting with an intensive clinical procedures course and then participating in structured clinical experiences under the supervision of PAs, physicians, or other licensed practitioners in a variety of specialties. In order to provide students with a broad range of clinical experience, the program utilizes numerous hospitals, primary care centers, and free-standing clinical settings. The students will also be given a rotation in a research clerkship to explore and gain experience in data collection working towards a publishable paper. The last phase of the program is summative and will prepare the students for successful completion of the national board exam. The Physician Assistant Medicine Program (MPAM) curriculum is an intensive, rigorous, progressive program of study, consisting of fundamental science and clinical medicine. Each annual class will enter and proceed through the curriculum as a cohort.

Program Outcomes:
Upon completion of the MPAM Program, PA students will be able to:

- Medical Knowledge: PAs must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, PAs are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Upon completion of the program students will be able to:
    - Demonstrate the medical, behavioral, and social science knowledge necessary to both promote health, and evaluation and management a variety of pediatric, adult, and geriatric patient presentations.
    - Demonstrate the ability to effectively recognize, assess, diagnose, and treat patients with a variety of problems seen in the emergent, acute and chronic clinical practice of medicine.
- Interpersonal and Communication Skills: PAs must demonstrate interpersonal and communication skills that result in effective information exchange with patients, their patients' families, physicians, professional associates, and the health care system. Upon completion of the program students will be able to:
    - Demonstrate knowledge and application of effective interpersonal, oral, and written communication skills.
    - Communicate in a patient-centered and culturally responsive manner to accurately obtain, interpret, and utilize information and implement a patient-centered management plan.
- Patient Care: PAs must demonstrate care that is effective, safe, high quality, and equitable;

includes patient- and setting-specific assessment, evaluation, and management. Upon completion of the program students will be able to:
    - Demonstrate the ability to make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
    - Demonstrate the ability to effectively work within a patient-care health care team.
- Professionalism: PAs must express positive values and ideals as care is delivered. Foremost, professionalism involves prioritizing the interests of those being served above one's own while acknowledging their professional and personal limitations. PAs must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Upon completion of the program students will be able to:
    - Demonstrate professionalism in interactions with others including, but not limited to, patients, families, and colleagues.
    - Demonstrate knowledge and application of an understanding of the PA role including ethical and professional standards regarding the PA profession.
- Practice-Based Learning and Improvement: PAs must be able to assess, evaluate, and improve their patient care practices. Upon completion of the program the student will be able to:
    - Demonstrate the ability to critically evaluate research literature and develop educational evidenced-based practice-improvement research project.
- Systems-Based Practice: PAs should work to improve the larger health care system of which their practices are a part. Upon completion of the program students will be able to
    - Demonstrate the ability to critically evaluate medical literature to ensure the appropriateness and cost effectiveness of patient resources.
    - Demonstrate the ability to identify needed area(s) of change within a system-based practice and develop and present a plan for improvement.

Students must take the following required courses:

- PA 600 Introduction to the Profession (1 hr.)
- PA 601 Medical Practice I (5 hrs.)
- PA 602 Medical Practice II (5 hrs.)
- PA 603 Medical Practice III (5 hrs.)
- PA 604 Critical Thinking in Medicine I (2 hrs.)
- PA 605 Critical Thinking in Medicine II (2 hrs.)
- PA 606 Critical Thinking in Medicine III (2 hrs.)
- PA 608 Human Anatomy I (4 hrs.)
- PA 609 Human Anatomy II (4 hrs.)
- PA 610 Social & Cultural Aspects of Healthcare (3 hrs.)
- PA 611 Health Ethics (1 hr.)
- PA 612 Pathophysiology I (3 hrs.)
- PA 613 Pathophysiology II (3 hrs.)
- PA 614 Physical Diagnosis I (2 hrs.)
- PA 615 Physical Diagnosis II (2 hrs.)
- PA 616 Physical Diagnosis III (2 hrs.)
- PA 617 Community Clinic I (1 hr.)
- PA 618 Community Clinic II (1 hr.)
- PA 627 Pharmacotherapeutics I (3 hrs.)
- PA 628 Pharmacotherapeutics II (3 hrs.)
- PA 629 Medical Microbiology (3 hrs.)

- PA 634 Medical Informatics (3 hrs.)
- PA 640 Advanced Clinical Procedures (5 hrs.)
- PA 645 Primary Care Supervised Clinical Practice (3 hrs.)
- PA 650 Emergency Medicine Supervised Clinical Practice (3 hrs.)
- PA 655 Inpatient Medicine Supervised Clinical Practice (3 hrs.)
- PA 660 General Surgery Supervised Clinical Practice (3 hrs.)
- PA 665 Women's Health Supervised Clinical Practice (3 hrs.)
- PA 670 Pediatric Medicine Supervised Clinical Practice (3 hrs.)
- PA 675 Behavioral Health Supervised Clinical Practice (3 hrs.)
- PA 680 Elective I Supervised Clinical Experience (1.5 hrs.)
- PA 683 Elective, Supervised Clinical Experience (1.5 hrs.)
- PA 685 Elective II Supervised Clinical Experience (1.5 hrs.)
- PA 688 Elective, Supervised Clinical Experience (1.5 hrs.)
- PA 690 Research Clerkship (3 hrs.)
- PA 695 Master's Research (3 hrs.)
- PA 699 Summative Course (3 hrs.)

Public Health, Masters

DIV Code: SMHS
PROG Code: PBHL.MPH
CIP Code: 51.2201
Academic Level Code: GR
Location: Fully Online
Months to Completion: 12
Total Hours: 42
REQU Code: PBHL.MPH.26

About: The mission of the MPH program at the University of Lynchburg is to support and enhance public and community health through research, community service, and workforce development. The program provides students with mastery of theory, knowledge, and skills in areas of public and community health. The program prepares students with a broad foundation in all five core areas of public health: health behavior & education, health services administration, epidemiology, biostatistics, and environmental health sciences. The program also focuses on Community Health Education and exposes students to specialized training in health promotion and education methods, health communication, program planning and evaluation, and program administration. All students have an opportunity to apply learned skills in practice during a culminating Public Health practicum and capstone course.

Program Outcomes:
Upon completion of the MPH program, graduates will be able to:

- Demonstrate practical knowledge and applicable skills in assessment of community health needs as well as the planning of community health programs;
- Identify and apply appropriate statistical methods to analyze and describe a public health program;
- Understand the relationship between environmental factors and community health;
- Address behavioral, social, and cultural factors that impact individual and population health and health disparities over the lifespan;
- Demonstrate practical knowledge and applicable skills in implementing and evaluating community health programs;

- Use epidemiologic methods to analyze patterns of disease and injury;
- Apply principles of leadership, policy development, budgeting, and program management in the planning, implementation, and evaluation of health programs for individuals and populations;
- Demonstrate knowledge and skills in ethical interactions associated with diverse populations and health issues;
- Demonstrate knowledge and skills in an internship experience designed to promote public health in cooperation with organizations, coalitions, and service providers;
- Demonstrate knowledge and skills in public health competencies related to program learning outcomes

Students must take the following required courses:

- MPH 605: Public Health Needs Assessment & Planning (3 hrs.)
- MPH 610: Biostatistics (3 hrs.)
- MPH 615: Environmental Health (3 hrs.)
- MPH 620: Social Aspects of Public Health (3 hrs.)
- MPH 625: Public Health Implementation & Evaluation (3 hrs.)
- MPH 630: Epidemiology (3 hrs.)
- MPH 635: Community Health Administration (3 hrs.)
- MPH 640: Ethical Issues in Public Health (3 hrs.)
- MPH 653: Public Health Practicum I (3 hrs.)
- MPH 656: Public Health Practicum II (3 hrs.)
- MPH 657: Public Health Practicum III (3 hrs.)
- MPH 655: Public Health Capstone Seminar (3 hrs.)
- MPH 658: Global Public Health (3 hrs.)
- MPH 659: Practical Applications of Public Health (3 hrs.)

School Counseling, Master of Science

DIV Code: SMHS
PROG Code: SCCO.MS
CIP Code: 13.1101
Academic Level Code: GR
Months to Completion: 18
Total Hours: 60
REQU Code: SCCO.MS.26

About: The Master of Science in School Counseling curriculum is designed to include all content areas and clinical experiences required for initial licensure as a Licensed Professional Counselor and School Counselor in the state of Virginia. Graduates are eligible to apply for licensure upon conferral of their degree.

Program Outcomes:
Upon successful completion of the program, students will:

- Demonstrate an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.
- Expand the understanding of the cultural context of relationships, issues, and trends in a multicultural society.
- Gain an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

- Cultivate an understanding of career development and related life factors.
- Convey an understanding of the counseling process in a multicultural society.
- Develop both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
- Extend the understanding of individual and group approaches to assessment and evaluation in a multicultural society.
- Acquire an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Students must take the following required courses:

- COUN 602 Counseling Across the Lifespan (3 hrs.)
- COUN 605 Counseling Theories (3 hrs.)
- COUN 609 Research in Counseling (3 hrs.)
- COUN 610 Career Development (3 hrs.)
- COUN 611 Crisis Counseling (3 hrs.)
- COUN 614 Counseling Techniques (3 hrs.)
- COUN 616 School Counseling Practicum (3 hrs.)
- COUN 618 Counseling Children & Adolescents (3 hrs.)
- COUN 620 Group Counseling Procedures and Techniques (3 hrs.)
- COUN 625 Professional Identity and Function of School Counselors (3 hrs.)
- COUN 630 Marriage and Family Counseling (3 hrs.)
- COUN 640 Abnormal Behavior (3 hrs.)
- COUN 645 Substance Use Counseling, Diagnosis, and Treatment of Addictive Disorders (3 hrs.)
- COUN 660 Evaluation and Assessment (3 hrs.)
- COUN 665 Cross-Cultural Counseling (3 hrs.)
- COUN 670 Legal and Ethical Issues in Counseling (3 hrs.)
- COUN 686 School Counseling Internship I (3 hrs.)
- COUN 696 School Counseling Internship II (3 hrs.)
- SPED 600 Foundations and Legal Aspects of Special Education (3 hrs.)

Students must take 3-hours of electives. Choose from:

- COUN 621 Alternative Counseling Theories and Techniques (3 hrs.)
- COUN 622 Advanced Counseling Theories and Techniques (3 hrs.)
- COUN 623 Counseling Military Personnel, Veterans, and their Families (3 hrs.)
- COUN 661 Sexuality in Counseling (3 hrs.)
- COUN 662 LGBT Considerations in Counseling (3 hrs.)
- COUN 663 Trauma-Informed Counseling and Care (3 hrs.)
- COUN 669 Special Topics in Counseling (3 hrs.)
- COUN 678 Adventure-based Counseling (3 hrs.)
- COUN 683 Dynamics of Play Therapy (3 hrs.)
- COUN 695 Independent Study (3 hrs.)

Students must complete a two-part Summative assessment:

- COUN-COMP: Counselor Preparation Comprehensive Examination (CPCE) National Exam
- COUN-PORT: Capstone Portfolio

Science of Reading, Master of Education

DIV Code: SPAS

PROG Code: RDSE.MED
CIP Code: 13.1315
Academic Level Code: GR
Months to Completion: 24
Total Hours: 30-36
REQU Code: RDSE.MED.26

About: The Master of Education in Science of Reading at the University of Lynchburg has two areas of emphasis: Special Education and Gifted Education. These programs are designed for the intensive preparation of educators who are committed to excellence in teaching reading and/or serving as reading specialists, special education teachers, or gifted education teachers.

Program outcomes:
Students who complete the program will:

- Articulate a comprehensive understanding of current research, issues, and trends in the science of reading and the science of special or gifted education;
- Demonstrate mastery of an evidence-based, structured literacy instructional approach that includes explicit, systematic, sequential, and cumulative instruction.
- Select and use appropriate reading assessments to for diagnosis, progress monitoring and to inform planning for acceleration, intervention, remediation, and differentiation
- Demonstrate expertise in strategies for speaking, listening, and media literacy with specific attention to an expertise in developing students' phonological awareness skills.
- Demonstrate expertise in explicit, systematic phonics and skills for developing vocabulary and reading comprehension.
- Demonstrate expertise in the knowledge, skills and process for teaching writing and systematic spelling instruction.
- Use technology that enable learners to comprehend texts and support the readers' learners' efforts to construct meaning from the text, write, and research
- Demonstrate skills needed for leadership and coaching based on current research and exemplary practices in English and reading

Students must take the following Core courses:

- RDNG 640 Strategies for Teaching Phonics, Spelling, and Vocabulary (3 hrs.)
- RDNG 643 Teaching Writing (3 hrs.)
- RDNG 672 Reading and Study Skills in the Content Area (3 hrs.)
- RDNG 680 The Organization and Supervision of Reading Programs (3 hrs.)
- RDNG 690 Assessment, Diagnosis, and Remediation of Reading Problems (3 hrs.)
- RDNG 691 Assessment and Diagnosis Practicum (3 hrs.)

Students must complete a capstone of a comprehensive exam or portfolio:

- RDNG-CAP

Gifted Education Emphasis
SPEC Code: RDGE
REQU Code: RDGE.SPEC.25

Program Outcomes for Gifted Education Emphasis; students will:

- Synthesize contemporary research and best practices to engineer differentiated, inquiry-based

learning environments that challenge gifted learners through accelerated pacing, complex problem-solving, and creative thinking.
- Leverage a variety of assessment strategies to identify and monitor gifted/talent development in order to target interventions that support the unique social, emotional, and academic growth of diverse learners.
- Lead strategic partnerships with families, educators, and other stakeholders to identify resources, champion equitable practices, and advocate for policies that advance gifted education

Students must take the following courses for the Gifted Education emphasis:
- EDCI 640 Introduction to and Identification of Gifted Learners (3 hrs.)
- EDCI 641 Special Populations of Gifted Learners (3 hrs.)
- EDCI 642 Curriculum, Strategies, and Programming for Gifted Learners (3 hrs.)
- EDCI 643 Social and Emotional Development and Guidance of Gifted Learners (3 hrs.)
- *EDCI 644 Practicum in Gifted Education (3 hrs.)

*Candidates may elect to waive the practicum in gifted education if they have one year of successful, full-time teaching experience with gifted students in a public or an accredited nonpublic school, provided the teacher is assigned a mentor holding a valid license with an endorsement in gifted education.

Special Education Emphasis
SPEC Code: RDSP
REQU Code: RDSP.SPEC.25

Program Outcomes for Special Education Emphasis; students will:
- Demonstrate expertise in the knowledge, skills and process for teaching math.
- Demonstrate in-depth knowledge of the legal-regulatory, biological, psychological, and sociological (including culture, SES, age, and gender) dimensions of exceptionalities when engaging in responsibilities expected of a special or gifted educator;
- Use informal and formal assessment data to design individualized educational programs (IEPs) that take into account the comprehensive needs (e.g., academic, functional, adaptive, cognitive, social, health-medical, and communication) of individuals with exceptional learning needs;

Students must take the following courses for the Special Education emphasis:
- *SPED 600 Foundations and Legal Aspects of Special Education (3 hrs.)
- SPED 601 Designing and Implementing Individualized Education Programs (3 hrs.)
- SPED 645 Instructional Strategies in Mathematics and Science (3 hrs.)
- RDNG 625 Survey of Effective Reading Methods (3 hrs.)
- **SPED 696: Internship in Special Education (3 hrs.)
- Choose 1:
    - Elementary (K - 6) Add On:
        - SPED 616 Assessment and Evaluation (3 hrs.)
    - Secondary (6 - 12) Add On:
        - SPED 635 Transitioning to Adult Life for People w/ Disabilities (3 hrs.)

*Completion of this course allows candidates to apply for a Provisional License in Special Education in VA.

**Candidates may elect to waive the internship in special education if they have one year of successful,

full-time teaching experience with students with disabilities accessing the general curriculum in a public or an accredited nonpublic school provided the teacher is assigned a mentor holding a valid license with an endorsement in special education.

Special & Gifted Education for Twice Exceptional (2E) Learners, Master of Education

DIV Code: SPAS
PROG Code: SPGT.MED
CIP Code: 13.1004
Academic Level Code: GR
Location: Fully Online
Months to Completion: 24
Total Hours: 30-36
REQU Code: SPGT.MED.25

About: The Master of Education program in Special and Gifted Education for Twice Exceptional (2E) Learners prepares educators to identify, assess, and provide appropriate instruction for twice-exceptional learners. Coursework focuses on understanding special education and gifted students, as well as the unique characteristics of twice-exceptional students, developing differentiated instruction strategies, and collaborating with families and other professionals to support these learners' academic and social-emotional needs.

Program Outcomes:
By the end of the program, students will:

- Develop and enact a plan for high-quality instruction cultivating inclusive and culturally responsive learning environments that promote the academic success and social-emotional well-being of all students.
- Select, interpret, and use formal and informal assessment data to design and implement instructional programs, interventions, and differentiated learning experiences that address the comprehensive needs of diverse learners.
- Collect, analyze, interpret and apply informal and formal assessment data to design individualized education programs (IEPs) and interventions that address the comprehensive needs of students with special educational needs and disabilities.
- Synthesize knowledge and skills from coursework to develop a comprehensive plan that addresses the specific academic, social and emotional needs of gifted learners

Students must take the following:

- EDCI 645 Twice-Exceptional Learners: Characteristics & Supports (3 hrs.)
- *SPED 600 Foundations and Legal Aspects of Special Education (3 hrs.)
- SPED 601 Designing and Implementing Individualized Education Programs (3 hrs.)
- SPED 645 Instructional Strategies in Mathematics and Science (3 hrs.)
- RDNG 625 Survey of Effective Reading Methods (3 hrs.)
- EDCI 640 Introduction to and Identification of Gifted Learners (3 hrs.)
- EDCI 641 Special Populations of Gifted Learners (3 hrs.)
- EDCI 642 Curriculum, Strategies, and Programming for Gifted Learners (3 hrs.)
- EDCI 643 Social and Emotional Development and Guidance of Gifted Learners (3 hrs.)
- Choose 1:
    - Elementary (K - 6) Add On:
        - SPED 616 Assessment and Evaluation (3 hrs.)

    - Secondary (6 - 12) Add On:
        - SPED 635 Transitioning to Adult Life (3 hrs.)
- Internship Experiences:
    - **SPED 696 Internship in Special Education - General Curriculum (3 hrs.)
    - ~EDCI 644 Practicum in Gifted Education (3 hrs.)

*Completion of this course allows candidates to apply for a Provisional License in Special Education in VA.

**Candidates may elect to waive the internship in special education if they have one year of successful, full-time teaching experience with students with disabilities accessing the general curriculum in a public or an accredited nonpublic school, provided the teacher is assigned a mentor holding a valid license with an endorsement in special education.

~Candidates may elect to waive the practicum in gifted education if they have one year of successful, full-time teaching experience with gifted students in a public or an accredited nonpublic school, provided the teacher is assigned a mentor holding a valid license with an endorsement in gifted education.

Special Education w/ Early Childhood (Birth to Age 5) Emphasis, Master of Education
DIV Code: SPAS
PROG Code: SPEA.MED
CIP Code: 13.1001
Academic Level Code: GR
Location: Fully Online
Months to Completion: 24
Total Hours: 33
REQU Code: SPEA.MED.26

About: The graduate special education program prepares special educators to make positive contributions in the lives of persons with disabilities and to serve as positive change agents in their work settings. The curriculum addresses the complexities of issues related to the challenges faced by persons with disabilities, as well as the delivery of services needed to assist such persons as they strive for independence. Structured learning experiences provide students a comprehensive knowledge of the multifaceted nature of special education. The MEd in Special Education program offers several options for receiving a Virginia teaching license for all emphasis areas. With this emphasis, become a champion for young children with developmental delays or disabilities by focusing on early intervention and individualized instruction. This emphasis prepares you to work with children from birth to age five during their most critical developmental years, supporting them in reaching key milestones. You will collaborate with families, caregivers, and specialists to design and implement effective strategies that set a strong foundation for lifelong learning and success. Focus: Infants, toddlers, and preschool-aged children (birth to age five) with developmental delays or disabilities. Setting: Early intervention programs and preschool settings focused on developmental support and family-centered care. Outcome: Eligible for an Endorsement in Early Childhood Special Education (Birth – Five).

Program Outcomes:
By the end of the program, students will:

- Demonstrate professional dispositions including ethical decision-making, knowledge of legal-regulatory frameworks, and the ability to effectively communicate and collaborate with

families and multi-disciplinary teams to improve outcomes for students with special educational needs and disabilities.
- Collect, analyze, interpret and apply informal and formal assessment data to develop individualized education programs (IEPs) and interventions that address the comprehensive needs (including academic, functional, adaptive, social-emotional, physical-motor, and communication skills) of students with special educational needs and disabilities.
- Demonstrate understanding of student characteristics and developmental learning needs, evidence-based instructional strategies, curricular knowledge, and ability to manage the learning environment by planning, implementing, and assessing instruction for students with special educational needs and disabilities.

The courses listed below include all course requirements for the MEd in Special Education. These courses cover the special education competencies required for licensure in the state of Virginia, although there may be other courses required for those seeking initial licensure (e.g., student teaching/internships). Please consult an academic advisor for details about licensure for specific endorsement areas.

All MEd in Special Education students (regardless of emphasis area) must take the following pre-requisite course, if they have not already completed prior coursework (undergraduate or graduate level) addressing the course competencies:

- *SPED 600 Foundations and Legal Aspects of Special Education (3 hrs.)

*Completion of this course allows candidates to apply for a Provisional License in Special Education in VA.

All MEd in Special Education students (regardless of emphasis area) must take the following Core courses:

- SPED 620 Language Development/Instruction and Assistive Technology (3 hrs.)
- SPED 625 Management of Classroom Instruction and Behavior (3 hrs.)
- SPED 670 Introduction to Autism Spectrum Disorder (3 hrs.)
- SPED 675 Collaboration and Consultation (3 hrs.)

All MEd in Special Education students (regardless of emphasis area) must choose a Capstone or Internship for 3-6 hours:

- *SPED 681 Action Research Capstone (3 hrs.)
- SPED 696-697 Internship in Special Education- General Curriculum (3-6 hrs.)
- SPED 691-692 Internship in Early Childhood Special Education (3-6 hrs.)
- SPED 698-699 Internship in Special Education- Adapted Curriculum (3-6 hrs.)
- EDHD 696-697 Internship in Special Education- Deaf and Hard of Hearing (3-6 hrs.)

*Students enrolled in the MEd program who are fully licensed or have a provisional license in Virginia may choose to take SPED 681 in lieu of corresponding internship courses. Any student who does not hold a valid provisional license in Virginia must complete the corresponding internship courses aligned to the area of license. To be eligible for a teaching license in Special Education students must complete two internship placements at the pre- school, elementary, and/or secondary levels. Internships at the graduate level are analogous to student teaching at the undergraduate level.

For this emphasis area, students must take the following required courses:

- EDHD 601 Diverse Developmental Pathways in Early Childhood (3 hrs.)
- SPED 651 Designing Comprehensive, Family Centered Intervention (3 hrs.)

- SPED 653 Developmentally Appro. Curriculum & Instructional Program for Preschool (3 hrs.)
- SPED 660 Assessment of Young Children with Developmental Delays (3 hrs.)
- SPED 662 Medical and Therapeutic Interventions for Children with Disabilities (3 hrs.)

Students must also take 3-hours worth of electives. Choose from any of the following:

- EDHD 606 Literacy in Early Childhood Education (3 hrs.)
- EDHD 607 STEM Methods and Practicum in Early Childhood Education (3 hrs.)
- SPED 601 Designing and Implementing Individualized Education Plans (3 hrs.)
- SPED 605 Characteristics of Students with Disabilities Needing Significant Academic & Functional Supports (3 hrs.)
- SPED 606 Characteristics of Students with Disabilities Accessing General Curriculum (3 hrs.)
- SPED 666 Adapted Instructional Methods & Strategies (3 hrs.)
- RDNG 625 Survey of Effective Reading Methods (3 hrs.)
- RDNG 640 Strategies for Teaching Phonics, Spelling and Vocabulary (3 hrs.)

Special Education w/ Adapted Curriculum (K-12) Emphasis w/ CTE-Trans. & Special Needs Add-On Endorsement, Master of Education

DIV Code: SPAS
PROG Code: SPAD.MED
CIP Code: 13.1001
Academic Level Code: GR
Location: Fully Online
Months to Completion: 24
Total Hours: 33
REQU Code: SPAD.MED.26

About: The graduate special education program prepares special educators to make positive contributions in the lives of persons with disabilities and to serve as positive change agents in their work settings. The curriculum addresses the complexities of issues related to the challenges faced by persons with disabilities, as well as the delivery of services needed to assist such persons as they strive for independence. Structured learning experiences provide students a comprehensive knowledge of the multifaceted nature of special education. The MEd in Special Education program offers several options for receiving a Virginia teaching license for all emphasis areas. With this emphasis, make a transformative impact on the lives of students with moderate to severe disabilities by specializing in adapted education. This emphasis focuses on teaching functional and life skills, as well as alternative learning strategies, to help students overcome significant challenges. You will learn to develop and implement individualized education programs (IEPs), ensuring students receive the tailored support they need to grow academically, socially, and personally. Focus: Moderate to severe disabilities, such as intellectual disabilities and Autism, requiring intensive, personalized support. Setting: Specialized or adapted K-12 classrooms designed to address unique learning and developmental needs. Outcome: Eligible for an Endorsement in Special Education Adapted Curriculum (K-12) and a Career and Technical Education – Transition and Special Needs Add-On Endorsement.

Program Outcomes:
By the end of the program, students will:

- Demonstrate professional dispositions including ethical decision-making, knowledge of legal-regulatory frameworks, and the ability to effectively communicate and collaborate with families and multi-disciplinary teams to improve outcomes for students with special educational

needs and disabilities.
- Collect, analyze, interpret and apply informal and formal assessment data to develop individualized education programs (IEPs) and interventions that address the comprehensive needs (including academic, functional, adaptive, social-emotional, physical-motor, and communication skills) of students with special educational needs and disabilities.
- Demonstrate understanding of student characteristics and developmental learning needs, evidence-based instructional strategies, curricular knowledge, and ability to manage the learning environment by planning, implementing, and assessing instruction for students with special educational needs and disabilities.

The courses listed below include all course requirements for the MEd in Special Education. These courses cover the special education competencies required for licensure in the state of Virginia, although there may be other courses required for those seeking initial licensure (e.g., student teaching/internships). Please consult an academic advisor for details about licensure for specific endorsement areas.

All MEd in Special Education students (regardless of emphasis area) must take the following pre-requisite course, if they have not already completed prior coursework (undergraduate or graduate level) addressing the course competencies:

- *SPED 600 Foundations and Legal Aspects of Special Education (3 hrs.)

*Completion of this course allows candidates to apply for a Provisional License in Special Education in VA.

All MEd in Special Education students (regardless of emphasis area) must take the following Core courses:

- SPED 620 Language Development/Instruction and Assistive Technology (3 hrs.)
- SPED 625 Management of Classroom Instruction and Behavior (3 hrs.)
- SPED 670 Introduction to Autism Spectrum Disorder (3 hrs.)
- SPED 675 Collaboration and Consultation (3 hrs.)

All MEd in Special Education students (regardless of emphasis area) must choose a Capstone or Internship for 3-6 hours:

- *SPED 681 Action Research Capstone (3 hrs.)
- SPED 696-697 Internship in Special Education- General Curriculum (3-6 hrs.)
- SPED 691-692 Internship in Early Childhood Special Education (3-6 hrs.)
- SPED 698-699 Internship in Special Education- Adapted Curriculum (3-6 hrs.)
- EDHD 696-697 Internship in Special Education- Deaf and Hard of Hearing (3-6 hrs.)

*Students enrolled in the MEd program who are fully licensed or have a provisional license in Virginia may choose to take SPED 681 in lieu of corresponding internship courses. Any student who does not hold a valid provisional license in Virginia must complete the corresponding internship courses aligned to the area of license. To be eligible for a teaching license in Special Education students must complete two internship placements at the pre- school, elementary, and/or secondary levels. Internships at the graduate level are analogous to student teaching at the undergraduate level.

Students must take the following required courses for the emphasis:

- SPED 601 Designing and Implementing Individualized Education Programs (3 hrs.)
- SPED 605 Characteristics of Students with Disabilities (3 hrs.)

- SPED 616 Assessment and Evaluation (3 hrs.)
- SPED 635 Transitioning to Adult Life (3 hrs.)
- SPED 665 Individualized Support & Specialized Care of Students w/ Sig. Support Needs (3 hrs.)
- SPED 666 Adapted Instructional Methods & Strategies (3 hrs.)

Special Education w/ Deaf and Hard of Hearing (PreK-12) Emphasis, Master of Education
DIV Code: SPAS
PROG Code: SPDH.MED
CIP Code: 13.1003
Academic Level Code: GR
Location: Fully Online
Months to Completion: 24
Total Hours: 33
REQU Code: SPDH.MED.26

About: The graduate special education program prepares special educators to make positive contributions in the lives of persons with disabilities and to serve as positive change agents in their work settings. The curriculum addresses the complexities of issues related to the challenges faced by persons with disabilities, as well as the delivery of services needed to assist such persons as they strive for independence. Structured learning experiences provide students a comprehensive knowledge of the multifaceted nature of special education. The MEd in Special Education program offers several options for receiving a Virginia teaching license for all emphasis areas. With this emphasis, advocate for and empower students who are Deaf or hard of hearing by creating accessible and inclusive learning environments. This emphasis provides specialized training in communication strategies, including sign language and assistive technologies, to help students succeed academically and socially. You'll develop the skills needed to foster independence, self-advocacy, and confidence in students as they navigate their educational journey and prepare for life beyond the classroom. Focus: Students who are Deaf or hard of hearing, requiring communication tools and tailored instruction. Setting: K-12 classrooms and specialized environments designed to support communication and accessibility needs. Outcome: Eligible for an Endorsement in Special Education Deaf and Hard of Hearing (K-12).

Program Outcomes:
By the end of the program, students will:
- Demonstrate professional dispositions including ethical decision-making, knowledge of legal-regulatory frameworks, and the ability to effectively communicate and collaborate with families and multi-disciplinary teams to improve outcomes for students with special educational needs and disabilities.
- Collect, analyze, interpret and apply informal and formal assessment data to develop individualized education programs (IEPs) and interventions that address the comprehensive needs (including academic, functional, adaptive, social-emotional, physical-motor, and communication skills) of students with special educational needs and disabilities.
- Demonstrate understanding of student characteristics and developmental learning needs, evidence-based instructional strategies, curricular knowledge, and ability to manage the learning environment by planning, implementing, and assessing instruction for students with special educational needs and disabilities.

The courses listed below include all course requirements for the MEd in Special Education. These courses cover the special education competencies required for licensure in the state of Virginia, although there

may be other courses required for those seeking initial licensure (e.g., student teaching/internships). Please consult an academic advisor for details about licensure for specific endorsement areas.

All MEd in Special Education students (regardless of emphasis area) must take the following pre-requisite course, if they have not already completed prior coursework (undergraduate or graduate level) addressing the course competencies:

- *SPED 600 Foundations and Legal Aspects of Special Education (3 hrs.)

*Completion of this course allows candidates to apply for a Provisional License in Special Education in VA.

All MEd in Special Education students (regardless of emphasis area) must take the following Core courses:

- SPED 620 Language Development/Instruction and Assistive Technology (3 hrs.)
- SPED 625 Management of Classroom Instruction and Behavior (3 hrs.)
- SPED 670 Introduction to Autism Spectrum Disorder (3 hrs.)
- SPED 675 Collaboration and Consultation (3 hrs.)

All MEd in Special Education students (regardless of emphasis area) must choose a Capstone or Internship for 3-6 hours:

- *SPED 681 Action Research Capstone (3 hrs.)
- SPED 696-697 Internship in Special Education- General Curriculum (3-6 hrs.)
- SPED 691-692 Internship in Early Childhood Special Education (3-6 hrs.)
- SPED 698-699 Internship in Special Education- Adapted Curriculum (3-6 hrs.)
- EDHD 696-697 Internship in Special Education- Deaf and Hard of Hearing (3-6 hrs.)

*Students enrolled in the MEd program who are fully licensed or have a provisional license in Virginia may choose to take SPED 681 in lieu of corresponding internship courses. Any student who does not hold a valid provisional license in Virginia must complete the corresponding internship courses aligned to the area of license. To be eligible for a teaching license in Special Education students must complete two internship placements at the pre- school, elementary, and/or secondary levels. Internships at the graduate level are analogous to student teaching at the undergraduate level.

Students must take the following courses for the emphasis:

- EDHH 600 Foundations and Characteristics of Deaf Education (3 hrs.)
- EDHH 601 Language and Literacy Development in Deaf and Hard of Hearing (3 hrs.)
- EDHH 602 Audiology and Communication Modalities (3 hrs.)
- EDHH 603 Instructional Methods: Students Who Are Deaf and Hard of Hearing (3 hrs.)
- SPED 601 Designing and Implementing Individualized Education Programs (3 hrs.)
- SPED 616 Assessment and Evaluation (3 hrs.)

Special Education w/ General Curriculum (K-12) Emphasis, Master of Education

DIV Code: SPAS
PROG Code: SPGN.MED
CIP Code: 13.1001
Academic Level Code: GR
Location: Fully Online
Months to Completion: 24
Total Hours: 33
REQU Code: SPGN.MED.26

About: The graduate special education program prepares special educators to make positive contributions in the lives of persons with disabilities and to serve as positive change agents in their work settings. The curriculum addresses the complexities of issues related to the challenges faced by persons with disabilities, as well as the delivery of services needed to assist such persons as they strive for independence. Structured learning experiences provide students a comprehensive knowledge of the multifaceted nature of special education. The MEd in Special Education program offers several options for receiving a Virginia teaching license for all emphasis areas. With this emphasis, prepare to create inclusive and empowering learning environments for students with mild to moderate disabilities in K-12 classrooms. This emphasis equips you with evidence-based strategies to support diverse learners, helping them succeed academically, socially, and emotionally within the general education curriculum. You will gain the skills needed to collaborate with general education teachers, adapt curriculum to meet individual needs, and advocate for student success in inclusive settings. Focus: Mild to moderate disabilities, including learning disabilities, ADHD, and behavioral challenges. Setting: Inclusive K-12 classrooms where students access the general curriculum alongside their peers. Outcome: Eligible for an Endorsement in Special Education General Curriculum (K-12).

Program Outcomes:
By the end of the program, students will:

- Demonstrate professional dispositions including ethical decision-making, knowledge of legal-regulatory frameworks, and the ability to effectively communicate and collaborate with families and multi-disciplinary teams to improve outcomes for students with special educational needs and disabilities.
- Collect, analyze, interpret and apply informal and formal assessment data to develop individualized education programs (IEPs) and interventions that address the comprehensive needs (including academic, functional, adaptive, social-emotional, physical-motor, and communication skills) of students with special educational needs and disabilities.
- Demonstrate understanding of student characteristics and developmental learning needs, evidence-based instructional strategies, curricular knowledge, and ability to manage the learning environment by planning, implementing, and assessing instruction for students with special educational needs and disabilities.

The courses listed below include all course requirements for the MEd in Special Education. These courses cover the special education competencies required for licensure in the state of Virginia, although there may be other courses required for those seeking initial licensure (e.g., student teaching/internships). Please consult an academic advisor for details about licensure for specific endorsement areas.

All MEd in Special Education students (regardless of emphasis area) must take the following pre-requisite course, if they have not already completed prior coursework (undergraduate or graduate level) addressing the course competencies:

- *SPED 600 Foundations and Legal Aspects of Special Education (3 hrs.)

*Completion of this course allows candidates to apply for a Provisional License in Special Education in VA.

All MEd in Special Education students (regardless of emphasis area) must take the following Core courses:

- SPED 620 Language Development/Instruction and Assistive Technology (3 hrs.)

- SPED 625 Management of Classroom Instruction and Behavior (3 hrs.)
- SPED 670 Introduction to Autism Spectrum Disorder (3 hrs.)
- SPED 675 Collaboration and Consultation (3 hrs.)

All MEd in Special Education students (regardless of emphasis area) must choose a Capstone or Internship for 3-6 hours:

- *SPED 681 Action Research Capstone (3 hrs.)
- SPED 696-697 Internship in Special Education- General Curriculum (3-6 hrs.)
- SPED 691-692 Internship in Early Childhood Special Education (3-6 hrs.)
- SPED 698-699 Internship in Special Education- Adapted Curriculum (3-6 hrs.)
- EDHD 696-697 Internship in Special Education- Deaf and Hard of Hearing (3-6 hrs.)

*Students enrolled in the MEd program who are fully licensed or have a provisional license in Virginia may choose to take SPED 681 in lieu of corresponding internship courses. Any student who does not hold a valid provisional license in Virginia must complete the corresponding internship courses aligned to the area of license. To be eligible for a teaching license in Special Education students must complete two internship placements at the pre- school, elementary, and/or secondary levels. Internships at the graduate level are analogous to student teaching at the undergraduate level.

Students must take the following courses for the emphasis:

- SPED 601 Designing and Implementing Individualized Education Programs (3 hrs.)
- SPED 606 Characteristics of Students with Disabilities (3 hrs.)
- SPED 616 Assessment and Evaluation (3 hrs.)
- SPEC 635 Transitioning to Adult Life (3 hrs.)
- SPED 645 Instructional Strategies in Mathematics and Science (3 hrs.)
- RDNG 625 Survey of Effective Reading Methods (3 hrs.)

Specialized Instructional Design, Master of Education

DIV Code: SPAS
PROG Code: SID.MED
CIP Code: 13.0501
Academic Level Code: GR
Location: Fully Online
Months to Completion: 24
Total Hours: 30-36
REQU Code: SID.MED.25

About: The mission of this program is to equip students with advanced technological, pedagogical, and specialized content expertise necessary to design, implement, and evaluate effective, accessible, and engaging learning experiences for a variety of student populations, including those with reading difficulties, special needs, and exceptional gifts.

Program Outcomes:

- Students will synthesize instructional design models, theories, and emerging technologies to design authentic, real-world learning experiences.
- Students will collaborate with diverse stakeholders to implement innovative instructional strategies. Students will leverage data-informed practices and specialized disciplinary standards (in Reading, Special Education, or Gifted Education) to engineer equitable learning solutions for exceptional learners.

Students must take the following Core courses, worth 15-hrs:

- EDCI 620 Introduction to Educational Technology (3 hrs.)
- EDCI 621 Advanced AI Techniques for Modern Instructional Design (3 hrs.)
- EDCI 622 Technology and Learner Diversity (3 hrs.)
- EDCI 623 Design and Management of Online Learning (3 hrs.)
- EDCI 630 Instructional Design (3 hrs.)

The MEd in Specialized Instructional Design requires students to complete a concentration (worth 15-21 hrs) in at least one of the following; see other areas of the catalog for a list of courses.

- Reading Specialist Endorsement/Literacy Studies
- Special Education - General Curriculum Elementary K-6 Add On Endorsement
- Special Education - General Curriculum Secondary 6-12 Add On Endorsement
- Gifted Education Add-On Endorsement

Doctorate Degrees

Doctor of Education

Leadership Studies, Doctor of Education

DIV Code: SPAS
PROG Code: LEAD.EDD
CIP Code: 13.0401
Academic Level Code: AG
Location: Fully Online
Months to Completion: 32
Total Hours: 54
REQU Code: LEAD.EDD.26

About: The EdD in Leadership Studies is meticulously designed to elevate the existing knowledge and skills of individuals who are interested in pursuing leadership positions in their career field by preparing them to navigate complex challenges across a multitude of leadership roles. The program is designed to be completed by cohort groups, with flexibility as needed.

PLOs: The program objectives include the following:

- To provide students with interdisciplinary knowledge, skills, and attitudes necessary to lead an organization in changing and adapting in an increasingly global environment;
- To enable students to examine community issues from an interdisciplinary, systemic perspective;
- To provide students with an opportunity to develop creative and innovative responses to local, state, national, and international issues;
- To allow students to demonstrate analytical, problem-solving, and research skills grounded in sound empirical study;
- To implement and evaluate leadership practices based on various theories, models, and approaches to achieving organizational effectiveness;
- To examine the dynamics of communities with a focus on interrelationships of leadership, capital, vision, and culture.

The program requirements include 10 core interdisciplinary courses and 4 courses within an area of

concentration for a total of 42 hours and two dissertation courses (6 hours each) for a total of 12 hours of dissertation research, totaling a minimum of 54 credit hours of coursework beyond a master's degree for program completion.

Students must take the following Core courses:

- LS 800: Human Resource Management (3 hrs.)
- LS 802: Quantitative Research (3 hrs.)
- LS 803: Legal and Ethical Dimensions of Leadership (3 hrs.)
- LS 804: Qualitative and Action Research (3 hrs.)
- LS 805: Community Dynamics (3 hrs.)
- LS 808: Dissertation/Capstone Seminar: Research and Readings in Leadership Studies (3 hrs.)
- LS 809: Organizational Leadership and Change (3 hrs.)
- LS 811: Organizational Communication (3 hrs.)
- LS 815: Leadership Models and Practice (3 hrs.)
- LS 816: Advanced Quantitative Methods/Statistics (3 hrs.)
- *LS 890: Dissertation/Capstone Research (6 hrs.)
- *LS 891: Dissertation/Capstone Defense (6 hrs.)
- *LS 892: Extended Dissertation (optional, if needed, for 3 hrs.)

*Dissertation and Capstone Requirements (LS-CAP)
Students must complete either a dissertation or capstone project to meet all program requirements for the EdD degree. The following principles serve as a foundation for the EdD in Leadership Studies dissertation or capstone project:

- Research should be organized around highly challenging problems embedded in the day-to-day work of institutions. Successful problem-solving begins with a working map of the elements that comprise the problem, the multiple pathways toward solutions, and an integrating framework for forming a coherent field of improvement activity.
- Researchers need to work in close collaboration with other practitioners from the beginning. The full range of stakeholders must be involved in solving organizational problems.
- Openness is fundamental. A participatory culture is essential. This means involving others in helping to solve specific problems. It also means promoting the exchange and development of powerful practices.
- Innovations must be linked to a local context. It is not sufficient to know that a program or innovation can work. Students need to know how to make it work reliably within local organizations.
- An evidence-based practice must discipline the enterprise. Continuous improvements require measuring key components that contribute to improved performance. This rigorous system of measures must be guided by a working theory about how various instructional processes, organizing routines, and cultural norms interact to effect desired outcomes.
- The dissertation may include qualitative or quantitative research techniques and strategies; elements of action research may also be included. Capstone projects will include a research component designed to help solve a problem of practice in a specific focus area. Both will include extensive literature reviews to situate the research and recommendations in a larger context.

Students choose a concentration in the following:

Athletic Leadership/Sports Administration Concentration

SPEC Code: ATHL
REQU Code: ATHL.CONC.25

Students take the following courses:

- LS 806: Public Policy (3 hrs.)
- SPMG 830/630: Sport Facility and Event Management (3 hrs.)
- SPMG 840/640: Sport Sales and Marketing (3 hrs.)
- SPMG 850/650: Legal Issues in Sport (3 hrs.)

Education Leadership Concentration
SPEC Code: EDUC
REQU Code: EDUC.CONC.25

About: The Education Leadership Concentration courses are designed to support students in meeting requirements for superintendent licensure per 8VAC20-23-630: Division Superintendent License, option 2.

Students take the following courses:

- LS 806: Public Policy (3 hrs.)
- LS 817/614: Leading Boards and Staff (3 hrs.)
- EDLS 618/EDLS 618/EDCI 610: Adv. Leadership in Curriculum, Instruction, & Assessment (3 hrs.)
- SPED 600/SPED 800: Foundations and Legal Aspects of Special Education (3 hrs.)

Healthcare Leadership Concentration
SPEC Code: HEAL
REQU Code: HEAL.CONC.25

Students take the following required courses:

- LS 801: Epidemiology of Community Public Health Issues (3 hrs.)
- DEL 900: Organizational Behavior and Leadership in Healthcare (3 hrs.)
- DEL 901: Healthcare Management (3 hrs.)

Students choose one from the following:

- DEL 919: Healthcare Informatics (3 hrs.)
- DEL 906: Healthcare Finance (3 hrs.)

Interdisciplinary Concentration
SPEC Code: INTR
REQU Code: INTR.CONC.25

Students take the following courses:

- LS 801: Epidemiology of Community Public Health Issues (3 hrs.)
- LS 806: Public Policy (3 hrs.)
- LS 807: Government, Politics, & Leadership (3 hrs.)
- LS 813: System Design and Tools for Sustainability (3 hrs.)

Nonprofit Leadership Concentration
SPEC Code: NONP

REQU Code: NONP.CONC.25

Students take the following courses:

- LS 806: Public Policy (3 hrs.)
- LS 807: Government, Politics, & Leadership (3 hrs.)
- LS 817/614: Leading Boards and Staff (3 hrs.)
- LS 819/616: Fundraising and Grant Writing (3 hrs.)

Doctor of Executive Leadership

About: The Doctor of Executive Leadership currently has eight concentrations, four of which are attached to a common Core Curriculum and four of which are unique enough that they do not share a common core. The first four attached to a Core Curriculum are: Healthcare, Corporate Leadership, Government & Public Policy Leadership, and Ethics of AI & Technology. The latter four that are not attached to a Core Curriculum are: Critical Care Medicine, Emergency Management & Global Health, Fellowship, and Hospital Medicine. Please find all below.

Doctor of Executive Leadership Core

DIV Code: SMHS
PROG Code: DEL.DEL
CIP Code: 52.0213
Academic Level Code: AG
Location: Fully Online
Months to Completion: 12
Total Hours: 37
REQU Code: DEL.CORE.25

About: The University of Lynchburg Doctor of Executive Leadership is a practice-focused, 100% online leadership doctorate for experienced professionals who want to strengthen strategy, communication, ethics, and change leadership to lead with clarity in any field. Leadership is constant decision-making under pressure, competing priorities, and real human consequences. The DEL is designed to help students lead through that reality. Students take 18 Core credits and 19 Concentration credits.

Program Outcomes: Students will strengthen their executive skills that build alignment when stakes are high: strategic leadership, communication & relationship management, ethics & social responsibility, business acumen, and organizational development.

All students, regardless of concentration, must take the following required Core courses:

- DEL 900: Organizational Behavior and Leadership (3 hrs.)
- DEL 933: Evidence-Based Research (4 hrs.)
- DEL 965: Executive Leadership Doctoral Project I (4 hrs.)
- DEL 966: Executive Leadership Doctoral Project II (4 hrs.)
- DEL 997: Ethics and Regulation in AI (3 hrs.)

Each student must pick a concentration. Current options include Healthcare, Corporate Leadership, Government & Public Policy Leadership, and Ethics of Artificial Intelligence & Technology.

Healthcare Concentration

SPEC Code: HLCR
REQU Code: HLCR.CONC.25

About: The University of Lynchburg Doctor of Executive Leadership (DEL) with a concentration in Healthcare is designed for healthcare professionals seeking to develop advanced leadership skills in complex healthcare environments. This program prepares executives, administrators, and clinical leaders to drive organizational excellence and positive change across healthcare delivery systems. The curriculum emphasizes healthcare-specific leadership competencies including organizational behavior, healthcare management, legal and financial frameworks, and evidence-based decision-making. Students engage with current healthcare challenges including quality improvement, care coordination, and financial sustainability while developing as visionary leaders capable of advancing healthcare delivery.

Concentration Outcomes: Upon completion of the DEL Healthcare Concentration, graduates will be able to:

- Develop and implement strategic plans that align with healthcare organizational goals and values while analyzing complex healthcare environments to identify opportunities for improvement.
- Make informed decisions based on data, evidence, and research methodologies while leading and managing change effectively in healthcare settings.
- Understand healthcare organizational culture and its impact on performance while developing and implementing effective organizational structures and processes.
- Understand healthcare financial concepts, metrics, and resource management relevant to healthcare organizations while developing and managing resources effectively.
- Navigate legal and ethical dimensions of healthcare leadership while fostering inclusive organizational climates that support quality care and employee engagement.
- Communicate effectively with diverse healthcare stakeholders including patients, providers, administrators, and community partners while advocating for organizational and community health interests.
- Lead healthcare transformation and innovation initiatives while managing complex change processes in clinical and administrative settings.
- Develop professional medical writing skills to advance the healthcare profession.

Students must take the following curriculum for the Healthcare Concentration:

- DEL 901: Healthcare Management (3 hrs.)
- DEL 905: Healthcare Law (4 hrs.)
- DEL 906: Healthcare Finance (3 hrs.)
- DEL 916: Healthcare Advocacy (3 hrs.)
- DEL 919: Healthcare Informatics (3 hrs.)
- DEL 920: Healthcare Administration (3 hrs.)

Corporate Leadership Concentration
SPEC Code: CORP
REQU Code: CORP.CONC.25

About: The University of Lynchburg Doctor of Executive Leadership (DEL) with a concentration in Corporate Leadership is designed for C-suite executives, business leaders, corporate strategists, and organizational decision-makers seeking advanced expertise in strategic business leadership, corporate governance, and innovation management. The program prepares executives to lead organizational transformation, drive competitive advantage, and create sustainable business value in complex

corporate environments. The curriculum emphasizes strategic business leadership, corporate innovation and disruption management, and stakeholder governance while developing executives' capacity to navigate competitive landscapes, manage corporate policy, and advance ethical business practices. Students engage with contemporary business challenges including digital disruption, stakeholder accountability, and sustainable competitive advantage.

Concentration Outcomes: Upon completion of the DEL Corporate Leadership Concentration, graduates will be able to:

- Develop and implement comprehensive strategic business plans that align with organizational goals and competitive positioning while analyzing complex market and organizational environments to identify opportunities for growth and improvement.
- Make informed strategic decisions based on market data, business intelligence, and evidence-based management practices while leading and managing organizational transformation effectively.
- Understand organizational culture and its strategic impact on business performance while designing and implementing organizational structures and processes that enhance competitive advantage.
- Understand financial and business metrics relevant to corporate performance while developing and managing financial resources, capital allocation, and investor relationships effectively.
- Navigate legal and ethical dimensions of corporate leadership, including governance frameworks and stakeholder accountability, while fostering inclusive organizational climates that reflect corporate values.
- Communicate effectively with diverse corporate stakeholders including investors, employees, customers, regulators, and community members while advocating for corporate interests and corporate social responsibility.
- Lead corporate innovation and strategic transformation initiatives while managing complex business change processes and organizational disruption.
- Leverage innovation and technology to create competitive advantage, enhance operational efficiency, and drive business growth.

Students must take the following curriculum for the Corporate Leadership Concentration:

- DEL 921: Strategic Communication (3 hrs.)
- DEL 902: Legal and Ethical Principles (4 hrs.)
- DEL 903: Finance (3 hrs.)
- DEL 907: Advanced Strategic Leadership in Business Organization (3 hrs.)
- DEL 909: Innovation and Sustainable Systems Leadership (3 hrs.)
- DEL 910: Corporate Policy and Stakeholder Leadership (3 hrs.)

Government and Public Policy Leadership Concentration
SPEC Code: GOPP
REQU Code: GOPP.CONC.25

About: The University of Lynchburg Doctor of Executive Leadership (DEL) with a concentration in Government and Public Leadership is designed for government executives, nonprofit leaders, public policy professionals, community leaders, and public sector administrators seeking advanced expertise in public policy development, public sector leadership, and community engagement. The program prepares executives to lead transformational change in government and nonprofit organizations while advancing public value creation and community well-being. The curriculum emphasizes public policy development

and advocacy, political leadership in public sector contexts, and community-centered leadership approaches while developing executives' capacity to navigate complex policy environments, engage diverse stakeholders, and lead initiatives that address public challenges and advance community interests. Students engage with contemporary public sector challenges including policy development and implementation, community equity and inclusion, and political leadership navigation.

Concentration Outcomes: Upon completion of the DEL Government and Public Leadership Concentration, graduates will be able to:

- Develop and implement strategic public sector and nonprofit plans that align with public value creation goals and community interests while analyzing complex policy environments to identify opportunities for improvement.
- Make informed decisions based on evidence, data analysis, and research methodologies while leading and managing change effectively in public sector and nonprofit contexts.
- Understand organizational culture in public sector and nonprofit settings and its impact on mission achievement while developing and implementing organizational structures and processes that advance public value.
- Understand financial and budgetary frameworks relevant to public sector and nonprofit organizations while managing resources effectively and ensuring fiscal accountability and stewardship.
- Navigate legal, ethical, and political dimensions of public leadership while fostering inclusive organizational climates that reflect commitment to equity, community voice, and public interest.
- Communicate effectively with diverse public stakeholders including elected officials, community members, nonprofit partners, and government agencies while advocating for policy initiatives and community interests.
- Lead public policy development and organizational transformation initiatives while managing complex change processes in politically charged environments.
- Mobilize communities and organizations to support public sector missions, advance policy agendas, and address complex public challenges.

Students must take the following curriculum for the Government and Public Policy Leadership concentration:

- DEL 921: Strategic Communication (3 hrs.)
- DEL 902: Legal and Ethical Principles (4 hrs.)
- DEL 903: Finance (3 hrs.)
- DEL 904: Public Policy Development and Leadership (3 hrs.)
- DEL 911 : Government, Politics, and Executive Leadership (3 hrs.)
- DEL 912: Community Leadership and Public Engagement (3 hrs.)

Ethics of Artificial Intelligence and Technology Leadership Concentration
SPEC Code: AITL
REQU Code: AITL.CONC.25

About: The University of Lynchburg Doctor of Executive Leadership (DEL) with a concentration in Ethics of Artificial Intelligence and Technology Leadership is designed for technology leaders, innovation executives, digital transformation leaders, ethics-focused executives, and organizational decision-makers seeking advanced expertise in AI strategy, ethical technology leadership, and responsible innovation. The program prepares executives to lead organizations through AI-driven digital transformation while ensuring ethical technology deployment, responsible innovation, and alignment of technological change

with organizational values and societal impact. The curriculum emphasizes AI strategy and implementation, technology ethics and governance, and digital transformation leadership while developing executives' capacity to navigate rapidly evolving technology landscapes, build organizational AI capability, and lead transformational change that balances technological innovation with ethical responsibility. Students engage with contemporary technology challenges including AI adoption and governance, ethical risk management, and digital disruption leadership.

Concentration Outcomes: Upon completion of the DEL Ethics of Artificial Intelligence and Technology Leadership Concentration, graduates will be able to:

- Develop and implement comprehensive AI and digital transformation strategies that align with organizational goals and values while analyzing organizational readiness, technological capabilities, and market opportunities for technology-driven change.
- Make informed technology and innovation decisions based on data analysis, evidence-based practices, and market intelligence while leading and managing technology-driven organizational change effectively.
- Understand organizational culture and its impact on technology adoption, innovation capability, and digital transformation success while designing organizational structures and processes that support digital innovation.
- Understand technology investment requirements and financial implications of AI adoption and digital transformation while managing technology budgets and demonstrating technology ROI effectively.
- Navigate legal, ethical, and governance dimensions of AI and technology leadership, including ethical risk identification and mitigation, while fostering inclusive organizational climates that reflect technology ethics commitment.
- Communicate effectively with diverse stakeholders about technology initiatives, AI governance, and ethical technology practices while building organizational and stakeholder trust in technology decisions.
- Lead organizational digital transformation and technology innovation initiatives while managing complex technology change processes and organizational adaptation.
- Assess and manage ethical risks in technology and AI systems, including bias, privacy, transparency, and accountability concerns, while ensuring responsible technology deployment.

Students must take the following curriculum for the Ethics of Artificial Intelligence and Technology Leadership Concentration:

- DEL 921: Strategic Communication (3 hrs.)
- DEL 902: Legal and Ethical Principles (4 hrs.)
- DEL 903: Finance (3 hrs.)
- DEL 913: AI Strategy and Organizational Implementation (3 hrs.)
- DEL 904: Public Policy Development and Leadership (3 hrs.)
- DEL 914: Leading Digital Transformation and Innovation (3 hrs.)

Critical Care Medicine Concentration, Doctor of Executive Leadership

DIV Code: SMHS
PROG Code: CC.DEL
CIP Code: 60.0907
Academic Level Code: AG
Location: Fully Online
Months to Completion: 12

Total Hours: 37
REQU Code: CC.DEL.25

About: The University of Lynchburg Doctor of Executive Leadership with a concentration in Critical Care Medicine is designed to enroll clinicians looking to expand their practice of acute care medicine, leadership, and management skills. The curriculum focuses on hospital medicine, healthcare leadership, administration, and management. Students will further develop critical thinking and clinical skills, involving diversity and inclusion in professional practice. The track is equipped to challenge students aspiring to and currently working in critical care medicine.

Program Outcomes: Students will be able to:

- Apply advanced and specialized medical knowledge with an emphasis structured beyond general practice by training within fellowship/practicum competencies on: medical knowledge, patient care, interpersonal and communication skills, professionalism, system-based learning, and practice-based learning and improvement.
- Analyze skills needed to provide leadership at local and global health care institutions.
- Design, develop, and execute projects that improve patient outcomes.
- Develop professional medical writing skills to advance the clinical profession.

Students must take the following Core courses, worth 13 credits):

- DEL 900 Organizational Behavior and Leadership (3 hrs.)
- DEL 901 Healthcare Management (3 hrs.)
- DEL 905 Healthcare Law(4 hrs.)
- DEL 906 Healthcare Finance (3 hrs.)

Students must take the following Scholarship courses, worth 12 credits:

- DEL 933 Evidence-based Medicine (4 hrs.)
- DEL 965 Doctoral Project I (4 hrs.)
- DEL 966 Doctoral Project II (4 hrs.)

Students must take the following Medical Practice and Leadership courses, worth 12 credits:

- DEL 939 Acute Care Pharmacology (3 hrs.)
- DEL 947 Critical Care Medicine I (3 hrs.)
- DEL 948 Critical Care Medicine II (3 hrs.)
- DEL 949 Critical Care Medicine III (3 hrs.)

Emergency Management and Global Health Concentration, Doctor of Executive Leadership
DIV Code: SMHS
PROG Code: EMGH.DEL
CIP Code: 51.0701
Academic Level Code: AG
Location: Fully Online
Months to Completion: 12
Total Hours: 37
REQU Code: EMGH.DEL.26

About: The University of Lynchburg's Doctor of Executive Leadership degree in Emergency Management and Global Health, prepares healthcare professionals to respond to and practice in emergency and

disaster settings throughout the United States and internationally in a leadership and clinical role. The concentration recognizes the value of global health skills in a disaster setting and prepares the healthcare professional to function in each of these environments.

PLOs: Upon completion of the DEL concentration in Emergency Management and Global Health, students will:

- Apply advanced and specialized knowledge of disaster and global health competencies to include: survival in austere and remote locations; response to natural, industrial, and intentional disasters; global health; and emergency management.
- Integrate knowledge of leadership and management for local, national, and international emergency and disaster settings
- Design and implement projects that improve patient outcomes in austere and remote locations
- Create professional and scholarly written communications.
- Develop and implement strategic plans that align with organizational goals and values.
- Analyze complex healthcare environments and identify opportunities for improvement.
- Make informed decisions based on data and evidence.
- Lead and manage change effectively.
- Understand organizational culture and its impact on performance
- Develop and implement effective organizational structures and processes.
- Foster a positive and inclusive organizational climate.
- Manage human resources effectively.

Students must take the following required courses, worth 34-hrs:

- DEL 900: Org Behavior & Leadership (3 hrs.)
- DEL 916: Healthcare Advocacy (3 hrs.)
- DEL 928: EMGH Doctoral Capstone (3 hrs.)
- DEL 932: EMGH Principles & Practice (3 hrs.)
- DEL 933: Evidence Based Research (4 hrs.)
- DEL 942: Humanitarian Leadership (3 hrs.)
- DEL 943: Humanitarian Response (3 hrs.)
- DEL 965: Executive Leadership Doctoral Project I (4 hrs.)
- DEL 966: Executive Leadership Doctoral Project II (4 hrs.)
- DEL 988: EMGH Practicum (1 hr.)
- DEL 997: Ethics and Regulation of AI (3 hrs.)

Students must also take one DEL elective, worth 3 hrs.

- DEL ### (3 hrs.)

Fellowship Concentration, Doctor of Executive Leadership

DIV Code: SMHS
PROG Code: FC.DEL
CIP Code: 51.1401
Academic Level Code: AG
Location: Fully Online
Months to Completion: 12
Total Hours: 37
REQU Code: FC.DEL.26

About: The Doctor of Executive Leadership degree with a Fellowship Concentration is a doctoral program, with a curriculum that focuses on providing students with the skills necessary for professional practice along with a foundation for future positions in executive leadership.

Program Outcomes: Students will be able to:

- Apply advanced and specialized medical knowledge with an emphasis structured beyond general practice by training within fellowship/practicum competencies on: medical knowledge, patient care, interpersonal and communication skills, professionalism, system-based learning, and practice-based learning and improvement.
- Analyze skills needed to provide leadership at local and global health care institutions.
- Design, develop, and execute projects that improve patient outcomes.
- Develop professional medical writing skills to advance the clinical profession.

Students must take the following required courses, worth 25 credits:

- DEL 900 Organizational Leadership & Behavior (3 hrs.)
- DEL 901 Healthcare Management (3 hrs.)
- DEL 905 Healthcare Law (4 hrs.)
- DEL 906 Healthcare Finance (3 hrs.)
- DEL 933 Evidence Based Research (4 hrs.)
- DEL 965 Executive Leadership Doctoral Project I (4 hrs.)
- DEL 966 Executive Leadership Doctoral Project II (4 hrs.)

Students must take the following Fellowship courses, worth *3-12 credits:

- DEL 981 Fellowship I (1-4 hrs.)
- DEL 982 Fellowship II (1-4 hrs.)
- DEL 983 Fellowship III (1-4 hrs.)
- *If credits from the fellowship series do not total 37 credits, the student may satisfy the remaining required credits through DEL electives.

Hospital Medicine Concentration, Doctor of Executive Leadership

DIV Code: SMHS
PROG Code: HM.DEL
CIP Code: 51.0702
Academic Level Code: AG
Location: Fully Online
Months to Completion: 12
Total Hours: 37
REQU Code: HM.DEL.25

About: The University of Lynchburg Doctor of Executive Leadership (DEL) with a Hospital Medicine Concentration is designed to enroll clinicians looking to expand their practice of hospital medicine, leadership, and management skills. The curriculum focuses on hospital medicine, healthcare leadership, administration, and management. Students will further develop critical thinking and clinical skills, involving diversity and inclusion in professional practice. The track is equipped to challenge students aspiring to and currently working in hospital medicine.

Program Outcomes:

- Students will be able to apply advanced and specialized medical knowledge with an emphasis

structured beyond general practice by training within fellowship/practicum competencies on: medical knowledge, patient care, interpersonal and communication skills, professionalism, system-based learning, and practice-based learning and improvement.
- Analyze skills needed to provide leadership at local and global health care institutions.
- Design, develop, and execute projects that improve patient outcomes.
- Develop professional medical writing skills to advance the medical profession.

Students must take the following Core courses, worth 13 credits:
- DEL 900 Organizational Behavior (3 hrs.)
- DEL 901 Healthcare Management (3 hrs.)
- DEL 905 Healthcare Law (4 hrs.)
- DEL 906 Healthcare Finance (3 hrs.)

Students must take the following Scholarship courses, worth 12 credits:
- DEL 933 Evidence-based Medicine (4 hrs.)
- DEL 965 Doctoral Project I (4 hrs.)
- DEL 966 Doctoral Project II (4 hrs.)

Students must take the following Medical Practice and Leadership courses, worth 12 credits:
- DEL 938 Interdisciplinary Care Coordination (3 hrs).
- DEL 939 Acute Care Pharmacology (3 hrs.)
- DEL 945 Hospital Medicine I (3 hrs.)
- DEL 946 Hospital Medicine II (3 hrs.)

Doctor of Medical Science

Doctor of Medical Science
DIV Code: SMHS
PROG Code: DMS.DMS
REQU Code: DMS.DMS.26
CIP Code: 51.1401
Academic Level Code: AG
Location: Fully Online
Months to Completion: 12
Total Hours: 37

About: The Doctor of Medical Science (DMSc) at the University of Lynchburg is a flexible, career-advancing degree designed by PAs, for PAs. Whether you're a recent graduate, a practicing clinician, an international PA, or a leader aiming to specialize, you can choose from three dynamic track options so you can tailor your DMSc experience to your goals, schedule, and interests. These options include : 1) you can come with the credit and choose the **Core**; 2) you can declare a concentration which also includes a certificate for an additional **Plus**; or 3) you can choose a more rigorous **Speciality** concentration.

Program Outcomes:
Upon completion of the DMSc program, graduates will be able to:
- Cultivate effective leadership skills to serve local and global health communities.

- Critically appraise medical literature to create professional medical writing that advances the PA profession.
- Execute comprehensive projects through careful design that optimize organizational outcomes.
- Formulate self-directed learning plans to sustain professional growth and lifelong learning.

All students, regardless of concentration, must take an introductory course, worth 3-hrs. *Choose from the following:

- PA 910: Organizational Behavior and Leadership (3 hrs.)
- PA 915: Healthcare Management (3 hrs.)
- PA 920: Healthcare Administration (3 hrs.)
- PA 921: Strategic Communications (3 hrs.)

*Some concentrations may waive this in lieu of another, more-specific intro course in their concentration checklist. This currently includes Psychiatry, Emergency Medicine & Global Health, and Lifestyle Medicine.

All students, regardless of concentration, must take the following common courses worth 19-hrs:

- PA 916: Healthcare Advocacy (3 hrs.) (This class is not required for international students.)
- PA 929: Doctoral Seminar (1 hr.)
- PA 950: Healthcare Law (3 hr.) (This class is not required for international students.)
- PA 960: Evidence-based Medicine (4 hrs.)
- PA 965: Doctoral Project I (3 hrs.)
- PA 966: Doctoral Project II (2 hrs.)
- PA 997: Ethics and Regulation of AI (3 hrs.)

All students, regardless of concentration, must take an Elective worth 3-hrs:

- PA 9##

Addiction Medicine Concentration
SPEC Code: ADCT
REQU Code: ADCT.SPEC.26

About: The University of Lynchburg Doctor of Medical Science (DMSc) Addiction Medicine Concentration is designed to enroll PAs looking to expand their practice of medicine, leadership, and management skills in the specialty of addiction medicine and/or primary care. The curriculum focuses on neurobiology, neurochemistry, pharmacology, nonpharmacologic interventions, and social aspects of chemical and behavioral addictions, their contributing factors, and the future direction of Addiction Medicine. Students will further develop critical thinking and clinical skills involving diversity and inclusion in professional practice. The concentration is equipped to challenge students working in the addiction field and those who are not by providing individualized levels of study. This concentration will prepare PAs to work in Addiction Medicine in executive level and clinical positions and be advocates for addiction issues and policy.

Student Learning Outcomes:
Upon completion of the Lynchburg DMSc Addiction Medicine Concentration, graduates will be able to:

- Apply advanced and specialized knowledge in Addiction Medicine beyond general practice by focusing on the following competencies in: medical knowledge, patient care, interpersonal and communication skills, systems-based practice, practice-based learning and improvement, and professionalism and leadership in the addiction medicine field.

- Design, develop, and execute clinical care that improves outcomes for patients seeking care for addiction and related disorders.
- Develop professional medical writing skills to advance the PA profession.

Students must take the following four courses for the concentration, worth 12-hrs:
- PA 951 Overview of Addiction (3 hrs.)
- PA 952 Applied Clinical Psychopharmacology (3 hrs.)
- PA 953 Therapies in Addiction (3 hrs.)
- PA 955 Evidence-Based Psychotherapies and Leadership in Clinical Practice (3 hrs.)

Administrative Medicine Concentration
SPEC: ADMT
REQU Code: ADMT.SPEC.26

About: The DMSc with the Administrative Medicine concentration is designed to enroll PAs who are working in an administrative role or wishing to transition into such roles from a clinical-based position. The main didactic curriculum focuses on Organizational Behavior and Leadership, Healthcare Administration, Health Law, Management Principles for Healthcare Providers, and Healthcare Business & Informatics. Students will develop professional research and writing skills, enhance critical thinking, and work within the established competencies of the American College of Healthcare Executives. This concentration is equipped to challenge students already in the field of healthcare administration with formalized education. For those not in the field, this concentration will prepare them to break into desired healthcare administrative roles. Students completing this degree program will also meet several requirements towards a Fellowship status with the American College of Healthcare Executives.

Student Learning Outcomes:
Upon completion of this concentration, graduates will be able to:
- Apply administrative medicine principles of the following advanced competencies: Healthcare Business, Knowledge of the Healthcare Environment, Communication and Relationship Management, Professionalism, and Leadership.
- Design, develop, and execute projects that merge the mindsets of the clinician and healthcare administrator for improved outcomes.
- Develop professional medical writing skills to advance the PA profession.

Students must take the following four courses for the concentration, worth 12-hrs:
- PA 915 Healthcare Management (3 hrs.)
- PA 920 Healthcare Administration (3 hrs.)
- PA 921 Strategic Communications (3 hrs.)
- PA 922 Corporate Compliance (3 hrs.)

Advanced Professional Practice Concentration
SPEC: ADPP
REQU Code: ADPP.SPEC.26

About: The University of Lynchburg Doctor of Medical Science (DMSc) with the Advanced Professional Practice Concentration is designed to enroll PAs looking to expand their practice of medicine, leadership, and management skills. The curriculum focuses on healthcare leadership, administration, and management. Students will further develop critical thinking and clinical skills, involving diversity and

inclusion in professional practice. The track is equipped to challenge students aspiring to and currently working in healthcare administration.

Student Learning Outcomes:
Students will be able to:

- Apply advanced and specialized medical knowledge with an emphasis structured beyond general practice by training within fellowship/practicum competencies on: medical knowledge, patient care, interpersonal and communication skills, professionalism , system-based learning, and practice-based learning and improvement.
- Analyze skills needed to provide leadership at local and global health care institutions.
- Design, develop, and execute projects that improve patient outcomes.
- Develop professional medical writing skills to advance the PA profession.

Students must take the following two required courses for the concentration, worth 6-hrs:

- PA 963 Obesity Medicine (3 hrs.)
- PA 996 Precision Medicine (3 hrs.)

Students must take two more courses, worth 6-hrs, of electives:

- PA 9## Elective (3 hrs.)
- PA 9## Elective (3 hrs.)

Critical Care Medicine Concentration
SPEC Code: CCM
REQU Code: CCM.SPEC.26

About: The University of Lynchburg Doctor of Medical Science Critical Care Medicine concentration prepares PAs for specialized roles in critical care and hospital-based practice. From managing ventilated patients in the ICU to coordinating care in emergency situations, PAs are uniquely positioned to deliver life-saving interventions, streamline team communication, and improve outcomes in the most challenging circumstances. UL's curriculum emphasizes advanced critical thinking, effective patient management in acute and intensive care settings, and the leadership skills necessary for managing interdisciplinary teams and optimizing patient outcomes. This well-rounded approach ensures students can not only deliver excellent patient care but also influence protocols, mentor colleagues, and guide system-wide improvements in care delivery.

Student Learning Outcomes:
Students will be able to:

- Create evidence-informed strategies that address complex clinical, operational, and systems-level challenges in critical care through the synthesis of current research, emerging technologies, and best practices.
- Formulate interdisciplinary leadership and policy solutions to ethical, operational, and healthcare delivery challenges affecting critically ill populations through critical analysis of contemporary evidence and healthcare systems.
- Design innovative quality improvement, patient safety, and organizational initiatives that advance the delivery of critical care within complex healthcare systems.

Students must take the following four courses for the concentration, worth 12-hrs:

- PA 939: Acute Care Pharmacology (3 hrs.)

- PA 947: Critical Care Medicine I (3 hrs.)
- PA 948: Critical Care Medicine II (3 hrs.)
- PA 949: Critical Care Medicine III (3 hrs.)

Emergency Management and Global Health Concentration
SPEC: EMGH
REQU Code: EMGH.SPEC.26

About: The University of Lynchburg's Doctor of Medical Science degree, with a concentration in Emergency Management and Global Health, prepares doctorly-trained PAs to respond to and practice in emergency and disaster settings throughout the United States and internationally in a leadership and clinical role. The concentration recognizes the value of global health skills in a disaster setting and prepares the PA to function in each of these environments.

Student Learning Outcomes:
Students will be able to:
- Design evidence-informed strategies that strengthen preparedness, response, recovery, and resilience across local, national, and global emergency management and disaster systems.
- Create interdisciplinary solutions that address complex challenges in global health, humanitarian response, austere medicine, and crisis leadership through the integration of systems thinking, policy, and contemporary evidence.
- Formulate innovative organizational, operational, and public health initiatives that enhance healthcare delivery, resource stewardship, and interprofessional collaboration in disaster and global health environments.

Students must take the following required four courses for the concentration, worth 12-hrs:
- PA 942: Global Health Leadership (3 hrs.)
- PA 932: Emergency and Disaster Management Principles (3 hrs.)
- PA 934: Advanced Austere Medicine(3 hrs.)
- PA 943: Humanitarian Response (3 hrs.)

Students must choose one course as an elective, worth 3-hrs. Choose from:
- PA 930: Disaster Medicine (3 hrs.)
- PA 931: Crisis Communication (3 hrs.)
- PA 935: Aerospace and Hyperbaric Medicine (3 hrs.)
- PA 940: Global Health (3 hrs.)

Fellowship Concentration
SPEC Code: FEL
REQU Code: FEL.SPEC.26

About: The Fellowship Concentration within the Doctor of Medical Science (DMSc) program is a post-professional doctoral option available exclusively to physician associates/assistants (PAs) who are actively enrolled in a postgraduate PA fellowship or residency program. Applicants must have graduated from an ARC-PA accredited PA program (or hold NCCPA certification with a master's degree) or possess an international PA qualification deemed equivalent by the University.

The concentration integrates doctoral education with structured postgraduate specialty training,

allowing fellows to translate their clinical experiences into advanced scholarship, evidence-based practice, healthcare leadership, quality improvement, and systems innovation. Through the integration of fellowship training and doctoral coursework, students develop the knowledge and leadership competencies necessary to advance clinical practice, improve healthcare delivery, and serve as leaders, educators, and scholars within their specialty and the PA profession.

Students enrolled in the Fellowship Concentration may receive academic credit for their fellowship scholarly or research project in fulfillment of PA 965 Doctoral Project I and PA 966 Doctoral Project II, provided the student is a primary author on the project and they supervised by a doctorally prepared PA fellowship director or fellowship coordinator. Through formal academic partnerships with postgraduate PA fellowship and residency programs, the University of Lynchburg recognizes fellowship scholarly work that meets the academic standards of the DMSc program, allowing fellows to integrate a single, rigorous scholarly project into both their fellowship and doctoral education. To be eligible for academic credit, the fellowship scholarly project must be completed during the student's approved DMSc plan of study. Acceptance of a fellowship project in lieu of the DMSc doctoral project sequence requires prior approval by the DMSc Program Director and must be established through a Memorandum of Understanding (MOU) between the University and the fellowship program that defines shared expectations for faculty oversight, scholarly mentorship, project evaluation, and student support. Upon completion, the final fellowship scholarly project must be submitted to the DMSc Program Director for review and approval and included in the student's doctoral portfolio as evidence of achievement of the program's scholarly learning outcomes.

Student Learning Outcomes:
Upon completion of the DMSc program, graduates will be able to:

- Create evidence-informed solutions that address complex clinical, operational, and systems-level challenges within specialty practice.
- Design innovative quality improvement and healthcare delivery initiatives that improve patient outcomes and organizational performance.
- Formulate strategic leadership, educational, and policy initiatives that advance specialty practice and the physician assistant profession.

Students must take the following Fellowship courses, worth 6-hrs:

- PA 981 Fellowship I (2 hrs.)
- PA 982 Fellowship II (2 hrs.)
- PA 983 Fellowship III (2 hrs.)

Students must take a couple Electives, worth 6-hrs:

- PA 9## (3 hrs.)
- PA 9## (3 hrs.)

Hospital Medicine Concentration
SPEC Code: HM
REQU Code: HM.SPEC.26

About: The University of Lynchburg Doctor of Medical Science (DMSc) with a Hospital Medicine Concentration is designed to enroll PAs looking to expand their practice of medicine, leadership, and management skills. The curriculum focuses on healthcare leadership, administration, and management. Students will further develop critical thinking and clinical skills, involving diversity and inclusion in

professional practice. The track is equipped to challenge students aspiring to and currently working in healthcare administration.

Program Outcomes:

- Students will be able to apply advanced and specialized medical knowledge with an emphasis structured beyond general practice by training within fellowship/practicum competencies on: medical knowledge, patient care, interpersonal and communication skills, professionalism, system-based learning, and practice-based learning and improvement.
- Analyze skills needed to provide leadership at local and global health care institutions.
- Design, develop, and execute projects that improve patient outcomes.
- Develop professional medical writing skills to advance the PA profession.

Students must take the following four courses for the concentration, worth 12-hrs:

- PA 938 Interdisciplinary Care Coordination (3 hrs.)
- PA 939 Acute Care Pharmacology (3 hrs.)
- PA 945 Hospital Medicine I (3 hrs.)
- PA 946 Hospital Medicine II (3 hrs.)

Lifestyle Medicine Concentration
SPEC Code: LSM
REQU Code: LSM.SPEC.26

About: The University of Lynchburg Doctor of Medical Science (DMSc) Lifestyle Medicine Concentration is designed to enroll PAs looking to expand their practice of hospital medicine, leadership, and management skills. The curriculum focuses on hospital medicine, healthcare leadership, administration, and management. Students will further develop critical thinking and clinical skills, involving diversity and inclusion in professional practice. The track is equipped to challenge students aspiring to and currently working in hospital medicine.

Program Outcomes:
Upon completion of the DMSc program, graduates will be able to:

- Apply advanced and specialized medical knowledge with an emphasis structured beyond general practice by training within fellowship/practicum competencies on: medical knowledge, patient care, interpersonal and communication skills, professionalism, system-based learning, and practice-based learning and improvement.
- Analyze skills needed to provide leadership at local and global health care institutions.
- Design, develop, and execute projects that improve patient outcomes.
- Develop professional medical writing skills to advance the PA profession.

Students must take the following five courses for the concentration, worth 15-hrs:

- PA 962 Leadership in Lifestyle Medicine (3 hrs)
- PA 968 Mind-body Medicine & Social Health (3 hrs.)
- PA 969 Behavior Change in Lifestyle Medicine (3 hrs.)
- PA 984 Sleep, Stress, and Lifestyle Medicine (3 hrs.)
- PA 985 Nutrition, Physical Activity, and Lifestyle Medicine (3 hrs.)

Medical Education Concentration
SPEC Code: MED

REQU Code: MED.SPEC.26

About: The University of Lynchburg's Doctor of Medical Science degree with a Medical Education Concentration is designed to enroll students who are: 1) currently working at least 160 hours per 12-week term as a PA program faculty, or 2) are currently working full-time clinically and are seeking to transition to academia. DMSc graduate students who have completed an accredited PA program or international students with a PA comparable degree will be granted 6 credits towards the full DMSc degree for academic professional experience.

Program Outcomes:
Upon completion of the Lynchburg DMSc Medical Education Concentration, graduates will be able to:

- Apply learning-theory and the medical education literature to advance student learning and improve program effectiveness by training within fellowship competencies on: Teaching, Student Centeredness, Communication, Professionalism & Role Modeling, Program & Curriculum Design and Implementation, and Program Evaluation.
- Design, develop, and execute projects that improve student learning outcomes, program curriculum, or program operations.
- Develop professional medical writing skills to advance the PA profession.

Students must take the following required courses for the concentration, worth 6-hrs:

- PA 990 Teaching and Learning in PA Education (3 hrs.)
- PA 991 Program Development, Implementation, and Maintenance (3 hrs.)

Students must choose one course from the following, worth 3-hrs:

- PA 992 Program Evaluation & Improvement (3 hrs.)
- PA 993 Artificial Intelligence in Education (3 hrs.)

Students must take one additional elective, worth 3-hrs:

- PA 9## Elective (3 hrs.)

Psychiatry Concentration
SPEC Code: PSY
REQU Code: PSY.SPEC.26

About: The University of Lynchburg Doctor of Medical Science (DMSc) Psychiatry Concentration is designed for Physician Associates (PAs) seeking to advance their expertise in clinical practice, healthcare leadership, and behavioral health management. The curriculum provides an in-depth exploration of neurobiology, neurochemistry, pharmacology, and nonpharmacologic interventions, while addressing the psychosocial dimensions of mental health and addiction disorders. Students cultivate advanced critical thinking and clinical skills with an emphasis on diversity, inclusion, and the future trajectory of psychiatric care. Tailored to both seasoned psychiatric PAs and those entering the specialty through individualized levels of study, this concentration prepares graduates for the Psychiatry CAQ, executive-level leadership in behavioral medicine, and advanced clinical roles.

Student Learning Outcomes:
Students will be able to:

- Apply advanced and specialized medical knowledge with an emphasis structured beyond general practice by training within fellowship competencies on medical knowledge, patient care,

interpersonal and communication skills, professionalism, system-based learning, and practice-based learning and improvement.
- Analyze skills needed to provide leadership at local and global healthcare institutions.
- Design, develop, and execute projects that improve patient outcomes.
- Develop professional medical writing skills to advance the PA profession.

Students must take the following five required courses for the concentration, worth 15-hrs:
- PA 952 Applied Clinical Psychopharmacology (3 hrs.)
- PA 955 Evidence Based Psychotherapies and Leadership in Clinical Practice (3 hrs.)
- PA 956 Adult Clinical Psychiatry I (3 hrs.)
- PA 957 Adult Clinical Psychiatry II (3 hrs.)
- PA 958 Child and Adolescent Clinical Psychiatry (3 hrs.)

Doctor of Philosophy

Leadership Studies, Doctor of Philosophy

DIV Code: SPAS
PROG Code: LEAD.PHD
CIP Code: 13.0401
Academic Level Code: AG
Location: Fully Online
Months to Completion: 36
Total Hours: 57
REQU Code: LEAD.PHD.25

About: The PhD in Leadership Studies will prepare graduates to use the extensive research focus to interpret and conduct high-level studies, teach in university programs through the doctoral level, and provide strong leadership in a variety of organizations. Candidates will complete rigorous Core coursework and a full dissertation, becoming experts in their chosen areas of leadership. A required concentration area allows for substantial specialization in coursework and later dissertation research. The PhD will increase graduates' leadership skills and qualifications in areas such as institutional research, higher education, and leadership consulting.

Program Outcomes:
- Students will demonstrate an understanding of leadership models and develop new leadership paradigms that apply to their own practice.
- Students will engage in a rigorous process of inquiry by consuming, designing, implementing, and analyzing research.
- Students will develop and demonstrate skills in the effective understanding and consumption of research (qualitative, quantitative, and action).
- Students will design research methods that contribute to their fields of work and study and/or lead to improvements of practice.
- Students will conduct research in a systematic and ethical manner.
- Students will analyze the results of research and develop insights for strengthening their communities and/or fields of study.

Students must take a 45-hr Core and choose from a 12-hr Concentration:

Students must take the following Core courses:

- LS 800 Human Resource Management (3 hrs.)
- LS 802 Quantitative Research (3 hrs.)
- LS 803 Legal and Ethical Dimensions of Leadership (3 hrs.)
- LS 804 Qualitative and Action Research (3 hrs.)
- LS 805 Community Dynamics (3 hrs.)
- LS 808 Dissertation Seminar (3 hrs.)
- LS 809 Organizational Leadership and Change (3 hrs.)
- LS 811 Organizational Communication (3 hrs.)
- LS 815 Leadership Models and Practice (3 hrs.)
- LS 821 Introduction to Leadership Research (3 hrs.)
- LS 890 Dissertation Research (6 hrs.)
- LS 891 Dissertation Capstone (6 hrs.)
- Students must take one of the following:
    - LS 816 Advanced Quantitative Methods/Statistics (3 hrs.)
    - LS 820 Advanced Qualitative Methods (3 hrs.)
- *LS 892 Extended Dissertation Research (3 hrs.)
    - LS-CAP

*Optional and taken only if needed

Students must also choose a concentration:

Athletic Leadership/Sports Administration Concentration
SPEC Code: ATHL
REQU Code: ATHL.CONC.25

Students take the following courses:

- LS 806: Public Policy (3 hrs.)
- SPMG 830/630: Sport Facility and Event Management (3 hrs.)
- SPMG 840/640: Sport Sales and Marketing (3 hrs.)
- SPMG 850/650: Legal Issues in Sport (3 hrs.)

Education Leadership Concentration
SPEC Code: EDUC
REQU Code: EDUC.CONC.25

About: The Education Leadership Concentration courses are designed to support students in meeting requirements for superintendent licensure per 8VAC20-23-630: Division Superintendent License, option 2.

Students take the following courses:

- LS 806: Public Policy (3 hrs.)
- LS 817/614: Leading Boards and Staff (3 hrs.)
- EDLS 618/EDLS 618/EDCI 610: Adv. Leadership in Curriculum, Instruction, & Assessment (3 hrs.)
- SPED 600/SPED 800: Foundations and Legal Aspects of Special Education (3 hrs.)

Healthcare Leadership Concentration
SPEC Code: HEAL
REQU Code: HEAL.CONC.25

Students take the following required courses, worth 12-hrs:

- LS 801: Epidemiology of Community Public Health Issues (3 hrs.)
- DEL 900/PA 910: Organizational Behavior and Leadership in Healthcare (3 hrs.)
- DEL 901/PA 915: Healthcare Management (3 hrs.)

Students choose one from the following, worth 3-hrs:

- DEL 919/PA 919: Healthcare Informatics (3 hrs.)
- DEL 906/PA 906: Healthcare Finance (3 hrs.)

Interdisciplinary Concentration
SPEC Code: INTR
REQU Code: INTR.CONC.25

Students take the following courses:

- LS 801: Epidemiology of Community Public Health Issues (3 hrs.)
- LS 806: Public Policy (3 hrs.)
- LS 807: Government, Politics, & Leadership (3 hrs.)
- LS 813: System Design and Tools for Sustainability (3 hrs.)

Nonprofit Leadership Concentration
SPEC Code: NONP
REQU Code: NONP.CONC.25

Students take the following courses:

- LS 806: Public Policy (3 hrs.)
- LS 807: Government, Politics, & Leadership (3 hrs.)
- LS 817/614: Leading Boards and Staff (3 hrs.)
- LS 819/616: Fundraising and Grant Writing (3 hrs.)

Doctor of Physical Therapy

Doctor of Physical Therapy

DIV Code: SMHS
PROG Code: DPHT.DPT
CIP Code: 51.2308
Academic Level Code: AG
Months to Completion: 27
Total Hours: 98
REQU Code: DPHT.DPT.25

About: The DPT curriculum is constructed to meet the needs of the health care community by producing graduates who are readily able to diagnose and manage movement dysfunction and enhance physical and functional abilities. To accomplish this purpose, the curriculum contains components of didactic and

clinical education, leading the entry-level clinician to an understanding and demonstration of competence in his/her ability to engage in specific and complex cognitive, psychomotor, and affective behaviors when providing professional service to patients/clients, families, and caregivers. The DPT curriculum is a rigorous and progressive course of study, comprising first of foundational sciences and followed by study in the clinical sciences. Clinical education experiences allow students to practice and incorporate information learned through didactic instruction and to further develop the skills necessary to become efficient and effective practitioners. The curriculum includes a clinical aspect that integrates clinical practice in various patient/client management venues, culminating in a multi-week clinical experience. The student then returns to campus for the remainder of their coursework and preparation for the National Physical Therapy Exam. The entire curriculum has been designed with the learner in mind, with each course carefully designed to accomplish the mission of the DPT program: to educate entry-level physical therapists to assume the role of health care practitioner through the provision of competent, evidence-based practice in a variety of clinical settings; and to promote active participation and effective leadership in all aspects of personal and professional life.

Program Outcomes:
Upon completion of the program, students will:

- Synthesize and apply the skills necessary to function as an ethical and competent practitioner of physical therapy in a variety of clinical settings.
- Accept personal responsibility for their own learning and seek out sources of information beyond the normal classroom and instructor supplied resources in order to meet or exceed the expected student learning outcomes.
- Demonstrate the skills necessary to critically evaluate and implement physical therapy services based on credible evidence that will support practice decisions.
- Actively engage in community action events that promote the profession of physical therapy and the mission of the University of Lynchburg.

Students must take the following accelerated curriculum:

Semester 1

- DPT 700: Applied Clinical Anatomy I (5 hrs.) – lab course
- DPT 708: Pathophysiology and Pharmacological Management of Disease I (3 hrs.) – lab course
- DPT 724: Neuroscience (3 hrs.)
- DPT 726: Foundations in Skilled Care I (5 hrs.)
- DPT 731: Professionalism in Physical Therapy I (3 hrs.)

Semester 2

- DPT 701: Applied Clinical Anatomy II (5 hrs.)
- DPT 705: Clinical Inquiry (3 hrs.)
- DPT 709: Pathophysiology and Pharmacological Management of Disease II (3 hrs.)
- DPT 727: Foundations in Skilled Care II (4 hrs.)
- DPT 732: Professionalism in Physical Therapy II (3 hrs.)
- DPT 750: Physical Agents (1 hr.)

Semester 3

- DPT 800: Therapeutic Interventions in Skilled Care (2 hrs.)
- DPT 839: Clinical Experience I – 8 weeks (4 hrs.)

Semester 4

- DPT 812: Diagnosis and Management of Patients with Musculoskeletal Dysfunction I (4 hrs.)
- DPT 814: Diagnosis & Management of Patients with Neuromuscular Dysfunction I (4 hrs.)
- DPT 818: Exercise Physiology and Health Promotion (3 hrs.)
- DPT 831: Professionalism in Physical Therapy III (3 hrs.)
- DPT 836: Differential Diagnosis I (2 hrs.)
- DPT 840: Introduction to Pediatric Practice (3 hrs.)

Semester 5

- DPT 822: Diagnosis and Management of Patients with Musculoskeletal Dysfunction II (4 hrs.)
- DPT 824: Diagnosis & Management of Patients with Neuromuscular Dysfunction II (4 hrs.)
- DPT 826: Diagnosis and Management of Patients with Cardiopulmonary Dysfunction (3 hrs.)
- DPT 827: Diagnosis and Management of Patients with Integumentary Dysfunction, Prosthetics, and Orthotics (3 hrs.)
- DPT 832: Professionalism in Physical Therapy IV (3 hrs.)
- DPT 837: Differential Diagnosis II (2 hrs.)

Semester 6

- DPT 900: Therapeutic Interventions in Outpatient Care (1 hr.)
- DPT 920: Clinical Experience II – 10 weeks (5 hrs.)

Semester 7

- DPT 923: Grand Rounds (1 hr.)
- DPT 930: Clinical Experience III – 14 weeks (7 hrs.)
- DPT 948: Comprehensive Review (1 hr.)
- DPT 950: Specialty Elective (1 hr.)

Dual Degrees (Masters and Doctoral)

DMSc (Medical Education Concentration) and MEd (Instructional Design Concentration)

About: The Doctor of Medical Science in Medical Education and Master of Education in Instructional Design dual-degree program is an interdisciplinary graduate program designed to prepare healthcare professionals for impactful roles in academic medicine, curriculum leadership, and digital instructional design. Through a combination of clinically grounded doctoral coursework and educational theory, students develop the expertise necessary to design, implement, and assess evidence-based instruction across healthcare and professional education settings.

The program integrates advanced topics in medical education, curriculum development, assessment design, instructional technology, and leadership. Students will apply learning science principles to real-world health professions education, gain skills in learning management systems and online pedagogy, and explore instructional frameworks grounded in adult learning theory. Graduates are equipped to serve as academic program directors, curriculum specialists, faculty developers, or institutional leaders shaping the future of clinician education.

This flexible, online asynchronous program is ideal for working clinicians seeking to transition into teaching and leadership in higher education or healthcare organizations. Students will complete integrated capstone and instructional design projects that synthesize clinical expertise with applied

instructional practice.

Program Learning Outcomes:
Students will be able to:

- Apply learning-theory and the medical education literature to advance student learning and improve program effectiveness by training within fellowship competencies on: Teaching, Student Centeredness, Communication, Professionalism & Role Modeling, Program & Curriculum Design and Implementation, and Program Evaluation.
- Design, develop, and execute projects that improve student learning outcomes, program curriculum, or program operations.
- Develop professional medical writing skills to advance the PA profession.

The following courses (12-hrs max) will be allowed to double count toward the degrees:

- PA 910 Organizational Behavior and Leadership (3 hrs.)
- PA 916 Healthcare Advocacy (3 hrs.)
- PA 997 Ethics and Regulation of AI (3 hrs.)
- PA 960 Evidence Based Medicine (4 hrs.)
- PA 990 Teaching and Learning in PA Medicine (3 hrs.)
- PA 991 PA Program Development and Maintenance (3 hrs)

DMSc or DEL and MPH

The following courses may serve as equivalents when working toward the masters degree and one doctoral degree, with a 12-credit maximum:

MPH Course	PA Course	DEL Course
MPH 605: Public Health Needs Assessment & Planning	PA 917: History of Public Health	DEL 917: History of Public Health
MPH 610: Biostatistics	PA 909: Biostatistics	N/A
MPH 625: Public Health Implementation & Evaluation	PA 918: Core Topics in Public Health	DEL 918: Core Topics in Public Health
MPH 630: Epidemiology	PA 908: Epidemiology and Biostatistics	DEL 908: Epidemiology and Biostatistics
MPH 658: Global Public Health	PA 942: Global Health Leadership	DEL 942: Global Health Leadership
MPH 659: Practical Applications of Public Health	PA 928: Doctoral Capstone	DEL 928: Doctoral Capstone

DPT and MSAT

About: At the University of Lynchburg, students can earn both a Doctor of Physical Therapy (DPT) and a Master of Science in Athletic Training (MSAT) in less than five years — faster than pursuing the degrees separately. This dual-degree pathway saves time and tuition while giving the competitive edge of

holding two high-demand credentials. With expertise that spans injury prevention, acute care, rehabilitation, and performance optimization, students will be uniquely prepared to guide athletes and patients through every stage of care. By completing both degrees in an accelerated format, students enter the workforce sooner, with the versatility, leadership, and knowledge to excel across sports medicine, clinical practice, and beyond.

The following DPT courses serve as equivalents for the corresponding AT courses, but not vs. versa:

- DPT 710 can substitute for AT 605
- DPT 719 can substitute for AT 620
- DPT 812 can substitute for AT 625
- DPT 814 can substitute for AT 626
- DPT 817 can substitute for AT 660
- DPT 818 can substitute for AT 670
- DPT 822 can substitute for AT 627
- DPT 923 can substitute for AT 693 & AT 694
- DPT 929 can substitute for AT 642

Courses

Course Coding Policy

- 500 - 599: Courses at the 500 level are post-baccalaureate courses. They do not count towards credit requirements for graduate level programs. They are open for enrollment to senior-level undergraduate students.
- 600 - 699: Courses at the 600 level designation are classes offered at the master's level.
- 700 - 799: Courses at the 700 level are for individuals seeking advanced (post-master's) professional opportunities or are doctoral level.
- 800 - 999: Courses at the 800 and 900 levels are for doctoral credit.

myHive Course Catalog

For the most recent information on course offerings, please visit the publicly accessible myHive portal at: https://lyn-ss.colleague.elluciancloud.com/Student/Student/Courses. Once there, click the "subject search" tab. The following subjects have graduate courses in them.

ACE: Athletic and Coaching Education Courses

myHive link

ACE 600 COACHING PRACTICUM (3) The Coaching Practicum provides students with hands-on coaching experience under the supervision of an experienced coach in a real-world sports environment. Students will apply the theories, principles, and practices learned throughout their academic coursework, developing practical coaching skills and reflecting on their performance. This practicum is designed to support the professional development of aspiring coaches, giving them the opportunity to integrate theoretical knowledge with practice in a structured, supervised setting.

ACE 601 COACHING FOUNDATIONS (3) This course is designed to equip students with the knowledge, skills, and ethical principles necessary to become effective and responsible coaches. Through a blend of theoretical exploration and practical application, students will develop a deep understanding of coaching

philosophy, leadership, communication, athlete development, team dynamics, and ethical decision-making.

ACE 601 EVALUATION IN SPORTS (3) This course is designed to provide students with a comprehensive understanding of the principles, methods, and practices involved in the evaluation of performance in sports settings. Topics include the assessment of athletes' physical, mental, and technical abilities, program evaluation, and the use of data to inform coaching and performance enhancement. Students will learn how to apply evaluation frameworks to improve coaching strategies, athlete development, and overall sports program effectiveness.

ACE 603 COACHING THEORIES AND PRINCIPLES (3) This course is designed to provide graduate students with a comprehensive understanding of coaching theories and principles. Aligned with the National Coaching Certification Program (NCACE) accreditation standards, the course will explore various coaching philosophies, leadership styles, communication techniques, athlete development models, and ethical considerations. Through a combination of readings, discussions, and assignments, students will develop the knowledge and skills necessary to become effective and ethical coaches.

ACT 604 CONDITIONING AND SAFETY PRINCIPLES FOR SPORT (3) This course explores principles of safety, injury prevention, and physical conditioning in sports. Topics include designing conditioning programs based on exercise physiology and biomechanical principles, proper use of protective equipment, monitoring environmental factors, and preventing injuries through effective training strategies. CPR and First Aid certifications are required for enrollment.

ACE 605 TEACHING AND COMMUNICATION IN SPORTS (3) This course focuses on the development and application of effective teaching and communication strategies within the context of sports. Grounded in research-based pedagogical techniques, the course explores the best practices for enhancing athletes' learning and performance through effective communication, motivation, and feedback. Students will engage in applied learning experiences to develop coaching techniques that cater to various athletic levels and diverse backgrounds. This course aligns with the National Committee for the Accreditation of Coaching Education (NCACE) standards, ensuring that students develop essential competencies in communication, teaching, and leadership in sports settings.

ACE 606 ADVANCED COACHING PRACTICUM (3) This advanced practicum focuses on the application of coaching knowledge in real-world environments. Students will work closely with mentor coaches, applying theoretical knowledge in practice and refining their coaching philosophies, methodologies, and leadership skills. This course emphasizes the development of professional coaching competencies as defined by the National Council for Accreditation of Coaching Education (NCACE), including athlete development, skill acquisition, sport-specific tactics, and performance evaluation. Prerequisite Completion of ACE 600.

ACE 607 COACHING PSYCHOLOGY (3) This course explores the psychological principles and techniques applied in coaching athletes at the advanced level. Topics include motivation, leadership, communication, team dynamics, mental skills training, and emotional regulation in sport settings. Students will examine and integrate sport psychology theories into coaching practice, drawing on contemporary research and National Council for Accreditation of Coaching Education (NCACE) standards.

AT: Athletic Training Courses

myHive link

AT 600 CARE AND PREVENTION IN ATHLETIC TRAINING (3) This course is designed to introduce students to the profession of athletic training and the similarities, differences, and relationship of athletic training to other health care professions. This course also provides students with the skills and knowledge needed to maximize the benefit of athletic training clinical education. Skills introduced in this course include, but are not limited to, taping, wrapping, splinting/spine boarding, protective padding fabrication, protective equipment fitting/removal, and modality application.

AT 605 HUMAN FUNCTIONAL ANATOMY (6) This lecture/lab is designed to focus on the detailed structure and function of the human body. It will provide a foundation in functional human anatomy using a regional approach (the back, head, neck, shoulder girdle, upper extremity, lower extremity, and thorax) that will serve as a framework for subsequent clinical practice. Emphasis is placed on the identification of normal gross anatomy structures and relationships to injuries or diseases. There will be a focus on the gross anatomy and physiology of the human skeleton, muscular, nervous and vascular systems.

AT 610 EVIDENCE BASED PRACTICE (3) The course will provide students with an understanding of evidence-based practice and the skills to search, read, and critically analyze literature relevant to athletic training. Broad topics in athletic training will be covered with an emphasis on position statements, systematic reviews, and meta-analyses as well as other pertinent original research.

AT 625 ORTHOPEDIC EXAMINATION TECHNIQUES (4) Prerequisites: AT 600 and AT 605. Students will learn appropriate orthopedic injury examination techniques for the lower extremity and lumbosacral spine. The anatomy of the lower extremities and lumbosacral spine will be reviewed, mechanisms of injury analyzed, advanced concepts in examination will be discussed, and skills necessary to accurately examine related orthopedic injuries will be practiced. Documentation in athletic training will be discussed and practiced. Evidence based practice with regard to examination techniques will be a focal point. Extensive time will be spent practicing skills in various laboratory activities.

AT 626 ORTHOPEDIC EXAMINATION TECHNIQUES II (4) Students will learn appropriate orthopedic injury examination techniques for the upper extremity, head, neck, and thorax/abdomen. The anatomy of the upper extremities, head, neck, and thorax/abdomen will be reviewed, mechanisms of injury analyzed, advanced concepts in examination will be discussed, and skills necessary to accurately examine related orthopedic injuries will be practiced. Documentation in athletic training will be discussed and practiced. Evidence based practice with regard to examination techniques will be a focal point. Extensive time will be spent practicing skills in various laboratory activities.

AT 627 EVALUATION AND TREATMENT OF THE SPINE (2) A lecture and hands-on, experiential course focusing on advanced anatomy of spinal joints, relevant soft tissue, and biomechanics. Using this as a basis, students will examine pathology related to specific athletic techniques, including patient history, postural and gait analysis, strength and range of motion testing, and neurological screening. Students will demonstrate competency in using this information to generate treatment plans with special focus on functional outcomes.

AT 630 GENERAL MEDICAL CONDITIONS AND PHARMACOLOGY (3) This course is designed to provide students with the knowledge and skills necessary to recognize and treat a variety of non-orthopedic injuries/illness, which may occur to the physically active. Students will learn basic recognition of these

pathologies to ensure prompt and appropriate treatment and referral. In addition, basic pharmacological concepts will be introduced.

AT 635 ADVANCED ATHLETIC TRAINING SKILLS (3) Prerequisite A T 600. This course is designed to provide students with in-depth hands-on practice of athletic training-related skills. These advanced skills will enhance the student's ability to manage and treat various conditions and injuries, including emergencies.

AT 640 CLINICAL EDUCATION I (3) Prerequisites: AT 600 and AT 605. This course is designed to allow students to interact with certified athletic trainers (ATs) and other health care professionals. Students will complete assigned clinical hours of experience through one or more rotations. This experience will expose students to each professional's role in treating patients. Students will show proficiency in injury prevention and prophylactic skills as part of this course.

AT 641 CLINICAL ATHLETIC TRAINING SKILLS I (1) This course is designed to develop skills for acute care management of emergencies. Students will also show proficiency in injury prevention, prophylactic skills, and therapeutic interventions.

AT 642 CLINICAL EDUCATION II (3) Prerequisite: AT 640. Students will gain experience with athletic trainers and other health care professionals in the clinical setting. Students will complete assigned clinical hours of experience through one or more rotations. The purpose of the clinical exposure is to give students clinical experience by observing, treating both male and female patients, and become proficient in acute care skills. This course also provides the students with the opportunity to become proficient in athletic training skills related to therapeutic interventions.

AT 644 CLINICAL EDUCATION III (1) Prerequisite or corequisite: AT 630. Students will gain experience in a clinical setting and complete assigned clinical hours of experience through one rotation in a general medical facility.

AT 646 CLINICAL EDUCATION IV (3) Prerequisite: AT 642. Students will gain experience with preceptors in an athletic training setting and complete assigned clinical hours of experience through one or more rotations. The purpose of the rotation(s) is to give students an opportunity to gain experience practicing skills on patients. Students are also given an opportunity to become proficient in athletic training skills related to the examination of injuries.

A T 648 CLINICAL IMMERSION V (4) Prerequisite: AT 642. Students will gain experience in a clinical setting and complete assigned clinical hours of experience through a single rotation. The purpose of this course is to give students an experience which will help prepare them for the professional responsibilities they will assume as employed athletic trainers. A T 650 THERAPEUTIC INTERVENTION I (4) Prerequisite: AT 600 and AT 605. Therapeutic intervention and how it affects tissue healing and its role in the treatment of injuries will be examined. Basic components, design, and implementation of rehabilitation programs will be discussed and practiced. Therapeutic modalities will be introduced.

A T 651 THERAPEUTIC INTERVENTION II (4) This course will review therapeutic exercises, and it will provide an advanced study of the use of therapeutic modalities in the field of athletic training. The indications, contraindications, and effects of physical agents such as ice, heat, electrical stimulation, and ultrasound will be studied. Students will have an opportunity to practice skills necessary to use therapeutic modalities effectively.

A T 660 PSYCHOSOCIAL INTERVENTION (3) This course is designed to instruct students in identifying, treating, and/or referring patients exhibiting abnormal social, emotional, and mental behaviors. In addition, students will be able to appreciate the role of mental health in injury and recovery. Students will learn the connection between mental health and return to physical activity.

A T 665 CPR AND FIRST AID INSTRUCTOR TRAINING (1) This course is designed to provide students with the necessary skills and knowledge to become an American Heart Association CPR and First Aid Instructor.

AT 670 ADVANCED EXERCISE PHYSIOLOGY (3) This course is designed to provide students with an in-depth study of physiology related to exercise and assessment of fitness and wellness. Topics will include control of exercise metabolism, acute and chronic adaptations to aerobic and resistance training programs, and thermoregulation. In addition, this course will cover assessing overall fitness, body composition, flexibility, muscular strength, power, speed, agility, and endurance.

AT 675 SPORTS AND EXERCISE NUTRITION (3) This course will discuss proper intake, sources of, and effect of macronutrient and micronutrient needs in relation to performance, health, and disease. Additional topics include ergogenic aids and the timing of food and fluids before, during, and after physical activity for optimal performance.

AT 680 ATHLETIC TRAINING ADMINISTRATION AND ORGANIZATION (2) This course is designed to cover a wide range of administrative topics in the health care professions. At the conclusion of the course students will be familiar with the multitude of management and administrative techniques that are required by the athletic trainer. The student will have a plan for addressing administrative issues at the completion of this course.

AT 690 PROFESSIONAL DEVELOPMENT IN ATHLETIC TRAINING (3) This course is designed to address the professional development of students pursuing a career in athletic training. At the conclusion of the course, students should be familiar with the ways in which an athletic trainer contributes to the profession as well as ways of pursuing a position within the profession.

AT 693 RESEARCH PROJECT (2) This course will provide students with the opportunity to explore areas of inquiry in athletic training that are of interest. The student will complete a culminating evidence-based project related to the field of athletic training. Students will choose an area of inquiry and develop a manuscript. Options will include, but are not limited to, case studies, literature review, group research project, etc.

COUN: Counseling Courses

myHive link

COUN 601 PROFESSIONAL IDENTITY AND FUNCTION OF CLINICAL MENTAL HEALTH COUNSELORS (3) Overview of the counseling profession including the history and philosophy of the counseling profession; the roles, functions, and relationships with other human service providers of counselors; and professional organization membership and credentialing, including certification, licensure, and accreditation practices and standards.

COUN 602 COUNSELING ACROSS THE LIFESPAN (3) This course provides an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, Specific emphasis is placed on the development of the individual from conception through intricate changes of growth and aging over the life span, including information about related counseling theories, facilitation of optimal development and wellness, and the expansion personal insight throughout life.

COUN 605 COUNSELING THEORIES (3) Intensive study of counseling theories that provides the student with models to conceptualize client presentation and that helps the student select appropriate counseling interventions. This course exposes models of counseling that are consistent with current professional research and practice in the field.

COUN 609 RESEARCH IN COUNSELING (3) The purpose of this course is to introduce students to the basic elements of research methodology and statistical analysis as well as illustrate how to use that knowledge to critically evaluate and apply research findings. There will be an emphasis on the importance of research and its application specifically within the field of counseling as it relates to advancing the profession and informing evidence-based practices within a variety of mental health and school settings. Special attention will be given to ethical and cultural considerations when interpreting research findings.

COUN 610 CAREER DEVELOPMENT (3) An examination of major career theoretical approaches and decision-making models, along with the interrelationships of work with relevant life factors, including the roles of multicultural and diversity issues. In addition, career assessment instruments and techniques, general career/occupational resources, and counseling interventions will be evaluated.

COUN 611 CRISIS COUNSELING (3) This course provides an in-depth analysis of crisis counseling and interventions based on current crisis- related theories and models. Specific types of crises will be examined that relate to bullying and school violence, psychotic decompensation, economic loss, relationship breakups, veteran issues and war related crises, natural disasters, acts of terrorism, and severe physical injury. Crises will also be analyzed from a legal/ethical and cultural perspective.

COUN 614 COUNSELING TECHNIQUES (3) An introductory counseling experience where students demonstrate counseling techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. Students learn to modify interventions to make them culturally appropriate for diverse populations.

COUN 615 CLINICAL MENTAL HEALTH COUNSELING PRACTICUM (3) Prerequisites: COUN 601, COUN 602, COUN 605, COUN 614, COUN 620, and COUN 670, or permission of instructor. Designed to give students an on-site, structured, introductory counseling experience in a clinical mental health setting. Under the supervision of an appropriately credentialed site supervisor, the student offers appropriate individual and group counseling services and engages in the other professional activities related to the function of the professional counselor in that setting. The course is designed to follow University, state, and Council for the Accreditation of Counseling and Related Educational Programs (CACREP) guidelines.

COUN 616 SCHOOL COUNSELING PRACTICUM (3) Prerequisites: COUN 605, COUN 625. Corequisites: COUN 614, COUN 670. Designed to give students an on-site, structured introduction to the role and function of the school counselor. Under the supervision of an appropriately credentialed site supervisor, the student offers counseling services and engages in other professional responsibilities related to school guidance and counseling programs. The course is designed to meet standards set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the licensure

regulations of the Virginia Department of Education. Note: A mandatory criminal and social services background check must be conducted in the prior semester at the student's expense.

COUN 618 COUNSELING CHILDREN AND ADOLESCENTS (3) Prerequisite: COUN 614. A course requiring students to integrate counseling theories, skills, and techniques relevant to counseling children and adolescents in school and community/agency settings. Application of developmental theory, appropriate technique selection and issues relevant to this specific population will be explored in the course.

COUN 620 GROUP COUNSELING PROCEDURES AND TECHNIQUES (3) Prerequisite: COUN 614. An examination of group dynamics, ethical issues special to group work, and group leadership skills. Topics include member roles, stages of group development, and leadership styles and techniques. As required by CACREP, students participate in small group activities for a minimum of 10 hours over the course of the academic term.

COUN 621 ALTERNATIVE COUNSELING THEORIES AND TECHNIQUES (3) This course is designed to introduce you to a variety of evidence-based alternative counseling theories and techniques to traditional talk therapy. The therapies and techniques include, but are not limited to, adventure therapy, nature-based therapies, animal-assisted therapies, and creative art therapies.

COUN 622 ADVANCED COUNSELING THEORIES AND TECHNIQUES (3) Prerequisite: COUN 614. This course is designed to introduce you to a variety of evidence-based advanced counseling techniques, particularly those associated with experiential therapy. This knowledge requires and is built upon the understanding of the basic counseling techniques learned in COUN 614: Counseling Techniques.

COUN 623 COUNSELING MILITARY PERSONNEL, VETERANS, AND THEIR FAMILIES (3) Prerequisites: COUN 601 and 605. This course introduces students to the unique circumstances, challenges, and benefits of counseling the military/veteran (MVP) population, building on prior counseling skills while developing specific techniques targeting the problems most commonly encountered by our service members, veterans, and their family members.

COUN 625 PROFESSIONAL IDENTITY AND FUNCTION OF SCHOOL COUNSELORS (3) A study of the role and function of the professional school counselor. Emphasis is placed on the structure and implementation of a balanced school counseling program that incorporates developmentally sound individual, small group, and classroom guidance activities to provide academic, career, and personal/social advising and counseling. The counselor's role within the total school program in the areas of leadership, collaboration, consultation, staffing initiatives, assessment, and the coordination of related services is also analyzed.

COUN 630 MARRIAGE AND FAMILY COUNSELING (3) Overview of several theoretical constructs and approaches to family therapy, including a study of the structural school, systems approaches, Bowen's theory of family systems, and the contributions of Alfred Adler. Topics include sexual dysfunctions, divorce, sexual assault, and families of poverty.

COUN 640 ABNORMAL BEHAVIOR (3) Prerequisites: COUN 605 and COUN 614 or permission of the instructor. An examination of the current diagnostic categories listed in the Diagnostic and Statistical Manual 5-TR. Attention is devoted to the organic, environmental, developmental, and psychological origins of these emotional disorders. Additional training focuses on the counseling interventions designed to address these concerns.

COUN 645 SUBSTANCE USE COUNSELING AND DIAGNOSIS AND TREATMENT OF ADDICTIVE DISORDERS (3) Prerequisite: COUN 605 or permission of the instructor. Examines the compelling and emerging questions common to addictive behaviors. Explores the research devoted to the physiology of addictions, societal reinforcers, and the psychological explanations for addictive behaviors as well as the treatment strategies designed to ameliorate the addiction and related concerns.

COUN 660 EVALUATION AND ASSESSMENT (3) An overview of test design, construction, and application. Emphasis is placed on intellectual, cognitive, and educational tests, while personality, vocational, and interest inventories also are introduced. Purposes and interpretations are approached historically, theoretically, and statistically.

COUN 662 LGBT CONSIDERATIONS IN COUNSELING (3) This course is designed to provide an in-depth look at counseling issues and dynamics specific to clients who identify as Lesbian, Gay, Bisexual, or Transgender. Content will highlight and differentiate the experiences of LGBT people and provide information related to the identity development of individuals within each sub-group of the greater LGBT community. Additional topics will be covered that include but are not limited to empirical research on the experience of LGBT people, “affirmative” counseling and supervision techniques, vocational issues and workplace sexual identity management, perceived conflicts between religious and LGBT identities, and LGBT issues in the context of changing legal and social policy environments.

COUN 663 TRAMA-INFORMED COUNSELING AND CARE (3) This course surveys the history of the development of trauma theory and the neurobiology of trauma. Trauma diagnoses are considered, and assessment instruments are reviewed. This course explores trauma from a strengths-based perspective, with emphasis on the concept of resilience, counseling techniques for fostering it, and their implications for work with children and adolescents. TF-CBT and expressive counseling interventions comprise the treatment focus within a phase-model approach, and other techniques will emphasize the importance of the therapeutic relation- ship in trauma treatment.

COUN 665 CROSS-CULTURAL COUNSELING (3) Examination and application of counseling strategies appropriate for culturally diverse clients; focuses on the need for counselors to examine their own feelings and attitudes toward diverse populations.

COUN 669 SPECIAL TOPICS IN COUNSELING (1, 2, 3) Intensive study of a problem or topic in counseling. Topic varies according to professor and term offered.

COUN 670 LEGAL AND ETHICAL ISSUES IN COUNSELING (3) An in-depth examination of the major legal and ethical issues facing the counseling profession. Extensive work with case studies is included.

COUN 683 DYNAMICS OF PLAY THERAPY (3) Examination of the theoretical, practical, and therapeutic aspects of play in relation to the development of young children. Emphasis is placed on theories and techniques of child-centered play therapy and its use in a variety of settings. The course is appropriate for both counselors and teachers and is available to post-MEd students seeking professional counselor license.

COUN 686 SCHOOL COUNSELING INTERNSHIP I (3) Prerequisite: COUN 616. Students engage in an intensive school counseling internship in the public schools supplemented by on-campus seminar experiences. The internship emphasizes the opportunity for students to engage in the roles, functions, skills, and practices that constitute professional school counseling services. The intern is under the

guidance and supervision of both a site and faculty supervisor. The course requires a two-semester sequential commitment.

COUN 687 CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP I (3) Prerequisite: COUN 615 or permission of instructor to enroll. Intensive, counseling internship blending supervised counseling experiences in an agency supplemented by on-campus seminar activities designed to enhance counseling skill development, case management, and treatment planning. The intern is under the guidance and supervision of both a site and faculty supervisor. The course requires a two-semester sequential commitment.

COUN 695 INDEPENDENT STUDY (1, 2, 3) Provides for the pursuit of individual interest and projects not covered in existing courses.

COUN 696 SCHOOL COUNSELING INTERNSHIP II (3) Students engage in an intensive school counseling internship in the public schools supplemented by on-campus seminar experiences. The internship emphasizes the opportunity for students to engage in the roles, functions, skills, and practices that constitute professional school counseling services. The intern is under the guidance and supervision of both a site and faculty supervisor. The course requires a two-semester sequential commitment.

COUN 697 CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP II (3) Prerequisite: COUN 687 or permission of instructor to enroll. Intensive, counseling internship blending supervised counseling experiences in an agency supplemented by on-campus seminar activities designed to enhance counseling skill development, case management, and treatment planning. The intern is under the guidance and supervision of both a site and faculty supervisor. The course requires a two-semester sequential commitment.

DEL: Doctor of Executive Leadership Courses

myHive link

DEL 900 ORGANIZATIONAL BEHAVIOR AND LEADERSHIP IN HEALTHCARE (3) This course will focus on the problems and challenges leaders face in dealing with the individual and small groups in the organization. Special attention will be given to the role of teams in organizations, the stages of team development, and actions that can support the development of effective teams. The realities of interpersonal processes are considered through an examination of the roles of power, politics, and conflict in organizations. The human side of organizational change is then explored with a focus on healthcare and understanding how and why people react to organizational change and identifying opportunities for enhancing the effective implementation of change.

DEL 902 LEGAL AND ETHICAL PRINCIPLES (3) Prerequisites: completed or concurrently enrolled in DEL 997 and/or DEL 933. In this course, students will learn legal reasoning and expand their ability to analyze, analogize, distinguish, persuade, and reach conclusions on legal problems. Students will process hypothetical legal issues by applying the rules learned from examining various sources of law to leadership practices.

DEL 903 FINANCE (3) This course is a doctoral-level exploration of the financial competencies that executive leaders need to drive organizational mission, sustainability, and growth. While the course

addresses financial concepts from a rigorous analytical foundation, it is intentionally designed to serve leaders who may be entering formal finance study for the first time. The course emphasizes applied budgeting, financial analysis, and strategic resource allocation across diverse organizational contexts—including nonprofits, higher education, secondary education, and for-profit businesses. Students who successfully complete the course should be able to: read, interpret, and act on financial information; lead budget processes; and partner effectively with CFOs, boards, and finance staff throughout their careers as executive leaders.

DEL 904 PUBLIC POLICY DEVELOPMENT AND LEADERSHIP (3) Prerequisites: completed or concurrently enrolled in DEL 997 and/or DEL 933. This course examines public policy development, implementation, and evaluation within government and public sector organizations. Students will analyze policy environments, legislative processes, regulatory development, and policy evaluation frameworks. The course explores evidence-based policy development, stakeholder engagement in policy creation, policy advocacy strategies, and the role of leadership in policy change. Students will examine how policies are created, adopted, implemented, and evaluated while considering impacts on diverse populations and communities. Through policy analysis projects and advocacy simulations, students will develop capacity to lead policy initiatives that address public challenges while advancing equity, justice, and community well-being.

DEL 905 HEALTHCARE LAW (4) This course is designed to expose the student to relevant healthcare law, and policy issues that impact the healthcare profession, and healthcare delivery systems with an emphasis placed on leadership roles and professional relationships in the healthcare system.

DEL 906 HEALTHCARE FINANCE (3) This course explores the critical role of finance in healthcare organizations. Students will learn the principles and practices of healthcare financial management, including budgeting, financial statements, reimbursement systems, productivity metrics, and financial risk analysis. The course emphasizes practical aspects of financial decision-making in various healthcare settings, aimed at optimizing financial performance while maintaining quality care.

DEL 907 ADVANCED STRATEGIC LEADERSHIP IN BUSINESS ORGANIZATIONS (3) Prerequisites: completed or concurrently enrolled in DEL 997 and/or DEL 933. This course examines advanced strategic leadership frameworks and their application to competitive business environments. Students will analyze strategic planning processes, competitive positioning, stakeholder analysis, and implementation strategies. The course emphasizes the development of sophisticated strategic thinking capabilities through examination of case studies, business simulations, and real-world organizational scenarios. Students will learn to evaluate market opportunities, assess competitive threats, align organizational resources, and lead strategic initiatives that position organizations for sustained competitive advantage and performance excellence.

DEL 909 INNOVATION AND SUSTAINABLE SYSTEMS LEADERSHIP (3) Prerequisites: completed or concurrently enrolled in DEL 997 and/or DEL 933. This course explores innovation leadership and systems thinking approaches for building organizational resilience and sustainable competitive advantage. Students will examine innovation strategies, portfolio management, disruptive change, and sustainable business practices. The course integrates systems thinking frameworks to understand organizational complexity and interconnections. Students will analyze how organizations balance innovation with operational excellence, environmental sustainability with profitability, and exploration with exploitation. Through case studies and strategic projects, students will develop capabilities to lead organizations through technological and market disruption while maintaining stakeholder value and organizational

sustainability.

DEL 910 CORPORATE POLICY AND STAKEHOLDER LEADERSHIP (3) Prerequisites: completed or concurrently enrolled in DEL 997 and/or DEL 933. This course examines corporate governance, policy development, and stakeholder leadership in complex business organizations. Students will analyze governance frameworks, board dynamics, corporate policy creation, and stakeholder engagement strategies. The course explores ethical dimensions of corporate policy, regulatory compliance, public policy engagement, and corporate social responsibility. Students will examine case studies of corporate policy decisions and their stakeholder impacts, develop corporate policy proposals, and design stakeholder engagement and communication strategies. The course emphasizes the leader's role in managing competing stakeholder interests while maintaining organizational integrity, ethical standards, and stakeholder trust.

DEL 911 GOVERNMENT, POLITICS, AND EXECUTIVE LEADERSHIP (3) Prerequisites: completed or concurrently enrolled in DEL 997 and/or DEL 933. This course examines leadership in politically complex government environments where electoral cycles, partisan dynamics, and political interests shape organizational strategy and leadership approaches. Students will analyze government structures, political systems, and the intersection of politics and public administration. The course explores how government leaders build political coalitions, navigate competing political interests, and lead organizational change in politically constrained environments. Students will examine case studies of government leadership, practice coalition building, develop strategies for communicating in political contexts, and apply ethical leadership frameworks to politically charged decisions. The course emphasizes maintaining organizational mission and integrity while leading effectively in environments shaped by political dynamics and competing political interests.

DEL 912 COMMUNITY LEADERSHIP AND PUBLIC ENGAGEMENT (3) Prerequisites: completed or concurrently enrolled in DEL 997 and/or DEL 933. This course examines leadership for community change through authentic engagement, partnership building, and community empowerment. Students will analyze community dynamics, assets, and challenges to inform community-focused leadership strategies. The course explores community engagement processes that provide genuine voice and influence to community members in decisions affecting their communities. Students will examine community organization models, asset-based community development, and community advocacy approaches. Through community engagement projects and partnership development exercises, students will develop capacity to lead collaborative efforts that address community challenges while building community leadership and ownership. The course emphasizes equity, inclusion, and authentic community voice as central to effective community leadership.

DEL 913 AI STRATEGY AND ORGANIZATIONAL DEVELOPMENT (3) Prerequisites: completed or concurrently enrolled in DEL 997 and/or DEL 933. This course examines artificial intelligence strategy, adoption, and implementation within organizations. Students will develop foundational knowledge of AI technologies, capabilities, and limitations while assessing organizational readiness for AI initiatives. The course explores AI strategy development, identifying high-impact use cases, and creating implementation roadmaps. Students will examine technology selection, change management, talent development, and organizational restructuring required for AI adoption. The course addresses AI risks including technical, data privacy, security, and organizational resistance challenges. Through case studies and strategic projects, students will develop capability to lead AI-driven organizational transformation while maximizing value and managing risks associated with AI implementation.

DEL 914 LEADING DIGITAL TRANSFORMATION AND INNOVATION (3) Prerequisites: completed or concurrently enrolled in DEL 997 and/or DEL 933. This course examines how digital technologies reshape organizations and how leaders can drive successful digital transformation initiatives. Students will analyze how digital technologies impact business models, organizational strategies, competitive positioning, and stakeholder relationships. The course explores digital maturity assessment, transformation strategy development, and organizational change leadership in digital contexts. Students will examine technology integration, talent development for digital leadership, innovation culture, and measurement of digital impact. Through case studies and transformation projects, students will develop the capacity to lead organizations through digital disruption, build digital innovation capability, and harness digital technologies to create organizational value and competitive advantage.

DEL 915 HEALTHCARE MANAGEMENT (3) This is an introductory asynchronous course to management as it relates to the healthcare sector. Students will become acquainted with how management tools can be applied in healthcare delivery and administration. The modules link the management functions of planning, organizing, communicating, budget planning, documenting, and legal aspects of human resources, for achieving positive organizational outcomes. Students will explore the role of the healthcare practitioner as manager, models for effective committee work, organizational structure, and delegation of duties. In preparation for assuming the role of a healthcare manager, regardless of the setting, this course focuses on the development of a skill set that may be new to the clinician and are essential for a successful transition to management.

DEL 916 HEALTHCARE ADVOCACY (3) This course will provide the healthcare professional with an advanced understanding of the political, regulatory, organizational, and social forces that shape healthcare delivery in the United States and globally. Students will examine the role of advocacy at the federal, state, local, institutional, and international levels; analyze the structure of professional organizations; evaluate current legislative and regulatory priorities affecting clinical practice; and explore humanitarian law and ethical frameworks guiding medical response in crisis and resource-limited settings. The course emphasizes the role of students in shaping professional practice models across national and international initiatives and workforce development. Students will develop skills to lead, influence, and enact meaningful change through evidence-based advocacy, professional communication, and strategic use of organizational power.

DEL 917 PUBLIC HEALTH NEEDS ASSESSMENT & PLANNING (3 hrs.) This course will assist students in identifying and gaining proficiency in the application of a variety of skills utilized by the health professional in planning and designing health promotion programs. Students will learn to utilize theoretical models to conduct needs assessment, write program objectives and design model-driven intervention strategies for various public health settings.

DEL 918 PUBLIC HEALTH IMPLEMENTATION & EVALUATION (3 hrs.) The second of a two-course sequence that provides students with a comprehensive overview of the practical and theoretical principles and skills needed to plan, implement, and evaluate health promotion programs in public health settings. Emphasis is placed on specific methods and models used, public health data, an understanding and evaluation of health promotion theories, and applications made to the design to change the determinants of behavior.

DEL 919 HEALTHCARE INFORMATICS (3) This course explores the role of the healthcare practitioner as a participant in the advocacy process. In preparation for growing as a healthcare advocate, regardless of the setting, this course focuses on the development of a skill set that may be new to the clinician and are

essential for a successful growth within the advocacy process.

DEL 920 HEALTHCARE ADMINISTRATION (3) This course provides professionals with a concrete foundation in healthcare finance, resource allocation, and administration. The goal is to assist students to develop practical approaches to improving the excellence and delivery of healthcare through an understanding of the system. This course is designed to provide a basic framework from which to consider these issues, as well as give the healthcare professional tools to develop skills to apply in a professional and/or academic setting.

DEL 921 STRATEGIC COMMUNICATION (3) This course provides an in-depth exploration of strategic communication tailored for professionals in leadership positions. With a focus on building trust, conveying complex information, and addressing the unique challenges associated with leadership. Participants will learn to craft compelling and accurate messages that resonate with other stakeholders. The course covers critical topics such as understanding public consumer behavior, leveraging data-driven personalization, navigating regulatory constraints, and implementing ethical upselling techniques. Real-world case studies and practical exercises will ensure participants can translate theory into actionable strategies.

DEL 923 INTRODUCTION TO THE PHARMACEUTICAL INDUSTRY (3) This asynchronous introductory course provides a comprehensive overview of the pharmaceutical and biotechnology industry as foundational preparation for roles in Medical Affairs and the Medical Science Liaison profession. Students examine the drug development life cycle, including clinical trial design, regulatory approval pathways, and key pharmacologic and clinical principles relevant to industry practice. The course explores the structure and functions of pharmaceutical organizations and the role of Medical Affairs within the broader healthcare ecosystem. Foundational industry competencies including territory planning, key opinion leader engagement, and scientific communication and presentation are introduced to support professional development within the MSL career pathway.

DEL 924 SPECIAL TOPICS IN PHARMACEUTICAL RESEARCH (3) Pre-requisite: DEL 933. This course offers an in-depth exploration of specialized topics in pharmacology, with a rotating focus on advanced applications related to various organ systems. Each iteration of the course highlights a different organ system, providing a detailed examination of the pharmacological principles, therapeutic approaches, and emerging research specific to that area. Students will critically analyze trial designs, pharmacokinetic and pharmacodynamic data, and the clinical implications of pharmaceutical interventions, emphasizing translating complex findings into actionable insights. Topics may include interpreting efficacy and safety data, understanding the nuances of statistical and clinical significance, and evaluating personalized medicine approaches within therapeutic areas such as cardiology, neurology, or oncology. Through case studies, discussions of cutting-edge research, and interactive projects, participants will deepen their understanding of organ-specific drug development, personalized medicine, and the challenges of addressing complex pharmacological needs.

DEL 927 HEALTH ENTREPRENEURSHIP (3) This course examines healthcare entrepreneurship through the lenses of systems leadership, translational research, financial strategy, and regulatory governance. Students critically analyze how innovation is conceived, validated, financed, regulated, scaled, and sustained within complex healthcare ecosystems. Emphasis is placed on bridging scholarship and practice translating evidence-based research, clinical insights, and population health data into scalable, ethically grounded ventures. Students evaluate entrepreneurial strategy within hospitals, health systems, digital health enterprises, biotech ventures, community-based organizations, and policy-driven

innovation models. Through advanced case analysis, regulatory pathway mapping, financial modeling, and development of a doctoral-level venture proposal or innovation implementation plan, students produce a defensible, evidence-informed healthcare innovation strategy suitable for executive or investor review.

DEL 928 DOCTORAL CAPSTONE (1-3) Prerequisite: DEL-966. This course prepares advanced-practice clinicians, emergency managers, and executive leaders to operate across that continuum, from tactical incident response to strategic crisis leadership. Students will integrate frameworks from emergency and disaster management with crisis-leadership theory (sense-making, decision-making, communication, and organizational learning). Through case studies, simulations, and cross-disciplinary collaboration, learners will develop the competencies to lead through chaos: ethically, decisively, and adaptively.

DEL 930 DISASTER MEDICINE (3) This course provides a comprehensive overview of disaster medicine, equipping students with the knowledge and skills to prepare for and respond to a wide range of disaster scenarios. Topics include disaster nomenclature, emergency medical interventions, and preparedness strategies for natural and human-made disasters such as cyclones, tornadoes, earthquakes, tsunamis, avalanches, landslides, and terrorist activities. Students will explore the clinical aspects of disaster medicine, including the roles of healthcare providers, public health challenges, and the application of clinical research and epidemiology in disaster settings. Emphasis is placed on the practical and strategic aspects of disaster response, with a focus on effective leadership, decision-making, and coordination in high-stress environments. Through scenario-based discussions and interactive learning, students will develop a deeper understanding of the complexities of disaster medicine and the critical role of healthcare professionals in mitigating the impact of disasters on communities.

DEL 931 WILDERNESS SURVIVAL MEDICINE (3) This course is designed to enhance students' critical thinking, leadership, and teamwork abilities, equipping them to excel in high-stress emergency and disaster scenarios. Through a combination of theoretical frameworks and practical applications, students will explore the principles of emergency preparedness, response, recovery, and mitigation. Topics include crisis communication, resource allocation, incident command systems, and ethical decision-making in disaster settings. Students will engage in case studies, simulations, and real-world scenario planning to develop the strategic and adaptive skills necessary to lead effectively during emergencies. By the end of the course, participants will be prepared to assume key roles in disaster management, ensuring coordinated, efficient, and compassionate responses in times of crisis.

DEL 932 EMERGENCY AND DISASTER MANAGEMENT PRINCIPLES AND PRACTICE (3) This course is designed to enhance students' critical thinking, leadership, and teamwork abilities, equipping them to excel in high-stress emergency and disaster scenarios. Through a combination of theoretical frameworks and practical applications, students will explore the principles of emergency preparedness, response, recovery, and mitigation. Topics include crisis communication, resource allocation, incident command systems, and ethical decision-making in disaster settings. Students will engage in case studies, simulations, and real-world scenario planning to develop the strategic and adaptive skills necessary to lead effectively during emergencies. By the end of the course, participants will be prepared to assume key roles in disaster management, ensuring coordinated, efficient, and compassionate responses in times of crisis.

DEL 933 EVIDENCE-BASED RESEARCH (4) This course will cover key principles of evidence-based medicine/management in professional practice. The course will emphasize the application of principles of evidence-based medicine/management, research ethics, critical appraisal of the literature, and

outcomes. Students will learn how to develop a proposal for their Executive Leadership Project.

DEL 934 ADVANCED AUSTERE MEDICINE (3) This course explores the principles and practices of delivering healthcare in remote, austere, and resource-limited environments, including medical assignments to isolated islands, military deployments, offshore sites, and expedition settings. Students will learn strategies for managing trauma, medical emergencies, infectious diseases, and chronic conditions using limited resources, telemedicine, and field-adapted techniques. Through case studies and hands-on simulations, participants will develop the skills needed to provide life-saving medical care in extreme settings where access to traditional healthcare facilities is limited or unavailable.

DEL 935 AEROSPACE & HYPERBARIC MEDICINE (3) This course offers an in-depth exploration of aerospace medicine, focusing on the clinical care, research, and operational support essential for ensuring the health, safety, and performance of air and space vehicle crewmembers and passengers, as well as the support personnel involved in their operations. Students will investigate the physiological and psychological challenges posed by extreme environments, including microgravity, radiation exposure, G-forces, hypoxia, and confined spaces. Key topics encompass aviation and space physiology, human factors engineering, the impact of environmental stressors on human performance, and the development of countermeasures to mitigate health risks. Through case studies and current research, participants will gain the expertise necessary to address the unique medical needs associated with aviation and space travel.

DEL 936 EMERGENCY MEDICINE I (3) This course is the first in a two-part series designed to provide a comprehensive foundation in emergency medicine, emphasizing the evaluation and management of acute medical, traumatic, and surgical emergencies across all age groups. Students will develop core knowledge in patient assessment, triage, clinical decision-making, and stabilization techniques within fast-paced emergency care environments. Key content areas include cardiovascular, respiratory, neurologic, gastrointestinal, and infectious disease emergencies, with an emphasis on evidence-based approaches and interdisciplinary collaboration. Through case-based learning students will build the critical thinking and refine differential diagnosis necessary for effective and timely emergency care delivery.

DEL 937 EMERGENCY MEDICINE II (3) This advanced course is the second in a two-part series and builds upon the foundational concepts introduced in Emergency Medicine I, focusing on the management of complex and high-acuity conditions frequently encountered in emergency settings. Students will explore advanced topics including multisystem trauma, toxicologic emergencies, environmental exposures, obstetric and gynecologic emergencies, pediatric and geriatric acute care, and advanced cardiac life support (ACLS) protocols. Emphasis is placed on the refinement of diagnostic skills, procedural competence, and critical decision-making in time-sensitive situations. Students will also gain experience with crisis resource management, disaster response principles, and ethical dilemmas in emergency care. Through simulation-based learning, case analysis, and team-based exercises, learners will further develop their ability to deliver safe, efficient, and high-quality emergency care across diverse patient populations and settings.

DEL 938 INTERDISCIPLINARY CARE COORDINATION (3) This course provides clinicians aspiring to work or working in hospital medicine with the knowledge and skills necessary to effectively coordinate interdisciplinary patient care within acute and inpatient settings. Emphasizing team-based collaboration, the course explores the roles and responsibilities of physicians, nurses, case managers, social workers, therapists, pharmacists, and other healthcare professionals in optimizing patient outcomes. Key topics

include effective communication strategies, patient transitions of care, discharge planning, medication reconciliation, regulatory and reimbursement considerations, and quality improvement initiatives. Students will also examine hospital protocols, interdisciplinary rounds, and evidence-based approaches to managing complex cases across multiple specialties. Through case-based discussions, real-world applications, and simulation exercises, participants will develop the skills to lead and facilitate seamless patient-centered, team-based hospital care, ensuring safety, efficiency, and continuity from admission to discharge.

DEL 939 ACUTE CARE PHARMACOLOGY (3) This course provides clinicians working in hospital medicine and critical care with an advanced understanding of pharmacologic principles, drug selection, and medication management for acutely ill and critically ill patients. Emphasizing evidence-based practice, the course covers vasoactive agents, sedatives, analgesics, antimicrobials, anticoagulation, fluid resuscitation, and emergency medications commonly used in acute and intensive care settings. Students will explore drug mechanisms, dosing considerations, adverse effects, and drug interactions within the context of sepsis, shock, respiratory failure, neurological emergencies, and cardiovascular instability. The course also integrates pharmacokinetics, renal and hepatic dosing adjustments, and rapid titration protocols relevant to high-acuity patient management. Through case-based discussions, clinical simulations, and real-world application exercises, participants will develop critical decision-making skills to safely and effectively manage medication therapy in acute and critical care environments, improving patient safety and clinical outcomes.

DEL 940 GLOBAL HEALTH ISSUES (3) This course provides an introduction to important global health issues, including determinants of health, key areas of disease burden, and the role that PAs can play in taking a leadership role in solving these problems. The goal of the course is to expand the PAs understanding of the impact of infectious and chronic diseases on the world's population with particular attention paid to the health status of women, children and the poor. Students will examine case studies of successful global health interventions to understand features of successful programs.

DEL 941 CLINICAL ISSUES IN INFECTIOUS DISEASE (3) This course provides an in-depth analysis of infectious and tropical disease epidemiology, diagnosis, treatment, and prevention, including the care of refugees, displaced persons, and those involved in medical tourism. The knowledge gained will benefit healthcare providers working in both global health settings and domestic clinical practice.

DEL 942 GLOBAL HEALTH LEADERSHIP (3) This course examines the ethical, cultural, and social dimensions of leadership in global health, humanitarian, and healthcare organizations, with particular emphasis on working in contexts marked by inequality, uncertainty, and power asymmetry. Students explore how leaders engage individuals, teams, and communities affected by crisis, displacement, structural vulnerability, and organizational change. Through a leadership lens, the course addresses social determinants of health, human rights, cultural context, and ethical decision-making, alongside the interpersonal and organizational dynamics that shape effective practice. Special attention is given to team development, small-group processes, power relations, politics, and conflict within diverse and resource-constrained environments. Students analyze how legitimacy, accountability, and ethical responsibility influence humanitarian and organizational interventions, including the consequences of presence, action, and withdrawal. The course also examines the human dimensions of change in healthcare and global health systems, focusing on how individuals and teams respond to uncertainty, reform, and innovation. By integrating ethical reflection, team leadership, and change management, this course prepares doctoral candidates to exercise reflective, culturally responsive, and ethically grounded leadership in humanitarian, global health, and healthcare settings.

DEL 943 HUMANITARIAN RESPONSE (3) This course equips advanced practice clinicians and executive-level public safety and health leaders to understand, design, and manage humanitarian operations in crisis-affected and underserved settings. The course centers on the systems that determine whether assistance reaches people in need: humanitarian architectures, funding and resource flows, needs assessment methodologies, logistics and supply chains, and the interaction of governmental, non-governmental, and multilateral actors. Students will analyze how climate change, conflict, displacement, and fragile governance drive humanitarian needs and shape operational choices. Through case studies, applied exercises, and critical review of real-world responses, participants will learn to interpret and generate needs assessments, understand donor dynamics and allocation decisions, and evaluate the performance and ethics of humanitarian programs. By the end of the course, students will be prepared to contribute as informed leaders and decision-makers in domestic and international response efforts, whether working from the field, the EOC, the hospital, or the policy level.

DEL 944 PERIOPERATIVE CARE MANAGEMENT (3) This course provides a comprehensive overview of perioperative care, focusing on the preoperative, intraoperative, and postoperative management of surgical patients across a range of clinical settings. Students will learn to assess surgical risk, optimize patients with comorbid conditions, and coordinate interdisciplinary care throughout the surgical continuum. Key topics include preoperative evaluation, anesthesia considerations, fluid and electrolyte management, postoperative pain control, surgical site infection prevention, and management of common complications. Emphasis is placed on evidence-based clinical guidelines, patient safety, and communication among surgical teams, with special attention to high-risk populations and enhanced recovery protocols. Through case-based learning students will gain the knowledge to ensure safe, efficient, and patient-centered surgical care before, during, and after operative intervention.

DEL 945 HOSPITAL MEDICINE I (3) This is the first course in a two-part series designed to equip physician associates with the fundamental knowledge and clinical skills necessary to manage acutely ill, hospitalized patients. Focusing on the most common conditions encountered in hospital medicine, this course provides a systematic approach to diagnosis, treatment, and interdisciplinary coordination in acute care settings. Key topics include the evaluation and management of cardiovascular, pulmonary, gastrointestinal, endocrine, and renal disorders in hospitalized patients. Students will develop competencies in risk stratification, hemodynamic monitoring, diagnostic interpretation, and evidence-based treatment protocols for conditions such as acute coronary syndromes, respiratory failure, gastrointestinal bleeding, diabetic emergencies, and acute kidney injury. Through case-based learning and practical application of hospital medicine guidelines, students will gain the skills to effectively manage complex inpatient cases, optimizing patient outcomes in fast-paced hospital environments.

DEL 946 HOSPITAL MEDICINE II (3) This second course in the Hospital Medicine series builds upon the foundational knowledge from Hospital Medicine I, focusing on the advanced management of hospitalized patients with complex medical conditions and multidisciplinary care considerations. Students will explore infectious disease, hematology, neurology, psychiatry, allergy/immunology/rheumatology, perioperative management, and palliative/hospice care, gaining the expertise to navigate high-acuity inpatient settings effectively. Key topics include the evaluation and management of life-threatening infections, hematologic disorders, stroke, psychiatric crises, autoimmune diseases, and perioperative complications. Special emphasis will be placed on professional practice skills, including end-of-life decision-making, communication in serious illness, ethical considerations, and interprofessional collaboration. Through case-based discussions, simulation

exercises, and clinical application of evidence-based guidelines, students will refine their ability to manage complex inpatient cases, improve care coordination, and lead multidisciplinary teams to optimize patient outcomes in hospital medicine and beyond.

DEL 947 CRITICAL CARE MEDICINE I (3) This course is the first in a three-part series designed to provide a comprehensive foundation in critical care medicine, focusing on the recognition, stabilization, and management of critically ill patients. Students will develop core competencies in evaluating and treating patients with acute organ dysfunction, hemodynamic instability, and life-threatening conditions commonly encountered in intensive care settings. Key topics include early recognition of critical illness, respiratory failure, mechanical ventilation, acute kidney injury (AKI), acid-base and electrolyte disturbances, shock classification, and sepsis management. Emphasis will be placed on evidence-based interventions, clinical decision-making, and multidisciplinary collaboration in critical care settings. Through case-based discussions and real-world clinical applications, students will gain the necessary skills to assess, resuscitate, and initiate treatment for critically ill patients, forming a strong foundation for advanced critical care training.

DEL 948 CRITICAL CARE MEDICINE II (3) This second course in the Critical Care Medicine series builds upon foundational knowledge to provide an advanced understanding of acute critical care management. Students will develop expertise in recognizing and treating acute cardiac events, hematologic and coagulation disorders, neurological crises, hepatobiliary dysfunction, and gastrointestinal emergencies in critically ill patients. Key topics include hemodynamic monitoring, advanced ventilator management, extracorporeal membrane oxygenation (ECMO), advanced sepsis protocols, and the use of invasive and non-invasive critical care technologies. Emphasis will be placed on multidisciplinary ICU decision-making, complex resuscitation strategies, and evidence-based interventions. Through case-based simulations, procedural training, and real-world clinical applications, students will enhance their ability to manage critically ill patients with multi-organ dysfunction, optimize advanced monitoring techniques, and improve outcomes in high-acuity settings.

DEL 949 CRITICAL CARE MEDICINE III (3) The third and final course in the Critical Care Medicine series focuses on the specialized care, ethical challenges, and multidisciplinary coordination required for managing complex critically ill patients. Students will gain expertise in trauma and burn management, postoperative ICU care, nutrition support, delirium prevention and treatment, and critical care considerations for special populations, including geriatric, immunocompromised, and obstetric patients. Key topics include ICU team dynamics, ethical dilemmas in critical care, end-of-life decision-making, and palliative care integration. Emphasis will be placed on patient-centered care, communication strategies, and navigating complex medical and ethical decisions in the ICU environment. Through case-based discussions, and interdisciplinary collaboration exercises, students will refine their ability to provide comprehensive, compassionate, and ethically sound care, ensuring the best possible outcomes for critically ill patients and their families.

DEL 951 OVERVIEW OF ADDICTION (3). Prerequisite: Admission to the DEL program of study or program permission. The student will define the American Society of Addiction Medicine (ASAM) and Diagnostic and Statistical Manual of Mental Disorders, fifth edition: text revision (DSM-5-TR) criteria for substance use disorders (SUDs) and common co-occurring mental health disorders. The student will explore the etiology, neurobiology, neurochemistry, pathophysiology, transgenerational susceptibility and inheritance of addiction, and environmental factors that contribute to addiction. Also examined will be neuroplasticity, brain circuitry, neuroimaging, genomics, epigenetics and the role of the hypothalamic-pituitary-adrenal axis in addiction. Individual substance use topics will be investigated,

including comorbid interactions and synergistic effects of multiple drug use. Topics will expand clinically to the physical exam focused on tolerance, dependence and addiction, drug use findings, the acute and long-term effects and comorbidities of chemical and behavioral abuse, and SUD interventions in the emergency department.

DEL 952 APPLIED CLINICAL PSYCHOPHARMACOLOGY (3). Prerequisite: Admission to the DEL program of study or program permission. Examines the pharmacologic treatment of common psychiatric disorders and evidence-based medication selection. Students review major classes of psychotropic medications and their clinical applications. Additional topics include neurobiology and neurotransmitter systems, relevant laboratory monitoring, pharmacogenomics, cross-tapering and deprescribing strategies, and the management of adverse drug effects.

DEL 953 THERAPIES IN ADDICTION (3). Prerequisite: Admission to the DEL program of study or program permission. The student will study current evidence-based, non-pharmacological individual and group interventions, therapies, and levels of care to treat addiction and trauma, incorporating patient-centered, trauma- informed, clinical environments. Concepts in functional and integrative medicine will also be explored.

DEL 954 SPECIAL TOPICS IN BEHAVIORAL MEDICINE (3). Prerequisite: Admission to the DEL program of study or program permission. The student will discover the multifaceted, societal ramifications of addiction and mental health disorders. Topics include overview of neuroanatomy and neuro- biology, adverse childhood experiences, the neurobiology and neurochemistry of trauma, trauma models, individual and group trauma therapies, LGBTQIA+, culture and diversity in vulnerable populations, intimate partner violence, homicide, and guns, the criminal justice system, forensic psychiatry, technology in treatment, SUD in the workplace, maladaptive coping, and provider burnout. In addition, the student will investigate legal issues and regulations involved in mental health and substance use treatment. Stigma, bias, and ethical principles, including bioethics will be addressed in delivering diversity and inclusion in treatment services. The student will be trained in Motivational Interviewing techniques.

DEL 955 EVIDENCE-BASED PSYCHOTHERAPIES AND LEADERSHIP IN CLINICAL PRACTICE(3). Prerequisite: Admission to the DEL program of study or program permission. This course reviews the most widely utilized evidence-based psychotherapies for common mental health disorders. Students examine the principles, indications, and clinical applications of approaches including cognitive behavioral therapy (CBT), dialectical behavior therapy (DBT), acceptance and commitment therapy (ACT), and motivational interviewing. Additional topics include lifestyle interventions, mental health–specific legal and ethical considerations, and leadership roles in interprofessional behavioral health care.

DEL 956 ADULT CLINICAL PSYCHIATRY I (3). Prerequisite: Admission to the DEL program of study or program permission. Examines the diagnosis and management of psychiatric disorders in adults, including mood, anxiety, and trauma- and stressor-related disorders. Emphasis is placed on diagnostic foundations, including psychiatric evaluation, mental status examination, and differential diagnosis. Students develop skills in the assessment and clinical formulation of common adult psychiatric conditions.

DEL 957 ADULT CLINICAL PSYCHIATRY II (3). Prerequisite: Admission to the DEL program of study or program permission. Examines the diagnosis and management of psychiatric disorders in adults, including psychotic disorders, personality pathology, and substance use disorders. Additional topics

include adult ADHD and the assessment and management of psychiatric emergencies, including suicide risk, violence risk, and crisis stabilization.

DEL 958 CHILD AND ADOLESCENT CLINICAL PSYCHIATRY (3). Prerequisite: Admission to the DEL program of study or program permission. Examines the diagnosis and management of common psychiatric disorders in children and adolescents. Students review neurodevelopmental, behavioral, anxiety, trauma-related, mood, eating, and psychotic disorders, along with the influence of family, school, and social environments on mental health. Additional topics include developmental foundations, psychiatric assessment, gender dysphoria, and elimination disorders.

DEL 959 INTRODUCTION TO DOCTORAL WRITING (1) This doctoral-level course provides students with the foundational writing skills necessary for success in advanced scholarly and professional doctoral study. Emphasis is placed on developing clear, concise, and evidence-based academic writing through critical analysis, synthesis of scholarly literature, and construction of well-supported arguments. Students learn the conventions of doctoral scholarship, including scholarly voice, ethical use of sources, discipline-specific formatting, citation management, and the responsible use of artificial intelligence in academic writing. Through iterative writing assignments, peer review, and faculty feedback, students strengthen their ability to communicate complex ideas to academic and professional audiences while developing the habits and competencies required for doctoral-level research, publication, and leadership.

DEL 961 AESTHETIC MEDICINE (3) This course provides a comprehensive introduction to aesthetic medicine, equipping healthcare professionals with the knowledge and clinical skills necessary to perform non-surgical cosmetic procedures. Students will explore the fundamentals of facial anatomy, skin physiology, aging processes, and patient assessment, along with the latest advancements in minimally invasive aesthetic treatments. Key topics include botulinum toxin injections, dermal fillers, laser therapies, chemical peels, micro-needling, and skin rejuvenation techniques. Emphasis will also be placed on safety protocols, complication management, ethical considerations, and regulatory compliance in aesthetic practice. Students will gain the expertise to deliver safe, effective, and patient-centered aesthetic care.

DEL 965 EXECUTIVE LEADERSHIP DOCTORAL PROJECT I (4) The purpose of the DEL 965 Executive Leadership Doctoral Project I course is to guide students through the design, execution, and initial planning of their Executive Leadership Doctoral Project. In addition to providing structure and support for scholarly writing and project development, the course integrates weekly leadership topics, such as critical thinking, cognitive bias, data-driven decision-making, ethical leadership, complex systems, cultural influences, and high-pressure decision-making to deepen students' executive leadership competencies and inform their doctoral work with real-world relevance and strategic insight.

DEL 966 EXECUTIVE LEADERSHIP DOCTORAL PROJECT II (4) This course guides students through the planning, development, and execution of their Executive Leadership Doctoral Project. Students will strengthen their scholarly writing, apply leadership decision-making frameworks, and explore ethical, cultural, and data-driven influences on executive leadership. Emphasis is placed on distinguishing similarity from plagiarism, incorporating visuals effectively, crafting strong conclusions, and using feedback to revise and refine their work. Students will also engage in the peer-review process as preparation for finalizing their manuscript or professional project. The final manuscript or professional project will be completed in this course DEL 966: Doctoral Project II, ready for publication, presentation, or practical implementation.

DEL 970 HEALTHCARE COMPLIANCE, LAW, AND CORPORATE STRATEGY (3) Prerequisite: DEL 905. This course explores the legal, regulatory, and corporate governance frameworks that shape healthcare organizations, with a focus on compliance, risk management, and strategic planning. Students will examine key topics such as provider credentialing and privileging, healthcare fraud and abuse laws, AI-driven decision-making, and regulatory compliance (HIPAA, GDPR, FDA, Stark Law). Through case studies and policy analysis, participants will develop the skills to navigate legal challenges, implement compliance programs, and align corporate strategy with evolving healthcare regulations and ethical considerations.

DEL 980 LEGAL ASPECTS OF HEALTHCARE MANAGEMENT (3) Prerequisite: DEL 905. This course provides an in-depth examination of corporate legal structures, contracts, corporate liability protections, and employment law in the healthcare industry. Students will explore key topics such as corporate governance, contract negotiation, piercing the corporate veil, risk mitigation, and labor laws affecting healthcare organizations. Through case studies and legal analysis, participants will develop the skills necessary to navigate regulatory compliance, business liability, and workforce legal challenges in healthcare management.

DEL 981 FELLOWSHIP I (1-4) This course will provide intensive clinical exposure in a chosen clinical specialty to further the student's clinical practice. Students will apply advanced and specialized medical knowledge beyond general practice. Students will begin training within clinical competencies.

DEL 982 FELLOWSHIP II (1-4) Prerequisite: DEL 981. This course is the second session of the fellowship. This course will continue to pro- vide intensive clinical exposure in a chosen clinical specialty to further the student's clinical practice. Students will apply advanced and specialized medical knowledge beyond general practice by training within clinical competencies.

DEL 983 FELLOWSHIP III (1-4) Prerequisite: DEL 982. This course is the third session of the fellowship. This course will continue to provide intensive clinical exposure in a chosen clinical specialty to further the student's clinical practice. Students will apply advanced and specialized medical knowledge beyond general practice. At the end of this course, students will have completed 100% of clinical competencies

DEL 989 EMERGENCY AND GLOBAL PRACTICUM INTENSIVE (1-4) Prerequisites: DEL 934 or DEL 942. Repeatable for course credit.This course provides professional exposure in chosen clinical and administrative specialties that further the student's achievement in professional competencies. Students will extrapolate work-based experience to a disaster and global health setting. This practicum prepares the student for an on-site Emergency Management and Global Health intensive.

DEL 994 AI LEADERSHIP (3) Leadership in Artificial Intelligence is an advanced doctoral course examining the strategic, ethical, organizational, and societal dimensions of leading AI-driven transformation. The course prepares scholar-practitioners to design, govern, and evaluate AI initiatives across industries while balancing innovation with responsibility. Students critically analyze AI strategy, organizational change, policy frameworks, ethics, risk management, data governance, and human-AI collaboration. Emphasis is placed on executive-level decision-making, systems thinking, regulatory complexity, and responsible innovation.

DEL 995 ARTIFICIAL INTELLIGENCE IN HEALTHCARE (3) This course explores the transformative role of Artificial Intelligence (AI) in modern healthcare, covering fundamental concepts, applications, and

challenges in clinical and administrative settings. Students will examine AI-driven innovations such as machine learning for diagnostics, predictive analytics, natural language processing (NLP) for electronic health records (EHRs), and AI-powered decision support systems.

DEL 996 PRECISION MEDICINE WITH AI (3) This course explores the intersection of Artificial Intelligence (AI) and Precision Medicine, focusing on how AI-driven technologies enable personalized healthcare through genomics, biomarker analysis, and patient-specific treatment strategies. Students will examine machine learning applications in disease prediction, drug discovery, and tailored therapeutic interventions, as well as the ethical and regulatory challenges of AI in precision medicine. Through case studies and hands-on projects, students will gain practical insights into leveraging AI to optimize individualized patient care and improve health outcomes.

DEL 997 ETHICS AND REGULATION OF AI (3 hrs.) This course examines the ethical, legal, and regulatory challenges surrounding the implementation of artificial intelligence (AI) across organizational and professional settings. Students will explore topics such as data privacy, algorithmic bias, accountability in AI-driven decision-making, and compliance with global regulatory frameworks (e.g., GDPR and other data protection standards). Through case studies and policy analysis, students will develop strategies to ensure the responsible, transparent, and ethical deployment of AI technologies in complex institutional environments.

DPT: Doctor of Physical Therapy Courses

myHive link

DPT 700 APPLIED CLINICAL ANATOMY I (5) This introductory course in Applied Clinical Anatomy provides a solid foundation in the structure and function of the human body using a regional approach. Students will study the basics of human anatomy and its relevance to movement and physical therapy practice. The course focuses on human anatomy and the biomechanics of normal movement. The latest concepts in imaging and its application in evidence-based physical therapy practice will be covered. Clinical applications and case examples further enhance practical understanding. Moreover, students investigate clinical issues involving deviations from normal movement, utilizing anatomical knowledge and kinesiology principles. Laboratory interactions will use cadaveric dissection, diagnostic imaging, and movement analysis to reinforce didactic material.

DPT 701 APPLIED CLINICAL ANATOMY II (5) This is a continuation of Applied Clinical Anatomy I and continues to cover foundations in the structure and function of the human body using a regional approach. Students will study the basics of human anatomy and its relevance to movement and physical therapy practice. The course focuses on human anatomy and the biomechanics of normal movement. The latest concepts in imaging and its application in evidence-based physical therapy practice will be covered. Clinical applications and case examples further enhance practical understanding. Moreover, students investigate clinical issues involving deviations from normal movement, utilizing anatomical knowledge and kinesiology principles. Laboratory interactions will use cadaveric dissection, diagnostic imaging, and movement analysis to reinforce didactic material.

DPT 705 CLINICAL INQUIRY (3) Evidence based practice involves the explicit incorporation of evidence from three sources: (1) research evidence; (2) clinician knowledge, experience, and judgment; and (3) patient preferences. In this course, students develop skills to effectively access, appraise, and apply research evidence in decision making for clinical practice. Emphasis is on research evidence from primary

quantitative research about intervention, prognosis, diagnosis, systematic reviews, and clinical practice guidelines. As the student progresses through this course, they will develop advanced skills for conducting evidence-based practice by creating clinical questions, appraising professional literature and determining the relevance and applicability of research findings to specific patient case-studies.

DPT 708 PATHOPHYSIOLOGY AND PHARMACOLOGIC MANAGEMENT OF DISEASE I (3) This lab course provides a foundational understanding of physiology and pathology for the practice of physical therapy, including instruction in pharmacologic agents used as intervention. Students will differentiate between normal and abnormal function of body systems, with special emphasis placed on clinical application with the geriatric population.

DPT 709 PATHOPHYSIOLOGY AND PHARMACOLOGIC MANAGEMENT OF DISEASE II (3) This course is a continuation of Pathophysiology and Pharmacological Treatment of Disease I. It provides a foundational understanding of physiology and pathology for the practice of physical therapy, including instruction in pharmacologic agents used as intervention. Students will differentiate between normal and abnormal function of body systems, with special emphasis placed on clinical application with the geriatric population.

DPT 710 HUMAN GROSS ANATOMY (6) Focuses on the normal human anatomy of the entire body with special emphasis placed on the body systems most directly impacted by the practice of physical therapy. This course includes cadaver dissection of the trunk, thorax, head and neck, and internal organs.

DPT 712 HUMAN PHYSIOLOGY OF SYSTEMS (3) Focuses on the normal physiology of human body systems. Special emphasis is placed on the body systems most directly impacted by the practice of physical therapy (musculoskeletal, neurological, cardiovascular, renal, endocrine, gastrointestinal genitourinary).

DPT 713 PHARMACOLOGY FOR THE PHYSICAL THERAPIST (2) Focuses on pharmacological principles associated with patient care, with special emphasis placed on the pharmacological agents, potential side effects, and special issues associated with the pharmacological management of patients/cli- ents most likely to be seen in physical therapy practice.

DPT 714 PROFESSIONAL PRACTICE IN PHYSICAL THERAPY I (2) This course is designed to introduce physical therapy students to professionalism and the continued evolution of the profession of physical therapy. Professionalism is a systematic and integrated set of core values that through assessment, critical reflection, and change, guides the judgment, decisions, behaviors, and attitudes of the physical therapists in relation to clients, other professionals, and the public. At the completion of this course students will have an increased awareness and understanding of the American Physical Therapy Core Values and demonstrate integration of professionalism into their own development as both student and practitioner. In addition, students will learn, develop, and practice evaluating the learning needs of patients/clients, family members, and other health care providers, design and deliver instructional material to fulfill the learners need, and develop assessment tools to assess effectiveness of learning.

DPT 716 CLINICAL PRACTICE I (2) Students are introduced to the basic foundations of physical therapy clinical skills including communication, screening, examination, evaluation, and interventions. Students apply these skills in the physical therapy management of individuals with diverse health conditions and in a variety of settings. Clinical reasoning, including application of evidence-based practice and the International Classification of Function, is integrated throughout the course.

DPT 717 CLINICAL PRACTICE II (3) An introductory study of basic physical therapy clinical skills related to recognition and examination of disorders and injuries of the neuromusculoskeletal, cardiopulmonary, and integumentary systems. Foundational concepts and basic skills essential in the physical therapy management of clients will be introduced and applied consistent with the ICF, Guide to Physical Therapy Practice and evidence-based practice. Emphasis of the course will be on Examination with attention to additional components of patient management: Evaluation, Diagnosis, Prognosis and Outcomes.

DPT 718 CLINICAL PRACTICE III (3) An introductory study of basic physical therapy clinical skills related to intervention for disorders and injuries of the neuromusculoskeletal, cardiopulmonary, and integumentary systems. Foundational concepts and basic skills essential in the physical therapy management of clients will be introduced and applied consistent with the ICF, Guide to Physical Therapy Practice and evidence-based practice. Emphasis of the course will be on Intervention with attention to additional components of patient management: Diagnosis, Prognosis, Outcomes and Reexamination.

DPT 719 CLINICAL INQUIRY I (2) This course provides students with the foundational knowledge and skills necessary to conscientiously, explicitly, and judiciously use current best evidence in making clinical decisions. Using case-based learning, students will develop proficiency in literature searching and appraisal of literature pertaining to diagnosis, prognosis, interventions, outcome measures, and harm. Best evidence will be used to demonstrate efficacious diagnosis and management of patients through case scenario projects.

DPT 720 PATHOLOGY OF BODY SYSTEMS (3) Focuses on pathology of various body systems and their alterations in structure and function with special emphasis placed on the body systems most directly impacted by the practice of physical therapy.

DPT 721 APPLIED KINESIOLOGY (4) This course builds on the foundation of Human Gross Anatomy and provides an in-depth study of the musculoskeletal anatomy as it applies to normal and abnormal human movement. Emphasis is placed on the kinematics and kinetics of human tissue and joints with application to human function including normal and abnormal gait.

DPT 723 INTEGRATED CASE APPLICATION LAB I (2) Provides case-based patient/client scenarios. Students locate and compile information from multiple sources to prepare for a mock patient encounter (in small groups), where they apply and practice the information presented to date in courses and information compiled by the student. First-year students are monitored and mentored through this process by a second-year student.

DPT 724 NEUROSCIENCE (3) Provides the foundation of knowledge regarding the essential concepts of neuroscience with a focus on the anatomy of the central and peripheral nervous systems; the development of the human nervous system; and the morphology, classification, and basic physiology of neurons.

DPT 725 MOTOR DEVELOPMENT AND MOTOR BEHAVIOR ACROSS THE LIFESPAN (2) Focuses on normal motor development and motor control from a lifespan perspective. Changes in the neurosensory, neuromuscular, and musculoskeletal systems associated with normal development and aging will be reviewed. Principles of motor control and motor learning will be discussed and related to physical therapy management.

DPT 726 FOUNDATIONS IN SKILLED CARE I (5) Foundations in Skilled Care I is an introductory course designed to equip students with base knowledge and clinical skills foundational to Physical Therapist Practice. Students are instructed in the basic foundations of physical therapy screening, examination, evaluation, diagnosis, prognosis, plan of care, outcomes assessment, patient-centered communication, and basic documentation and billing practices. Students will be introduced to basic principles of physical therapy interventions and encouraged to incorporate psychosocial dimensions of patient care into treatment planning. As students navigate this course, they will develop a perspective that integrates clinical examination, evaluation, and intervention principles needed to provide comprehensive and compassionate care.

DPT 727 FOUNDATIONS IN SKILLED CARE II (4) Foundations in Skilled Care II builds upon the foundational knowledge acquired in the introductory course. This course is designed to equip students with an elevated level of specialized expertise to navigate complex healthcare scenarios across patients in acute care, home health, and skilled nursing settings. Students will delve into more advanced physical therapy management strategies, including screening, examination, evaluation, diagnosis, prognosis, plan of care development, intervention, outcomes assessment, patient-centered communication, and refined documentation and billing practices applied to skilled care settings. Students will learn how to critically analyze patient data, interpret findings, and formulate sound clinical decisions throughout increasingly complex patient care scenarios. This course will also encourage further exploration of the psychosocial dimensions of patient care to develop an integrated perspective that blends their foundational physical therapy skillset with cultural sensitivity.

DPT 730 PROFESSIONAL PRACTICE IN PHYSICAL THERAPY II (2) Students continue instruction and practical application of the concepts related to professional practice and education of patient/clients, families and other health care professionals introduced in Professional Practice I.

DPT 732 PROFESSIONALISM IN PHYSICAL THERAPY II (3) The Professionalism in Physical Therapy course series is designed to provide doctoral students with a comprehensive understanding of the vital role physical therapists play in serving both their local communities and the broader healthcare profession. Through an immersive and hands-on approach, students will engage in real-world experiences, fostering the development of essential skills and competencies while making meaningful contributions to society. In this course, students continue to apply concepts of the core values of physical therapy professionalism through community and professional service and activities. Students are mentored by faculty, 2nd year, and 3rd year students through planning and development of the community and professional service activities.

DPT 741 STUDENT PROFESSIONAL INVOLVEMENT I (1) First year students begin to apply concepts of the core values of physical therapy professionalism and responsibility through community and professional service. These students are mentored by faculty and 2nd year and 3rd year students through the planning and development of the community and professional service activities

DPT 742 STUDENT PROFESSIONAL INVOLVEMENT II (1) First year students continue to apply concepts of the core values of physical therapy professionalism and responsibility through community and professional service. These students are mentored and monitored by faculty, 2nd year and 3rd year students through the implementation of the designated community and professional service activities.

DPT 743 THE ART OF ANATOMICAL DISSECTION: FROM ANCIENT ROME TO THE RENAISSANCE (1-3) Prerequisite: DPT 710. This course is an interdisciplinary graduate health science study-abroad course

that will examine the history of anatomical study and cadaveric dissection from Ancient Rome through the Renaissance period in Italy. This course will also explore the influence of anatomical study on Italian art.

DPT 750 PHYSICAL AGENTS (1) In this course, student physical therapists will learn to safely use physical agents commonly used in physical therapy environments.

DPT 769 SPECIAL TOPICS IN PHYSICAL THERAPY (1-6) Intensive study of a problem or topic in physical therapy. Topic varies according to professor and term offered.

DPT 770 INDEPENDENT STUDY DPT (1-6) Student investigation of various topics in physical therapy under the guidance of a faculty instructor. This course may be repeated for credit. Approval by DPT Program Director required.

DPT 800 THERAPEUTIC INTERVENTIONS IN SKILLED CARE (2) This online course is designed to equip students with comprehensive knowledge and practical skills in therapeutic exercise prescription and implementation in skilled care. The course will utilize a blend of theoretical learning, independent study, evidence-based practice, and practical application to patient case-studies. Foundational principles of physiology, biomechanics, pathophysiology, and the application of therapeutic exercises for the skilled care patient population are emphasized. Students will gain experience in designing tailored therapeutic exercise programs that promote functional recovery and improve overall patient well-being in the skilled care setting.

DPT 812 DIAGNOSIS AND MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL DYSFUNCTION I (4) This course is an in-depth study related to examination, evaluation, diagnosis, prognosis, intervention, and outcomes for patients with disorders and injuries of the musculoskeletal system with an emphasis on the lower-quarter, lumbar spine, hip, knee, foot and ankle. This course presents relational concepts of the lumbo-pelvic spine and the lower extremity including normal and dysfunctional biomechanics, therapeutic intervention, outcomes, and current theories of orthopedic care. Lab sessions focus on specialized examination and intervention skills, including lumbopelvic and extremity thrust and non-thrust joint manipulation techniques. Students will gain skills related to the responsibilities and roles of physical therapists in addressing health-related issues within the community, including pregnancy, pelvic and occupational health.

DPT 813 DIAGNOSIS AND MANAGEMENT OF PATIENTS WITH INTEGUMENTARY DYSFUNCTION (2) Instruction and skills practice with conditions associated with the Integumentary system, utilizing a comprehensive patient/client management approach through integration of the five elements of care (examination, evaluation, diagnosis, prognosis, and intervention).

DPT 814 DIAGNOSIS AND MANAGEMENT OF PATIENTS WITH NEUROMUSCULAR DYSFUNCTION I (4) Instruction and skills practice with conditions associated with the neuromuscular system, utilizing a comprehensive patient/client management approach through integration of the five elements of care (examination, evaluation, diagnosis, prognosis, and intervention).

DPT 817 PSYCHOSOCIAL ASPECTS OF REHABILITATION (2) This course addresses a variety of integrated psychosocial topics involving clients, families, and other caregivers affected by pathology, impairment, functional limitations, and/or disability. Students will develop self-awareness as they learn more about the psychosocial implications on health care.

DPT 818 EXERCISE PHYSIOLOGY AND WELLNESS (3) Provides an in-depth study of exercise physiology and the effects of exercise on both healthy and unhealthy populations. Concepts related to health promotion, prevention, and wellness are all covered in detail.

DPT 819 CLINICAL INQUIRY II (2) Students continue instruction in the foundational knowledge and skills necessary to conscientiously, explicitly, and judiciously use current best evidence in making clinical decisions. Using case-based learning, students will develop proficiency in appraising systematic reviews, literature reviews, epidemiology, and qualitative research. Best evidence will be used to demonstrate efficacious diagnosis and management of patients through a written case report.

DPT 822 DIAGNOSIS AND MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL DYSFUNCTION II (4) This course is an in-depth study related to examination, evaluation, diagnosis, prognosis, intervention, and outcomes for patients with disorders and injuries of the musculoskeletal system with an emphasis on the upper quarter, cervical and thoracic spine, shoulder, elbow, wrist and hand. This course presents relational concepts of the cervicothoracic spine and the upper extremity including normal and dysfunctional biomechanics, therapeutic intervention, outcomes, and current theories of orthopedic care. Lab sessions focus on specialized examination and intervention skills, including cervicothoracic and extremity thrust and non-thrust joint manipulation techniques. Students will gain skills related to the responsibilities and roles of physical therapists in addressing health-related issues within the community, including occupational health

DPT 823 INTEGRATED CASE APPLICATION LAB II (2) Case-based patient/client scenarios. Students locate, compile, and review information from their first year professional instruction sources to prepare for mentoring a small group of first-year students through a mock patient encounter (similar to the process they had encountered as a first-year student with the case being varied).

DPT 824 DIAGNOSIS AND MANAGEMENT OF PATIENTS WITH NEUROMUSCULAR DYSFUNCTION II (4) Instruction and skills practice with conditions associated with the neuromuscular system, utilizing a comprehensive patient/client management approach through integration of the five elements of care (examination, evaluation, diagnosis, prognosis, and intervention).

DPT 826 DIAGNOSIS AND MANAGEMENT OF PATIENTS WITH CARDIOPULMONARY DYSFUNCTION (3) Instruction and skills practice with conditions associated with the cardiopulmonary system, utilizing a comprehensive patient/client management approach through integration of the five elements of care (examination, evaluation, diagnosis, prognosis, and intervention).

DPT 827 DIAGNOSIS AND MANAGEMENT OF PATIENTS WITH INTEGUMENTARY DYSFUNCTION, PROSTHETICS, AND ORTHOTICS (3) Students will gain knowledge of the integumentary system, prosthetics, and orthotics. Principles of normal and abnormal gait biomechanics, as well as normal physiology and pathophysiology of the integumentary system will be used for evaluation, differential diagnosis, and intervention with a variety of patient populations across the lifespan. This course will encompass evaluation and intervention of the integumentary system including lymphedema management, burns, pressure injury, arterial and venous ulcers, atypical wounds, infections, and acquired skin integrity issues. Biopsychosocial factors and biomechanical principles impacting prosthetic and orthotic prescription will be emphasized during examination, evaluation, and intervention to achieve optimal functional outcomes.

DPT 829 DIFFERENTIAL DIAGNOSIS FOR THE PHYSICAL THERAPIST PRACTITIONER (3) Instruction in the complex thought processes and skills which require the physical therapist to make determination of appropriate treatment or identify conditions that may require referral to or examination by a physician. Students practice the skills through case studies from a variety of practice patterns.

DPT 830 LIFESPAN CARE IN PHYSICAL THERAPY I (3) This course focuses on the unique needs of geriatric patient population regarding physical therapy evaluation and management in the various settings where older adults are more likely to seek treatment. Topics include normal aging, common health conditions, and psychosocial issues related to aging.

DPT 831 PROFESSIONALISM IN PHYSICAL THERAPY III (3) The Professionalism in Physical Therapy course series is designed to provide doctoral students with a comprehensive understanding of the vital role physical therapists play in serving both their local communities and the broader healthcare profession. Through an immersive and hands-on approach, students will engage in real-world experiences, fostering the development of essential skills and competencies while making meaningful contributions to society. In this course, students advance their application of the core values of physical therapy professionalism through community and professional service and begin to undertake associated leadership roles. The second-year students, with faculty guidance, will mentor and monitor the first-year students through the planning and development of the designated community and professional service activities.

DPT 832 PROFESSIONALISM IN PHYSICAL THERAPY IV (3) The Professionalism in Physical Therapy course series is designed to provide doctoral students with a comprehensive understanding of the vital role physical therapists play in serving both their local communities and the broader healthcare profession. Through an immersive and hands-on approach, students will engage in real-world experiences, fostering the development of essential skills and competencies while making meaningful contributions to society. In this course, students advance their application of the core values of physical therapy professionalism through community and professional service and begin to undertake associated leadership roles. The second-year students, with faculty guidance, will continue to mentor and monitor the first-year students through the planning and development of the designated community and professional service activities.

DPT 836 DIFFERENTIAL DIAGNOSIS I (2) This course introduces the differential diagnosis process and advances clinical reasoning in physical therapist practice, preparing students to practice in a variety of clinical environments. This course introduces applied systems review, examination, evaluation and identification of clinical problems appropriate for intervention, referral, and/or collaboration with other practitioners. Small-group, problem-centered, case-based activities will facilitate exploration and discovery of processes supporting sound and judicious clinical reasoning and decision-making. This course will prioritize the application of differential diagnosis and management related to in-patient physical therapy.

DPT 837 DIFFERENTIAL DIAGNOSIS II (2) This course expands the differential diagnosis process and advances clinical reasoning in physical therapist practice, preparing students to practice in a variety of clinical environments. This course further develops applied systems review, examination, evaluation and identification of clinical problems appropriate for intervention, referral, and/or collaboration with other practitioners. Small-group, problem-centered, case-based activities will facilitate exploration and discovery of processes supporting sound and judicious clinical reasoning and decision-making. This course will prioritize the application of differential diagnosis and management related to primary care referral and direct access settings.

DPT 839 CLINICAL EXPERIENCE I (4) Students provide services to patients/clients under the supervision of a licensed physical therapist clinical instructor (eight weeks).

DPT 840 INTRODUCTION TO PEDIATRIC PRACTICE (3) This course focuses on the unique nature of physical therapy examination, evaluation, and therapeutic management of infants and children. Emphasis will be placed on normal motor development, practice settings typically encountered in treatment of the pediatric population and the psychosocial needs of the child. Students will be introduced to principles of family-centered care, early intervention, and school-based practice. Obstetrical reproductive health issues will be addressed as related to peripartum care of the mother and baby.

DPT 841 STUDENT PROFESSIONAL INVOLVEMENT III (1) Second year students continue to apply concepts of the core values of physical therapy professionalism and responsibility through community and professional service by beginning to explore and undertake associated leadership roles. The second-year students, with guidance, will mentor and monitor the first year students through the planning and development of the designated community and professional service activities.

DPT 842 STUDENT PROFESSIONAL INVOLVEMENT IV (1) Second year students continue to apply concepts of the core values of physical therapy professionalism and responsibility through community and professional service through the ongoing exploration of associated leadership roles. The second-year students, with continued guidance, will mentor and monitor the first year students through the implementation of the designated community and professional service activities.

DPT 900 THERAPEUTIC INTERVENTIONS IN OUTPATIENT CARE (1) This online course is designed to equip students with comprehensive knowledge and practical skills in therapeutic exercise prescription and implementation in outpatient care. The course will utilize a blend of theoretical learning, independent study, evidence-based practice, and practical application to patient case-studies. Foundational principles of physiology, biomechanics, pathophysiology, and the application of therapeutic exercises for the outpatient population are emphasized. Students will gain experience in designing tailored therapeutic exercise programs that promote functional recovery and improve overall patient well-being in the outpatient setting.

DPT 917 PROSTHETICS AND ORTHOTICS (2) Focuses on orthotic and prosthetic components, prescription, and physical therapy application. Additionally, students receive instruction in and practice exercise prescription for amputees, evaluative procedures for orthotics and prosthetics, prosthetic gait analysis, and prosthetic-device care. Other common pathological gait manifestations are examined, and corrective physical therapist action is discussed.

DPT 919 CLINICAL EXPERIENCE II (4) Students provide services to patients/clients under the supervision of a licensed physical therapist clinical instructor (eight weeks).

DPT 920 CLINICAL EXPERIENCE II (5) Students provide services to patients/clients under the supervision of a licensed physical therapist clinical instructor (ten weeks). This clinical experience will focus on the outpatient setting.

DPT 923 GRAND ROUNDS (1) Preparation of case-based clinical scenarios utilizing the patient/client encounters in which they have been involved throughout their professional education. These cases are then presented to the faculty.

DPT 927 PRACTICE MANAGEMENT AND LEADERSHIP (3) Practice management strategies for all physical therapists, including billing, coding, delegation and supervision responsibilities are discussed. Potential opportunities and career paths that can lead to mid-level and executive management positions for physical therapists are presented in the context of the complex world of contemporary health-care organizations and their unique business models. Current issues that impact the roles of leaders and managers and their responsibilities in different types of health care settings are presented.

DPT 928 THERAPIST PRACTITIONER–DIAGNOSTIC IMAGING (3) Focuses on the principles, procedures, and interpretation of diagnostic imaging techniques. Special emphasis is placed on plain film radiography, myelograms, CT scans, medical resonance imaging, and nuclear medicine as they relate to the musculoskeletal, cardiovascular, gastrointestinal, and reproductive systems.

DPT 929 CLINICAL EXPERIENCE III (4) Students provide services to patients/clients under the supervision of a licensed physical therapist clinical instructor (eight weeks).

DPT 930 CLINICAL EXPERIENCE III (7) Students provide services to patients/clients under the supervision of a licensed physical therapist clinical instructor (fourteen weeks).

DPT 939 CLINICAL EXPERIENCE IV (8) Students provide services to patients/clients under the supervision of a licensed physical therapist clinical instructor (sixteen weeks).

DPT 941 STUDENT PROFESSIONAL INVOLVEMENT V (1) Third year students will apply and demonstrate concepts of the core values of physical therapy professionalism and responsibility through community and professional service. The third-year students will demonstrate and apply their understanding of key concepts by leading the first and second year students through the planning and development of the designated community and professional service activities.

DPT 948 COMPREHENSIVE REVIEW (1) Students review the best physical therapy practice standards including biopsychosocial decision-making model, evidence-based practice, and patient/client management model with application to current and future practice. Students prepare for continued professional competence including national licensure and professional growth and development. Students have the opportunity to reflect on their past and future planned educational/professional activities.

DPT 949 COMPREHENSIVE REVIEW (2) Students review the best practice standards including biopsychosocial decision-making model, evidence-based practice, and patient/client management model with application to current and future practice. Students prepare for continued professional competence including national licensure and professional growth and development. Students have the opportunity to reflect on their past and future planned educational/professional activities.

DPT 950 SPECIALTY PRACTICE (1) This specialty elective course is designed to provide Doctor of Physical Therapy (DPT) students with advanced knowledge and practical skills in specialized areas of physical therapy practice. This course offers a comprehensive exploration of evidence-based practices, reasoning, critical analysis of conditions, and strategies to optimize outcomes in various specialty fields.

ECON: Economics Courses

myHive link

ECON 600 ECONOMICS FOR K-12 EDUCATORS (3) Designed to provide content knowledge in economics to teachers of grades K-12. The course content derives from the Virginia History and Social Science SOLs, providing the economic concepts needed for day-to-day classroom instruction. The economic way of thinking is developed, and a variety of instructional strategies are demonstrated to model effective teaching techniques.

EDCI: Curriculum and Instruction Courses

myHive link

EDCI 540 COMMON CORE ENGLISH LANGUAGE ARTS IN A PLC AT WORK ™, GRADES K-2 (1) This course provides learners with the background, resources, and protocols required to facilitate mastery of Common Core English Language Arts in a PLC at work for grades K-2. Exploration of Common Core standard types including reading, writing, plus speaking and listening for language are also included.

EDCI 541 COMMON CORE ENGLISH LANGUAGE ARTS IN A PLC AT WORK ™, GRADES 3-5 (1) This course provides learners with the background, resources, and protocols required to facilitate mastery of Common Core English Language Arts in a PLC at work for grades 3-5. Exploration of Common Core standard types including reading, writing, plus speaking and listening for language are also included.

EDCI 542 COMMON CORE ENGLISH LANGUAGE ARTS IN A PLC AT WORK ™, GRADES 6-8 (1) This course provides learners with the background, resources, and protocols required to facilitate mastery of Common Core English Language Arts in a PLC at work for grades 6-8. Exploration of Common Core standard types including reading, writing, plus speaking and listening for language are also included.

EDCI 543 COMMON CORE ENGLISH LANGUAGE ARTS IN A PLC AT WORK ™, GRADES 9-12 (1) This course provides learners with the background, resources, and protocols required to facilitate mastery of Common Core English Language Arts in a PLC at work for grades 9-12. Exploration of Common Core standard types including reading, writing, plus speaking and listening for language are also included.

EDCI 544 COMMON FORMATIVE ASSESSMENT IN A PLC AT WORK ™ (1) This course provides students with the background, rationale, and strategic steps required for planning and implementing common formative assessments in a PLC at work. Learners will gain a deeper under-standing of PLCs, learn the importance of common formative assessments, and develop techniques for designing effective common formative assessments.

EDCI 545 MATHEMATICS IN A PLC AT WORK ™, GRADES K-5 (1) This course provides students with the background, rationale, and strategic steps required for planning and implementing Mathematics in a PLC at work for grades K-5. Learners will study 10 proven high-leverage teaching actions that can be used specifically for teaching Mathematics within a Professional Learning Community. History, research, resources, and protocols are also included.

EDCI 546 MATHEMATICS IN A PLC AT WORK ™, GRADES 6-8 (1) This course provides students with the background, rationale, and strategic steps required for planning and implementing Mathematics in a PLC at work for grades 6-8. Learners will study 10 proven high-leverage teaching actions that can be used specifically for teaching Mathematics within a Professional Learning Community. History, research,

resources, and protocols are also included.

EDCI 547 MATHEMATICS IN A PLC AT WORK ™, HIGH SCHOOL (1) This course provides students with the background, rationale, and strategic steps required for planning and implementing Mathematics in a PLC at work in high schools. Learners will study 10 proven high-leverage teaching actions that can be used specifically for teaching Mathematics within a Professional Learning Community. History, research, resources, and protocols are also included.

EDCI 548 RTI AT WORK™; EARLY ELEMENTARY FOCUS ONLINE COURSE (1) This course provides students with the background, rationale, and strategic steps required for planning and implementing a high-quality Response to Intervention (RTI) initiative. Students will de-sign strategies for developing Tier 1, Tier 2, and Tier 3 intervention systems and the professional learning culture and community needed for implementation in early elementary grades.

EDCI 549 RTI AT WORK™; LATE ELEMENTARY FOCUS ONLINE COURSE (1) This course provides students with the background, rationale, and strategic steps required for planning and implementing a high-quality Response to Intervention (RTI) initiative. Students will design strategies for developing Tier 1, Tier 2, and Tier 3 intervention systems and the professional learning culture and community needed for implementation in upper elementary grades.

EDCI 550 RTI AT WORK™; MIDDLE SCHOOL FOCUS ONLINE COURSE (1) This course provides students with the background, rationale, and strategic steps required for planning and implementing a high-quality Response to Intervention (RTI) initiative. Students will design strategies for developing Tier 1, Tier 2, and Tier 3 intervention systems and the professional learning culture and community needed for implementation in middle school grades.

EDCI 551 RTI AT WORK™; HIGH SCHOOL FOCUS ONLINE COURSE (1) This course provides students with the background, rationale, and strategic steps required for planning and implementing a high-quality Response to Intervention (RTI) initiative. Students will design strategies for developing Tier 1, Tier 2, and Tier 3 intervention systems and the professional learning culture and community needed for implementation in high school grades.

EDCI 552 RTI AT WORK™; GRADES K-12 ONLINE COURSE ETC (1) This course provides students with the background, rationale, and strategic steps required for planning and implementing a high-quality Response to Intervention (RTI) initiative. Students will design strategies for developing Tier 1, Tier 2, and Tier 3 intervention systems and the professional learning culture and community needed for implementation.

EDCI 553 THE PLC AT WORK ™ PROCESS TODAY – FULL COURSE (1) This course provides the background, content, and learning context re- quired for effectively implementing Professional Learning Communities in schools. The theoretical foundation and knowledge of the PLC process provide the basis for collaborative teams to successfully address the needs of all learners in grades K-12.

EDCI 554 TRANSFORMING SCHOOL CULTURE, OVERCOME STAFF DIVISION (1) This course provides the framework for understanding the dynamic relationships within a school culture and ensuring a positive environment that supports the changes necessary to improve learning for all students. The course explores many aspects of human behavior, social conditions, and history to reveal best practices for building healthy school cultures.

EDCI 600 CLASSROOM MANAGEMENT AND INSTRUCTIONAL METHODOLOGY (3) Focuses on research-based, scientifically validated strategies for teaching, managing, and motivating students in classrooms and the schools. The course assists with the conceptualization, measurement, and improvement of classroom performance and management for grades K-12, in order to effectively impact, assess, and improve instruction and student academic performance and behavior.

EDCI 605 ASSESSMENT STUDENT LEARNING (3) This course provides teacher candidates an understanding of the purpose of assessment in the instructional process. It includes experiences in creating, selecting and implementing valid and reliable classroom-based assessments. Skills will be developed to as- sist in the understanding of relationships among assessment, instruction, and monitoring student progress. Teacher candidates will gain the ability to analyze assessment data to make decisions that improve instruction and student performance. In addition, teacher candidates will become familiar with writing student achievement goals as they relate to teacher evaluations.

EDCI 606 EFFECTIVE INSTRUCTIONAL STRATEGIES (3) Focuses on research-based, scientifically validated strategies for teaching students in the schools. The course assists with the conceptualization, measurement, and improvement of classroom performance and management for grades K-12 and features a variety of organizational patterns and practices, approaches to instruction and their impact on students' learning, and instruments for evaluating teacher behavior in specific contexts.

EDCI 610 ADVANCED CURRICULUM DEVELOPMENT (3) This course is designed to build students' prior knowledge of curriculum design and instruction. It provides students with an in-depth understanding of the curriculum development process, including best practices of curriculum design and implementation. The course will also emphasize the role of technology and diversity in modern curriculum development, with a focus on how to create, adapt, and critique inclusive and culturally responsive curricula. Students will learn how to apply these principles to create effective and meaningful learning experiences for diverse learners. This is ideal for teachers, instructional designers, curriculum specialists, and educational administrators who are seeking to enhance their knowledge and skills in curriculum development.

EDCI 617 FOUNDATIONS AND CURRICULUM OF AMERICAN EDUCATION (3) Provides opportunities for future teachers to expand their ability to inquire, explore, engage, conclude, and persuade in the foundations and curriculum of American education. The course explores historical, philosophical, sociological, and legal foundations and curriculum of public education. This course is designed to assist teachers in the decision-making processes necessary to implement a standards-based curriculum and both a formative and summative assessment process of curricular initiatives. There is also a focus on contemporary curricular issues and innovations as well as school culture.

EDCI 620 INTRODUCTION TO EDUCATIONAL TECHNOLOGY (3) Recognizing the evolution of learning environments, the course equips participants with the knowledge and skills to navigate, evaluate, and integrate emerging technologies into their pedagogical practices. Emphasizing inclusivity, the course addresses diverse learner needs and explores strategies for creating accessible digital learning environments. Participants will engage with Virginia and ISTE Standards and identify emerging trends shaping the integration of technology in education. Students will develop the knowledge and skills necessary to thoughtfully incorporate educational technology into diverse educational settings.

EDCI 621 ADVANCED AI TECHNIQUES FOR MODERN INSTRUCTIONAL DESIGN (3) This advanced-level course delves into the intersection of artificial intelligence (AI) and instructional design, exploring

cutting-edge techniques and applications to enhance modern learning experiences in multiple contexts. Participants will develop a deep understanding of how AI technologies can be leveraged to personalize instruction, optimize learning environments, support learning management and improve educational outcomes.

EDCI 622 TECHNOLOGY AND LEARNER DIVERSITY (3) This course explores the intersection of technology and learner diversity within the context of instructional design and technology. The course aims to equip students with the knowledge, skills, and strategies necessary to create inclusive and accessible learning environments that accommodate the diverse needs of learners as part of an instructional design approach in multiple learning contexts. Throughout the course, students will examine theories, research, and best practices related to learner diversity, including cultural, social, linguistic, cognitive, and physical diversity. They will explore how technology can be leveraged to address the unique learning preferences, abilities, and challenges of diverse learners.

EDCI 623 DESIGN AND MANAGEMENT OF ONLINE LEARNING (3) This course provides students with a comprehensive understanding of the principles, strategies, and practices involved in designing and effectively managing online learning environments. With a focus on theoretical foundations, practical applications, and emerging trends, this course equips students with the knowledge and skills needed to create and administer engaging, accessible, and impactful online learning experiences.

EDCI 624 TECHNOLOGY AND ADULT LEARNERS (3) This course explores the intersection of technology and adult learning, focusing on the unique needs, preferences, and characteristics of adult learners in diverse educational contexts. Through theoretical exploration, practical application, and hands-on projects, this course prepares students to design, implement, and evaluate effective instructional interventions that leverage technology to support adult learners' educational goals and aspirations

EDCI 630 INSTRUCTIONAL DESIGN (3) This course delves into learner-centered strategies, technology integration, and assessment principles to assist educators and instructional designers in developing engaging instructional materials for a variety of learners. This course will help cultivate the skills necessary to meet diverse learner needs. Content in this course can help prepare the student for leadership roles in curriculum development and educational innovation.

EDCI 640 INTRODUCTION TO AND IDENTIFICATION OF GIFTED LEARNERS (3) This course provides an overview of the field of gifted education, including various definitions, models, and theories of giftedness. Students will explore the characteristics of gifted learners. Ethical and legal issues related to identification, placement, and programming of gifted students will be addressed. Students will learn specific techniques to identify gifted students using varied approaches to assessment, including the selection, use, and interpretation of multiple types of assessment tools. Contemporary issues and research in gifted education will be examined, including gathering and reporting of data, policies, trends, and issues at the local, state, and national levels.

EDCI 641 SPECIAL POPULATIONS OF GIFTED LEARNERS (3) Prerequisite: EDCI 640. This graduate course will focus on special populations of gifted learners and the unique educational needs and challenges they face. Students will assess the effectiveness of current identification methods and programming options for special populations of gifted learners and explore alternatives. The impact of cultural, linguistic, and socioeconomic factors on the identification, assessment, and programming of special populations of gifted learners will be analyzed, and strategies for addressing these factors in practice will be developed. The role of families, schools, and communities in supporting the education of special populations of

gifted learners will be examined, and effective communication strategies will be identified. Through this course, students will gain a deeper understanding of the unique needs of special populations of gifted learners and develop strategies to support their educational success.

EDCI 642 CURRICULUM, STRATEGIES, AND PROGRAMMING FOR GIFTED LEARNERS (3) Prerequisite: EDCI 640. This course focuses on understanding curriculum models and strategies that support the gifted learner in fostering creativity, developing critical thinking skills, and developing skills to become self-directed learners. The course emphasizes the use of differentiated curricula to accommodate the unique learning needs of gifted learners. Students will also learn about the criteria for effective gifted programming and learn strategies to involve parents and community members.

EDCI 643 SOCIAL AND EMOTIONAL DEVELOPMENT AND GUIDANCE OF GIFTED LEARNERS (3) Prerequisites: EDCI 640. This course is designed to provide students with an understanding of the unique social and emotional characteristics of gifted learners. Students will develop strategies to support gifted learners in the development of appropriate skills, including self-awareness, self-regulation, empathy, and interpersonal relationships. Additionally, students will identify and understand the various risk factors that can negatively impact the social and emotional development of gifted learners and develop strategies to mitigate these risks.

EDCI 644 PRACTICUM IN GIFTED EDUCATION (3)

EDCI 645 2E LEARNERS: CHARACTERISTICS AND SUPPORT (3)

EDCI 650 PROFESSIONAL LEARNING COMMUNITIES (1, 3) Introduction to the concepts that underlie professional learning communities (PLC) and the principles for their application in elementary, middle, and secondary schools. The course is offered in conjunction with participation in training institutes and workshops on PLC.

EDCI 661 INSTRUCTIONAL STRATEGIES FOR SCHOOL MATH (3) Focuses on the emerging goals, principles, and practices of contemporary mathematics education, addressing the rationale for change, relevant research and theory, and the resulting recommendations for improving mathematics learning among all students. Specific topics include curriculum, instructional materials and methodologies, assessment, diagnostic and remediation strategies, and the teacher's role in improving student learning.

EDCI 686 METHODS OF SCIENCE TEACHING (3) A workshop approach modeling recommended practices for teaching science as outlined by the National Science Education Standards. Curriculum topics are consistent with the endorsement levels of the students enrolled.

EDCI 699 INTERNSHIP IN EDUCATION (6) Prerequisites: Passing scores on Praxis II as well as a GPA of 2.75 in the teaching (content) are required. Reading for Virginia Educators (RVE) is required for elementary and middle school licensure. In addition to completion of professional studies/licensure requirements, all content requirements for a student's particular endorsement must be completed prior to taking the class. Supervised field experience in a classroom setting and seminar sessions are required. Placement is arranged at the elementary, middle, or secondary level based on the teaching endorsement sought. All licensure coursework must be completed prior to or concurrently with the teaching internship. Note: A mandatory criminal and social services background check must be conducted in the prior semester at the student's expense.

EDHD: Graduate Education Courses

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EDHD 601 DIVERSE DEVELOPMENTAL PATHWAYS IN EARLY CHILDHOOD (3) This course addresses both typical and atypical development in early childhood with a focus on the characteristics, etiology and various approaches to the education and treatment of emotional, behavioral and developmental disorders. This course will contrast typical cognitive, emotional and social development with various developmental psychopathologies. Developmental abnormalities such as autism, behavioral disorders, emotional difficulties and maltreatment will be addressed.

EDHD 602 HUMAN DEVELOPMENT (3) Focuses on the development of the individual from conception through intricate changes of growth and aging over the life span, including information about scientific discoveries and personal insights throughout life.

EDHD 606 LITERACY IN EARLY CHILDHOOD EDUCATION (3) The purpose of this course is to give teachers in Early Childhood Education an in-depth understanding of literacy development, developmentally appropriate assessments, and instructional practices for young children (ages 3-5). Educators will use their knowledge of theories of literacy development evidence-based practices, and related pedagogy to identify and plan assessments, instruction, engage families, and develop a classroom environment that ensures equitable access to developmentally appropriate, and challenging learning experiences that facilitate literacy development

EDHD 607 STEM METHODS AND PRACTICUM IN EARLY CHILDHOOD EDUCATION (3) This course provides teachers in Early Childhood Education background in STEM pedagogy, methodology, and assessment, as well as practical experience to support practitioners and families in including and engaging young children (ages 3-5) in high-quality STEM (science, technology, engineering, and mathematics) and STEM literacy experiences.

EDHD 609 RESEARCH METHODS AND APPLICATIONS (3) Examines research methodology, tools, and resources available to the educational practitioner with specific emphasis on the use of quantitative and qualitative research in problem identification and resolution. Enables students to identify and apply relevant research to persistent or emerging problems and to develop appropriate assessment tools and techniques for ongoing educational activities.

EDHD 669 SPECIAL TOPICS IN EDUCATION (1-3) Intensive study of a problem or topic in education. Topic varies according to professor and term offered.

EDHD 670 INDEPENDENT STUDY (1-3) Provides for pursuit of individual interest and projects not covered in existing courses. May be repeated if subjects of study vary and requires approval of the Dean of the School of Professional & Applied Sciences.

EDHD 671 PROFESSIONAL PROJECT IN INTERDISCIPLINARY STUDIES (3, 6) Requires the presentation of a proposal before enrolling in the project. The format of the finished project must be consistent with a recognized and agreed on manual of style.

EDHH: Special Education, Deaf & Hard of Hearing Courses

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EDHH 600 FOUNDATIONS AND CHARACTERISTICS OF DEAF EDUCATION (3) This course provides an introduction to Deaf education and Deaf culture. It addresses the historical, ethical, and legal foundation of education for students who are deaf and hard of hearing, as well as etiologies of hearing loss, definitions, characteristics, and learning and support needs of students who are deaf and hard of hearing using various communication modalities/languages from Pre-K through secondary levels.

EDHH 601 LANGUAGE AND LITERACY DEVELOPMENT IN DEAF AND HARD OF HEARING (3) This course examines the complex nature of speech, language acquisition, and literacy development in students who are deaf and hard of hearing. Attention is given to methods for assessing language and communication skills as well as instructional methods, strategies, and technologies for enhancing language development and communication skills in students who are deaf and hard of hearing.

EDHH 602 AUDIOLOGY AND COMMUNICATION MODALITIES (3) This course explores how audiological assessments are administered in diagnostic evaluations and how to interpret the results in order to select accommodations for students who are deaf or hard of hearing. Emphasis is placed on characteristics and communication modalities of students who are deaf and hard of hearing, the science behind speech and hearing, and assistive learning devices that foster listening skills.

EDHH 603 INSTRUCTIONAL METHODS: STUDENTS WHO ARE DEAF AND HARD OF HEARING (3) This course provides graduate students with an understanding of methods for assessment to aid in placement considerations, instructional and environmental accommodations, classroom set up and management techniques, curriculum and instruction modification, and socialization strategies for students who are deaf and hard of hearing.

EDLS: Education Leadership Courses

myHive link

EDLS 600 CLINICAL FACULTY/NEW TEACHER MENTOR (3) Prerequisite: Open to local school division teachers as recommended by their supervisors. This course is designed to train area school division teachers who will serve as University of Lynchburg Clinical Faculty/New Teacher Mentors. The course curriculum will include the New Teacher Center Instructional Mentoring Professional Learning Series I - IV.

EDLS 603 EDUCATIONAL POLICY AND LAW (3) Explores the responsibility of the school as a social institution for students, parents, taxpayers, and employees; examines the legal framework of constitutional, case and statute law, policy, and ethical issues pertaining to schools and identifies the implications for educational practice.

EDLS 610 LEGAL AND ETHICAL ISSUES IN HIGHER EDUCATION (3) Prerequisites: Enrollment in MEd in Educational Leadership with Higher Education emphasis or advisor/instructor approval. This course will explore legal and ethical issues that occur in American private and public higher education institutions in the 21st century and their historical context and development. Emphasis will be placed on the legal and ethical principles, regulations, and policies likely to be encountered by higher education practitioners and the applicable leadership decision-making skills, knowledge, and resources necessary for their resolution.

EDLS 611 STUDENT DEVELOPMENT IN HIGHER EDUCATION (3) This seminar introduces graduate students to student development theories and theorists associated with higher education to prepare them for their future leadership roles in higher education. Students will examine the cognitive, interpersonal, identity, and psychosocial theories of human development that shape the University-student experience. In addition, this course will examine classroom and teaching pedagogy, student services, and student affairs programs to explore how the development theories influence design and practice in each of these arenas.

EDLS 613 LEADERSHIP IN SCHOOL FINANCE (3) Examines the multiple roles and responsibilities of leaders for establishing priorities, budget development and control, accounting procedures and safeguards, resource maintenance and management, and environmental safety. Includes study of state and local school financing structures, laws, and practices.

EDLS 614 HISTORY AND PHILOSOPHY OF HIGHER EDUCATION (3) This course provides an overview of the history and philosophical foundations of higher education.

EDLS 615 HIGHER EDUCATION ADMINISTRATION (3) Examines the mission of higher education and provides an overview of the organization of colleges and universities in the U.S. including admissions, academic programs, student development, financial aid, business and finance, and student support services.

EDLS 617 INTERNATIONAL AND COMPARATIVE HIGHER EDUCATION (3) This seminar introduces graduate students to the international aspects of higher education; concepts necessary for comparing different education systems, their contexts, and outcomes. Students will examine organizations that promote and sponsor international activity; challenges of cross-border academic mobility, education reform, and integrating multiple systems of higher systems will be the focus of discussions.

EDLS 618 CURRICULUM, INSTRUCTION, AND ASSESSMENT (3) Focuses on identifying the knowledge, skills, and attitudes necessary for success in a standards-based curriculum and for a 21st century global economy. Students focus on designing and delivering instruction around identified standards and on determining appropriate assessment strategies and techniques. Emphasis is placed on research-based instructional strategies and creating engaging class- rooms. Emphasis is also placed on the 3 R's: Rigor, Relevance, Relationships.

EDLS 619 CURRICULUM, INSTRUCTION, SUPERVISION, AND ASSESSMENT IN HIGHER EDUCATION (3) This course focuses on curriculum, instruction, supervision, and assessment issues connected to higher education. Students will engage in the inquiry and study of a variety of related topics and exploration of their impact on the future of higher education.

EDLS 620 DIVERSITY AND INCLUSION IN HIGHER EDUCATION (3) The purpose of this course is to provide students with an overview of higher education leadership practices through a culturally diverse and inclusive lens. In this course, students will enhance their higher education leadership abilities by gaining cultural perspective and inclusive strategies that support and acknowledge diverse populations.

EDLS 621 FOUNDATIONS OF LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION (3) This course provides an overview of the principles, theories, and best practices of leadership and management in the context of higher education institutions. Topics covered will include strategic planning, organizational

structure, budgeting, human resource management, and ethical considerations, as well as practical skills such as communication, negotiation, and conflict resolution. The course will explore current trends and best practices in higher education leadership and management and will encourage students to critically analyze and reflect on their own leadership and management styles.

EDLS 623 SUPERVISING AND SUPPORTING PERSONNEL (3) Examines the theory and practice relative to effective human resource administration. Emphasis is placed on the recruitment, selection, mentoring, professional development, evaluation, compensation, and legal rights of personnel. Also focuses on the nature and function of supervision as a means to improve employee effectiveness and examines the rules and responsibilities of the supervisor/administrator and the employee in establishing effective instruction. Includes discussion of current issues in human resource leadership experienced in school and the larger community.

EDLS 624 POLITICS AND POLICIES IN EDUCATION (3) This course will provide an explanation of the political and policymaking processes that shape and influence the field of education. Participants will gain a deeper understanding of the historical, societal, and economic factors that have shaped the education system and the policies that govern it. The role of education policy at the national, state, and local levels, including key policy issues such as access, equity, funding, and accountability will be examined. Students will also learn about various stakeholders involved in the policymaking process, including educators, administrators, politicians, and advocacy groups.

EDLS 625 STUDENT AFFAIRS FOR TODAY'S STUDENTS (3) The course will provide an overview of student affairs in higher education and its impact on student success. It will examine the historical context of student affairs, current trends, and best practices and will explore the evolving challenges and opportunities facing today's student affairs professionals. Students will learn how to create programs and services that address the needs and concerns of today's diverse student populations and foster a positive and inclusive campus environment.

EDLS 627 COLLEGE TEACHING AND ADVISEMENT (3) This course provides an overview of the principles and practices of effective college teaching and advisement. This course covers topics such as creating and delivering effective lectures, engaging students in the learning processes, designing syllabi and grading assessments, providing academic advising, addressing the diverse needs and backgrounds of students, and working with adult learners. Through lectures, discussions, and practical exercises, participants will develop the skills and knowledge necessary to create a supportive and challenging learning environment that encourages student success.

EDLS 643 THE PRINCIPALSHIP (3) A study of schools as semiautonomous educational units within the structure of the state and the law, policy, and mandates. Emphases are on developing knowledge and skill in the areas of shared decision making, empowerment, developing a sense of ownership, and formative assessments of school effectiveness.

EDLS 646 IMPROVING THE SCHOOL STRUCTURE AND CLIMATE (3) Focuses on the forces and factors that influence the teaching/ learning environment and encourages taking charge of change, as well as leading and facilitating the process and the people involved. Emphasis is placed on assessing current educational institutions and developing strategies for welcoming all students, fostering family involvement in learning, building school structures, operations, and processes that promote safety and well-being, and communicating effectively within the school and larger community.

EDLS 651 LEADING AND LEARNING IN A TECHNOLOGICAL AND DIGITAL AGE (3) This course explores the use of technology to enhance student achievement and create schools of excellence. The course will help school leaders guide a technological and digital vision and explore the use of social media to engage stakeholders.

EDLS 653 SUPERVISION AND EVALUATION OF INSTRUCTION (3) Focuses on the nature and function of supervision as a means to improve student achievement and teacher effectiveness and examines the roles of the supervisor, the building administrator, and the teacher in establishing effective instruction in each classroom.

EDLS 669 SPECIAL TOPICS IN EDUCATIONAL LEADERSHIP (1-3) Intensive study of a problem or topic in education. Topic varies according to professor and term offered.

EDLS 670 INDEPENDENT STUDY – EDUCATIONAL LEADERSHIP (1-3) This course offers the opportunity for students to pursue in depth a topic of special interest within Educational Leadership under the supervision of a faculty member. Can be taken more than once.

EDLS 690 PRINCIPLES OF LEADERSHIP (3) Emphasizes the study of leadership theories as they relate to PK-12 education, higher education, athletics, and any professional environment. Students review current literature on leadership, analyze their own leadership style, and work to expand their capacity to lead through knowledge, skills, and attitudes. Communication skills, team building, and conflict management is emphasized. Additional focus is placed on developing leaders in a professional environment.

EDLS 691 CAPSTONE IN HIGHER EDUCATION (3) This course enables candidates to develop deeper knowledge and understanding, and pro- vide an opportunity to demonstrate their competency in an approved study in higher education.

EDLS 696 HIGHER EDUCATION LEADERSHIP INTERNSHIP (3) Provide on-campus experiences enabling the prospective higher education leader to observe, assist and execute a wide-range of leadership and administrative tasks associated with the effective operation of the many facets of a university. The course is under the guidance and direction of supervisors across campus and requires a two-semester sequential commitment.

EDLS 699 SCHOOL LEADERSHIP INTERNSHIP (1) Provide on-site experiences enabling the prospective administrator to observe, assist, and execute a wide range of leadership and administrative tasks associated with school principalship. The course is under the guidance and direction of a supervising principal and will be taken during the last three semesters of the program.

EDLS 700 ISSUES AND TOPICS IN EDUCATIONAL LEADERSHIP (3) offered as a post-master's degree course for active building and central office administrators. The course focuses on current and relevant issues and topics related to student learning. The course is designed to improve the instructional leader- ship skills of practicing administrators so schools become fully accredited and meet the requirement of Adequate Yearly Progress. The course is designed for individuals who hold the MEd and are seeking advanced professional development opportunities. The course may be repeated for credit.

LS: Leadership Studies Courses

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LS 600 HISTORY AND FOUNDATION OF NONPROFITS AND MANAGEMENT (3) This course is intended to prepare students for management roles in the non profit sector by helping them gain an understanding of non profits in America. As such it will explore the development, history and nature of the sector, major issues it is facing, governance structures of non-profit organizations, basic management and operating strategies. This course is focused on the integration of theory with practice.

LS 604 STRATEGIC COMMUNICATIONS AND PUBLIC RELATIONS (3) This course is intended to examine the fundamental role of communications and public relations. Students will learn to craft messages and communications materials for key constituencies and stakeholders. Students will learn about implementing tactics including public relations and advertising.

LS 606 CHANGE AND ORGANIZING IN THE COMMUNITY (3) This course will be exposed to a variety of change models and their inherent assumptions including but not limited to: revolution, labor, civic rights, and environmental movements of social change. Participants will conduct a community analysis for their nonprofit or for another nonprofit.

LS 608 NONPROFIT FINANCE (3) This course will prepare students to oversee the financial management of nonprofit organizations by focusing on five areas: financial policies and internal controls; financial statement presentation and analysis; revenues, expenses, liabilities, and cash management; budgeting; audit and tax reporting.

LS 610 LEADERSHIP RESEARCH, EVALUATION, AND ANALYTICS (3) This course prepares students to undertake the research, design and evaluation process employed in non-profit organizations. Students will learn the fundamentals of 1) assessing community needs, 2) using theory to guide program design, 3) identifying and evaluating research literature that supports program development, 4) designing evaluation studies, and 5) modifying services based on evaluation results.

LS 612 LEADING IN A DIGITAL ENVIRONMENT (3) This course is intended to explore the use of technology to enhance the transparency and performance of organizations. It will also focus on the role of social media in engaging stakeholders in organizational priorities.

LS 614 LEADING BOARDS AND STAFF (3) This course intends to prepare students to develop and manage boards of directors of nonprofits, as well as human resources. Topics include legal and operating definitions, the purpose, function, role and appropriate board structures; supporting systems; how to assemble a board of directors; how to build positive board/staff relationships; how to coordinate the work of a board; how to prepare and manage board information flow; how to evaluate board effectiveness; and how to develop human resource management.

LS 616 FUNDRAISING AND GRANT WRITING (3) This course is intended to examine the fundamental role of fundraising and grant writing. Students will learn to develop support from individual donors and institutional funders (foundations, corporations, government agencies), and gain knowledge of common fundraising cycles and philanthropy programs. The course will also cover the cultivation and solicitation of individuals, the role of boards in fundraising, grant writing, and special events. Throughout the course, there will be discussions on ethical issues, technical tools and skills and the management of the fundraising department within an organization.

LS 669 SPECIAL TOPICS IN NONPROFIT LEADERSHIP STUDIES (1-3) Intensive study of a problem or topic in

nonprofit leadership studies. Topic varies according to professor and term offered.

LS 670 INDEPENDENT STUDY IN NONPROFIT LEADERSHIP STUDIES (1-3) This course offers the opportunity for students to pursue in depth a topic of special interest within Nonprofit Leadership Studies under the supervision of a faculty member. Can be taken more than once.

LS 690 CAPSTONE: STRATEGIC PLANNING AND LEADERSHIP (3) This course will focus on methods of identifying strategic questions and directions for nonprofit organizations by taking students through planning processes with client.

LS 699 NONPROFIT LEADERSHIP INTERNSHIP (3) This Internship provides the student with a supervised work experience in a nonprofit organizational setting in which principles of the Nonprofit Leadership Studies program are applied. Examples of a work setting are those organizations which are tax exempt under section 501c3 of the Internal Revenue Code.

LS 800 HUMAN RESOURCE MANAGEMENT (3) This seminar is designed to introduce doctoral students to the basic functions and issues related to human resource management (HRM). The emphasis is mastering core concepts that drive research and practice, developing an understanding of the research foundations that underpin the field, and building an appreciation for the intellectual history and evolution of HRM from the perspective of organizational leaders. Topics include strategic human resource management, recruitment, selection, performance evaluation, training and development, compensation, and labor relations. While the primary goal of the course is to enhance students' scholarly insight and understanding of the development and knowledge in the field, the course will also emphasize the practical application of the research knowledge to organizations.

LS 801 EPIDEMIOLOGY OF COMMUNITY PUBLIC HEALTH ISSUES (3) This examination of community health issues from an epidemiological perspective provides the principles for future leaders to assess and analyze health needs in an organization. Major areas addressed by leaders are concepts related to health promotion and disease prevention; ability to access accurate health information; ability to practice health-enhancing behaviors and reduce health risks; understanding the influence of culture, media, technology, and other factors on health; demonstrating the ability to use interpersonal skills to enhance health; and, demonstrating the ability to advocate for personal, family, and community health.

LS 802 QUANTITATIVE RESEARCH (3) Preparation for students to inquire, explore, and engage in quantitative research design, implementation, and reporting. It further addresses generating cooperative approaches with stakeholders to solve identified problems in organizations using quantitative strategies and collecting data, analyzing data, and drawing reasonable conclusions from those data.

LS 803 LEGAL AND ETHICAL DIMENSIONS OF LEADERSHIP (3) Students expand their ability to inquire, explore, engage, conclude, and persuade in areas related to the legal and ethical issues of communities. Students examine leadership, social capital, vision, and cooperation in communities and ways in which collaboration can be developed within legal and ethical boundaries.

LS 804 QUALITATIVE AND ACTION RESEARCH (3) Integration of major concepts and practices of qualitative and action research methodology. A critical overview of theory and practice is delivered as it considers mainstream qualitative research traditions, including case study, phenomenology, ethnography, grounded theory, and participatory/action research to prepare students for conducting qualitative and action research in the course and for the dissertation. This course addresses the role of

action research in studying the underlying problems that occur in educational and community organizations.

LS 805 COMMUNITY DYNAMICS (3) Students will explore areas related to cross-cultural and community dynamics. The course will emphasize the synthesis of issues of diversity and leadership within organizations and the development of appropriate strategies for improving communities through cooperative and joint efforts.

LS 806 PUBLIC POLICY (3) Exploration of policymaking as a problem-solving process and a political process. It provides students with a set of conceptual frameworks for analyzing the political environment of public policy and policy research and analyzing public policy problems. Students learn how to formulate effective strategies to address public policy challenges.

LS 807 GOVERNMENT, POLITICS, AND LEADERSHIP (3) Consideration of the problem of political leadership, commonly assumed to be necessary, but often also feared as dangerous. Beginning with Machiavelli's classic study, The Prince, students consider a variety of approaches to the problem, with special attention to the U.S.'s constitutional democratic order. Having established that context, the course explores the implications of various models of political representation and leadership as applied to the conduct of local government institutions and nonprofit organizations. Course materials are drawn from readings in political philosophy, constitutional history, biography, and contemporary social science.

LS 808 DISSERTATION SEMINAR: RESEARCH AND READINGS IN LEADERSHIP STUDIES (3) Students are exposed to a variety of leadership literature to prepare them for dissertation completion. Students are expected to come to the course with an understanding of their potential dissertation topic and leave the course with a dissertation proposal including review of the literature, statement of the problem, and a researchable question.

LS 809 ORGANIZATIONAL LEADERSHIP AND CHANGE (3) Principles for future leaders to assess and initiate appropriate and effective organizational change. Strategies are presented, examined, and discussed about ways to lead an organization forward in a collaborative manner for the betterment of colleagues and the mission of the community agencies, nonprofits, schools, universities, or businesses.

LS 811 ORGANIZATIONAL COMMUNICATION (3) Focus on a variety of issues associated with professionals working in management or supervisory positions in organizations. Students engage in practice and application of organizational communication theory in areas such as internal communication strategies, public presentations to groups, communicating with the media, and crisis communication.

LS 813 SYSTEM DESIGN AND TOOLS FOR SUSTAINABILITY (3) An overview of the importance of design systems that can help establish sustainable practices in homes, workplaces, and communities. Ethical and sustainable designs, infrastructures, and energy systems are reviewed along with examples and cases studies. Tools for understanding, measuring, and reducing the environmental impact of organizations on the environment are demonstrated, with an emphasis on how best to implement strategies that promote sustainability and are economically viable.

LS 815 LEADERSHIP MODELS AND PRACTICE (3) This seminar expands leadership capacity and is designed to engage candidates in the exploration of various leadership models and frameworks that energize organizations and expand the leadership capacity of others.

LS 816 ADVANCED QUANTITATIVE METHODS/STATISTICS II (3) This course focuses on how to use statistics to design research and make leadership decisions. Students interpret social science research and define and apply a variety of advanced statistical tests. This course equips students with the skills and knowledge needed to design a quantitative dissertation, analyze quantitative data, address ethical considerations, and ensure the validity and reliability of findings.

LS 817 LEADING BOARDS AND STAFF (3) This course intends to prepare students to work effectively and strengthen agency boards of directors. Topics include legal and operating definitions, the purpose, function, role and appropriate board structures; supporting systems; how to assemble a board of directors; how to build positive board/staff relationships; how to coordinate the work of a board; how to prepare and manage board information flow; how to evaluate board effectiveness; and how to develop human resource management. An in-field project will challenge students to synthesize course concepts and apply learning to authentic workplace situations.

LS 818 ADVANCED LEADERSHIP IN CURRICULUM, INSTRUCTION, AND ASSESSMENT (3) Focuses on identifying the knowledge, skills, and attitudes necessary for success in a standards-based curriculum and for a 21st-century global economy. Addresses the alignment of curriculum, instruction, and assessment with relevant and rigorous standards. Develops knowledge of effective differentiation and personalization strategies to promote the learning of all students, including those with unique learning profiles and special needs. Includes methods for school and district leaders to lead staff and community members in collaborating for academic success. An in-field project will challenge students to synthesize course concepts and apply learning to authentic workplace situations.

LS 819 FUNDRAISING AND GRANT WRITING (3) This course is intended to examine the fundamental role of fundraising and grant writing. Students will learn to develop support from individual donors and institutional funders (foundations, corporations, government agencies), and gain knowledge of common fundraising cycles and philanthropy programs. The course will also cover the cultivation and solicitation of individuals, the role of boards in fundraising, grant writing, and special events. Throughout the course, there will be discussions on ethical issues, technical tools and skills and the management of the fundraising department within an organization. An in-field project will challenge students to synthesize course concepts and apply learning to authentic workplace situations.

LS 820 ADVANCED QUALITATIVE METHODS (3) This course addresses advanced qualitative research methods, providing in depth examination of major qualitative research designs including case study, phenomenology, narrative, ethnography, and grounded theory. This course equips students with the skills and knowledge needed to design a qualitative dissertation, analyze qualitative data, address ethical considerations, and ensure trustworthiness of findings.

LS 821 INTRO TO LEADERSHIP RESEARCH (3) This introductory doctoral course is a survey of research methods- quantitative, qualitative, mixed-methods, and action research. Fundamental understanding of research design in these domains will prepare students to be consumers of all types of research and to begin their journey in conducting their own dissertation research.

LS 869 SPECIAL TOPICS IN LEADERSHIP STUDIES (3) Intensive study of a problem or topic in leadership studies. Topic varies according to professor and term offered.

LS 890 DISSERTATION RESEARCH (6) This course gives students the opportunity to apply what they have learned in the program by identifying a problem in their organization, developing research initiatives,

and implementing the research to improve the organization. Students will be expected to defend their dissertation proposal successfully.

LS 891 DISSERTATION CAPSTONE (6) Application of what students have learned in the program by identifying a problem in their organization, developing research initiatives, and implementing the research to improve the organization.

LS 892 EXTENDED DISSERTATION RESEARCH (3) Prerequisites: LS 890, LS 891. This course is intended as an option to provide doctoral students with an opportunity to extend their dissertation research. Can be taken multiple times.

MBA: Master of Business Administration Courses

myHive link

MBA 601 HUMAN RESOURCES MANAGEMENT (3) A study of ways in which appropriate human resources can be provided for an organization. The course focuses on recruitment, selection, training, and performance appraisal. The principles of planning, organizing, motivating, and controlling will also be discussed as they relate to the management of human resources.

MBA 602 ORGANIZATIONAL BEHAVIOR AND MANAGEMENT (3) Managers are confronted by new challenges created by the global economy, pressures to improve performance, and demands to produce more with less. Students will learn how organizations operate as systems through diverse strategies. Materials are drawn from a range of perspectives including management, organizational psychology, and sociology. The course will integrate these perspectives and stress their application to organizations.

MBA 603 ADVANCED BUSINESS PRINCIPLES I (3) This optional course covers key concepts in accounting and statistics. Special attention is given to developing analytical tools and knowledge in support of the MBA curriculum in the areas of accounting and statistics.

MBA 604 ADVANCED BUSINESS PRINCIPLES II (3) This optional course covers key concepts in accounting and statistics. Special attention is given to developing analytical tools and knowledge in support of the MBA curriculum in the areas of macro and micro-economics.

MBA 607 MANAGERIAL ACCOUNTING (3) Prerequisite: MBA 603 or permission. A study of managerial information to support management decision making. Emphasis is placed on the management control structure and management control process within organizations. Consideration is given to types of responsibility centers, performance evaluation, planning, and budgeting.

MBA 608 MANAGERIAL ECONOMICS (3) Prerequisite: MBA 604 or permission. A study of the use of economic theory in management decision- making. Emphasis is placed on marginal analysis, practical use of economic theory, and regression analysis. Demand and supply, cost analysis, economic forecasting, and pricing policies are important areas of study covered.

MBA 609 MARKETING MANAGEMENT (3) A study of the important role of marketing in today's organizations and marketing's relation to other functions. Strategic marketing thinking is promoted through an understanding of the contemporary marketing theories guiding marketing management's decisions. These theories and strategies address the importance of facilitating an organization's internal

and external relationships while emphasizing the creation of mutual value in an ever-changing business environment. Strategic marketing thinking, analytical skills, and decision-making abilities are developed through readings, analyzing real-world cases, in-class discussions, and/or consulting projects.

MBA 611 MANAGERIAL FINANCE (3) Prerequisite: MBA 607, A study of corporate financial structure, sources of capital, cash forecasting, short-term borrowing versus long-term capital acquisition, capital expenditure budgeting, and related financial matters.

MBA 630 SYSTEM ARCHITECTURE AND ADMINISTRATION (3) Students experience a hands-on approach to learning fundamentals of computer system architecture and administration. Topics include networking, permissions, installation, applications, development tools, production support, scripting, and virtualization.

MBA 634 DISTRIBUTED SYSTEM ARCHITECTURE AND ADMINISTRATION (3) Prerequisite: MBA 630. Students experience a hands-on approach to learning fundamentals of distributed computer architecture and network administration. Topics include Clusters/Grids, Distributed File Systems, Federated Authentication, Kernel Configuration/Modification, Containers, Load Balancing, Gateway Configuration and Wireless Communication.

MBA 637 CYBER SECURITY FUNDAMENTALS (3) Prerequisite: MBA 634. Students experience a hands-on approach to learning fundamentals of cybersecurity. Topics include Malware, Access Control, System Hardening, Firewalls, Encryption and Hashing, Secure Tunnels, and Chain of Trust.

MBA 638 CYBER SECURITY ANALYSIS AND FORENSICS FUNDAMENTALS (3) Prerequisite MBA 637. Students experience a hands-on approach to learning computer forensics. Topics include Forensic Principals, Law and Ethics, Digital Hardware, System/Application Logs, Data Acquisition Mining, Risk Assessment and Analysis and Architectural, Memory and Malware Forensics.

MBA 651 PRODUCTION AND OPERATIONS MANAGEMENT (3) Prerequisites: MBA 603 or permission. A tool-skills course that examines basic production systems. The course includes linear regression, forecasting, linear programming, transportation models, inventory models, scheduling techniques, and other applications of quantitative analysis.

MBA 655 LEADERSHIP AND ETHICS (3) A professional development course designed around multi-disciplinary concepts to help students become successful business and business ethics leaders. Students will be given an ethics model to use in decision making. Examples from classical literature will be used to analyze leadership styles and approaches to handling ethical issues.

MBA 657 MANAGEMENT INFORMATION TECHNOLOGY (3) Prerequisite: MBA 611. An up-to-date, management-oriented overview of computer application and information systems from the perspective of a business professional. The course focuses on competitive uses, impact of information systems on individuals and organizations, alternative methods for building systems, factors leading to successful system implementation, and threats and risks associated with information systems.

MBA 670 RISK MANAGEMENT (3) Prerequisite: MBA 608. This course introduces students to essential strategies for assessing and managing a wide variety of business risks, including, but not limited to, project risk, supply chain risk, country risk, and currency risk. The course covers a variety of risk management/ mitigation techniques and strategies, including, but not limited to, the use of insurance,

hedging, diversification, forecasting, and process/structure reengineering. Primary emphasis is placed on the manner in which risk factors are optimally incorporated into organizational decision making. The course also addresses the distinction between risk and uncertainty and introduces students to scenario planning techniques.

MBA 677 INTERNATIONAL BUSINESS STUDY TOURS (3) A study tour experience outside the country to deepen understanding of other cultures and to learn how the requirements for operating a successful enterprise differ from those in the U.S. A series of papers completed prior to and following the study-tour experience is required. (Students who may have participated in BUAD 377 are also eligible to take this course, since it focuses more on strategic management perspectives and higher order learning goals.)

MBA 680 PROJECT MANAGEMENT (3) This course introduces established norms, methods, processes, and practices in project management.

MBA 690 GLOBAL BUSINESS COMPETITION AND STRATEGY (3) Prerequisites: MBA-602, MBA-603, MBA-604, MBA-607, MBA-608, MBA-609, MBA-611, and MBA-651. This is an analytic course designed to apply knowledge and skills learned from different courses through cases and a single integrative exercise. Team presentations are required.

MBA 696 SPECIAL TOPICS IN BUSINESS (1-3) Prerequisite: Consent of instructor. In-depth pursuit or advanced study in a special business topic not covered (or not covered as fully) in regular course offerings and taught in a traditional course format. Topics include tax law changes, leadership development and training, family business management, mergers and acquisitions, and international market planning (under the auspices of the Virginia Department of Economic Development International Trade Services program).

MBA 697 SPECIAL PROBLEMS IN BUSINESS ADMINISTRATION (1-3) Prerequisite: Consent of instructor. Includes research, special activities, and conferences offered on an individual or group basis. Subject to the development of a plan of study acceptable to a major professor and the program director, a student or group of students may pursue almost any business-related topic of special interest.

MBA 698 BUSINESS INTERNSHIP (1-3) Prerequisite: Graduate students with a 3.0 minimum GPA. Internships in cooperation with a faculty sponsor who is responsible for academic quality and who assigns the final grade. Student interns may or may not be paid for their work.

MEM: Emergency Management Courses

myHive link

MEM 640 EMERGENCY MANAGEMENT SYSTEMS AND DOCTRINE (3) This course provides a structured introduction to emergency management as a system of governance and public administration. Students examine the historical development of the field, core doctrine, statutory authority, and the distribution of responsibilities across local, state, federal, and private-sector actors. Emphasis is placed on understanding how emergency management systems are organized, coordinated, and sustained. The course establishes the conceptual foundation for advanced study in risk, law, finance, and interagency operations.

MEM 641 CRISIS LEADERSHIP AND DECISION SYSTEMS (3) This course explores leadership and decision-making under conditions of uncertainty, time pressure, and operational ambiguity. Students examine cognitive biases, escalation dynamics, organizational behavior in crisis, and authority structures within emergency environments. Analytical frameworks are applied to real-world crisis cases to evaluate decision quality, coordination effectiveness, and institutional performance. Emphasis is placed on disciplined judgment in high-stakes environments.

MEM 642 RISK ASSESSMENT AND HAZARD MITIGATION SYSTEMS (3) This course introduces quantitative and qualitative approaches to risk assessment in emergency management. Students apply hazard identification methodologies, vulnerability analysis, and mitigation strategy development within all-hazards frameworks. Emphasis is placed on probabilistic reasoning, risk modeling logic, and the integration of mitigation planning into governance systems. Students evaluate trade-offs among risk reduction, cost, and political feasibility.

MEM 643 EMERGENCY PLANNING, ICS, AND INTERAGENCY GOVERNANCE (3) This course examines emergency operations planning and the structure of incident command and multi-agency coordination systems. Students analyze Emergency Operations Plans (EOPs), ICS doctrine, and intergovernmental coordination mechanisms. Emphasis is placed on authority distribution, operational design, and structural bottlenecks in response systems. The course links planning theory to governance realities and institutional constraints.

MEM 644 EMERGENCY MANAGEMENT FINANCE AND PUBLIC BUDGETING (3) This course examines the fiscal architecture of emergency management across municipal, state, federal, and grant-funded systems. Students analyze public budgeting processes, intergovernmental funding flows, disaster financing mechanisms, and cost-recovery structures. Emphasis is placed on resource allocation under constraint, financial accountability, and the economic implications of risk and resilience decisions. The course integrates finance with policy and operational planning.

MEM 645 TECHNOLOGY AND DATA ANALYTICS IN EMERGENCY SYSTEMS (3) This course introduces decision-support technologies and data systems used in emergency management environments. Students examine GIS applications, data integration platforms, situational awareness systems, and analytic tools for operational decision-making. Emphasis is placed on the role of data in governance, planning, and crisis response. Students evaluate both the capabilities and limitations of technology in complex emergency systems.

MEM 646 EMERGENCY LAW, POLICY, AND INSTITUTIONAL AUTHORITY (3) This course examines the legal and statutory foundations of emergency management authority. Students analyze federal, state, and local jurisdictional structures; executive powers; liability considerations; and civil liberties constraints during emergencies. Emphasis is placed on the interaction between legal authority and operational decision-making. The course develops legal literacy necessary for policy and governance leadership.

MEM 647 STRATEGIC CRISIS COMMUNICATIONS AND INSTITUTIONAL LEGITIMACY (3) This course examines crisis communication strategy within emergency governance environments. Students analyze messaging frameworks, public trust dynamics, media systems, and institutional legitimacy under stress. Emphasis is placed on communication as a strategic governance tool rather than a purely tactical function. Students evaluate communication and messaging failures and design communication strategies aligned with operational and policy objectives.

MEM 648 APPLIED GIS & SPATIAL INTELLIGENCE FOR EMERGENCY SYSTEMS (3) This course develops applied geospatial analysis skills for emergency management contexts. Students use GIS tools to model hazard exposure, map vulnerability patterns, analyze resource distribution, and support operational planning. Emphasis is placed on spatial data interpretation, geocoding, overlay analysis, and the production of decision-support maps for governance and response environments. Students produce applied geospatial products aligned with real-world emergency management scenarios.

MEM 649 INFRASTRUCTURE THREAT & SECURITY SYSTEMS (3) This course examines threat identification and security frameworks applicable to critical infrastructure sectors. Students analyze adversarial risk models, intelligence integration mechanisms, and public–private coordination structures. Emphasis is placed on sector-specific threat environments, security governance, and the evaluation of protective measures across physical and cyber domains. Students assess how threat landscapes shape infrastructure protection strategy.

MEM 650 INFRASTRUCTURE VULNERABILITY & RESILIENCE (3) This course focuses on the assessment of infrastructure vulnerability and resilience within interconnected systems. Students examine dependency and interdependency modeling, cascading failure dynamics, environmental stressors, and resilience enhancement strategies. Emphasis is placed on identifying structural weaknesses and evaluating mitigation options within governance and fiscal constraints. Students develop vulnerability analyses and resilience improvement recommendations for critical infrastructure sectors.

MEM 651 CAPSTONE PROJECT IN EMERGENCY MANAGEMENT (3) The capstone is a culminating integrative project in which students apply core program competencies to a defined emergency management problem or system. Drawing on governance, risk analysis, law, finance, technology, and operational frameworks, students develop a structured, defensible project suitable for professional or policy audiences. Project formats may include analytical papers, program designs, policy proposals, simulations, operational models, or other applied deliverables approved by faculty. The capstone emphasizes synthesis, practical relevance, and disciplined reasoning. Students present their completed projects during the Emergency Management Practicum intensive.

MEM 652 INFRASTRUCTURE RISK INTEGRATION & PROTECTION (3) This course integrates threat, vulnerability, and consequence analysis into comprehensive infrastructure risk assessment and protection design. The course prepares emergency management professionals to evaluate sector-level risk, develop governance-informed protection strategies, and navigate the policy, financial, and interagency coordination demands of critical infrastructure security. Students apply Threat Vulnerability Consequence (TVC) frameworks to assess risk across critical infrastructure sectors and evaluate the relative effectiveness of risk-reduction levers within real-world operational and fiscal constraints. Emphasis is placed on strategy development grounded in analytic rigor, policy awareness, and governance realities.

MEM 653 PREDICTIVE MODELING & RISK ANALYTICS (3) This course introduces quantitative modeling approaches used to assess and forecast risk in emergency management systems. The course prepares emergency management professionals to apply probabilistic reasoning and analytic methods to support mitigation, preparedness, and resource allocation decisions.Students examine probabilistic reasoning, regression modeling, scenario simulation, and risk estimation techniques. Emphasis is placed on model logic, underlying assumptions, uncertainty quantification, and the responsible interpretation of analytic outputs within governance and operational contexts. Students construct and evaluate predictive models grounded in real-world emergency management scenarios.

MEM 654 INFORMATION SYSTEMS ARCHITECTURE IN CRISIS OPERATIONS (3) This course examines the design and integration of information systems that support emergency management operations across multi-agency environments. The course prepares emergency management professionals to evaluate, design, and improve the information infrastructure that underlies crisis response, situational awareness, and governance decision-making. Students analyze data pipelines, interoperability challenges, dashboard design, and situational awareness platforms within complex operational contexts. Emphasis is placed on systems architecture, information flow design, and decision-support integration under operational constraints. Students develop conceptual system architectures aligned with governance requirements and real-world emergency management scenarios.

MEM 689 EMERGENCY MANAGEMENT PRACTICUM (1) Prerequisite: MEM 654. This required practicum integrates discussion-based analysis with an intensive, applied emergency management experience. Over seven weeks, students engage in faculty-guided examination of current issues in emergency and disaster management. The course culminates in a structured, in-person intensive featuring scenario-based evaluation exercises, incident command application, resource allocation decision-making, crisis communication simulations, and applied risk assessment activities. During the intensive, students present and defend their master's capstone projects before faculty and peers. The practicum reinforces operational fluency, interdisciplinary coordination, and professional readiness within complex emergency environments.

MHA: Master of Healthcare Administration Courses

myHive link

MHA 600 Introduction to the U.S. Health Care Delivery System and Healthcare Policy (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on the overview and analysis of the U.S. health services system, including a detailed examination of how the system is organized, internal and external forces on the system, how services are delivered, and the mechanisms by which health care services are financed.

MHA 610 Leadership of Healthcare Organizations (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on the structure, organization, and function of health care delivery organizations and systems with emphasis on leadership concepts and issues such as control, change management, communication, and decision making.

MHA 615 Efficiency and Innovation in Production and Operations Management (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on understanding the principles, concepts, and theories related to production and operations management to be successful in the healthcare industry.

MHA 620 Healthcare Law and Ethics (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on the interface between the legal system and health care delivery system, considering the roles and rights of key U.S. health care stakeholders, including patients, administrators, governing boards, state and federal government, third-party payors, and health care providers.

MHA 625 Healthcare Finance (3) Prerequisite: Admission to Master of Healthcare Administration

program. This course will focus on the financial administration concepts and tools essential in sustaining viability of various health care organizations.

MHA 630 Human Resources Leadership in Healthcare (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on practical aspects of human resource leadership and management in various health care settings to optimize the performance of a diverse workforce.

MHA 635 Leading with Information and Technology in Healthcare (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on providing healthcare professionals, administrators, and leaders with the knowledge and skills necessary to effectively navigate the intersection of information technology (IT) and healthcare management.

MHA 640 Strategic Planning and Marketing in Health Care Capstone (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on the processes involved in strategic planning and marketing in health care organizations and explores community and health care needs assessments. This course serves as the capstone for the MHA program where the professional student will utilize strategic marketing design, analyze business scenarios, conduct feasibility studies, assess implementation strategies, and review evaluation methods in health care organizations.

MHA 645 Developing and Leading Teams (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on the processes involved in management and organization for effective health programs and projects.

MHA 650 Leadership Theories and Perspectives (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on a comprehensive review of contemporary issues and perspectives on leadership, multidisciplinary and systems-oriented approaches and classic leadership theory to develop and manage teams. The course includes topics such as development of leadership theories, personal assessment and development, conflict resolution, and creating organization change leadership strategies.

MHA 655 Executive Decision Making (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on how leaders formulate and execute effective strategies for policymaking in a complex and unpredictable environment while adapting to a changing healthcare landscape internal and external pressures.

MHA 660 INNOVATIVE BUSINESS STRATEGY (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on ways in which organizations use strategic business management theories and processes to impact key organizational systems, processes, and technologies to improve overall health outcomes.

MHA 665 EXECUTING YOUR STRATEGIC VISION (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on ways in which leaders can avoid common pitfalls by introducing core concepts in the implementation of organizational strategy and vision through exploration of the Strategic Design Paradigm.

MHA 670 DRIVING GROWTH THROUGH INNOVATION (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on how you identify and evaluate opportunities to scale

an organization as well as enter new markets. The course will apply game theory to analyze, assess, and respond to competitors in order to drive growth through innovative efforts.

MHA 675 HEALTHCARE RISK MANAGEMENT IN JDEI (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on decision making and risk management infrastructure, risk management principles, risk strategy, risk governance, risk identification, and risk monitoring in JDEI.

MHA 680 FUNDAMENTALS OF INCLUSIVE LEADERSHIP (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on the development and application of skills as an inclusive leader. The student will learn about JDEI to ensure healthcare equity and the ability to confidently engage through inclusivity.

MHA 685 DEI INNOVATION: DESIGNING FOR CHANGE (3) Prerequisite: Admission to Master of Healthcare Administration program. This course will focus on the development and application of skills as an inclusive leader. The student will learn about JDEI to ensure healthcare equity and the ability to confidently engage through inclusivity.

MPH: Master of Public Health Courses

myHive link

MPH 605 PUBLIC HEALTH NEEDS ASSESSMENT AND PLANNING (3) This course will assist students in identifying and gaining proficiency in the application of a variety of skills utilized by the health professional in planning and designing health promotion programs. Students will learn to utilize theoretical models to conduct needs assessment, write program objectives and design model-driven intervention strategies for various public health settings.

MPH 610 BIOSTATISTICS (3) This course prepares the student in the development and application of statistical reasoning and methods used to gather, analyze and interpret health data in public health; health care; biomedical, clinical and population-based research. Fundamentals will include descriptive statistics, estimation, hypothesis testing, precision, sample size, correlation, problems with categorization for continuous variables, multiple comparison problems, and interpreting of statistical results.

MPH 615 ENVIRONMENTAL HEALTH (3) An introduction to the chemical, physical and biological factors affecting human health and disease, and how monitoring and control techniques can reduce the impact of the environment on global health.

MPH 620 SOCIAL ASPECTS OF PUBLIC HEALTH (3) An overarching goal of the Healthy People Initiative is to “achieve health equity, eliminate disparities, and improve the health of all groups”. From a social ecological perspective, this course examines factors contributing to health disparities and explores how to address determinants of health so that health equity may be achieved through the promotion of health and the prevention of disease among all groups.

MPH 625 PUBLIC HEALTH IMPLEMENTATION AND EVALUATION (3) The second of a two-course sequence (MPH 605, MPH 625) that provides students with a comprehensive overview of the practical and theoretical principles and skills needed to plan, implement, and evaluate health promotion programs in public health settings. Emphasis is placed on specific methods and models used, public health data, an

understanding and evaluation of health promotion theories, and applications made to the design to change the determinants of behavior.

MPH 630 EPIDEMIOLOGY (3) An introduction to epidemiology as a body of knowledge and a method for analyzing public health issues. Emphasis is on how to measure and describe the health of populations, the natural history of diseases in population groups, standardization of rates, sources of data, study designs, measurements of risk, evaluation of screening tests, casual inferences and outbreak investigation.

MPH 635 COMMUNITY HEALTH ADMINISTRATION (3) An introduction to the structure and functions of the American health-care system, public health practice in the United States and basic managerial responsibilities. Emphasis is on management tasks and styles, structure and trends of the health-care system, legal and regulatory framework for public health, organizational and community assessment, public health settings and services.

MPH 640 ETHICAL ISSUES IN PUBLIC HEALTH (3) This course examines ethical theories and explores health-related ethical issues, preparing students to uphold professional ethics, to identify and evaluate ethical dilemmas, and to make ethical decisions within the context of the health profession.

MPH 653, 656, 657 PUBLIC HEALTH PRACTICUMS (3) Apply public health core competencies and skills working in a public health setting under the supervision of a preceptor or completing a research project under the guidance of a faculty sponsor.

MPH 655 PUBLIC HEALTH CAPSTONE SEMINAR (3) Demonstration of the synthesis and integration of knowledge gained through the coursework and other learning experiences with the application of theory and principle to various public health issues. Students will write a prospectus paper building upon their internship experience to demonstrate how they will continue that work, and what outcomes they will accomplish in the coming 5-10 years.

MPH 659 PRACTICAL APPLICATION OF PUBLIC HEALTH (3) In this course, students will apply the skills and cumulative knowledge that they have gained throughout the program to practical, subject-based material that addresses health disparities, human interaction, and equity in a non-traditional manner. The course will improve interpersonal communication, motivational interviewing, and conflict-resolution skills. Students will explore cultural, racial, and socioeconomic biases and develop solutions for improved community engagement and public education using public health principles such as the theoretical framework of public health and public health pyramid.

MPH 669 SPECIAL TOPICS IN PUBLIC HEALTH (1-3) Intensive study of a problem or topic in Public Health. Topic varies according to professor and term offered.

MPH 670 INDEPENDENT STUDY IN PUBLIC HEALTH (1- 3) This course offers the opportunity for students to pursue in depth a topic of special interest within Public Health under the supervision of a faculty member. This course can be taken more than once for credit.

MPH 677 STUDY ABROAD IN GLOBAL PUBLIC HEALTH (3) This course provides students with the opportunity to study in foreign settings. This course provides students with an overview of the multiple factors affecting the health of populations and communities in an international setting and will equip students to meet the needs of individuals and communities in diverse cultural settings. The social and

environmental determinants of health as well as ethical and human rights concerned as they relate to minority populations and global health will be emphasized.

MPH 687 DOMESTIC STUDY AWAY IN PUBLIC HEALTH (3) This course is a parallel experience to study abroad as an experiential learning opportunity that allows students to each academic credits towards the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting. This course provides students with an overview of the multiple factors affecting the health of populations and communities in an off-campus location and will equip students to meet the needs of individuals and communities in diverse cultural settings. The social and environmental determinants of health as well as ethical and human rights concerns as they relate to working with minority populations in public and community health will be emphasized.

MPM: Project Management Courses

myHive link

MPM 610 INTRODUCTION TO PROJECT MANAGEMENT (3) This course develops a foundation of concepts and solutions that support the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project. It will introduce project phases including initiate, plan, execute, control, and close.

MPM 620 PROJECT SCHEDULE, COST, AND SCOPE (3) Prerequisite: MPM 610. Develop essential project management skills to help mitigate time, budget, quality and scope constraints. Evaluate product scope through effective identification of requirements, assess and manage stakeholder expectations, and meet quality standards while navigating change requests.

MPM 630 PROJECT RISK MANAGEMENT (3) Prerequisite: MPM 610. This course will provide the student with a thorough understanding of Risk Management in a systematic, iterative approach that is composed of the following processes: Plan Risk Management, Identify Risks, Analyze Risks Qualitatively, Analyze Risk Quantitatively, Plan Risk Responses, and Control Risks. Project quality and procurement will be addressed.

MPM 640 PROJECT LEADERSHIP AND TEAM MANAGEMENT (3) Prerequisites: MPM 620, MPM 630. Students will learn to apply effective leadership strategies, use technology to improve interpersonal communication with teams and stakeholders, become more influential, help motivate and guide the project team through change, deal with human resources and practice ethical principles during the entire project management process.

PA: Physician Assistant and Medical Science Courses

myHive link

PA 600 INTRODUCTION TO THE PROFESSION (1) This course is designed to aid the student in the transition into the medical profession and serves as an introduction to professional issues. Areas of discussion include the history of the physician assistant profession, the PA-Physician team, professional organizations, licensing and credentialing, malpractice, professionalism, health care delivery, reimbursement issues including Medicaid and Medicare, biomedical ethics, health literacy, diversity

issues, domestic violence, and end of life issues.

PA 601 MEDICAL PRACTICE I (5) This is the first in a series of courses designed to provide an intensive study of human diseases and disorders using a lifespan approach, in the areas of clinical medicine including epidemiology, etiology, clinical presentation, progression, therapeutic management, prevention, laboratory medicine, imaging, and prognosis. Emphasis will be on disease processes common to primary care practices and the development of a differential diagnoses and plans based upon the patient's clinical presentation.

PA 602 MEDICAL PRACTICE II (5) This is the second in a series of courses designed to provide an intensive study of human diseases and disorders using a lifespan approach in the areas of clinical medicine including epidemiology, etiology, clinical presentation, progression, therapeutic management, prevention, laboratory medicine, imaging and prognosis. Emphasis will be on disease processes common to primary care practices and the development of a differential diagnoses and plans based upon the patient's clinical presentation.

PA 603 MEDICAL PRACTICE III (5) This is the third in a series of courses designed to provide an intensive study of human diseases and disorders using a lifespan approach in the areas of clinical medicine including epidemiology, etiology, clinical presentation, progression, therapeutic management, prevention, laboratory medicine, imaging, and prognosis. Emphasis will be on disease processes common to primary care practices, emergency medicine, pediatrics, geriatrics, surgery and the development of a differential diagnoses and plans based upon the patient's clinical presentation.

PA 604 CRITICAL THINKING IN MEDICINE I (2) This is the first in a series of courses designed to provide problem-based learning and simulation. This course creates an environment which will allow the students to pursue lines of inquiry, draw upon existing knowledge and experience to develop professional competencies and characteristics of excellent physician assistant students and future clinicians. Students will identify and pursue new learning issues and objectives and pursue evidence to support their ideas. Each student assumes responsibility for appropriate analysis and delivery of findings to a small group of peers and a faculty facilitator. Each student is engaged as a partner in the learning environment which is critical to the process of discovery and clinical reasoning. Within the simulation experience, students will strengthen their synthesis in critical thinking, communication skills and team approach, to practice evidence-based medicine.

PA 605 CRITICAL THINKING IN MEDICINE II (2) Prerequisite: Successful completion of prior semester of PA course work or program permission. This course is the second in a series of courses designed to provide problem-based learning and simulation building in medical complexity. This course creates an environment which will allow the students to pursue lines of inquiry, draw upon existing knowledge and experience to develop the professional competencies and characteristics of excellent physician assistant students and future clinicians. Students will identify and pursue new learning issues and objectives and pursue evidence to support their ideas. Each student assumes responsibility for appropriate analysis and delivery of findings to a small group of peers and a faculty facilitator. Each student is engaged as a partner in the learning environments which is critical to the process of discovery and clinical reasoning. Within the simulation experience, students will strengthen their synthesis in critical thinking, communication skills and team approach to practice evidence-based medicine.

PA 606 CRITICAL THINKING IN MEDICINE III (2) Prerequisite: Successful completion of prior semester of PA course work or program permission. This course is the third in a series of courses designed to provide

problem-based learning and simulation building in medical complexity. This course creates an environment which will allow the students to pursue lines of inquiry, draw upon existing knowledge and experience to develop the professional competencies and characteristics of excellent physician assistants and future clinicians. Students will identify and pursue new learning issues and objectives and pursue evidence to support their ideas. Each student assumes responsibility for appropriate analysis and delivery of findings to a small group of peers and a faculty facilitator. Each student is engaged as a partner in the learning environment which is critical to the process of discovery and clinical reasoning. Within the simulation experience, students will strengthen their synthesis in critical thinking, communication skills and team approach to practice evidence-based medicine.

PA 608 HUMAN ANATOMY I (4) This course introduces students to a thorough, clinically relevant knowledge base in human gross anatomy. This course utilizes lectures, interactive, computer programs, and texts are chosen to assist in active laboratory learning. Through critical thinking and active dissection students will learn a foundation of anatomy, which will allow them to build upon their clinical procedural/ surgical skills in clinical practice.

PA 609 HUMAN ANATOMY II (4) Prerequisite: Successful completion of prior semester of PA course work or program permission. This is the second in a series of courses to introduce students to a thorough, clinically relevant knowledge base in human gross anatomy. This course utilizes lectures, interactive, computer programs, and texts are chosen to assist in active laboratory learning. Through critical thinking and active dissection students will learn a foundation of anatomy, which will allow them to build upon their clinical procedural/ surgical skills in clinical practice.

PA 610 SOCIAL AND CULTURAL ASPECTS OF HEALTHCARE (3) Prerequisite: Successful completion of prior semester of PA course work or program permission. This course is designed with an emphasis on social, cultural, emotional and psychological factors affecting patient care and human relationships. Students will be introduced to the principles of basic communication skills in organizing an interview and developing a working relationship with patients who are stressed. The team approach to comprehensive health care is also discussed.

PA 611 HEALTH ETHICS (1) Prerequisites: Successful completion of prior semester of PA course work or program permission. This course is designed to give students an appreciation of the basic knowledge and skills in ethical theory and reasoning, professional ethics, and inter-professional approaches to health care decision making.

PA 612 PATHOPHYSIOLOGY I (3) This course reviews the basic concepts and principles that are essential to comprehending the fundamental mechanisms of human physiology at the cellular, tissue and organ levels; and the requirements for the maintenance of homeostatic control and identification of pathology. This course lays the foundation for understanding the underlying principles of the etiology, management and prevention of human disease processes.

PA 613 PATHOPHYSIOLOGY II (3) Prerequisites: Successful completion of prior semester of PA course work or program permission. This is the second in a series of courses which reviews the basic concepts and principles that are essential to comprehending the fundamental mechanisms of human physiology at the cellular, tissue and organ levels; and the requirements for the maintenance of homeostatic control and identification of pathology. This course lays the foundation for understanding the underlying principles of the etiology, management and prevention of human disease processes.

PA 614 PHYSICAL DIAGNOSIS I (2) An introduction to history-taking, physical examination techniques, counseling, documentation and presenting clinical information along with the practical application of these clinical skills are presented in this course. Emphasis is placed on acquiring the skills, knowledge and sensitivity needed to communicate and intervene effectively in a wide variety of patient encounters.

PA 615 PHYSICAL DIAGNOSIS II (2) Prerequisites: Successful completion of prior semester of PA course work or program permission, PA 614. This is the second in a series of courses designed to facilitate history-taking, physical examination techniques, counseling, documentation and presenting clinical information along with the practical application of these clinical skills. Continued emphasis is placed on acquiring the skills, knowledge and sensitivity needed to communicate and intervene effectively in a wide variety of patient encounters.

PA 616 PHYSICAL DIAGNOSIS III (2) Prerequisites: Successful completion of prior semester of PA course work or program permission, PA 614, PA 615. This is the third in a series of courses designed to facilitate history-taking, physical examination techniques, counseling, documentation and presenting clinical information along with the practical application of these clinical skills. Continued emphasis is placed on acquiring the skills, knowledge and sensitivity needed to communicate and intervene effectively in a wide variety of patient encounters.

PA 617 COMMUNITY CLINIC I (1) Prerequisites: Successful completion of prior semester of PA course work or program permission. This course is designed to introduce first year students to patient communication and interaction while serving local free clinics in the Lynchburg and surrounding areas. Students will be utilizing a team approach to patient care within a clinic setting.

PA 618 COMMUNITY CLINIC II (1) Prerequisites: Successful completion of prior semester of PA course work or program permission, PA 617. This is the second in a series of courses to introduce first year students to patient communication and interaction while serving local free clinics in the Lynchburg and sur- rounding areas. Students will be utilizing a team approach to patient care within a clinic setting.

PA 627 PHARMACOTHERAPEUTICS I (3) This course is designed to develop skills related to the principles of pharmacology as they pertain to therapeutic agents, prescription, and non-prescription medications. The course will include the principal mechanisms of action of the major classes of therapeutic agents, understanding of pharmacodynamics, uses, side effects, and toxicities.

PA 628 PHARMACOTHERAPEUTICS II (3) Prerequisites: Successful completion of prior semester of PA course work or program permission, PA 627. This is the second in a series of courses designed to develop skills related to the principles of pharmacology as they pertain to therapeutic agents, prescription, and non-prescription medications. The course will include the principal mechanisms of action of the major classes of therapeutic agents, understanding of pharmaco- dynamics, uses, side effects, and toxicities.

PA 629 MEDICAL MICROBIOLOGY (3) Prerequisites: Successful completion of prior semester of PA course work or program permission. This course covers the fundamental properties of pathogenic bacteria, viruses and fungi and the diseases these organisms cause. The various properties of bacteria are correlated with pathogenesis of disease, with specific focus on pharmaceutical treatment options.

PA 634 MEDICAL INFORMATICS AND RESEARCH (3) Prerequisites: Successful completion of prior semester of PA course work or program permission. This course is designed to cover the importance of evidence-based medicine and review basic statistics, research methods, and ethical standards in

research. Emphasis will be on developing the skills to critically appraise the validity of medical literature and the application of various types of clinical articles in answering clinical questions. Basic medical writing will be included to provide added guidance for upcoming projects.

PA 640 ADVANCED CLINICAL PROCEDURES (5) Prerequisites: Successful completion of prior semester of PA course work or program permission. This four-week course will prepare the student for the upcoming clinical year. The focus will be on procedures, such as bedside and surgical procedures including aseptic technique, air and blood-borne pathogen transmission prevention, phlebotomy, IV placement, Foley catheter insertion, lumbar puncture, injections, surgical techniques, suturing, and casting.

PA 645 PRIMARY CARE SUPERVISED CLINICAL PRACTICE (3) Prerequisites: Successful completion of prior semester of PA course work or program permission. This four-week clinical course will be within a Family Medicine clinic setting. This course provides the PA student with experience in the outpatient evaluation and treatment of pediatric and adult patients, including preventive medicine, acute and chronic illness, and patient education.

PA 650 EMERGENCY MEDICINE SUPERVISED CLINICAL PRACTICE (3) Prerequisites: Successful completion of prior semester of PA course work or program permission. This four-week clinical course will be within a hospital Emergency Department. PA students will gain knowledge and learn skills relevant to the triage, stabilization, diagnosis, and management of acute, life-threatening injuries and illnesses as well as the care of less threatening conditions.

PA 655 INPATIENT MEDICINE SUPERVISED CLINICAL PRACTICE (3) Prerequisites: Successful completion of prior semester of PA course work or program permission. This four-week clinical course will be within an Inpatient Medicine practice. It will include a substantial inpatient experience for the PA student to gain knowledge of the evaluation and treatment of the multiple diseases and conditions of the adult population requiring hospitalization. The focus of this rotation is providing care for patients in the hospital setting with an emphasis on internal medicine.

PA 660 GENERAL SURGERY SUPERVISED CLINICAL PRACTICE (3) Prerequisites: Successful completion of prior semester of PA course work or program permission. This four-week clinical course will be within a surgical practice. PA students will participate in Operating Room (OR) cases and hospital consultations as well as clinic-based cases and visits in caring for conditions that require surgical management. This will include pre-operative, intra-operative, and post-operative care.

PA 665 WOMEN'S HEALTH SUPERVISED CLINICAL PRACTICE (3) Prerequisites: Successful completion of prior semester of PA course work or program permission. This four-week clinical course provides the PA student with experience in managing common gynecologic disorders. The obstetric experience will include routine prenatal and postpartum care. It will include labor & delivery.

PA 670 PEDIATRIC MEDICINE SUPERVISED CLINICAL PRACTICE (3) Prerequisites: Successful completion of prior semester of PA course work or program permission. This four-week clinical course will provide the PA student with experience in outpatient and/or in-patient management of pediatric patients. The student will have the opportunity to perform well-child exams, problem-oriented exams, evaluate common pediatric illnesses, and the care of the newborn and children.

PA 675 BEHAVIORAL HEALTH SUPERVISED CLINICAL PRACTICE (3) Prerequisites: Successful completion of prior semester of PA course work or program permission. This four-week clinical course will provide the

PA student with behavioral medicine experience in caring for ambulatory and/or hospitalized patients with psychiatric disorders. The student will perform basic psychiatric evaluations, monitor medications, and support the clinical management plan for patients after psychiatric evaluation and treatment.

PA 680 ELECTIVE I SUPERVISED CLINICAL PRACTICE (1.5) Prerequisites: Successful completion of prior semester of PA course work or program permission. This two to four-week clinical course will provide the PA student the opportunity to practice in any available medical setting of the student's choice. This may be used to augment a previous clinical experience or explore an area of interest or potential future employment.

PA 683 ELECTIVE SUPERVISED CLINICAL PRACTICE (1.5) Prerequisites: Successful completion of prior semester of PA course work or program permission. This two to four-week clinical course will provide the PA student the opportunity to practice in any available medical setting of the student's choice. This may be used to augment a previous clinical experience or explore an area of interest or potential future employment.

PA 685 ELECTIVE II SUPERVISED CLINICAL PRACTICE (1.5) Prerequisites: Successful completion of prior semester of PA course work or program permission. This two to four-week clinical course will provide the PA student the opportunity to practice in any available medical setting of the student's choice. This may be used to augment a previous clinical experience or explore an area of interest or potential future employment.

PA 688 ELECTIVE SUPERVISED CLINICAL PRACTICE (1.5) Prerequisites: Successful completion of prior semester of PA course work or program permission. This two to four-week clinical course will provide the PA student the opportunity to practice in any available medical setting of the student's choice. This may be used to augment a previous clinical experience or explore an area of interest or potential future employment.

PA 690 RESEARCH CLERKSHIP (3) Prerequisite: Successful completion of prior semester of PA course work or program permission. This four-week course allows the PA student to participate in research in any medical area of interest in preparation for the student's Master's Project. The student may engage the multiple academic departments of the University of Lynchburg outside of the School of PA Medicine for this research. Topics for research must be approved by the department chair and must be approved by the appropriate University review board. As an alternative, the student may perform a service-learning project during this time as part of the Master's Project.

PA 695 MASTER'S RESEARCH (3) Prerequisites: Successful completion of prior semester of PA course work or program permission. This course is a follow up to Medical Informatics and the Research Clerkship. It is designed to allow the PA student to complete a master's degree project under the guidance of faculty or a community advisor. Students may identify an area of medicine, disease process or condition, conduct research, and produce a paper worthy of publication. The student may also perform a learning service project resulting in a publishable paper or product for use in the community. The student will prepare and present an oral presentation on their topic at the conclusion of the year.

PA 699 SUMMATIVE COURSE (3) Prerequisites: Successful completion of prior semester of PA course work or program permission. This course, presented near the end of the clinical year, will include intensive board review in preparation for the PANCE, review for clinical skills testing, CV preparation, and interviewing skills. It also includes a final clinical skills exam as well as a cumulative written test, both of

which must be successfully passed to graduate from the program.

PA 902 LEGAL AND ETHICAL PRINCIPLES (3). In this course, students will learn legal reasoning and expand their ability to analyze, analogize, distinguish, persuade, and reach conclusions on legal problems. Students will process hypothetical legal issues by applying the rules learned from examining various sources of law to leadership practices.

PA 906 HEALTHCARE FINANCE (3) This course explores the critical role of finance in healthcare organizations. Students will learn the principles and practices of healthcare financial management, including budgeting, financial statements, reimbursement systems, productivity metrics, and financial risk analysis. The course emphasizes practical aspects of financial decision-making in various healthcare settings, aimed at optimizing financial performance while maintaining quality care.

PA 907 EPIDEMIOLOGY OF CHRONIC DISEASE (3) This course provides the PA with an opportunity to explore chronic disease epidemiology as it relates to specific diseases, including cancer, cardiovascular, chronic lung, and rheumatologic disease, and psychiatric issues. There will be a focus on incidence and prevalence data as well as interventions to mitigate the negative effects of chronic disease.

PA 908 EPIDEMIOLOGY (3) An introduction to epidemiology as a body of knowledge and a method for analyzing public health issues. Emphasis is on how to measure and describe the health of populations, the natural history of diseases in population groups, standardization of rates, sources of data, study designs, measurements of risk, evaluation of screening tests, casual inferences and outbreak investigation.

PA 909 BIOSTATISTICS (3) This course prepares the student in the development and application of statistical reasoning and methods used to gather, analyze and interpret health data in public health; health care; biomedical, clinical and population-based research. Fundamentals will include descriptive statistics, estimation, hypothesis testing, precision, sample size, correlation, problems with categorization for continuous variables, multiple comparison problems, and interpreting of statistical results.

PA 910 ORGANIZATIONAL BEHAVIOR AND LEADERSHIP (3) This course examines how the personal characteristics of organizational members influence the effectiveness and productivity of organizations and the job satisfaction of its members. It is believed that organizations are composed of three levels, the individual, the group or department, and the organization itself. This course will focus on the problems and challenges leaders face in dealing with the individual and the small groups in the organization. Special attention will be given to the role of teams in organizations, the stages of team development, and actions that can support the development of effective teams. The realities of interpersonal processes are considered through examination of the roles of power, politics, and conflict in organizations. The human side of organizational change is then explored with a focus on understanding how and why people react to organizational change and identifying opportunities for enhancing the effective implementation of change.

PA 912 FUNDAMENTALS OF TELEHEALTH (3) This course will provide PAs with the needed policy, economic and practice knowledge needed to fill the growing demand of providing care through telehealth.

PA 913 ECONOMICS OF TELEHEALTH (3) This course will provide PAs with the needed foundation in

economic and practice management needed to fill the growing demand of providing care through telehealth.

PA 914 LEGAL ISSUES OF TELEHEALTH (3) This course will provide PAs with the needed foundation in legal principles and risk mitigation needed to fill the growing demand of providing care through telehealth.

PA 915 HEALTHCARE MANAGEMENT (3) This is an introductory asynchronous course to management as it relates to the healthcare sector. Students will become acquainted with how management tools can be applied in healthcare delivery and administration. The modules link the management functions of planning, organizing, communicating, budget planning, documenting, and legal aspects of human resources, for achieving positive organizational outcomes. Students will explore the role of the healthcare practitioner as manager, models for effective committee work, organizational structure, and delegation of duties. In preparation for assuming the role of a healthcare manager, regardless of the setting, this course focuses on the development of a skill set that may be new to the clinician and are essential for a successful transition to management.

PA 916 HEALTHCARE ADVOCACY (3) Healthcare Advocacy provides doctoral-level students with an advanced understanding of the political, regulatory, organizational, and social forces that shape healthcare delivery in the United States and globally. Students will examine the role of advocacy at the federal, state, local, institutional, and international levels; analyze the structure of professional organizations; evaluate current legislative and regulatory priorities affecting clinical practice; and explore humanitarian law and ethical frameworks guiding medical response in crisis and resource-limited settings. The course emphasizes the role of students in shaping professional practice models across national and international initiatives and workforce development. Students will develop skills to lead, influence, and enact meaningful change through evidence-based advocacy, professional communication, and strategic use of organizational power.

PA 917 PUBLIC HEALTH NEEDS ASSESSMENT AND PLANNING (3 hrs.) This course will assist students in identifying and gaining proficiency in the application of a variety of skills utilized by the health professional in planning and designing health promotion programs. Students will learn to utilize theoretical models to conduct needs assessment, write program objectives and design model-driven intervention strategies for various public health settings.

PA 918 PUBLIC HEALTH IMPLEMENTATION & EVALUATION (3 hrs.) The second of a two-course sequence that provides students with a comprehensive overview of the practical and theoretical principles and skills needed to plan, implement, and evaluate health promotion programs in public health settings. Emphasis is placed on specific methods and models used, public health data, an understanding and evaluation of health promotion theories, and applications made to the design to change the determinants of behavior.

PA 919 HEALTHCARE BUSINESS AND INFORMATICS (3) This course explores the use of information technology to improve healthcare delivery, enhance patient care, and streamline healthcare operations. Students will learn about the core concepts of health informatics, including electronic health records (EHRs), health information exchange, data standards, and interoperability. Topics also include data analytics, clinical decision support systems, telehealth, and mobile health applications, examining their role in evidence-based practice, quality improvement, and patient engagement. Additionally, students will address the ethical, legal, and social implications of health informatics, including privacy, security, and regulatory compliance. Through case studies and hands-on activities, students will develop the skills

to evaluate, implement, and manage health information systems, preparing them to lead and innovate in the digital age of healthcare.

PA 920 HEALTHCARE ADMINISTRATION (3) This course provides professionals with a concrete foundation in healthcare finance, resource allocation, and administration. The goal is to assist students to develop practical approaches to improving the excellence and delivery of healthcare through an understanding of the system. This course is designed to provide a basic framework from which to consider these issues, as well as give the healthcare professional tools to develop skills to apply in a professional and/or academic setting.

PA 921 STRATEGIC COMMUNICATION (3) This course provides an in-depth exploration of strategic communication tailored for professionals in leadership positions. With a focus on building trust, conveying complex information, and addressing the unique challenges associated with leadership. Participants will learn to craft compelling and accurate messages that resonate with other stakeholders. The course covers critical topics such as understanding public consumer behavior, leveraging data-driven personalization, navigating regulatory constraints, and implementing ethical upselling techniques. Real-world case studies and practical exercises will ensure participants can translate theory into actionable strategies.

PA 922 CORPORATE COMPLIANCE (3) This doctoral-level course provides an in-depth exploration of corporate compliance, focusing on the strategies, frameworks, and leadership skills necessary to ensure organizational adherence to legal, ethical, and regulatory standards. Students will examine the principles of compliance management, the role of compliance officers, and the integration of compliance practices into corporate governance. Key topics include the design and implementation of compliance programs, risk assessment methodologies, internal controls, and strategies for managing regulatory audits and investigations. The course also covers emerging trends in compliance, such as data privacy, environmental regulations, and corporate social responsibility, alongside the ethical dilemmas faced by organizations in a globalized economy. Through case studies, research projects, and interactive discussions, students will gain the advanced knowledge and practical tools to lead compliance efforts effectively, foster a culture of integrity, and mitigate organizational risks. This course is ideal for professionals and scholars seeking to advance their expertise in corporate compliance and prepare for leadership roles in this critical field.

PA 923 INTRODUCTION TO THE PHARMACEUTICAL INDUSTRY (3) This asynchronous introductory course provides a comprehensive overview of the pharmaceutical and biotechnology industry as foundational preparation for roles in Medical Affairs and the Medical Science Liaison profession. Students examine the drug development life cycle, including clinical trial design, regulatory approval pathways, and key pharmacologic and clinical principles relevant to industry practice. The course explores the structure and functions of pharmaceutical organizations and the role of Medical Affairs within the broader healthcare ecosystem. Foundational industry competencies, including territory planning, key opinion leader engagement, and scientific communication and presentation are introduced to support professional development within the MSL career pathway.

PA 924 SPECIAL TOPICS IN PHARMACEUTICAL RESEARCH (3) Prerequisites: PA 960. This course offers an in-depth exploration of specialized topics in pharmacology, with a rotating focus on advanced applications related to various organ systems. Each iteration of the course highlights a different organ system, providing a detailed examination of the pharmacological principles, therapeutic approaches, and emerging research specific to that area. Students will critically analyze trial designs, pharmacokinetic and

pharmacodynamic data, and the clinical implications of pharmaceutical interventions, emphasizing translating complex findings into actionable insights. Topics may include interpreting efficacy and safety data, understanding the nuances of statistical and clinical significance, and evaluating personalized medicine approaches within therapeutic areas such as cardiology, neurology, or oncology. Through case studies, discussions of cutting-edge research, and interactive projects, participants will deepen their understanding of organ-specific drug development, personalized medicine, and the challenges of addressing complex pharmacological needs.

PA 925 HEALTHCARE SYSTEMS (3) This course provides a comprehensive overview of healthcare systems, examining their structures, financing models, policies, and impact on patient care. Students will explore key topics such as public vs. private healthcare, health insurance, government regulations, and global healthcare comparisons to understand how healthcare is delivered and managed across different countries. Through case studies and policy analysis, participants will develop the skills to evaluate healthcare system performance, identify challenges, and propose improvements for more efficient, equitable, and sustainable healthcare delivery.

PA 927 HEALTH ENTREPRENEURSHIP (3) This course examines healthcare entrepreneurship through the lenses of systems leadership, translational research, financial strategy, and regulatory governance. Students critically analyze how innovation is conceived, validated, financed, regulated, scaled, and sustained within complex healthcare ecosystems. Emphasis is placed on bridging scholarship and practice translating evidence-based research, clinical insights, and population health data into scalable, ethically grounded ventures. Students evaluate entrepreneurial strategy within hospitals, health systems, digital health enterprises, biotech ventures, community-based organizations, and policy-driven innovation models. Through advanced case analysis, regulatory pathway mapping, financial modeling, and development of a doctoral-level venture proposal or innovation implementation plan, students produce a defensible, evidence-informed healthcare innovation strategy suitable for executive or investor review.

PA 928 DOCTORAL CAPSTONE (1-3) Prerequisite: PA-966. This course prepares advanced-practice clinicians, emergency managers, and executive leaders to operate across that continuum, from tactical incident response to strategic crisis leadership. Students will integrate frameworks from emergency and disaster management with crisis-leadership theory (sense-making, decision-making, communication, and organizational learning). Through case studies, simulations, and cross-disciplinary collaboration, learners will develop the competencies to lead through chaos: ethically, decisively, and adaptively.

PA 929 DOCTORAL SEMINAR (1-3) Prerequisites: PA-966. The doctoral seminar course will provide professional exposure in chosen clinical, medical education, or administrative specialties to further the student's milestone achievement and professional competencies. Students will apply advanced and specialized knowledge, skills, and attitudes beyond entry-level practice or administration. Students will receive training within advanced professional competencies to include milestone achievements and entrustable professional activities.

PA 930 DISASTER MEDICINE (3) This course provides a comprehensive overview of disaster medicine, equipping students with the knowledge and skills to prepare for and respond to a wide range of disaster scenarios. Topics include disaster nomenclature, emergency medical interventions, and preparedness strategies for natural and human-made disasters such as cyclones, tornadoes, earthquakes, tsunamis, avalanches, landslides, and terrorist activities. Students will explore the clinical aspects of disaster medicine, including the roles of healthcare providers, public health challenges, and the application of

clinical research and epidemiology in disaster settings. Emphasis is placed on the practical and strategic aspects of disaster response, with a focus on effective leadership, decision-making, and coordination in high-stress environments. Through scenario-based discussions and interactive learning, students will develop a deeper understanding of the complexities of disaster medicine and the critical role of healthcare professionals in mitigating the impact of disasters on communities.

PA 931 WILDERNESS SURVIVAL MEDICINE (3) Prerequisite: Admission to DMSc certificate program. This course will provide PAs with exceptional adaptive critical thinking skills, leadership and teamwork traits, multi-tasking ability, and position them to be well suited for work in high stress wilderness environments.

PA 932 EMERGENCY AND DISASTER MANAGEMENT PRINCIPLES AND PRACTICE (3) This course is designed to enhance students' critical thinking, leadership, and teamwork abilities, equipping them to excel in high-stress emergency and disaster scenarios. Through a combination of theoretical frameworks and practical applications, students will explore the principles of emergency preparedness, response, recovery, and mitigation. Topics include crisis communication, resource allocation, incident command systems, and ethical decision-making in disaster settings. Students will engage in case studies, simulations, and real-world scenario planning to develop the strategic and adaptive skills necessary to lead effectively during emergencies. By the end of the course, participants will be prepared to assume key roles in disaster management, ensuring coordinated, efficient, and compassionate responses in times of crisis.

PA 934 ADVANCED AUSTERE MEDICINE (3) This course explores the principles and practices of delivering healthcare in remote, austere, and resource-limited environments, including medical assignments to isolated islands, military deployments, offshore sites, and expedition settings. Students will learn strategies for managing trauma, medical emergencies, infectious diseases, and chronic conditions using limited resources, telemedicine, and field-adapted techniques. Through case studies and hands-on simulations, participants will develop the skills needed to provide life-saving medical care in extreme settings where access to traditional healthcare facilities is limited or unavailable.

PA 935 AEROSPACE & HYPERBARIC MEDICINE (3) This course offers an in-depth exploration of aerospace medicine, focusing on the clinical care, research, and operational support essential for ensuring the health, safety, and performance of air and space vehicle crew members and passengers, as well as the support personnel involved in their operations. Students will investigate the physiological and psychological challenges posed by extreme environments, including microgravity, radiation exposure, G-forces, hypoxia, and confined spaces. Key topics encompass aviation and space physiology, human factors engineering, the impact of environmental stressors on human performance, and the development of countermeasures to mitigate health risks. Through case studies and current research, participants will gain the expertise necessary to address the unique medical needs of aviation and space travel.

PA 936 EMERGENCY MEDICINE I (3) This course is the first in a two-part series designed to provide a comprehensive foundation in emergency medicine, emphasizing the evaluation and management of acute medical, traumatic, and surgical emergencies across all age groups. Students will develop core knowledge in patient assessment, triage, clinical decision-making, and stabilization techniques within fast-paced emergency care environments. Key content areas include cardiovascular, respiratory, neurologic, gastrointestinal, and infectious disease emergencies, with an emphasis on evidence-based approaches and interdisciplinary collaboration. Through case-based learning students will build the

critical thinking and refine differential diagnosis necessary for effective and timely emergency care delivery.

PA 937 EMERGENCY MEDICINE II (3) This advanced course is the second in a two-part series and builds upon the foundational concepts introduced in Emergency Medicine I, focusing on the management of complex and high-acuity conditions frequently encountered in emergency settings. Students will explore advanced topics including multisystem trauma, toxicologic emergencies, environmental exposures, obstetric and gynecologic emergencies, pediatric and geriatric acute care, and advanced cardiac life support (ACLS) protocols. Emphasis is placed on the refinement of diagnostic skills, procedural competence, and critical decision-making in time-sensitive situations. Students will also gain experience with crisis resource management, disaster response principles, and ethical dilemmas in emergency care. Through simulation-based learning, case analysis, and team-based exercises, learners will further develop their ability to deliver safe, efficient, and high-quality emergency care across diverse patient populations and settings.

PA 938 INTERDISCIPLINARY CARE COORDINATION (3) This course provides clinicians aspiring to work or working in hospital medicine with the knowledge and skills necessary to effectively coordinate interdisciplinary patient care within acute and inpatient settings. Emphasizing team-based collaboration, the course explores the roles and responsibilities of physicians, nurses, case managers, social workers, therapists, pharmacists, and other healthcare professionals in optimizing patient outcomes. Key topics include effective communication strategies, patient transitions of care, discharge planning, medication reconciliation, regulatory and reimbursement considerations, and quality improvement initiatives. Students will also examine hospital protocols, interdisciplinary rounds, and evidence-based approaches to managing complex cases across multiple specialties. Through case-based discussions, real-world applications, and simulation exercises, participants will develop the skills to lead and facilitate seamless patient-centered, team-based hospital care, ensuring safety, efficiency, and continuity from admission to discharge.

PA 939 ACUTE CARE PHARMACOLOGY (3) This course provides clinicians working in hospital medicine and critical care with an advanced understanding of pharmacologic principles, drug selection, and medication management for acutely ill and critically ill patients. Emphasizing evidence-based practice, the course covers vasoactive agents, sedatives, analgesics, antimicrobials, anticoagulation, fluid resuscitation, and emergency medications commonly used in acute and intensive care settings. Students will explore drug mechanisms, dosing considerations, adverse effects, and drug interactions within the context of sepsis, shock, respiratory failure, neurological emergencies, and cardiovascular instability. The course also integrates pharmacokinetics, renal and hepatic dosing adjustments, and rapid titration protocols relevant to high-acuity patient management. Through case-based discussions, clinical simulations, and real-world application exercises, participants will develop critical decision-making skills to safely and effectively manage medication therapy in acute and critical care environments, improving patient safety and clinical outcomes.

PA 940 GLOBAL HEALTH ISSUES (3) This course provides an introduction to important global health issues, including determinants of health, key areas of disease burden, and the role that PAs can play in taking a leadership role in solving these problems. The goal of the course is to expand the PAs understanding of the impact of infectious and chronic diseases on the world's population with particular attention paid to the health status of women, children and the poor. Students will examine case studies of successful global health interventions to understand features of successful programs.

PA 941 CLINICAL ISSUES IN INFECTIOUS DISEASE (3) This course provides an in-depth analysis of infectious and tropical disease epidemiology, diagnosis, treatment, and prevention, including the care of refugees, displaced persons, and those involved in medical tourism. The knowledge gained will benefit healthcare providers working in both global health settings and domestic clinical practice.

PA 942 GLOBAL HEALTH LEADERSHIP (3) This course examines the ethical, cultural, and social dimensions of leadership in global health, humanitarian, and healthcare organizations, with particular emphasis on working in contexts marked by inequality, uncertainty, and power asymmetry. Students explore how leaders engage individuals, teams, and communities affected by crisis, displacement, structural vulnerability, and organizational change. Through a leadership lens, the course addresses social determinants of health, human rights, cultural context, and ethical decision-making, alongside the interpersonal and organizational dynamics that shape effective practice. Special attention is given to team development, small-group processes, power relations, politics, and conflict within diverse and resource-constrained environments. Students analyze how legitimacy, accountability, and ethical responsibility influence humanitarian and organizational interventions, including the consequences of presence, action, and withdrawal. The course also examines the human dimensions of change in healthcare and global health systems, focusing on how individuals and teams respond to uncertainty, reform, and innovation. By integrating ethical reflection, team leadership, and change management, this course prepares doctoral candidates to exercise reflective, culturally responsive, and ethically grounded leadership in humanitarian, global health, and healthcare settings.

PA 943 HUMANITARIAN RESPONSE (3). This course equips advanced practice clinicians and executive-level public safety and health leaders to understand, design, and manage humanitarian operations in crisis-affected and underserved settings. The course centers on the systems that determine whether assistance reaches people in need: humanitarian architectures, funding and resource flows, needs assessment methodologies, logistics and supply chains, and the interaction of governmental, non-governmental, and multilateral actors.Students will analyze how climate change, conflict, displacement, and fragile governance drive humanitarian needs and shape operational choices. Through case studies, applied exercises, and critical review of real-world responses, participants will learn to interpret and generate needs assessments, understand donor dynamics and allocation decisions, and evaluate the performance and ethics of humanitarian programs. By the end of the course, students will be prepared to contribute as informed leaders and decision-makers in domestic and international response efforts, whether working from the field, the EOC, the hospital, or the policy level.

PA 944 PERIOPERATIVE CARE MANAGEMENT (3) This course provides a comprehensive overview of perioperative care, focusing on the preoperative, intraoperative, and postoperative management of surgical patients across a range of clinical settings. Students will learn to assess surgical risk, optimize patients with comorbid conditions, and coordinate interdisciplinary care throughout the surgical continuum. Key topics include preoperative evaluation, anesthesia considerations, fluid and electrolyte management, postoperative pain control, surgical site infection prevention, and management of common complications. Emphasis is placed on evidence-based clinical guidelines, patient safety, and communication among surgical teams, with special attention to high-risk populations and enhanced recovery protocols. Through case-based learning students will gain the knowledge to ensure safe, efficient, and patient-centered surgical care before, during, and after operative intervention.

PA 945 HOSPITAL MEDICINE I (3) This is the first course in a two-part series designed to equip physician associates with the fundamental knowledge and clinical skills necessary to manage acutely ill, hospitalized patients. Focusing on the most common conditions encountered in hospital medicine, this

course provides a systematic approach to diagnosis, treatment, and interdisciplinary coordination in acute care settings. Key topics include the evaluation and management of cardiovascular, pulmonary, gastrointestinal, endocrine, and renal disorders in hospitalized patients. Students will develop competencies in risk stratification, hemodynamic monitoring, diagnostic interpretation, and evidence-based treatment protocols for conditions such as acute coronary syndromes, respiratory failure, gastrointestinal bleeding, diabetic emergencies, and acute kidney injury. Through case-based learning and practical application of hospital medicine guidelines, students will gain the skills to effectively manage complex inpatient cases, optimizing patient outcomes in fast-paced hospital environments.

PA 946 HOSPITAL MEDICINE II (3) This second course in the Hospital Medicine series builds upon the foundational knowledge from Hospital Medicine I, focusing on the advanced management of hospitalized patients with complex medical conditions and multidisciplinary care considerations. Students will explore infectious disease, hematology, neurology, psychiatry, allergy/immunology/rheumatology, perioperative management, and palliative/hospice care, gaining the expertise to navigate high-acuity inpatient settings effectively. Key topics include the evaluation and management of life-threatening infections, hematologic disorders, stroke, psychiatric crises, autoimmune diseases, and perioperative complications. Special emphasis will be placed on professional practice skills, including end-of-life decision-making, communication in serious illness, ethical considerations, and interprofessional collaboration. Through case-based discussions, simulation exercises, and clinical application of evidence-based guidelines, students will refine their ability to manage complex inpatient cases, improve care coordination, and lead multidisciplinary teams to optimize patient outcomes in hospital medicine and beyond.

PA 947 CRITICAL CARE MEDICINE I (3) This course is the first in a three-part series designed to provide a comprehensive foundation in critical care medicine, focusing on the recognition, stabilization, and management of critically ill patients. Students will develop core competencies in evaluating and treating patients with acute organ dysfunction, hemodynamic instability, and life-threatening conditions commonly encountered in intensive care settings. Key topics include early recognition of critical illness, respiratory failure, mechanical ventilation, acute kidney injury (AKI), acid-base and electrolyte disturbances, shock classification, and sepsis management. Emphasis will be placed on evidence-based interventions, clinical decision-making, and multidisciplinary collaboration in critical care settings. Through case-based discussions and real-world clinical applications, students will gain the necessary skills to assess, resuscitate, and initiate treatment for critically ill patients, forming a strong foundation for advanced critical care training.

PA 948 CRITICAL CARE MEDICINE II (3) This second course in the Critical Care Medicine series builds upon foundational knowledge to provide an advanced understanding of acute critical care management. Students will develop expertise in recognizing and treating acute cardiac events, hematologic and coagulation disorders, neurological crises, hepatobiliary dysfunction, and gastrointestinal emergencies in critically ill patients. Key topics include hemodynamic monitoring, advanced ventilator management, extracorporeal membrane oxygenation (ECMO), advanced sepsis protocols, and the use of invasive and non-invasive critical care technologies. Emphasis will be placed on multidisciplinary ICU decision-making, complex resuscitation strategies, and evidence-based interventions. Through case-based simulations, procedural training, and real-world clinical applications, students will enhance their ability to manage critically ill patients with multi-organ dysfunction, optimize advanced monitoring techniques, and improve outcomes in high-acuity settings.

PA 949 CRITICAL CARE MEDICINE III (3) The third and final course in the Critical Care Medicine series focuses on the specialized care, ethical challenges, and multidisciplinary coordination required for managing complex critically ill patients. Students will gain expertise in trauma and burn management, postoperative ICU care, nutrition support, delirium prevention and treatment, and critical care considerations for special populations, including geriatric, immunocompromised, and obstetric patients. Key topics include ICU team dynamics, ethical dilemmas in critical care, end-of-life decision-making, and palliative care integration. Emphasis will be placed on patient-centered care, communication strategies, and navigating complex medical and ethical decisions in the ICU environment. Through case-based discussions, and interdisciplinary collaboration exercises, students will refine their ability to provide comprehensive, compassionate, and ethically sound care, ensuring the best possible outcomes for critically ill patients and their families.

PA 950 HEALTHCARE LAW (3) Prerequisites: Successful completion of prior semester of course work or program permission. Students explore relevant health care law and policy issues that impact the PA profession and health care delivery systems. Emphasis will be placed on leadership roles and professional relationships in the health care system

PA 951 OVERVIEW OF ADDICTION (3). Prerequisite: Admission to the DMSc program of study or program permission. The student will define the American Society of Addiction Medicine (ASAM) and Diagnostic and Statistical Manual of Mental Disorders, fifth edition: text revision (DSM-5-TR) criteria for substance use disorders (SUDs) and common co-occurring mental health disorders. The student will explore the etiology, neurobiology, neurochemistry, pathophysiology, transgenerational susceptibility and inheritance of addiction, and environmental factors that contribute to addiction. Also examined will be neuroplasticity, brain circuitry, neuroimaging, genomics, epigenetics and the role of the hypothalamic-pituitary-adrenal axis in addiction. Individual substance use topics will be investigated, including comorbid interactions and synergistic effects of multiple drug use. Topics will expand clinically to the physical exam focused on tolerance, dependence and addiction, drug use findings, the acute and long-term effects and comorbidities of chemical and behavioral abuse, and SUD interventions in the emergency department.

PA 952 APPLIED CLINICAL PSYCHOPHARMACOLOGY (3). Prerequisite: Admission to the DMSc program of study or program permission. Examines the pharmacologic treatment of common psychiatric disorders and evidence-based medication selection. Students review major classes of psychotropic medications and their clinical applications. Additional topics include neurobiology and neurotransmitter systems, relevant laboratory monitoring, pharmacogenomics, cross-tapering and deprescribing strategies, and the management of adverse drug effects.

PA 953 THERAPIES IN ADDICTION (3). Prerequisite: Admission to the DMSc program of study or program permission. The student will study current evidence-based, non-pharmacological individual and group interventions, therapies, and levels of care to treat addiction and trauma, incorporating patient-centered, trauma- informed, clinical environments. Concepts in functional and integrative medicine will also be explored.

PA 954 SPECIAL TOPICS IN BEHAVIORAL MEDICINE (3). Prerequisite: Admission to the DMSc program of study or program permission. The student will discover the multifaceted, societal ramifications of addiction and mental health disorders. Topics include overview of neuroanatomy and neuro- biology, adverse childhood experiences, the neurobiology and neurochemistry of trauma, trauma models, individual and group trauma therapies, LGBTQIA+, culture and diversity in vulnerable populations,

intimate partner violence, homicide, and guns, the criminal justice system, forensic psychiatry, technology in treatment, SUD in the workplace, maladaptive coping, and provider burnout. In addition, the student will investigate legal issues and regulations involved in mental health and substance use treatment. Stigma, bias, and ethical principles, including bioethics will be addressed in delivering diversity and inclusion in treatment services. The student will be trained in Motivational Interviewing techniques.

PA 955 EVIDENCE-BASED PSYCHOTHERAPIES AND LEADERSHIP IN CLINICAL PRACTICE (3). Prerequisite: Admission to the DMSc program of study or program permission. This course reviews the most widely utilized evidence-based psychotherapies for common mental health disorders. Students examine the principles, indications, and clinical applications of approaches including cognitive behavioral therapy (CBT), dialectical behavior therapy (DBT), acceptance and commitment therapy (ACT), and motivational interviewing. Additional topics include lifestyle interventions, mental health–specific legal and ethical considerations, and leadership roles in interprofessional behavioral health care.

PA 956 ADULT CLINICAL PSYCHIATRY I (3). Prerequisite: Admission to the DMSc program of study or program permission. Examines the diagnosis and management of psychiatric disorders in adults, including mood, anxiety, and trauma- and stressor-related disorders. Emphasis is placed on diagnostic foundations, including psychiatric evaluation, mental status examination, and differential diagnosis. Students develop skills in the assessment and clinical formulation of common adult psychiatric conditions.

PA 957 ADULT CLINICAL PSYCHIATRY II (3). Prerequisite: Admission to the DMSc program of study or program permission. Examines the diagnosis and management of psychiatric disorders in adults, including psychotic disorders, personality pathology, and substance use disorders. Additional topics include adult ADHD and the assessment and management of psychiatric emergencies, including suicide risk, violence risk, and crisis stabilization.

PA 958 CHILD AND ADOLESCENT CLINICAL PSYCHIATRY (3). Prerequisite: Admission to the DMSc program of study or program permission. Examines the diagnosis and management of common psychiatric disorders in children and adolescents. Students review neurodevelopmental, behavioral, anxiety, trauma-related, mood, eating, and psychotic disorders, along with the influence of family, school, and social environments on mental health. Additional topics include developmental foundations, psychiatric assessment, gender dysphoria, and elimination disorders.

PA 959 INTRODUCTION TO DOCTORAL WRITING (1) This doctoral-level course provides students with the foundational writing skills necessary for success in advanced scholarly and professional doctoral study. Emphasis is placed on developing clear, concise, and evidence-based academic writing through critical analysis, synthesis of scholarly literature, and construction of well-supported arguments. Students learn the conventions of doctoral scholarship, including scholarly voice, ethical use of sources, discipline-specific formatting, citation management, and the responsible use of artificial intelligence in academic writing. Through iterative writing assignments, peer review, and faculty feedback, students strengthen their ability to communicate complex ideas to academic and professional audiences while developing the habits and competencies required for doctoral-level research, publication, and leadership.

PA 960 EVIDENCE-BASED MEDICINE (4) Residential students who have graduated from the Lynchburg Master of PA Medicine do not have to take this course. This course will cover key principles of scientific

research and performance improvement in PA practice. Research design, ethics, and critical appraisal of medical publications will be reviewed. This course will emphasize the application of principles of evidence-based research to achieve patient-centered clinical outcomes. Students will develop a proposal of their project.

PA 961 AESTHETIC MEDICINE (3) This course provides a comprehensive introduction to aesthetic medicine, equipping healthcare professionals with the knowledge and clinical skills necessary to perform non-surgical cosmetic procedures. Students will explore the fundamentals of facial anatomy, skin physiology, aging processes, and patient assessment, along with the latest advancements in minimally invasive aesthetic treatments. Key topics include botulinum toxin injections, dermal fillers, laser therapies, chemical peels, micro-needling, and skin rejuvenation techniques. Emphasis will also be placed on safety protocols, complication management, ethical considerations, and regulatory compliance in aesthetic practice. Students will gain the expertise to deliver safe, effective, and patient-centered aesthetic care.

PA 962 LEADERSHIP IN LIFESTYLE MEDICINE (3) This course explores the principles and clinical applications of lifestyle medicine, focusing on the role of nutrition, physical activity, sleep, stress management, social connections, and substance use reduction in preventing and managing chronic diseases. Students will learn how evidence-based lifestyle interventions can complement traditional medical treatments to improve patient outcomes and overall well-being. Key topics include behavioral change strategies, motivational interviewing, patient-centered counseling, and the impact of lifestyle modifications on conditions such as obesity, diabetes, cardiovascular disease, and mental health disorders. The course also examines the role of healthcare providers in promoting long-term wellness, health coaching, and sustainable behavior change. Through case studies, interactive discussions, and practical applications, participants will develop the skills to incorporate lifestyle medicine principles into clinical practice, empowering patients to take an active role in their health.

PA 963 OBESITY MEDICINE (3) This course provides healthcare professionals with a comprehensive understanding of obesity as a complex, multifactorial chronic disease and equips them with the tools to implement evidence-based prevention and treatment strategies. Students will explore the pathophysiology of obesity, genetic and environmental influences, metabolic adaptations, and the role of hormones in weight regulation. Key topics include behavioral interventions, medical nutrition therapy, pharmacologic treatments, bariatric surgery, and obesity-related comorbidities such as diabetes, cardiovascular disease, and metabolic syndrome. Emphasis will also be placed on patient-centered counseling techniques, addressing weight bias in healthcare, and developing individualized treatment plans. Through case-based discussions, clinical applications, and the latest research in obesity medicine, students will gain the knowledge and skills needed to effectively manage obesity across diverse patient populations and healthcare settings.

PA 964 SEXUAL HEALTH (3) This course provides a comprehensive, evidence-based exploration of sexual health, covering the biological, psychological, and social factors that influence sexual function, wellness, and reproductive health across diverse populations. Students will examine common sexual health concerns, including sexual dysfunction, hormonal imbalances, sexually transmitted infections (STIs), and the impact of chronic conditions on sexual well-being. Key topics include male and female sexual health, LGBTQ+ sexual health considerations, sexual health counseling, pharmacologic and non-pharmacologic interventions, and the role of mental health in sexual function. Special emphasis will be placed on patient-centered care, ethical considerations, and overcoming stigma in clinical practice. Through case studies, clinical applications, and discussions on emerging treatments and innovations, participants will

develop the skills to effectively diagnose, manage, and counsel patients on sexual health concerns, enhancing overall patient wellness and quality of life.

PA 965 DOCTORAL PROJECT I (3). Prerequisite: PA 960 or program permission. Students will advance and execute the doctoral project proposal suitable for publication and/or presentation in medical journals or conferences. Students will synthesize findings, draw conclusions, and receive evaluation of their doctoral project.

PA 966 DOCTORAL PROJECT II (2) Prerequisite: PA 965 or program permission. The doctoral capstone course will provide exposure to career specific professional outcomes expected for current job demands. The students will apply advanced and specialized knowledge, skills, and attitudes beyond entry-level practice or administration. Students will receive training within advanced professional competencies to include milestone achievements and entrustable professional activities.

PA 968 MIND-BODY MEDICINE & SOCIAL HEALTH (3) Prerequisite: Successful completion of PA 962. This course provides a comprehensive exploration of pain management, focusing on the assessment, diagnosis, and treatment of both acute and chronic pain conditions. Students will examine the pathophysiology of pain, pharmacologic and non-pharmacologic treatment modalities, interventional procedures, and multidisciplinary pain management strategies. Key topics include opioid and non-opioid analgesia, nerve blocks, neuromodulation techniques, psychological and behavioral interventions, and integrative medicine approaches. Special emphasis will be placed on pain management in diverse populations, including pediatric, geriatric, and palliative care patients, as well as opioid stewardship, addiction prevention, and ethical considerations in prescribing practices. Through case-based learning, clinical simulations, and evidence-based discussions, participants will develop the skills to provide safe, effective, and patient-centered pain management, improving quality of life while addressing the complexities of pain treatment in modern healthcare.

PA 969 BEHAVIOR CHANGE IN LIFESTYLE MEDICINE (3) Prerequisite: Successful completion of PA 962. This course provides an evidence-based exploration of integrative medicine, focusing on the intersection of conventional medicine and complementary therapies to promote whole-person health and wellness. Students will examine the scientific basis, clinical applications, and ethical considerations of integrative approaches in the management of chronic disease, pain, stress-related conditions, and preventive health. Key topics include mind-body medicine, nutrition-based therapies, herbal and botanical medicine, acupuncture, functional medicine, lifestyle interventions, and emerging integrative modalities. Emphasis will be placed on patient-centered care, shared decision-making, and the role of integrative medicine in modern healthcare settings. Through case-based discussions, critical evaluation of research, and hands-on application of integrative techniques, students will develop the skills to incorporate holistic, interdisciplinary strategies into clinical practice, optimizing patient outcomes and enhancing overall well-being.

PA 970 HEALTHCARE COMPLIANCE, LAW, AND CORPORATE STRATEGY (3) Prerequisite: PA 950. This course explores the legal, regulatory, and corporate governance frameworks that shape healthcare organizations, with a focus on compliance, risk management, and strategic planning. Students will examine key topics such as provider credentialing and privileging, healthcare fraud and abuse laws, AI-driven decision-making, and regulatory compliance (HIPAA, GDPR, FDA, Stark Law). Through case studies and policy analysis, participants will develop the skills to navigate legal challenges, implement compliance programs, and align corporate strategy with evolving healthcare regulations and ethical considerations.

PA 980 LEGAL ASPECTS OF HEALTHCARE MANAGEMENT (3) Prerequisite: PA 950. This course provides an in-depth examination of corporate legal structures, contracts, corporate liability protections, and employment law in the healthcare industry. Students will explore key topics such as corporate governance, contract negotiation, piercing the corporate veil, risk mitigation, and labor laws affecting healthcare organizations. Through case studies and legal analysis, participants will develop the skills necessary to navigate regulatory compliance, business liability, and workforce legal challenges in healthcare management.

PA 981 PA FELLOWSHIP I (1-4) This course will provide intensive clinical exposure in a chosen clinical specialty to further the student's clinical practice. Students will apply advanced and specialized medical knowledge beyond general practice. Students will begin training within clinical competencies.

PA 982 PA FELLOWSHIP II (1-4) Prerequisite: PA 981. This course is the second session of the PA fellowship. This course will continue to pro- vide intensive clinical exposure in a chosen clinical specialty to further the student's clinical practice. Students will apply advanced and specialized medical knowledge beyond general practice by training within clinical competencies.

PA 983 PA FELLOWSHIP III (1-4) Prerequisite: PA 982. This course is the third session of the PA fellowship. This course will continue to provide intensive clinical exposure in a chosen clinical specialty to further the student's clinical practice. Students will apply advanced and specialized medical knowledge beyond general practice. At the end of this course, students will have completed 100% of clinical competencies.

PA 984 SLEEP, STRESS, AND LIFESTYLE MEDICINE (3) Prerequisite: PA 962.This course provides an in-depth exploration of sleep medicine, focusing on the physiology of sleep, the impact of sleep disorders on overall health, and evidence-based approaches to diagnosis and treatment. Students will learn to recognize, assess, and manage common and complex sleep disorders, including insomnia, sleep apnea, restless legs syndrome, narcolepsy, circadian rhythm disorders, and parasomnias. Key topics include polysomnography and home sleep testing interpretation, cognitive-behavioral therapy for insomnia (CBT-I), pharmacologic and non-pharmacologic treatment strategies, and the relationship between sleep and chronic diseases such as cardiovascular disease, obesity, and mental health disorders. Special emphasis will be placed on lifestyle modifications, sleep hygiene education, and interdisciplinary approaches to sleep disorder management. Through case-based discussions, sleep study analysis, and hands-on application of diagnostic and treatment modalities, students will develop the expertise to improve patient outcomes by integrating sleep medicine principles into clinical practice.

PA 985 NUTRITION, PHYSICAL ACTIVITY, AND LIFESTYLE MEDICINE (3) Prerequisite: PA 962. This course provides medical clinicians with a comprehensive introduction to the fundamental principles of human nutrition and their application to clinical practice. Topics include macronutrients and micronutrients, metabolism, dietary guidelines, nutritional assessment, and the role of nutrition in disease prevention and management. Emphasis is placed on evidence-based dietary strategies for common clinical conditions such as obesity, diabetes, cardiovascular disease, and gastrointestinal disorders. Through case-based learning students will develop the knowledge and skills to incorporate nutritional counseling and interventions into patient care, with a focus on interdisciplinary collaboration and patient education.

PA 989 EMERGENCY AND GLOBAL PRACTICUM INTENSIVE (1-4) Prerequisites: PA 934 or PA 942. Repeatable for course credit. This course provides professional exposure in chosen clinical and administrative specialties that further the student's achievement in professional competencies. Students

will extrapolate work-based experience to a disaster and global health setting. This practicum prepares the student for an on-site Emergency Management and Global Health intensive.

PA 990 TEACHING AND LEARNING IN PA EDUCATION (3) Prerequisite: Admission to the Doctor of Medical Science Program. This course provides PA faculty with a concrete foundation in best practices of teaching and learning within PA education. The goal is to assist students in the development of practical approaches to improving student learning, engagement, and teaching methods through frameworks grounded in educational theory and/or the medical education literature. The goal of the course is to improve PA faculty teaching effectiveness and their students' learning.

PA 991 PA PROGRAM DEVELOPMENT, IMPLEMENTATION, AND MAINTENANCE (3) Prerequisite: Admission to the Doctor of Medical Science Program. This course provides PA faculty with a concrete foundation in curriculum and administrative best practices for us within PA education. The goal is to assist students in their application of educational theory and/or the medical education literature to the development of practical approaches for developing, implementing and maintaining curricular and program operational components. The goal of the course is to improve PA faculty members' effectiveness as members and leaders of a PA education team.

PA 992 PA PROGRAM EVALUATION AND IMPROVEMENT (3) Prerequisite: Admission to the Doctor of Medical Science Program. This course provides PA faculty with a concrete foundation in accreditation compliance, program evaluation, and program leadership. The goal is to assist students in their application of educational theory and/or the medical education literature to the development of practical approaches for ensuring compliance with accreditation standards and conducting program evaluation. The goal of the course is to improve PA faculty members understanding of accreditation and program evaluation to support their effectiveness as leaders within their PA programs and the profession.

PA 993 ARTIFICIAL INTELLIGENCE IN MEDICAL EDUCATION (3) Prerequisites: Admission to the DMSc Medical Education Certificate Program or DMSc PA Education Concentration. Provides a comprehensive overview of the applications, opportunities, and limitations of artificial intelligence (AI) in medical education. Examines how AI-driven tools can enhance teaching, learning, assessment, feedback, curriculum design, and clinical skills development. Emphasizes ethical considerations, data privacy, bias, and responsible implementation in healthcare training environments. Students explore practical strategies for integrating AI technologies to support evidence-based instruction, learner engagement, and improved educational outcomes.

PA 994 AI LEADERSHIP (3) Leadership in Artificial Intelligence is an advanced doctoral course examining the strategic, ethical, organizational, and societal dimensions of leading AI-driven transformation. The course prepares scholar-practitioners to design, govern, and evaluate AI initiatives across industries while balancing innovation with responsibility. Students critically analyze AI strategy, organizational change, policy frameworks, ethics, risk management, data governance, and human-AI collaboration. Emphasis is placed on executive-level decision-making, systems thinking, regulatory complexity, and responsible innovation.

PA 995 ARTIFICIAL INTELLIGENCE IN HEALTHCARE (3) This course explores the transformative role of Artificial Intelligence (AI) in modern healthcare, covering fundamental concepts, applications, and challenges in clinical and administrative settings. Students will examine AI-driven innovations such as machine learning for diagnostics, predictive analytics, natural language processing (NLP) for electronic

health records (EHRs), and AI-powered decision support systems.

PA 996 PRECISION MEDICINE WITH AI (3) This course explores the intersection of Artificial Intelligence (AI) and Precision Medicine, focusing on how AI-driven technologies enable personalized healthcare through genomics, biomarker analysis, and patient-specific treatment strategies. Students will examine machine learning applications in disease prediction, drug discovery, and tailored therapeutic interventions, as well as the ethical and regulatory challenges of AI in precision medicine. Through case studies and hands-on projects, students will gain practical insights into leveraging AI to optimize individualized patient care and improve health outcomes.

PA 997 ETHICS AND REGULATION OF AI (3.) This course examines the ethical, legal, and regulatory challenges surrounding the implementation of artificial intelligence (AI) across organizational and professional settings. Students will explore topics such as data privacy, algorithmic bias, accountability in AI-driven decision-making, and compliance with global regulatory frameworks (e.g., GDPR and other data protection standards). Through case studies and policy analysis, students will develop strategies to ensure the responsible, transparent, and ethical deployment of AI technologies in complex institutional environments.

PA 998 AI STRATEGY AND ORGANIZATIONAL DEVELOPMENT (3) This course examines artificial intelligence strategy, adoption, and implementation within organizations. Students will develop foundational knowledge of AI technologies, capabilities, and limitations while assessing organizational readiness for AI initiatives. The course explores AI strategy development, identifying high-impact use cases, and creating implementation roadmaps. Students will examine technology selection, change management, talent development, and organizational restructuring required for AI adoption. The course addresses AI risks including technical, data privacy, security, and organizational resistance challenges. Through case studies and strategic projects, students will develop capability to lead AI-driven organizational transformation while maximizing value and managing risks associated with AI implementation.

RDNG: Reading Courses

myHive link

RDNG 625 SURVEY OF EFFECTIVE READING METHODS (3) Focuses on the foundations of reading and reading development. Topics include children's basic language development as a precursor to reading and as a medium for instruction, methods for assessing and instructing the emergent reader, the beginning reader, and the instructional reader, as well as reading disability.

RDNG 640 STRATEGIES FOR TEACHING PHONICS, SPELLING, AND VOCABULARY (3) Examination of theoretical and practical issues surrounding access to print. Advances basic knowledge of reading process, models multi-sensory approach to teaching reading, and develops understanding of phonics, spelling, and vocabulary acquisition.

RDNG 643 TEACHING WRITING (3) This course is designed to be a collaborative effort to explore writing as a process, not just a product, and to discover how the teaching of writing involves the teacher as a writer, and the integration of writing across the curriculum, enhancing each discipline within our schools. The course will focus on ways to design and implement writing strategies across the curriculum and grade levels. Students will practice the art of writing in a writing workshop.

RDNG 644 ADOLESCENT LITERATURE (3) An advanced course that includes intensive study of selected traditional and contemporary books that appeal to the adolescent reader and/or are about the adolescent. To encourage interdisciplinary uses, a wide variety of texts will be employed. Different approaches to literature genres, modes, and characteristics contained within the literature will be explored.

RDNG 669 SPECIAL TOPICS IN READING (3) Offered to allow for subjects that are topical and within the special expertise of the instructor; requires approval of the Dean of the School of Professional & Applied Sciences. Students may receive credit for up to two special topics courses.

RDNG 672 READING AND STUDY SKILLS IN THE CONTENT AREA (3) Methods, materials, and organizational patterns for reading and writing as a means to access text in content area texts and coursework. Reading strategies and study skills are improved to maximize learning for all students through effective use of course materials.

RDNG 675 CONTEMPORARY ISSUES IN LANGUAGE ARTS INSTRUCTION (3)
Examination of issues and theoretical perspectives in the teaching of language arts in the elementary classroom. The course emphasizes instructional strategies, activities, materials, and techniques to stimulate the acquisition of oral, aural, and written language skills.

RDNG 680 THE ORGANIZATION AND SUPERVISION OF READING PROGRAMS (3) Prerequisite: RDNG 625 and RDNG 640. Exploration of the organization and supervision of effective reading programs in classrooms, schools, and school districts. Participants design a reading program.

RDNG 690 ASSESSMENT, DIAGNOSIS, AND REMEDIATION OF READING PROBLEMS (3) Prerequisites: RDNG 625 and RDNG 640 or permission of the instructor. Introduction to basic and advanced assessment procedures used to diagnose reading difficulties of elementary and secondary students and adults. This course acquaints students with a variety of techniques to support and instruct remedial readers. These techniques address decoding, comprehension, writing, and word study across the developmental stage. It includes introduction of intervention techniques for accelerating the reading ability of struggling readers.

RDNG 691 ASSESSMENT AND DIAGNOSIS PRACTICUM (3) Prerequisite: RDNG 690; Corequisite: RDNG 692. Participants provide one- on-one or small group instruction for children in the clinical setting and administer initial and ongoing assessments, diagnosing reading issues in students who struggle with reading, so as to make sound instructional decisions during the intervention. Students communicate with parents/guardians (e.g., confirmation of case history in the beginning, parent conferences at the end). All instruction is supervised and includes individualized conferences.

RDNG 692 CORRECTIVE AND REMEDIAL PRACTICUM (3) Prerequisite: RDNG 690; Corequisite: RDNG 691. Application of differentiated instruction in a clinical setting to remediate and correct reading problems in disabled readers. Emphasis is on learning and developing appropriate and practical techniques that will meet the needs of specific individuals with specific reading problems.

SPED: Special Education Courses

myHive link

SPED 600 FOUNDATIONS AND LEGAL ASPECTS OF SPECIAL EDUCATION (3) Provides an overview of the special education field. Particular attention is given to federal and state rules and regulations that govern implementation of special services, basic knowledge relating to disability characteristics and causes, and current trends in special education (e.g., the issue of inclusion and accommodation of special learners in general education settings). Note: This course (or its equivalent) is prerequisite to all other courses in special education and completion of this course allows candidates to apply for a Provisional License in Special Education in VA.

SPED 601 DESIGNING AND IMPLEMENTING INDIVIDUALIZED EDUCATION PROGRAMS (3) Promotes knowledge and skills related to the design and implementation of effective, educational interventions for students with disabilities at the elementary, middle and high school levels. Particular attention is given to creating environments that are responsive to the multi-dimensional needs of this population. Candidates acquire skills/strategies in the areas of IEP development, data-based instruction, and universal design for learning (alternative ways to teach and assess and provide general curriculum adaptations and modifications).

SPED 605 CHARACTERISTICS OF STUDENTS WITH DISABILITIES NEEDING SIGNIFICANT ACADEMIC AND FUNCTIONAL SUPPORTS (3) Focuses on the characteristics and support needs of students with disabilities (K-12) whose cognitive and functional skills are significantly different from typically developing peers; and therefore, require adaptations and modifications to the general curriculum at the elementary, middle and high school levels. Specific attention is given to theories of etiology, characteristics of low incidence disabilities, legal issues, and programmatic needs of individuals across the life span.

SPED 606 CHARACTERISTICS OF STUDENTS WITH DISABILITIES ACCESSING GENERAL CURRICULUM (3) Focuses on the characteristics and support needs of students with disabilities (K-12) who are accessing the general education curriculum at the elementary, middle and high school levels. The course examines characteristics, theories of etiology, characteristics of high incidence disabilities, legal issues, and programmatic needs of individuals across the life span.

SPED 616 ASSESSMENT AND EVALUATION (3) Prepares students to plan, deliver, and report on both formal and informal assessment procedures, which assist in determining special education eligibility, service delivery, curriculum, and instruction of students with disabilities. Candidates gain skills specific to comprehensive evaluation requirements, students with disability participation in the state and local accountability systems, assessment options, appropriate grading and testing accommodations, and assessment of students from diverse backgrounds.

SPED 620 LANGUAGE DEVELOPMENT/INSTRUCTION AND ASSISTIVE TECHNOLOGY (3) Examines communication problems relevant to individuals with disabilities. Particular attention is given to language development and acquisition, assessment procedures, and language arts instruction including reading and written expression. The course also includes a review of compensatory approaches to academics and basic communication with an emphasis on the use of assistive devices, both basic and electronic.

SPED 625 MANAGEMENT OF CLASSROOM INSTRUCTION AND BEHAVIORS (3) The course includes an understanding and knowledge of functional behavioral assessments and positive behavioral interventions and supports; and demonstrated ability to create a safe, orderly classroom environment,

including classroom organization, instructional design, and establishment of classroom routines and procedures. Candidates gain knowledge about behavior assessments, data collection and analysis, development and monitoring of behavior intervention plans.

SPED 635 TRANSITIONING TO ADULT LIFE (3) The course focuses on lifelong skills and adjustments in and beyond the school setting. Candidates will gain skills to work with families and community agencies to provide successful student transitions throughout postsecondary education, employment, and independent living that addresses an understanding of long-term planning, age-appropriate transition assessments, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardian- ship, and other legal considerations.

SPED 645 INSTRUCTIONAL STRATEGIES IN MATHEMATICS AND SCIENCE (3) Examines the methodology and curriculum of mathematics and science instruction for children and youth with learning disabilities, emotional and behavior disorders, and intellectual disabilities who are served primarily in general curriculum-based programs. Attention is given to a variety of general instructional approaches as well as specific teaching and student-centered strategies within mathematics and science.

SPED 651 DESIGNING COMPREHENSIVE, FAMILY-CENTERED INTERVENTIONS (3) Develops knowledge and skills related to the design and management of comprehensive, family-centered interventions for young children with disabilities. Specific attention is given to the design, management, and evaluation of environments that are child-centered, developmentally appropriate, and naturalistic; and the design of family-centered individualized Family Service Plans (IFSPs).

SPED 653 DEVELOPMENTALLY APPROPRIATE CURRICULUM AND INSTRUCTIONAL PROGRAMMING FOR PRESCHOOL (3) Develops knowledge and skills related to the design and management of developmentally appropriate early intervention for young children with disabilities. Specific attention is given to: (a) key features of early intervention (EL), and early childhood special education (ECSE) curriculum across all developmental domains; (b) commonly used and research validated EI and ECSE curriculum models; and (c) innovative and effective intervention strategies that can be used in a variety of EL and ECSE settings.

SPED 660 ASSESSMENT OF YOUNG CHILDREN WITH DEVELOPMENTAL DELAYS (3) Examines approaches to the assessment of young children (ages newborn-5) with disabilities. Attention is given to the use and interpretation of appropriate instruments and specific diagnostic tools in language, social, motor, and self-help domains. Additional focus is given to the multidisciplinary aspects of assessment.

SPED 662 MEDICAL AND THERAPEUTIC INTERVENTIONS FOR CHILDREN WITH DISABILITIES (3) Examines appropriate medical, health, and therapy interventions for young children with disabilities with attention to self-care skills, mealtimes, physical and occupational therapy, medical and health management, and sensory systems.

SPED 665 INDIVIDUALIZED SUPPORTS AND SPECIALIZED CARE OF STUDENTS WITH SIGNIFICANT SUPPORT NEEDS (3) The course will address the medical, sensory, and physical needs of this population. Candidates will gain knowledge of and ability to implement adapted strategies to address disability-specific or unique needs, including, daily living, communication, and medical care of students with significant support needs.

SPED 666 ADAPTED INSTRUCTIONAL METHODS AND STRATEGIES (3) The course will provide knowledge

about the varied curricular needs of students with significant support needs. Candidates will gain (a) ability to implement a range of medications, adaptations, special instructional strategies, and research-based interventions; (b) knowledge of available assistive and instructional technologies, including alternative communication methods and systems to promote learning and independence; (c) ability to conduct ongoing evaluations of instructional materials and practices to determine effectiveness, assess student needs and monitor student progress.

SPED 668 INDEPENDENT STUDY – SPECIAL EDUCATION (1-3) Offers the opportunity for students to pursue in depth a topic of special interest within Special Education under the supervision of a faculty member. Can be taken more than once.

SPED 669 SPECIAL TOPICS IN SPECIAL EDUCATION (1-3) Consent of instructor. Intensive study of a problem or topic in special education. Topic varies according to the professor and term offered.

SPED 670 INTRODUCTION TO AUTISM SPECTRUM DISORDER (3) This course provides an overview of the foundation and characteristics of Autism Spectrum Disorder (ASD). In addition, it introduces sensory, motor, academic, communication, social, and transition needs of individuals with ASD across the lifespan and evidence-based strategies for supporting those individuals.

SPED 675 COLLABORATION IN SPECIAL AND GENERAL EDUCATION (3) Investigates the issues and practices of educators who deal with families, schools, and community agencies. Attention is given to such issues as integrated services, coordination between general and special educators, teaming family-focused collaboration and community resources, and models of service delivery.

SPED 681 ACTION RESEARCH CAPSTONE (3) Capstone course for students at the end of their MEd program in special education, requiring students to integrate knowledge and concepts learned throughout the program and apply a number of competencies to complete an action research project to address practical problems related to the student's specific area of educational practice and using common educationally focused research methodologies.

SPED 691 INTERNSHIP IN EARLY CHILDHOOD SPECIAL EDUCATION (AGES 0-2 YEARS) (3) Supervised field experience with persons who are disabled. Placement is arranged in a program providing special services. Students should consult their advisors in advance of registration to determine the hours of credit to be earned in the internship. All coursework in special education must be taken prior to or concurrently with the internship. These courses require a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

SPED 692 INTERNSHIP IN EARLY CHILDHOOD SPECIAL EDUCATION (AGES 3-5 YEARS) (3) Supervised field experience with persons who are disabled. Placement is arranged in a program providing special services. Students should consult their advisors in advance of registration to determine the hours of credit to be earned in the internship. All coursework in special education must be taken prior to or concurrently with the internship. These courses require a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

SPED 696 INTERNSHIP IN SPECIAL EDUCATION-GENERAL CURRICULUM (ELEMENTARY) (3) Supervised field experience with persons who are disabled. Placement is arranged in a program providing special services. Students should consult their advisors in advance of registration to determine the hours of credit to be earned in the internship. All coursework in special education must be taken prior to or

concurrently with the internship. These courses require a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

SPED 697 INTERNSHIP IN SPECIAL EDUCATION-GENERAL CURRICULUM (SECONDARY) (3) Supervised field experience with persons who are disabled. Placement is arranged in a program providing special services. Students should consult their advisors in advance of registration to determine the hours of credit to be earned in the internship. All coursework in special education must be taken prior to or concurrently with the internship. These courses require a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

SPED 698-699 INTERNSHIP–ADAPTED CURRICULUM (3, 3) Supervised field experience with persons who are disabled. Placement is arranged in a program providing special services. Students should consult their advisors in advance of registration to determine the hours of credit to be earned in the internship. All coursework in special education must be taken prior to or concurrently with the internship. These courses require a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense. (Note: SPED 698 provides an elementary experience for three credits and SPED 699 a secondary experience for three credits).

SPED 800 FOUNDATIONS AND LEGAL ASPECTS OF SPECIAL EDUCATION (3) Provides an overview of the special education field. Particular attention is given to federal and state rules and regulations that govern implementation of special services, basic knowledge relating to disability characteristics and causes, and current trends in special education (e.g., the issue of inclusion and accommodation of special learners in general education settings).

TLIC: Teacher Licensure Courses

myHive link

Courses with the TLIC prefix are offered to assist students in obtaining teacher licensure or to complement their professional training in a specific area. They are not applicable to the credit hour requirements for any specific graduate degree programs.

TLIC 599 INTERNSHIP IN EDUCATION (6) Prerequisites: Completion of School of Professional & Applied Sciences undergraduate state approved program in a licensure area including 2.75 GPA in specific major. Passing scores on Praxis II. Passing score on Reading for Virginia Educators (RVE) is required for elementary, middle school, and Special Education licensure. Full-time, supervised field experience in assigned grade level and/or subject area(s) appropriate to the student's endorsement(s). Seminar sessions are required. This internship experience is an application of effective teaching skills and content knowledge. Admission by application only and available only to students who have completed the School of Professional & Applied Sciences undergraduate state approved program in a licensure area within the last year. Note: A mandatory criminal and social services background check must be conducted in the prior semester at the student's expense.