

**Lynchburg College
Graduate Studies
Catalogue**

2017-18

Lynchburg, Virginia 24501-3113
(July 1, 2017 edition)

**LYNCHBURG COLLEGE
IN VIRGINIA**

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

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

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

Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1475
Telephone: 800.421.3481 or 202.453.6020
FAX: 202.453.6021 • TDD: 800.877.8339
Email: ocr@ed.gov • <https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>

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Disability Services Coordinator
Academic Achievement Center (Second floor, Hall Campus Center)
1501 Lakeside Drive, Lynchburg, VA 24501-3113
434.544.8687 • timmons.j@lynchburg.edu

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

An annual Lynchburg College security report, available upon request from the Office of Enrollment Services, describes campus safety practices; crime statistics, reporting, and prevention education; and policies and education programs on alcohol, illegal drugs, and sexual assault.

GRADUATE PROGRAMS AT LYNCHBURG COLLEGE

Doctor of Education in Leadership Studies (EdD)

Doctor of Medical Science (DMSc)

Doctor of Physical Therapy (DPT)

Master of Arts:

MA Music

MA Non-Profit Leadership Studies

Master of Business Administration (MBA)

Master of Criminal Justice Leadership (MCJL)

Master of Education:

MEd Clinical Mental Health Counseling

MEd Curriculum and Instruction

MEd Educational Leadership

MEd Educational Studies

MEd Reading

MEd School Counseling

MEd Science Education

MEd Special Education

Master of Health Informatics Management (MHIM)

Master of Physician Assistant Medicine (MPAM)

Master of Public Health (MPH)

Master of Science in Athletic Training (MSAT)

Master of Science in Nursing (MSN)

Graduate Certificate Programs:

Advanced Counseling Certificate

Cybersecurity

Earth Science Certificate

Health Informatics Management

Literacy Studies Certificate

Orthopaedic Physical Therapy Residency Program

Special Education:

Autism Spectrum Disorder Certificate

Students with Significant Disabilities Certificate

Young Children with Developmental Disabilities Certificate

Non-Degree Programs:

Postgraduate Licensure Programs

Professional Enrichment

Teacher Licensure Renewal

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CALENDAR OF EVENTS 2017-18

Fall Semester 2017

| | | |
|-----------|------------|----------------------------------|
| August | 24..... | First Day of Classes |
| | 31..... | End of Add Period |
| September | 13..... | End of 3-week Withdrawal Period |
| | 15-17..... | Parents and Family Weekend |
| | 20..... | Pass/Fail Deadline |
| October | 11..... | Mid-Semester |
| | 12-15..... | Midterm Vacation |
| | 20-22..... | Homecoming Weekend |
| November | 3..... | End of 10-week Withdrawal Period |
| | 18-26..... | Thanksgiving Holiday |
| December | 8..... | Last Day of Classes |
| | 11-16..... | Examination Period |

Winter Term 2017-18

| | |
|------------------------------|-----------------------------|
| December 18-January 12 | January Term (Optional) |
| January 12..... | January Degree Granted Date |

Spring Semester 2018

| | | |
|----------|------------|---|
| January | 15..... | First Day of Classes |
| | 22..... | End of Add Period |
| February | 2..... | End of 3-week Withdrawal Period |
| | 9..... | Pass/Fail Deadline |
| March | 2..... | Mid-Semester |
| | 3-11..... | Midterm Vacation |
| | 30..... | End of 10-week Withdrawal Period |
| April | 4..... | Student Scholar Showcase & Assessment Day |
| | 6..... | Academic Awards Banquet |
| | 20-22..... | Westover Alumni Society Weekend |
| | 30..... | Last Day of Classes (Weds. classes meet) |
| May | 2-8..... | Examination Period |
| | 12..... | Commencement Day |

Summer Session 2018

| | |
|-----------------------|----------------------------|
| May 14-August 3 | Summer Session (Optional) |
| August 17..... | August Degree Granted Date |

Master’s Comprehensive Exam Dates (as relevant): TBA

Doctor of Physical Therapy: The academic calendar for Doctor of Physical Therapy cohort students typically varies somewhat from the College’s academic calendar due to clinical internship coursework. Please contact the department of physical therapy for details (434.544.8885).

AN INTRODUCTION TO LYNCHBURG COLLEGE

MISSION

Lynchburg College, a private coeducational institution founded in 1903 in covenant with the Christian Church (Disciples of Christ), offers distinctive undergraduate and graduate programs that reflect its commitment to teaching and learning, scholarship, and service to the broader community.

The mission of Lynchburg College is to develop students with strong character and balanced perspectives and to prepare them for engagement in a global society and for effective leadership in the civic, professional, and spiritual dimensions of life.

Lynchburg College provides its students with a wide range of rigorous educational experiences delivered through multiple modes of instruction. Undergraduate programs are grounded in the liberal arts, enhanced by professional studies, and nurtured by a residential community. Further, the College's quality graduate programs respond to identified community needs, advance scholarship in the discipline, and promote student career goals. Lynchburg College extends its reach beyond the campus through experiential learning, cultural opportunities, and service by sharing the expertise and commitment of faculty, staff, and students with the broader community.

In support of its mission, Lynchburg College is an academic community that:

- fosters a student-centered environment;
- develops the breadth of knowledge associated with liberal education;
- develops depth of knowledge and promotes focused inquiry in academic disciplines;
- respects and supports diversity;
- values and celebrates diverse faith traditions; and
- sustains close working relationships among faculty, staff, students, alumni, and community partners.

ACCREDITATION/MEMBERSHIPS

Lynchburg College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate, master, and doctorate level degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Lynchburg College. All other inquiries about the College should be directed to Lynchburg College, 1501 Lakeside Drive, Lynchburg, VA 24501-3113, 434.544.8100, not the Commission.

Lynchburg College 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.

The School of Business and Economics at Lynchburg College is accredited by the Accreditation Council for Business Schools and Programs, (11520 West 119th Street Overland Park, KS 66213 or 913.339.9356) based on standards that require the school to demonstrate teaching excellence.

The Virginia Board of Education (P.O. Box 2120, Richmond, VA 23218 or 804.225-2023) approves its teacher preparation programs. The Nursing Department is approved by the Virginia State Board of Nursing (9960 Maryland Drive, Suite 300, Henrico, VA 23233-1463 or 804.367.4515) and accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW Suite 530, Washington, DC 20036 or 202.463.6930).

Lynchburg College is an accredited institutional member of the National Association of Schools of Music (NASM, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190 or 703.437.0700).

The Graduate Counseling Programs are accredited through the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314 or 703.535.5990).

The Doctor of Physical Therapy program at Lynchburg College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703.684.2782; email: accreditation@apta.org.

The ARC-PA (Accreditation Review Commission on Education for the Physician Assistant, Inc. 12000 Findley Road, Suite 275, Johns Creek, GA 30097 or 770.476.1224) has granted Accreditation-Provisional status to the Lynchburg College Physician Assistant Program sponsored by Lynchburg College. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has no enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

Lynchburg College is currently seeking 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. Upon accreditation by CAATE and completion of this program, students will be eligible to sit for the Board of Certification (BOC) examination and pursue a career as a Certified Athletic Trainer (ATC). The Lynchburg College bachelors level athletic training program received a ten-year reaccreditation decision after a 2009 CAATE self-study and site visit.

The College is approved by the Virginia Department of Education for payment of educational benefits for veterans. The College holds membership in the Association of American Colleges and Universities, the American Council on Education, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, the Council of International Schools, the National Association of College Admission Counseling, the American Association of Collegiate Registrars and Admissions Officers, the Council of Independent Colleges in Virginia, the Virginia Foundation for Independent Colleges, the Virginia Humanities Conference, and the Virginia Association of Colleges of Teacher Education. In support of distance learning programs, the State Council of Higher Education for Virginia has approved Lynchburg College for participation in the State Authorization Reciprocity Agreements (SARA).

HISTORY

Lynchburg College was founded as Virginia Christian College in 1903 by Dr. Josephus Hopwood, a pioneer in Christian coeducation whose mission was to educate both men and women. His wife and professional colleague, Sarah Eleanor LaRue Hopwood, shared his beliefs and vision and worked with him to establish one of the oldest coeducational colleges in Virginia. From its earliest days, Lynchburg College has maintained an association with the Christian Church (Disciples of Christ), since it was through the support of Disciples of Christ ministers and businessmen that the College was founded.

Dr. Hopwood was serving as president of Milligan College in Tennessee when he was approached about starting a college in Lynchburg, Virginia on the site of a failed resort, West Lynchburg Inn, which was available for sale. Impressed by the resort's setting and the area's natural beauty, the property was purchased for \$13,500, and the hotel was renamed Westover Hall.

The stately gray building served for six years as a multi-purpose facility housing dormitories, offices, classrooms, dining hall, and a chapel. In 1909 construction was completed on Main Hall, the first academic building (later named Hopwood Hall), and Carnegie Hall, a men's residence hall, partially funded by a gift from industrialist and philanthropist Andrew Carnegie.

Since then, a continuous building program has been carried out in accordance with the College's original campus master plan that called for future buildings to form an elliptical pattern that would exemplify Dr. Hopwood's guiding principles of faith and reason. As part of this plan,

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Hopwood Hall (1909) and Snidow Chapel (1966) were built at the east and west ends of campus, completing the ellipsis.

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, Lynchburg College has 190 full-time faculty members and 2,800 undergraduate and graduate students from throughout the United States and around the world.

In 1919, the College changed its name from Virginia Christian College to Lynchburg College to avoid confusion with another institution in the area and because the College's church constituency had expanded beyond Virginia.

The period from 1964 to 1983, saw the largest building expansion in College history, increasing the number of major buildings on campus from nine to 19. Other major campus facilities include Hall Campus Center (formerly Memorial Gymnasium, 1923, renovated 1980); Hundley Hall (1954); Knight-Capron Library (1954, Capron addition 1969); Hobbs Hall (1959, renovated 1995; laboratory wing 1993); Shackelford Hall (1963); Freer Hall (1963); Crews and Reynolds Courts (1964); McWane Hall (1966); Snidow Chapel-Hebb Music Center (1966); Drysdale Student Center (1968, renovated 2014); Tate Hall (1969); Turner Gymnasium (1969, renovated 2000); Wake Field House (1969); Montgomery Hall (1970); Dillard Fine Arts Center (1974); Psychology Building (1978); Alumni House (1985); McMillan Nursing Building (1987); Thompson Hall (1987; expanded and renamed in 2008); Daura Art Gallery (1990; addition 1995); Beaver Point Clubhouse (1990); Bell Tower (1993); Claytor Nature Study Center Education and Research Facility (2003); Brewer, Rainsford, and Warren Townhouses (2003); Huston and Bullard Townhouses (2004); Peaks View Hall (2005); Elliot & Rosel Schewel Hall (2005); the Belk Astronomical Observatory (2007); the Health Sciences (DPT, PAM) building (2010, 2014); Claytor Nature Study Center Chandler Eco-Lodge (2014); Drysdale Student Center expansion and renovation (2014); and Historic Sandusky (2016).

The presidents of Lynchburg College and the dates of their tenure are as follows: Dr. Josephus Hopwood (1903-1911), Dr. S. T. Willis (1911-1912), Mr. G. O. Davis (1912-1914), Dr. George P. Coler (Acting 1914-1915), Dr. John T. T. Hundley (1915-1936), Dr. Riley B. Montgomery '19 (1936-1949), Dr. Orville W. Wake '32 (1949-1964), Dr. M. Carey Brewer '49 (1964-1983), Dr. George N. Rainsford (1983-1993), Dr. Charles O. Warren (1993-2001), and Dr. Kenneth R. Garren (2001-).

The College maintains its commitment to coeducation and the liberal arts, while also encouraging professional preparation in the belief that the two areas of study support and complement one another. In addition to the bachelor of arts and bachelor of science, the College awards the doctor of education in leadership studies, doctor of medical science, doctor of physical therapy, master of arts in music and non-profit leadership studies, master of business administration, master of criminal justice leadership, master of education with seven concentrations, master of health informatics management, master of physician assistant medicine, master of public health, master of science in athletic training and nursing.

ACADEMIC SESSIONS

Fall and Spring Semesters

The College operates under the semester system, with a yearly schedule indicated by the College calendar. Graduate courses are usually scheduled in the late afternoon and evening hours.

January Term – “J 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 three hours of credit.

Summer Session

The summer session offers the opportunity for acceleration of degree programs and pursuit of

courses with particular appeal. Courses are intensive and the credit awarded varies with the course.

THE CAMPUS

Located in the heart of Lynchburg, Virginia on 264 acres, Lynchburg College's campus features more than 40 buildings, many of the Georgian style of architecture. Nearby are newly renovated athletic fields.

The Health Sciences building located on Monticello Avenue, a 10-minute walk from Lynchburg College's main campus, houses the Doctor of Physical Therapy and Masters of Physician Assistant Medicine programs.

For more information about the Lynchburg College campus, an interactive campus map and a virtual tour visit www.lynchburg.edu/visit.

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ACADEMIC PROGRAMS

DOCTOR OF PHYSICAL THERAPY PROGRAM

Program Director: Dr. W. Allen Moore

The mission of the Doctor of Physical Therapy program is to educate entry-level physical therapists prepared to assume the role of an ethical healthcare 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.

Upon completion of the program, students will

1. synthesize and apply the skills necessary to function as an ethical and competent practitioner of physical therapy in a variety of clinical settings;
2. 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;
3. demonstrate the skills necessary to critically evaluate and implement physical therapy services based on credible evidence that will support practice decisions; and actively engage in community action events that promote the profession of physical therapy and the mission of Lynchburg College.

Program prerequisites 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
- 3 semester hours of statistics

* 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 – four hours human anatomy/physiology I and four 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.

The DPT curriculum features an innovative hybrid model of instruction that combines primarily traditional, systems, and case-based methods. The educational principles upon which the curriculum is built include progressing from simple to complex concepts, progression from normal to abnormal and active integration of content, and dynamic review of previous content applied in subsequent coursework. The curriculum is reflective of the Normative Model of Physical Therapist Professional Education, which defines and describes entry-level physical therapist practice expectations.

The DPT curriculum contains components of didactic and clinical education that lead the student to a mastery of the skills, knowledge, and behaviors needed to become a competent and ethical entry-level physical therapist that provides evidence-based care to patients/clients across the continuum of care.

The DPT curriculum is a rigorous, progressive course of study, comprised first of foundational sciences and followed by study in the clinical sciences. Each annual class will enter and proceed through the curriculum as a cohort. Throughout the didactic education process, the DPT curriculum has been carefully planned and has implemented several integrated learning activities to maximize learning effectiveness, thus allowing the student the best opportunity to assimilate complex material effectively. Student learning will be assessed through written examinations, practical examinations, presentations, in-services, peer reviews, self-reflections, and through the Clinical Performance Instrument for internships.

Clinical education experiences are integrated throughout the curriculum to allow the student to practice and incorporate information learned through didactic instruction, as well as to provide a platform for the student to further develop the skills necessary to become an efficient and effective practitioner. The clinical aspect of the curriculum integrates a total of 40 weeks of internships in various patient/client management venues, culminating in one 16-week internship.

DPT Curriculum

| | | | Hours |
|-----|-----|---|-------|
| DPT | 710 | Human Gross Anatomy | 6 |
| DPT | 712 | Human Physiology of Systems | 3 |
| DPT | 713 | Pharmacology for the Physical Therapist | 2 |
| DPT | 714 | Professional Practice in Physical Therapy I | 2 |
| DPT | 716 | Clinical Practice I | 2 |
| DPT | 717 | Clinical Practice II | 3 |
| DPT | 718 | Clinical Practice III | 3 |
| DPT | 719 | Clinical Inquiry | 2 |
| DPT | 720 | Pathology of Body Systems | 3 |
| DPT | 721 | Applied Kinesiology (with cadaver dissection) | 4 |
| DPT | 723 | Integrated Case Application Lab - I | 2 |
| DPT | 724 | Neuroanatomy | 3 |
| DPT | 725 | Motor Development and Motor Behavior Across the Lifespan | 2 |
| DPT | 730 | Professional Practice in Physical Therapy II | 2 |
| DPT | 741 | Student Professional Involvement I | 1 |
| DPT | 742 | Student Professional Involvement II | 1 |
| DPT | 812 | Diagnosis and Management of Patients with Musculoskeletal Dysfunction I | 4 |
| DPT | 813 | Diagnosis and Management of Patients with Integumentary Dysfunction | 2 |
| DPT | 814 | Diagnosis and Management of Patients with Neuromuscular Dysfunction I | 4 |
| DPT | 815 | Physical Therapy with Special Populations I | 3 |
| DPT | 817 | Psychosocial Aspects of Health Care | 2 |
| DPT | 818 | Exercise Physiology and Wellness | 3 |
| DPT | 819 | Clinical Inquiry II | 2 |
| DPT | 822 | Diagnosis and Management of Patients with Musculoskeletal Dysfunction II | 4 |
| DPT | 823 | Integrated Case Application Lab - II | 2 |
| DPT | 824 | Diagnosis and Management of Patients with Neuromuscular Dysfunction II | 4 |
| DPT | 826 | Diagnosis and Management of Patients with Cardiopulmonary Dysfunction | 3 |
| DPT | 829 | Differential Diagnosis for the Physical Therapist Practitioner | 3 |
| DPT | 839 | Clinical Internship I | 4 |
| DPT | 841 | Student Professional Involvement III | 1 |
| DPT | 842 | Student Professional Involvement IV | 1 |
| DPT | 915 | Physical Therapy with Special Populations II | 4 |
| DPT | 917 | Prosthetics and Orthotics | 2 |
| DPT | 919 | Clinical Internship II | 4 |
| DPT | 923 | Integrated Case Application Lab III | 1 |
| DPT | 927 | Practice Management and Leadership | 3 |
| DPT | 928 | Therapist Practitioner - Diagnostic Imaging | 3 |
| DPT | 929 | Clinical Internship III | 4 |
| DPT | 939 | Clinical Internship IV | 8 |
| DPT | 941 | Student Professional Involvement V | 1 |
| DPT | 949 | Comprehensive Review | 2 |

Total hours

115

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ORTHOPAEDIC PHYSICAL THERAPY RESIDENCY PROGRAM

Faculty Coordinator: Dr. Gary P. Austin

The Lynchburg College Orthopaedic Physical Therapy Residency Program is a post-professional didactic and mentored clinical educational experience designed to: facilitate the acquisition and development of advanced clinical skills and fundamental clinical scholarship and teaching methods; and prepare specialists in orthopaedic physical therapy who demonstrate self-directedness, life-long learning, an understanding of self in the context of professional role, advanced skills in evidence-based orthopaedic clinical physical therapy practice, a commitment to the application of professional skills, knowledge of self in service to others, and a commitment to lead and affect positive change within orthopaedic physical therapy and the larger physical therapy community.

The Orthopaedic Physical Therapy Residency Program will provide learning environments and experiences in the clinic, laboratory, classroom, and on-line to acquire and develop skills in the areas of clinical practice, teaching, leadership, service, and clinical scholarship. These environments and opportunities will be problem-based, patient-centered, and evidence-based and will facilitate the appreciation of patient values, clinical expertise, and clinical research data necessary for the integration of the domains of clinical practice, instruction, and scholarship. The program will prepare graduates to contribute to the field of orthopaedic physical therapy through advanced clinical practice, clinical scholarship, teaching, leadership, and service.

Objectives:

The Orthopaedic Residency Program will prepare graduates to:

1. Support the missions of Lynchburg College, School of Graduate Studies, and Doctor of Physical Therapy Program in preparing clinical specialists who demonstrate integrity, value service to others, and assume leadership roles in professional communities.
2. Practice advanced evidence-based orthopaedic clinical skills.
3. Demonstrate fundamental skills in classroom/on-line clinical instruction.
4. Demonstrate fundamental skills in clinical scholarship.

| OPT Curriculum | | | Hours |
|-----------------------------|-----|---|-------|
| OPT | 951 | Advanced Clinical Reasoning and Evidence Based Practice | 3 |
| OPT | 952 | Applied Principles of Teaching and Learning | 3 |
| OPT | 953 | Advanced Clinical Inquiry | 3 |
| OPT | 961 | Advanced Management of Orthopaedic Disorders of the Upper Extremity | 3 |
| OPT | 962 | Advanced Management of Orthopaedic Disorders of the Lower Extremity | 3 |
| OPT | 963 | Advanced Management of Orthopaedic Disorders of the Axial Skeleton | 3 |
| OPT | 971 | Clinical Residency – Orthopaedics I | 3 |
| OPT | 972 | Clinical Residency – Orthopaedics II | 3 |
| OPT | 973 | Clinical Residency – Orthopaedics III | 3 |
| <i>Total Hours Required</i> | | | 27 |

DOCTOR OF EDUCATION IN LEADERSHIP STUDIES

Program Director: Dr. John Walker '84 MEd

The program has been designed to involve faculty across Lynchburg College's academic schools to prepare leaders for the complexity of their challenges in leadership positions.

The three goals for the program are as follows:

1. To engage students in a rigorous interdisciplinary process of exploration, inquiry, engagement, practice, and reflection to expand their leadership knowledge and skills;
2. To prepare students to exhibit leadership that will enable schools, colleges, non-profits, community agencies, or other organizations to meet identified goals and objectives;
3. To develop visionary leaders who can work across boundaries and disciplines to positively impact the community;

The program objectives include the following:

1. To provide students with interdisciplinary knowledge, skills, and attitudes necessary to lead an organization in changing and adapting in an increasingly global environment;
2. To enable students to examine community issues from an interdisciplinary, systemic perspective;
3. To provide students with an opportunity to develop creative and innovative responses to local, state, national, and international issues;
4. To allow students to demonstrate analytical, problem-solving, and research skills grounded in sound empirical study;
5. To implement and evaluate leadership practices based on various theories, models, and approaches to achieving organizational effectiveness;
6. To examine the dynamics of communities with a focus on interrelationships of leadership, capital, vision, and culture.

The program is designed to be completed by cohort groups. All cohort members must have completed a prior master's degree as a prerequisite to be considered for admission.

Edd Requirements

The program requirements include 14 core interdisciplinary doctoral courses for a total of 42 hours, 1 master's-level course of 3 hours (EDLS 690), and two dissertation courses (6 hours each) for a total of 12 hours of dissertation research, totaling a minimum of 57 credit hours of coursework beyond a master's degree for program completion.

| Edd Curriculum | | | Hours |
|-----------------------------|-----|---|--------------|
| LS | 800 | Human Resource Management | 3 |
| LS | 801 | Epidemiology of Community Public Health Issues | 3 |
| LS | 802 | Quantitative Research | 3 |
| LS | 804 | Qualitative and Action Research | 3 |
| LS | 805 | Community Dynamics | 3 |
| LS | 806 | Public Policy | 3 |
| LS | 807 | Government, Politics, and Leadership | 3 |
| LS | 808 | Dissertation Seminar: Research and Readings in Leadership Studies | 3 |
| LS | 809 | Organizational Leadership and Change | 3 |
| LS | 811 | Organizational Communication | 3 |
| LS | 812 | Planning for the Future: Economic Trends in the 21st Century | 3 |
| LS | 813 | System Design and Tools for Sustainability | 3 |
| LS | 814 | Research Design and Literature Review | 3 |
| LS | 815 | Leadership Models and Practice | 3 |
| LS | 890 | Dissertation Research | 6 |
| LS | 891 | Dissertation Capstone | 6 |
| EDLS | 690 | Principles of Leadership | 3 |
| <i>Total Hours Required</i> | | | <i>57</i> |

MASTER OF ARTS

MASTER OF ARTS IN MUSIC

Program Director: Dr. Jong Kim

The MA in music provides advanced and in-depth training opportunities for both choral and instrumental conducting professionals in schools, churches, and community organizations. This degree affords students the opportunity for further professional development and enables them to seek and advance careers in conducting or in teaching at the secondary and post-secondary levels. It also prepares students for doctoral programs in choral or instrumental conducting.

Program Overview:

- Intensive summer graduate program in choral/instrumental conducting provides advanced and in-depth training for current conducting professionals.

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- Courses are designed to address practical issues in choral/instrumental conducting to improve conducting skills and stylistic awareness.
- Students receive intensive and practical training in conducting, instrumental, and choral/vocal pedagogy, performance practices, score preparations, rehearsal techniques, and applied music.
- The 36-hour program can be completed in four summers or three summers and one academic year.

Upon completion of the program, students will:

- demonstrate effective rehearsal techniques and conducting skills;
- apply informed critical thinking skills and knowledge of music theory to determine composers' intention from written scores;
- utilize research skills for the study of both primary and secondary sources in music;
- understand and interpret musical styles and performance practices of various musical periods in music;
- integrate various studies in music history, theory, and analysis into score study and preparation;
- demonstrate self-confidence as a professional conductor.

The master of arts in music candidate must complete 36 hours of coursework, including a full graduate conducting recital. In addition, the candidate must complete the capstone experience by passing a comprehensive examination in the areas of conducting, music theory, and music literature.

| | | | Hours |
|--|-----|--|--------------|
| Music Core Courses | | | 14 |
| Research Methods: | | | |
| MUSC | 621 | Research Methods in Music | 3 |
| Music History (choose two of the following): | | | 6 |
| MUSC | 624 | Music and Literature of the Baroque Era | 3 |
| MUSC | 625 | Music and Literature of the Classical Era | 3 |
| MUSC | 627 | Music and Literature of the Romantic Era | 3 |
| MUSC | 628 | Music and Literature of the Twentieth and Twenty-first Centuries | 3 |
| Music Theory: | | | |
| MUSC | 626 | Analysis and Performance | 3 |
| Conducting Recital: | | | |
| MUSC | 699 | Graduate Project | 2 |
| Emphases (Select one from the following): | | | |
| Choral Conducting | | | 22 |
| MUSC | 612 | Graduate Ensemble–Choral Union | 1 |
| MUSC | 614 | Applied Conducting–Choral | 1 |
| MUSC | 631 | Practicum in Choral Conducting | 1 |
| MUSC | 603 | Applied Music–Voice | 1 |
| MUSC | 632 | Choral Methods | 3 |
| MUSC | 633 | Choral Literature and Style Analysis | 3 |
| OR | | | |
| MUSC | 613 | Graduate Ensemble–Wind Symphony 1 | |
| MUSC | 615 | Applied Conducting–Instrumental 1 | |
| MUSC | 641 | Practicum in Instrumental Conducting | |
| MUSC | 642 | Instrumental Methods and Pedagogy 3 | |
| Instrumental Literature (Select one from the following): | | | 3 |
| MUSC | 643 | Symphonic Literature | |
| MUSC | 644 | Historic Wind Band Literature to 1950 | |
| MUSC | 645 | Contemporary Wind Ensemble Literature | |
| Applied Music (one credit x four semesters) | | | |
| MUSC | 601 | Piano | |
| MUSC | 602 | Organ | |
| MUSC | 604 | Woodwind | |

| | | |
|------|-----|------------|
| MUSC | 605 | Brass |
| MUSC | 606 | Percussion |
| MUSC | 607 | Strings |

¹ one credit x four semesters

Total Hours Required 36

¹ All students entering the MA in music program will take a diagnostic exam in music theory prior to the start of their first semester. If additional prerequisite coursework is required after the exam, students will enroll in MUSC 504 Graduate Music Theory Review in their first semester. Credit for the review course is not applied toward the degree.

MASTER OF ARTS IN NON-PROFIT LEADERSHIP STUDIES

Program Directors: Dr. Sally Selden, Dr. James Roux

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.

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

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

Required Courses:

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

Elective:

| | | | |
|----|-----|----------------------------------|---|
| LS | 699 | Non-Profit Leadership Internship | 3 |
|----|-----|----------------------------------|---|

Total Hours Required 30

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MASTER OF BUSINESS ADMINISTRATION

Program Director: Dr. Lee Schimmoeller

Goals and Objectives

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 systems, 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 Lynchburg College MBA program to meet the challenges of a changing world.

The MBA program provides full- and part-time options. The full-time student can complete the program in 14 months. Those who attend part time can complete the program in a minimum of 21 months.

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 understanding of the materials.

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.

The requirements for students relative to retention in the program (academic standards), graduation (including the time frame for degree completion), transfer credit, and withdrawal are provided in the Academic Regulations section of this catalogue. Students' graduation progress is monitored on the Graduate Studies' degree completion form.

| Required Courses | | | Hours |
|-----------------------------|-----|--|--------------|
| MBA | 600 | Advanced Business Principles | 6 |
| MBA | 602 | Organizational Behavior and Management | 3 |
| MBA | 607 | Managerial Accounting | 3 |
| MBA | 608 | Managerial Economics | 3 |
| MBA | 609 | Marketing Management | 3 |
| MBA | 611 | Managerial Finance | 3 |
| MBA | 651 | Production and Operations Management | 3 |
| MBA | 655 | Leadership & Ethics | 3 |
| MBA | 657 | Management Information Technology | 3 |
| MBA | 670 | Risk Management | 3 |
| MBA | 690 | Global Business Competition and Strategy | 3 |
| <i>Total Hours Required</i> | | | 36 |

MASTER OF CRIMINAL JUSTICE LEADERSHIP

Program Director: Dr. Kim McCabe

The purpose of the Master of Criminal Justice Leadership is to provide an interdisciplinary approach to criminal justice education through a framework of diversity, leadership, and management. The program is designed for mid- and upper-level professionals in law enforcement, corrections, and social work. The curriculum is integrative, strategically targeted, applicable, and relevant for the individuals employed by and seeking leadership roles in criminal justice agencies. The importance of leading in an ethical manner with knowledge and skills appropriate for diverse populations is underscored in this program.

The goals of the program are to:

1. Demonstrate knowledge of different theories of leadership and management;
2. Demonstrate knowledge of innovative practices to improve efficiency and effectiveness;
3. Demonstrate the ability to design, implement, and evaluate policies and practice.

Students in the program will:

1. Match leadership style to the organizational or agency problem context;
2. Articulate rationale for a problem-solving approach;
3. Anticipate ethical dilemmas for a problem;
4. Acknowledge, anticipate, and identify cultural differences and sensitivities and build in cultural sensitivity components to address the problem;
5. Formulate plans for action in keeping with criminal justice codes of conduct;
6. Evaluate situations and determine how criminal justice governance affects the work setting;
7. Evaluate the interdependence of various organizational components (e.g., litigation, corrections, law enforcement) within the criminal justice system.

| Required Courses | | | Hours |
|---------------------------|-----|--|--------------|
| EDLS | 690 | Principles of Leadership | 3 |
| CRJU | 602 | Criminology | 3 |
| CRJU | 603 | Ethics and Leadership | 3 |
| CRJU | 604 | Victimology | 3 |
| CRJU | 612 | Statistics | 3 |
| CRJU | 620 | Cultural Diversity | 3 |
| CRJU | 625 | International Crime and Justice | 3 |
| CRJU | 696 | Directed Study | 3 |
| One of the following: | | | |
| CRJU | 610 | Research Methods <i>or</i> | 3 |
| LS | 610 | Leadership Research, Evaluation, and Analytics | 3 |
| One of the following | | | |
| CRJU | 697 | Professional Project / Portfolio | 3 |

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| | | | |
|-----------------------------|-----|--------|----|
| CRJU | 698 | Thesis | 3 |
| <i>Total hours required</i> | | | 30 |

MASTER OF EDUCATION

The MEd program in education was established in 1965 to meet the professional development needs of educators and counselors in Central and Southside Virginia. The program was first limited to elementary education, guidance and counseling, and reading. However, it quickly expanded to include other fields of specialization such as educational leadership, special education, and community counseling.

The MEd program in education is designed to provide sound graduate professional study and professional certification around a body of knowledge common to several types of professional needs and interests. Graduates employ their expertise in a variety of ways as teachers in the areas of elementary, secondary, and special education; as school administrators; as reading specialists; as school counselors; and as counselors in community agencies. The counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Virginia Department of Education approves programs leading to school counseling, teaching, and administrative licensure.

As the individual programs of study indicate, each advanced degree program has a unique set of objectives that match the desired professional role(s) for which its graduates are prepared. For all programs, students must complete a program of 30 to 60 semester hours including core/foundation courses and the courses prescribed for the area of specialization. Remaining hours (if any) may be filled with elective courses or a professional project in the area of specialization.

The requirements for students relative to application for candidacy, retention in the program (academic standards), graduation (including the time frame for degree completion), transfer credit, and withdrawal are provided in the prior section on Academic Regulations. Student progress to degree completion is tracked with the candidacy form which students initially submit through their advisor after completion of 12 hours or, for counseling students, after completion of COUN 615 or COUN 616. Lynchburg College also offers seven graduate certificate programs that are linked to MEd programs.

COUNSELOR EDUCATION PROGRAMS

Program Director: Dr. Karena Heyward

The counselor education program trains students to be effective, ethical professional school and clinical mental health counseling practitioners. The program promotes personal growth and academic excellence, values diversity of experience and ideas, and incorporates the learning of best practices. The program curriculum emphasizes both scholarly rigor and extensive experiential learning to produce culturally competent, skillful counselors for work in schools and agencies and for service and leadership in the counseling profession.

The Clinical Mental Health Counseling and School Counseling programs are both approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). They are designed to meet the need and demand for mental health professionals in the areas of individual, family, group, and school counseling. Students prepare for entry-level counseling positions in schools, community mental health agencies, human service organizations, outpatient counseling centers, drug and alcohol treatment programs, and psychiatric hospitals.

Upon successful completion of the counselor education program, all students will:

1. demonstrate an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing;
2. expand the understanding of the cultural context of relationships, issues, and trends in a multicultural society;
3. gain an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts;
4. cultivate an understanding of career development and related life factors;
5. convey an understanding of the counseling process in a multicultural society;
6. develop both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society;
7. extend the understanding of individual and group approaches to assessment and evaluation in a multicultural society; and
8. acquire an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Counselor education is a unique academic discipline that combines theory, technique, and application. Inherent in the study of the discipline is the concept of the scholar-practitioner. The profession’s governing bodies, the American Counseling Association (ACA), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), 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. The following procedures are in place as components of the College’s counselor education program to ensure that students are able to attain the level of competence necessary for compliance with those professional mandates.

- An on-campus interview is required as part of the admission process.
- The counselor education 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.
- 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.
- Students experiencing difficulty with scholarly professional writing will be referred to the Wilmer Writing Center for assistance. In some cases, completion of a writing program at the Center will be a requirement for continuation in the program.

CLINICAL MENTAL HEALTH COUNSELING

Faculty Coordinator: Dr. Karena Heyward

The MEd in clinical mental health counseling requires 60 credits. Each course constitutes three credit hours unless otherwise indicated.

| Required Courses | | | Hours |
|-------------------------|-----|---|--------------|
| | | | 51 |
| COUN | 601 | Professional Identity and Function of Clinical Mental Health Counselors | |
| COUN | 602 | Counseling Across The Lifespan | |
| COUN | 605 | Counseling Theories | |
| COUN | 609 | Research in Counseling | |
| COUN | 610 | Career Development | |
| COUN | 611 | Crisis Counseling | |
| COUN | 614 | Counseling Techniques | |
| COUN | 615 | Clinical Mental Health Counseling Practicum | |
| COUN | 620 | Group Counseling Procedures and Techniques | |
| COUN | 630 | Marriage and Family Counseling | |
| COUN | 640 | Abnormal Behavior | |
| COUN | 645 | Addiction Counseling | |
| COUN | 660 | Evaluation and Assessment | |
| COUN | 665 | Cross-Cultural Counseling | |
| COUN | 670 | Legal and Ethical Issues in Counseling | |
| COUN | 687 | Clinical Mental Health Counseling Internship I | |
| COUN | 697 | Clinical Mental Health Counseling Internship II | |
| Electives | | | 9 |
| COUN | 618 | Counseling Children and Adolescents | |
| COUN | 625 | Professional Identity and Function of School Counselors | |
| COUN | 635 | Parent and Family Consultation | |
| COUN | 662 | LGBT Considerations in Counseling | |
| COUN | 669 | Special Topics in Counseling | |
| COUN | 678 | Adventure-based Counseling | |
| COUN | 683 | Dynamics of Play | |
| COUN | 695 | Independent Study | |
| SPED | 600 | Survey of Special Education | |

Total Hours Required 60

¹ A full-time supervised counseling experience totaling a minimum of 600 hours in a clinical mental health agency setting.

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SCHOOL COUNSELING

Faculty Coordinator: Dr. Jeanne Booth '76, '88 MEd

The MEd in school counseling requires a minimum of 48 credit hours. Each course constitutes three credit hours unless otherwise indicated.

| | | Hours |
|-------------------------|-----|---|
| Required Courses | | 45 |
| COUN | 602 | Counseling Across The Lifespan |
| COUN | 605 | Counseling Theories |
| COUN | 609 | Research in Counseling |
| COUN | 610 | Career Development |
| COUN | 611 | Crisis Counseling |
| COUN | 614 | Counseling Techniques |
| COUN | 616 | School Counseling Practicum |
| COUN | 620 | Group Counseling Procedures and Techniques |
| COUN | 625 | Professional Identity and Function of School Counselors |
| COUN | 660 | Evaluation and Assessment |
| COUN | 665 | Cross-Cultural Counseling |
| COUN | 670 | Legal and Ethical Issues in Counseling |
| COUN | 686 | School Counseling Internship I |
| COUN | 696 | School Counseling Internship II |
| SPED | 600 | Survey of Special Education |
| Electives | | 3 |
| COUN | 618 | Counseling Children and Adolescents |
| COUN | 635 | Parent and Family Consultation |
| COUN | 662 | LGBT Considerations in Counseling |
| COUN | 669 | Special Topics in Counseling |
| COUN | 678 | Adventure-based Counseling |
| COUN | 683 | Dynamics of Play |
| COUN | 695 | Independent Study |
| | | <i>Total Hours Required</i> |
| | | 48 |

ADVANCED COUNSELING CERTIFICATE

Faculty Coordinator: Dr. Peter Boccone

This certificate program is designed for individuals seek to become licensed as professional counselors who have already completed a 48 credit-hour master's degree in school counseling, community counseling or a related counseling field. The 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. The faculty advisor works with prospective students to design an appropriate course sequence.

Objectives:

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

Prerequisites: Completion of a master's degree in community counseling, school counseling, or related area.

Course requirements (12 credits): 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 catalogue for a comprehensive list of courses available, after which determination will be made which 12 credits (taken post-master's) best complement an individual's prior training and professional goals. Course options include:

| | | |
|------|-----|-----------------------------------|
| COUN | 618 | Child and Adolescent Counseling |
| COUN | 635 | Parent and Family Consultation |
| COUN | 640 | Abnormal Behavior |
| COUN | 645 | Addiction Counseling |
| COUN | 662 | LGBT Considerations in Counseling |
| COUN | 669 | Special Topics in Counseling |
| COUN | 683 | Dynamics of Play |
| COUN | 695 | Independent Study |

CURRICULUM AND INSTRUCTION

Program Director: Dr. Mary Ann Mayhew '74 BA, '78 MEd

The MEd in curriculum and instruction offers two career paths. The Instructional Leadership Program is designed for teachers who want to further develop their skills in the classroom and who want to become instructional leaders within their school and school division.

The MEd in curriculum and instruction also provides a teacher licensure program for non-teachers and provisionally licensed teachers who seek to enhance their skills and knowledge by completing a master's level program of 36 hours while concurrently meeting licensure requirements.

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 professional Interstate School Leaders Licensure Consortium (ISLLC) standards necessary to reflect on research, philosophy, professional literature, and K-12 instructional practices and improve the academic achievement of all students.

For the instructional leadership emphasis, students also will:

- Engage in self-directed professional behaviors to provide leadership in educational organizations, school improvement efforts, staff development, and policy development within the school, school division, and beyond.

For the teacher licensure emphasis, students also:

- Will have the opportunity to fulfill teacher licensure requirements concurrently while pursuing the MEd in curriculum and instruction;
- Shall complete the content requirements for their particular endorsement while concurrently completing the required coursework for the MEd in curriculum and instruction.

Hours

INSTRUCTIONAL LEADERSHIP EMPHASIS ^{1,2}

| | | |
|---------------|-----|---|
| EDCI | 606 | Effective Instructional Strategies |
| EDCI | 617 | Foundations and Curriculum of American Education |
| EDLS | 603 | Legal and Ethical Issues |
| EDLS | 609 | Research Methods and Applications for Educational Leaders |
| EDLS | 646 | Improving the School Structure and Climate |
| EDLS | 653 | Supervision and Evaluation of Instruction |
| EDLS | 690 | Principles of Leadership |
| RDNG | 625 | Survey of Effective Reading Methods |
| OR | | |
| RDNG | 672 | Reading and Study Skills in the Content Area |
| Electives (6) | | |

Total Hours Required

30

¹ This program is designed for licensed teachers seeking to complete the requirements for the MEd program.

² The comprehensive exam is required for program completion.

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TEACHER LICENSURE EMPHASIS ^{1,2,3}

| Required Courses | | | Hours |
|---|------------------|---|-------|
| | | | 24 |
| EDCI | 600 | Classroom Management and Instructional Methodology | |
| EDCI | 606 | Effective Instructional Strategies | |
| EDCI | 617 | Foundations and Curriculum of American Education | |
| EDHD | 602 | Human Development | |
| EDLS | 609 | Research Methods and Applications for Educational Leaders | |
| EDLS | 603 | Legal and Ethical Issues | |
| EDLS | 646 | Improving the School Structure and Climate | |
| SPED | 600 | Survey of Special Education | |
| 0-6 hours from the following (should be selected based on licensure goals/requirements)⁴: | | | |
| RDNG | 625 ⁴ | Survey of Effective Reading Methods (elementary and middle) | 3 |
| RDNG | 640 ⁴ | Strategies for Teaching Phonics, Spelling, and Vocabulary (elementary) | 3 |
| RDNG | 672 ⁴ | Reading and Study Skills in the Content Area (middle and high) | 3 |
| Coursework electives as needed for degree requirements | | | 0-9 |
| EDCI | 699 ⁵ | Internship in Education (optional) (If a non-teacher secures a teaching position, one year of successful teaching may be substituted for this internship for licensure purposes.) | 6 |
| <i>Total Hours Required⁶</i> | | | 36 |

¹ This program is designed for the student seeking initial teacher licensure or completing provisional licensure requirements while concurrently completing the MEd in curriculum and instruction. **Please see the detailed information on Teacher Licensure Programs for a full description of licensure requirements and processes.**

² In addition to professional studies/licensure requirements, students must meet the content requirements for their particular endorsement prior to completion of the MEd.

³ The 36 hours are exclusive of the content course requirements. Students shall complete a program planning sheet for degree and licensure requirements with their advisor during their first semester of enrollment in the program.

⁴ Licensure courses. Reading requirements are based on the desired grade level to be taught. For elementary, RDNG 625 must be taken before or concurrent with RDNG 640.

⁵ Prerequisites include passing scores on Praxis Mathematics Core, Praxis II, and VCLA (and RVE for elementary and middle school licensure) and successfully meeting the minimum grade point average for content classes. Further information is included in the section on Teacher Licensure programs within this catalog.

⁶ Comprehensive exam is also required for completion of program.

EDUCATIONAL LEADERSHIP

Program Director: Dr. John Walker '84 MEd

The Lynchburg College educational leadership program is committed to the preparation of educational leaders for administrative, supervisory, and classroom positions and for leadership positions in higher education. The program is based on the belief that leaders must be agile learners who are hardworking, innovative, and reflective decision makers.

SCHOOL (K-12) ADMINISTRATION EMPHASIS

The Interstate School Leaders Licensure Consortium Standards (ISLLC) manifest the overarching goals of this program emphasis. The six standards are noted below.

- An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs and mobilizing community resources.
- An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- An education leader promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- The competencies identified by the VDOE directly relate to these six ISLLC standards.

| | | |
|------|-----|---|
| EDLS | 603 | Legal and Ethical Issues |
| EDLS | 609 | Research Methods and Applications for Educational Leaders |
| EDLS | 613 | Fiscal and Resource Accountability |
| EDLS | 618 | Curriculum, Instruction, and Assessment |
| EDLS | 623 | Personnel |
| EDLS | 643 | The Principalship |
| EDLS | 646 | Improving the School Structure and Climate |
| EDLS | 653 | Supervision and Evaluation of Instruction |
| EDLS | 690 | Principles of Leadership |
| EDLS | 698 | Leadership Internship I |
| EDLS | 699 | Leadership Internship II |
| SPED | 600 | Survey of Special Education |

Total Hours Required

36

HIGHER EDUCATION LEADERSHIP EMPHASIS

The program serves to expand the candidates' capacity to lead in the higher-education environment. Students in the program will:

- Develop leadership knowledge and skills and the understanding that a positive attitude can make a difference in the lives of students, colleagues, community, and the organization.
- Explore and apply knowledge and skills in a variety of leadership situations in higher education.
- With the support of college and community-based leaders, investigate and apply leadership concepts in a variety of settings across campuses and within community agencies.

| | | |
|------|-----|--|
| EDLS | 603 | Legal and Ethical Issues |
| EDLS | 609 | Research Methods and Applications for Educational Leaders |
| EDLS | 611 | Student Development in Higher Education |
| EDLS | 612 | Contemporary Issues in Higher Education |
| EDLS | 614 | History and Philosophy of Higher Education |
| EDLS | 615 | Higher Education Administration |
| EDLS | 617 | International and Comparative Higher Education |
| EDLS | 619 | Curriculum, Instruction, Supervision, and Assessment in Higher Education |
| EDLS | 623 | Personnel |
| EDLS | 646 | Improving the School Structure and Climate |
| EDCI | 690 | Principles of Leadership |
| EDLS | 696 | Higher Education Internship I |

Total Hours Required

36

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EDUCATIONAL STUDIES

Program Director: Dr. Bobbi Johnson '81 BA, '93 MEd

The Master of Education in Educational Studies Program provides students with the opportunity to customize an interdisciplinary course of study across program areas to meet their personal and professional development needs. 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 education-related work. Students consult with an advisor to select eight courses related to their intellectual and career goals as well as four required courses which include a capstone project. The capstone project is completed in conjunction with a selected faculty member who serves as a mentor during the project.

- This program prepares individuals for a multitude of education-related careers. The program is not limited to professionals in education but also may benefit those in business, health fields, military, and non-profit organizations. The program is designed for individuals who desire a graduate degree in education but who do not require initial or additional teaching or other professional certifications.

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

- demonstrate enhanced professional knowledge within selected areas of study;
- analyze changes in views of knowledge and learning in the 21st century;
- apply digital technologies in professional communication, collaboration, and problem solving;
- analyze legal and ethical issues for educational and organizational environments;
- apply discipline-specific methods of educational research, including interpretation of data and results, to integrate learning into a capstone project

| Education requirements | | | Hours |
|--|-----|---|--------------|
| EDCI | 617 | Foundations and Curriculum of American Education | 12 |
| EDHD | 609 | Research Methods and Applications | |
| OR | | | |
| EDLS | 609 | Research Methods & Applications/Educational Leaders | |
| EDLS | 603 | Legal and Ethical Issues | |
| EDHD | 671 | Professional Project in Education | |
| AND 24 credit hours of electives from other master's level courses (with faculty/advisor approval) | | | 24 |
| <i>Total Hours Required</i> | | | 36 |

READING PROGRAMS

Program Director: Dr. Gail Brown

The master of education in reading at Lynchburg College has two tracks: the master of education — reading instruction, and the master of education — reading specialist, leading to a reading specialist endorsement. These programs are designed for the intensive preparation of educators who are committed to excellence in the teaching of reading and/or serving as reading specialists at the school or district level. The programs are based on the premise that in a rapidly changing society, literacy holds the key to success in the personal, professional, and civic lives of our children.

The reading instruction track is designed for those educators who are interested in strengthening their understanding of the field of reading in order to become experts on reading in their classrooms. The reading specialist track is designed for those educators who may want to move out of the classroom into specialized teaching of reading, to work as a literacy coach, or to move into central office director positions.

The focus of these programs is the preparation of professionals for the positions as reading experts in the classroom, reading specialists working with students in small groups to improve literacy skills, and as school-wide or district-wide supervisors of reading teachers and reading programs.

Graduates must possess the knowledge, skills, and dispositions that will enable them to challenge students to excel in literacy strategies beyond basic skill and to engage students in complex and interesting texts with increased comprehension.

Students in these programs will develop:

- expertise in the use of diagnostic, assessment, and screening measures to plan for and tailor

- reading instruction, as well as to accelerate and remediate using flexible skill-level groupings as necessary;
- expertise in the knowledge, skills, and processes necessary for understanding language acquisition, differences, and delays; teaching oral language (including speaking and listening); developing students' phonemic awareness/phonological association skills; exercising effective strategies for facilitating the learning of standard English by speakers of other languages and dialects;
 - expertise in reading comprehension strategies that foster an appreciation of a variety of literature, both fiction and nonfiction, at appropriate reading levels;
 - expertise in the knowledge, skills, and processes necessary for teaching writing, including grammar, punctuation, spelling, syntax, etc., as well as the ability to promote creative thinking and expression through imaginative writing;
 - the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research;
 - an understanding of child psychology, including personality and learning behaviors; the significance of cultural contexts upon language; educational measurement and evaluation; and utilizing linguistic skills in diagnoses;
 - the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers and to organize and supervise the reading program within the classroom, school, or division;
 - effective communication with a variety of students and groups, including parents, teachers, administrators, community leaders, etc., relating to reading instruction and the challenges faced for struggling readers;
 - knowledge of current research and exemplary practices in reading.

READING SPECIALIST EMPHASIS

| | | | Hours |
|--|-----|--|--------------|
| Reading/Literature | | | 15 |
| RDNG | 625 | Survey of Effective Reading Methods | |
| RDNG | 640 | Strategies for Teaching Phonics, Spelling, and Vocabulary | |
| RDNG | 672 | Reading and Study Skills in the Content Area | |
| RDNG | 675 | Contemporary Issues in Language Arts Instruction | |
| OR | | | |
| RDNG | 644 | Adolescent Literature | |
| RDNG | 680 | The Organization and Supervision of Reading Programs | |
| Assessment | | | 9 |
| RDNG | 690 | Assessment, Diagnosis, and Remediation of Reading Problems | |
| RDNG | 691 | Assessment and Diagnosis Practicum | |
| RDNG | 692 | Corrective and Remediation Practicum | |
| Writing | | | 3 |
| RDNG | 643 | Teaching Writing | |
| Research | | | 3 |
| EDHD | 609 | Research Methods and Applications | |
| Teaching | | | 3 |
| SPED | 600 | Survey of Special Education | |
| OR | | | |
| SPED | 620 | Language Development/Instruction and Assistive Technology | |
| Elective | | | 3 |
| To be selected in consultation with advisor to include competencies as approved by the Virginia Department of Education. | | | |
| <i>Total Hours Required</i> | | | 36 |

READING INSTRUCTION EMPHASIS

| | | | Hours |
|---|-----|--|-----------|
| Reading/Literature | | | 15 |
| RDNG | 625 | Survey of Effective Reading Methods | |
| RDNG | 640 | Strategies for Teaching Phonics, Spelling, and Vocabulary | |
| RDNG | 672 | Reading and Study Skills in the Content Area | |
| RDNG | 675 | Contemporary Issues in Language Arts Instruction | |
| RDNG | 644 | Adolescent Literature | |
| Assessment | | | 9 |
| RDNG | 690 | Assessment, Diagnosis, and Remediation of Reading Problems | |
| RDNG | 691 | Assessment and Diagnosis Practicum | |
| RDNG | 692 | Corrective and Remediation Practicum | |
| Writing | | | 3 |
| RDNG | 643 | Teaching Writing | |
| Research | | | 3 |
| EDHD | 609 | Research Methods and Applications | |
| Teaching: | | | 3 |
| SPED | 600 | Survey of Special Education | |
| OR | | | |
| SPED | 620 | Language Development/Instruction and Assistive Technology | |
| Elective | | | 3 |
| To be selected in consultation with advisor | | | |
| <i>Total Hours Required</i> | | | <i>36</i> |

LITERARY STUDIES CERTIFICATE

Faculty Advisor: Dr. Gail Brown

Program description: This certificate program provides students with a sequence of courses to enhance their ability to teach reading and writing in Grades K-12. The program does not lead to state endorsement in reading, but it provides a strong foundation for individuals subsequently choosing to seek such endorsement.

Objectives:

Upon completion of these four reading courses, the student will:

1. utilize appropriate reading assessments to guide planning and to provide instruction;
2. describe and develop approaches that increase students' understanding of vocabulary, phonics, and spelling;
3. experiment with various types of writing and theories of teaching writing, allowing students to gain knowledge, skills and processes necessary for the teaching of writing;
4. use tools that enable learners to comprehend texts and support the readers' efforts to construct meaning from the text; and
5. demonstrate how authentic materials can be used to enhance literacy instruction.

Prerequisites: None

Course requirements (12 credits):

| | | |
|------|-----|---|
| RDNG | 625 | Survey of Effective Reading Methods |
| RDNG | 640 | Strategies for Teaching Phonics, Spelling, and Vocabulary |
| RDNG | 643 | Teaching Writing |
| RDNG | 672 | Reading and Study Skills in the Content Area |

SCIENCE EDUCATION

Program Director: Dr. David Perault

This program combines the essential knowledge and skills gained from core courses in education with specific content and pedagogy coursework in the sciences. Completion of the program allows teachers to gain expertise so they can become leaders and mentors in the teaching of science.

Students in this program will:

- apply skills in areas of curriculum, instructional strategies, technology, diversity, action research, reading, and classroom management to improve student achievement;
- demonstrate skills that are responsive to the ethical, political, legal, social, and cultural forces in diverse educational communities;
- demonstrate inquiry about current science education research and issues;
- gain science content knowledge relevant to improving classroom expertise;
- exercise professional decision-making with respect to science curricula, as well as develop and adapt appropriate science curricula;
- gain pedagogical expertise in science teaching that reflects recommended practices according to national and state standards;
- demonstrate research and laboratory skills relevant to becoming a master teacher in the sciences.

| Core requirements | | | Hours |
|--|-----|--|--------------|
| EDHD | 609 | Research Methods and Applications | 6 |
| EDCI | 686 | Methods of Science Teaching (or) | |
| MATH | 610 | Mathematics Education | |
| Education Courses: 3-15 | | | |
| EDCI | 600 | Classroom Management and Instructional Methodology | |
| EDCI | 606 | Effective Instructional Strategies | |
| EDCI | 617 | Foundations and Curriculum of American Education | |
| EDCI | 661 | Instructional Strategies for School Math | |
| EDHD | 602 | Human Development | |
| RDNG | 672 | Reading and Study Skills in the Content Area | |
| SPED | 600 | Survey of Special Education | |
| Science courses from the following: ^{1, 2, 3, 4} | | | 15- 27 |
| BIOL | 605 | Topics in Botany (4) | |
| BIOL | 610 | History and Philosophy of Modern Biology (2) | |
| BIOL | 620 | Human Anatomy | |
| BIOL | 623 | Applied Genetics | |
| BIOL | 630 | Physiology: Cells to Function | |
| BIOL | 641 | Applied Ecology | |
| BIOL | 669 | Special Topics in Biology | |
| BIOL | 670 | Independent Study in Biology | |
| ENVS | 600 | Concepts in Earth and Environmental Science | |
| ENVS | 610 | Astronomy | |
| ENVS | 631 | Environmental Hydrology | |
| ENVS | 645 | Practical Meteorology | |
| ENVS | 650 | Water Quality 3 | |
| ENVS | 660 | Applied Geology | |
| ENVS | 665 | Functional Oceanography | |
| ENVS | 680 | Applied Geography | |
| SCIE | 670 | Independent Study in Science | |
| SCIE | 680 | Special Topics in Science | |

Total Hours Required

36

¹ All courses are three credits unless otherwise indicated.

² To be selected in consultation with an advisor and may include eighteen hour concentrations in

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biology, earth science, or mathematics with additional approved electives.

³ ENVS 650 - Water Quality also meets the requirements for three credits within the 18-credit biology sequence.

⁴ The following courses can substitute for science content classes, as offerings are available. An undergraduate major or minor in mathematics or permission of the instructor is prerequisite:

| | | |
|------|-----|--|
| MATH | 601 | Rational and Irrational Numbers |
| MATH | 602 | Polynomials: Exploration of Algebraic Structures |
| MATH | 603 | Point Set Topology |
| MATH | 604 | Theory of Numbers |
| MATH | 605 | Mathematics of Coding Theory |
| MATH | 606 | Math Explorations |
| MATH | 610 | Mathematics Education |
| MATH | 669 | Special Topics in Math |

EARTH SCIENCE GRADUATE CERTIFICATE

Faculty Advisor: Dr. David Perault

Program description: This certificate program provides students with an opportunity to complete an integrated sequence of coursework that is consistent with VDOE requirements for an add-on endorsement in earth science. Secondary school teachers who already have an endorsement in one of the other sciences (biology, chemistry, or physics) can complete requirements to add on the earth science endorsement. Other teachers who are seeking to strengthen their background knowledge of earth science content will also benefit from the program, which provides an opportunity for individuals in the non-school sector to advance their knowledge of scientific content and principles.

Objectives:

1. To enable teachers to complete the necessary coursework to add the earth science endorsement to their license;
2. To equip teachers with the ability to develop experiential activities for stimulating student interest in, and increasing student knowledge of, earth and environmental science;
3. To provide strong training across all earth science disciplines and to relate topics to local, national, and international issues.

Prerequisites: Undergraduate degree with relevant science foundational coursework and initial endorsement in another science discipline

Course requirements (18 credits)

The following four courses:

| | | |
|------|-----|-------------------------|
| ENVS | 645 | Practical Meteorology |
| ENVS | 660 | Applied Geology |
| ENVS | 665 | Functional Oceanography |
| SCIE | 610 | Astronomy |

Two courses from the following (with permission of the advisor):

| | | |
|------|-----|---|
| ENVS | 600 | Concepts in Earth and Environmental Science |
| ENVS | 631 | Environmental Hydrology |
| ENVS | 650 | Water Quality |
| ENVS | 680 | Applied Geography |

SPECIAL EDUCATION

Program Director: Dr. Deanna Cash

The graduate special education program is dedicated to preparing 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 is aimed at helping students understand 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. Learning experiences are structured in a way that students develop a comprehensive knowledge of the multifaceted nature of special education. The program has been designed

to include five program options: special education – general curriculum; autism spectrum disorder; early childhood special education; special education – adapted curriculum; and applied behavior analysis.

By the end of the program, students will:

- be able to articulate a comprehensive understanding of current research, issues, and trends in the field of special education;
- be able to demonstrate in-depth knowledge of the legal-regulatory, biological, psychological, and sociological (including culture, SES, age, and gender) dimensions of disability when engaging in responsibilities expected of a special educator;
- possess the knowledge and skills to assess, interpret, synthesize, and summarize the abilities and needs of individuals with disabilities using appropriate formal and informal assessment measures in applicable areas (including academic, functional, adaptive, social-emotional, physical-motor, and communication skills — respective of area of emphasis);
- be able to use informal and formal assessment data to design individualized educational plans (IEPs) that take into account the comprehensive needs (e.g., academic, functional, adaptive, cognitive, social, health-medical, and communication) of individuals with disabilities;
- be able to implement data-based special and general educational programs that meet the needs of individuals with disabilities, using knowledge of standards of practice, techniques, and principles in the areas of classroom and behavior management;
- be able to implement data-based programs that meet the needs of individuals with disabilities using knowledge of standards of practice, techniques, and principles in the areas of instruction and curriculum including inclusion — respective of area of concentration); and
- be able to use effective communication and problem-solving skills in collaboration with professionals and families to enhance the educational opportunities and outcomes for individuals with disabilities.

MED IN SPECIAL EDUCATION^{1,14}

| | | | Hours |
|--|---------|--|--------------|
| Prerequisite/Initial Licensure | | | 0-9 |
| SPED | 600 | Survey of Special Education ² | |
| SPED | 601 | Designing Educational Interventions for Students with Disabilities Accessing the General Curriculum ^{2,3} | |
| EDHD | 602 | Human Development ⁴ | |
| Core | | | 15 |
| EDCI | 617 | Foundations and Curriculum of American Education ³ | |
| SPED | 620 | Language Development/Instruction and Assistive Technology | |
| SPED | 625 | Positive Behavioral Interventions | |
| SPED | 675 | Collaboration in Special and General Education | |
| SPED | 680 | Research Seminar in Special Education | |
| Emphasis (dependent upon endorsement goals): | | | 15-30 |
| <i>Special Education General Curriculum</i> | | | |
| SPED | 605 | Characteristics of Individuals with Intellectual and Developmental Disabilities | |
| SPED | 606 | Characteristics of Youth w/Learning Disabilities and Emotional/Behavioral Disorders | |
| SPED | 616 | Psychoeducational Assessment | |
| SPED | 635 | Social, Functional, and Transition Programming | |
| SPED | 644 | Academic Instruction for Students with Disabilities | |
| RDNG | 625 | Survey of Effective Reading Methods ⁶ | |
| SPED | 695 | Advanced Applications in Special Education | |
| OR | | | |
| SPED | 696-697 | Internships (3-6) ⁵ | |
| <i>Early Childhood Special Education (ECSE)⁷</i> | | | |
| SPED | 600 | Survey of Special Education | |
| EDHD | 601 | Diverse Developmental Pathways in Early Childhood | |
| OR | | | |
| SPED | 605 | Characteristics of Individuals with Intellectual and Developmental Disabilities ⁸ | |

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| | | |
|------------|-----|---|
| SPED | 651 | Designing Comprehensive, Family-Centered Programs for Infants and preschool Children with Disabilities |
| SPED | 653 | Developmentally Appropriate Curriculum and Interventions for Infants and Preschool Children with Disabilities |
| SPED | 660 | Assessment of Young Children with Developmental Delays |
| SPED | 662 | Medical and Therapeutic Interventions for Children with Disabilities |
| RDNG | 625 | Survey of Effective Reading Methods ⁶ |
| OR | | |
| RDNG | 640 | Strategies for Teaching Phonics, Spelling and Vocabulary |
| SPED | 695 | Advanced Applications in Special Education |
| OR | | |
| SPED | 691 | Internship in Early Childhood Special Education (Ages 0-2 years) ⁸ |
| AND | | |
| SPED | 692 | Internship in Early Childhood Special Education (Ages 3-5 Years) ⁸ |

Autism Spectrum Disorder (ASD)

| | | |
|------|-----|---|
| SPED | 605 | Characteristics of Individuals with Intellectual and Developmental Disabilities |
| SPED | 670 | Introduction to Autism Spectrum Disorder |
| SPED | 671 | Instructional and Behavioral Assessment and Programming for Students with ASD |
| SPED | 672 | Medical and Sensory Aspects of ASD, Collaboration |
| SPED | 694 | Field Experience with Students with ASD |

Special Education Adapted Curriculum

| | | |
|-----------|---------|--|
| SPED | 605 | Characteristics of Individuals with Intellectual and Developmental Disabilities (DD) |
| SPED | 616 | Psychoeducational Assessment |
| SPED | 665 | Daily Living Skills for Students with Significant Disabilities |
| SPED | 666 | Designing and Implementing Adapted Curriculum for Students with Significant Disabilities |
| SPED | 635 | Social, Functional, and Transition Programming |
| RDNG | 625 | Survey of Effective Reading Methods ⁶ |
| SPED | 670 | Introduction to Autism Spectrum Disorder |
| SPED | 671 | Instructional and Behavioral Assessment and Programming for Students with ASD |
| SPED | 672 | Medical and Sensory Aspects of ASD, Collaboration |
| SPED | 695 | Advanced Applications in Special Education |
| OR | | |
| SPED | 698-699 | Internship – Adapted Curriculum (3-6) ⁵ |
| OR | | |
| SPED | 694 | Field Experience with Students with ASD |
| SPED | 605 | Characteristics of Individuals with Intellectual and Developmental Disabilities |
| SPED | 654 | ABA: Principles, Procedures, and Philosophy |
| SPED | 655 | ABA: Empirical Bases |
| SPED | 656 | ABA: Assessments and Interventions |
| SPED | 657 | ABA: Applications |
| SPED | 658 | ABA: Verbal Behavior |
| SPED | 659 | ABA: Ethics and Professional Conduct for Behavior Analysts |
| SPED | 670 | Introduction to Autism Spectrum Disorder |
| SPED | 690 | Practicum in Applied Behavior Analysis |

Total Hours Required

36

¹ Students must select a program emphasis in one or more of the following: special education-general curriculum, early childhood special education (ECSE), autism spectrum disorder (ASD), special education adapted curriculum.

² SPED 600 and SPED 601 are prerequisites for students who lack background in special educa-

tion. SPED 600 (or its equivalent) is required for all students seeking eligibility for the provisional license in special education. SPED 600 is required for students seeking the MED in early childhood special education.

- ³ SPED 601 is not required for students in early childhood special education . EDCI 617 is not required for students in early childhood special education.
- ⁴ EDHD 602 is required for initial licensure for all specialization areas unless equivalent undergraduate or graduate coursework was previously taken.
- ⁵ For initial licensure in special education-general curriculum and adapted curriculum, internship experiences at two levels of schooling are required.
- ⁶ Special Education - Adapted Curriculum and ECSE candidates must complete RDNG 625 unless prior equivalent coursework has been completed.
- ⁷ Courses within the ECSE program are all available online. In part, some of these courses are in conjunction with Radford University as part of the College's VDOE ECSE consortium.
- ⁸ For the ECSE endorsement, the licensure program includes internships in early intervention (birth-2 years) and early childhood (ages 3-5).
- ⁹ For international offering of the program, minor changes in curriculum have been made to enhance program relevance.

AUTISM SPECTRUM DISORDER (ASD) CERTIFICATE

Faculty Advisor: Dr. Deanna Cash

Program description: The ASD Certificate Program provides intensive training for individuals working with children and adolescents across the autism spectrum. The coursework provides an understanding of the nature and needs of students with autism, as well as information on intervention strategies.

Objectives:

1. To understand the unique learning characteristics of individuals with autism spectrum disorder as a basis for designing individualized educational programs
2. To be able to effectively address the needs of students with ASD in terms of designing social skills instruction based on evidence-based practices
3. To be able to address the needs of students with ASD effectively in terms of designing communication skills instruction based on evidence-based practices
4. To understand the factors that influence behavior, including sensory motor challenges and the components of behavioral analysis in order to design effective behavior intervention plans to address problem behaviors

Prerequisites: SPED 600 (or the equivalent)

Course requirements (12 credits):

| | | |
|------|-----|---|
| SPED | 670 | Introduction to Autism Spectrum Disorder |
| SPED | 671 | Instructional and Behavioral Assessment and Programming for Students with ASD |
| SPED | 672 | Medical and Sensory Aspects of ASD, Collaboration |
| SPED | 694 | Field Experience w/Students with ASD |

YOUNG CHILDREN WITH DEVELOPMENTAL DISABILITIES CERTIFICATE

Faculty Advisor: Dr. Glenn Buck

Program description: This sequence of courses enables students to learn about educational interventions designed for children with disabilities, ages 0-5. The program also focuses on assessment strategies and related medical considerations. The courses are consistent with selected VDOE endorsement requirements in early childhood special education. Selected courses within the ECSE program are offered online and in conjunction with Radford University as part of the College's VDOE ECSE consortium.

Objectives:

1. Teachers (students) will complete the necessary coursework to add the ECSE endorsement to their special education license.
2. Students will gain the ability to design and implement ECSE programs that meet Division of Early Childhood (DEC) of CEC Recommended Practices.

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3. Students will gain a basic understanding of medical aspects of atypical development, sensor-motor development, sensory integration theories, orthopedic impairments, and other health impairments.
4. Students will gain a basic knowledge of assessment (both formal and informal) procedures commonly used in ECSE.
5. Students will gain a comprehensive knowledge of ECSE instruction and curriculum.

Prerequisite: SPED 600

Course requirements (12 credits):

| | | |
|------|-----|---|
| SPED | 651 | Designing Comprehensive, Family-Centered Programs for Infants and Preschool Children with Disabilities |
| SPED | 653 | Developmentally Appropriate Curriculum and Interventions for Infants and Preschool Children with Disabilities |
| SPED | 660 | Assessment of Young Children with Developmental Delays |
| SPED | 662 | Medical and Therapeutic Interventions for Persons w/Disabilities |

STUDENTS WITH SIGNIFICANT DISABILITIES CERTIFICATE

Faculty Advisor: Dr. Deanna Cash

Program description: This certificate program enables individuals to complete professional development training with coursework that is particularly relevant to teaching students with significant disabilities. The courses correspond to certain specific requirements that are components of the Lynchburg College approved program leading to VDOE endorsement in special education-adapted curriculum.

Objectives:

1. To enable teachers to complete the necessary coursework to add the special education-adapted curriculum endorsement to their license.
2. To understand the unique learning characteristics of students with significant disabilities. and students with autism spectrum disorder as a basis for designing educational programs.
3. To be able to address the learning needs of students effectively in terms of daily living skills and related vocational skills.
4. To be able to address the learning needs of students effectively in terms of functional academics and appropriate social and behavioral skills.

Prerequisites: SPED 600 and SPED 605 (or the equivalents)

Course requirements (12 credits):

| | | |
|------|-----|--|
| SPED | 665 | Daily Living Skills for Students with Significant Disabilities |
| SPED | 666 | Designing and Implementing Adapted Curriculum for Students with Significant Disabilities |
| SPED | 670 | Introduction to Autism Spectrum Disorder (ASD) |
| SPED | 671 | Instructional and Behavioral Assessment and Programming for Students with ASD |

TEACHER LICENSURE PROGRAMS

Special licensure programs are designed for students with an undergraduate degree who are seeking initial teacher licensure in elementary (PK-6), middle (6-8), or secondary (6-12) education or special education. Under licensing guidelines, the Virginia Department of Education has established four broad categories of requirements for the teaching endorsements in these categories. Coursework for teacher licensure can be aligned with certain MED programs. The special education course requirements for licensure are embedded within the respective degree programs emphases (special education – general curriculum, adapted curriculum, early childhood).

Licensure Requirements

1. **Content courses (elementary/secondary).** These courses prepare the prospective teacher with the content knowledge and skills needed to teach. Prospective elementary teachers take a broad base of courses in core areas of English, mathematics, laboratory sciences, humanities, and the social studies. Secondary education teachers have a major in their teaching field or complete a

teaching subject core of 36-52 designated hours. Specific content course requirements are listed at the Virginia Department of Education's website www.pen.k12.va.us, under the link of "teacher licensing," or at www.teachvirginia.org. Content courses may be taken at the graduate or undergraduate level. Some courses taken at the graduate level may also count toward an MED or MA. Students must have a minimum 2.75 GPA in the content areas courses required for licensure as a prerequisite for student teaching. MED in Curriculum and Instruction – Teacher Licensure track students, with the assistance of the program director, must submit the application for a Virginia Teaching License to identify any content coursework that must be completed to fulfill content licensure requirements.

2. **Standardized testing to document mastery of teaching content.**
 - a. Praxis Core: All licensure applicants pursuing completion of the Lynchburg College approved program or seeking approval to complete a graduate internship at Lynchburg College must pass the mathematics basic skills tests or meet SAT/ACT score exemption standards.
 - b. Virginia Communications and Literacy Assessment (VCLA): All initial licensure applicants must provide passing scores.
 - c. Praxis II: This subject area/content specialty test is required for elementary and most secondary endorsements (Note: not required for special education).
 - d. The Reading for Virginia Educators (RVE) is required for elementary and special education endorsements (excluding early childhood special education).

3. **Professional Preparation Courses.** All licensure applicants must complete the individual courses that meet professional preparation licensure requirements. The graduate courses taken via this route for elementary, middle, or secondary can be incorporated into the MED in curriculum and instruction. Students also must meet all content area requirements to seek licensure in elementary or secondary education through this route, and these required licensure courses may be completed at the graduate level.

For elementary, middle, or secondary endorsements, the graduate courses that may meet specific requirements include:

- (1) Foundations of Education: EDCI 617 Foundations and Curriculum of American Education
- (2) Human Growth and Development: EDHD 602 Human Development
- (3) Curriculum and Instruction: EDCI 606 Effective Instructional Strategies. Specific other methods classes required for special education (see MED program listing.)
- (4) Classroom Management: EDCI 600 Classroom Management and Instructional Methodology (SPED 625 for special education)
- (5) Reading Instruction
 - Elementary education endorsement requires six hours: RDNG 625 Survey of Effective Reading Methods and RDNG 640 Strategies for Teaching Phonics, Spelling, and Vocabulary
 - Middle education endorsement requires six hours: RDNG 625 Survey of Effective Reading Methods and RDNG 672 Reading and Study Skills in the Content Area
 - Secondary endorsements require three credit hours: RDNG 672 Reading and Study Skills in the Content Area
 - Note: special education endorsement requires RDNG 625 Survey of Effective Reading Methods and SPED 620 Language Development/Instruction and Assistive Technology

4. **Teaching Internships.** All Virginia teaching licenses require that the applicant successfully complete one semester of full-time student teaching (graduate teaching internship) or complete one year of successful full-time teaching at a state-accredited public or private school.

COMPLETING PROVISIONAL LICENSURE

Students seeking to complete provisional licensure coursework as stipulated by the Virginia Department of Education should enroll as non-degree graduate students. This will provide students with the opportunity to pursue all coursework required to meet state teacher licensure standards.

ADMISSION TO POSTGRADUATE TEACHING INTERNSHIPS

Students completing a graduate teaching internship as part of their teacher licensure program must apply for and be admitted to the internship. To apply, students must:

- submit a written application by the deadline (i.e., September 15 for a spring internship and February 1 for a fall internship);
- have a minimum QPA of 2.50 overall, 2.75 in teaching (content) area, and 3.0 in graduate coursework;
- submit passing scores on PRAXIS Core Mathematics (or meet the SAT/ACT exemption standards) and on VCLA;
- submit passing scores on PRAXIS II ; (not applicable in special education); and
- submit passing scores on the Reading for Virginia Educators (RVE) for elementary, middle, and special education (not applicable to early childhood special education).

After committee review, students will receive written notification of their admission status, including any conditions that may result in a delayed decision or denial. Upon admission to the internship, the director of field experiences handles placement locations and arrangements. More specific information about this experience and its procedures is included in the Internship Handbook.

APPLYING FOR A TEACHER LICENSE

Students who successfully complete postgraduate internships or graduate licensure programs (including fulfilling all relevant state requirements) will be recommended for licensure. To apply for a Virginia teacher's license, the student must request that the teacher licensure officer send the necessary information to the Virginia Department of Education. This request should be made just prior to completion of the postgraduate internship or graduate licensure program. Forms for the process are available in the School of Education office.

COMPLETING PROVISIONAL LICENSURE

Students seeking to complete provisional licensure coursework as stipulated by the Virginia Department of Education should enroll as non-degree graduate students. This will provide students with the opportunity to pursue all coursework required to meet state teacher licensure standards.

APPROVED PROGRAMS

The Virginia Department of Education has approved all listed licensure programs within the College. 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 College. Approval has been received for the following programs:

| | |
|---|---|
| Administration/Supervision (PK-12) ¹ | Mathematics (6-12) ¹ |
| Algebra I (add on) ¹ | Music Education (PK-12) |
| Art (PK-12) | Vocal/Choral ¹ |
| Biology (6-12) ¹ | Instrumental ¹ |
| Chemistry (6-12) | Physics (6-12) |
| Earth Science (6-12) ¹ | Reading Specialist (PK-12) ¹ |
| Elementary Education (PK-6) ¹ | School Counseling (PK-12) ¹ |
| English (6-12) | Special Education ¹ |
| Foreign Languages (PK-12) | Adapted Curriculum (K-12) ¹ |
| French | Early Childhood (ages 0-5) ¹ |
| Spanish | General Curriculum (K-12) ¹ |
| Health and Physical Education (PK-12) | Theatre Arts (PK-12) |
| History and Social Sciences (6-12) ¹ | |

¹ Graduate degree programs and/or coursework available in these areas.

FEDERAL AND STATE ASSESSMENTS

The teacher preparation program of the College complies with federal- and state-mandated reporting of individual program data. Data available include information about the size of the program and the nature of some aspects of it, the number of program completers per year, and the testing performance of these completers.

MASTER OF HEALTH INFORMATICS MANAGEMENT

Program Director: Dr. Stephanie Ferguson

This master’s program is designed for individuals desiring to develop skills in the acquisition, assessment, and use of health-related data to improve patient care. The program will integrate healthcare information technology, business principles, and leadership theory in the provision of quality, high value healthcare. The curriculum is focused on active learning with direct application to current challenges in a variety of health-care settings, locally and globally.

Objectives:

1. Application of healthcare information technology to improve outcomes and add business value to healthcare.
2. Integration of health data management, health information policy information systems, and administrative and clinical workflow to a health related challenge.
3. Development of advanced operational management essentials and leadership to ensure accurate medical record and cost-effective information processing
4. Application of healthcare informatics to enhance the provider, patient, and business experience to deliver better systems of care, including but not limited to DBA, clinical analyst, project management, and organizational and business strategy.

| Required Courses: | | | Hours |
|-----------------------------|-----|--|--------------|
| HIM | 601 | Introduction to Health Informatics | 3 |
| HIM | 605 | Healthcare System Management | 3 |
| HIM | 607 | Healthcare Financial Management | 3 |
| HIM | 610 | Health Services Management and Strategy | 3 |
| HIM | 625 | Management of Information Technology and Strategy | 3 |
| HIM | 635 | Research Methods in Health Informatics | 3 |
| HIM | 645 | Health Informatics Acquisition Management | 3 |
| HIM | 650 | Health Informatics Project Management | 3 |
| HIM | 653 | Health Data Management I | 3 |
| HIM | 654 | Health Data Management II | 3 |
| HIM | 665 | Legal, Social and Ethical Issues in Health Informatics | 3 |
| HIM | 670 | Health Informatics Practicum/Capstone | 3 |
| <i>Total Hours Required</i> | | | 36 |

HEALTH INFORMATICS MANAGEMENT CERTIFICATE

Program Director: Dr. Stephanie Ferguson

This certificate program is designed for individuals desiring to develop skills in the acquisition, assessment, and use of health-related data to improve patient care. The program will integrate healthcare information technology, business principles, and leadership theory in the provision of quality, high value healthcare. The curriculum is focused on active learning with direct application to current challenges in a variety of health-care settings, locally and globally

Objectives:

1. Understanding of the role of informatics in the health care delivery system.
2. Relate principles of management and leadership to health care information technology.
3. Application of life cycle management processes to adoption, management and maintenance of healthcare information technology.
4. Apply general principles of accounting and financial management in the health care environment.
5. Design, implement, and evaluate information systems with application to current challenges in healthcare.

| Required Courses: | | | Hours |
|--------------------------|--|--|--------------|
|--------------------------|--|--|--------------|

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| | | | |
|-----|-----|---|---|
| HIM | 601 | Introduction to Health Informatics | 3 |
| HIM | 605 | Healthcare System Management | 3 |
| HIM | 607 | Healthcare Financial Management | 3 |
| HIM | 625 | Management of Information Technology and Strategy | 3 |

Total Hours Required 12

MASTER OF PUBLIC HEALTH

Program Director: Dr. Charlotte Guynes

The mission of the MPH program at Lynchburg College 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 and education, health services administration, epidemiology, biostatistics, and environmental health sciences. The emphasis in Community Health Education also 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 capstone course and supervised internship experience.

Students in the program will:

- 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;

| | | | Hours |
|--------------------------|-----|---|--------------|
| Required Courses: | | | |
| MPH | 605 | Public Health Needs Assessment & Planning | 3 |
| MPH | 610 | Biostatistics | 3 |
| MPH | 615 | Environmental Health | 3 |
| MPH | 620 | Social Aspects of Public Health | 3 |
| MPH | 625 | Public Health Implementation & Evaluation | 3 |
| MPH | 630 | Epidemiology | 3 |
| MPH | 635 | Community Health Administration | 3 |
| MPH | 640 | Ethical Issues in Public Health | 3 |
| MPH | 650 | Public Health Internship | 3 |
| MPH | 651 | Public Health Internship ² | 6 |
| MPH | 652 | Public Health Internship ² | 9 |
| MPH | 655 | Public Health Capstone Seminar ¹ | 3 |

Total Hours Required 30-36

Notes:

- ¹ MPH 655 is the program capstone course. All students take this course during the final semester.
- ² MPH 651 and/or MPH 652 are taken by a non-health promotion undergraduate student who has not had internship hours previously supervised by Lynchburg College.

MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM

Program Director: Dr. Debbie Bradney

Athletic training is an allied healthcare profession focusing on the prevention, treatment, and rehabilitation of injuries and illnesses occurring to physically active individuals. Athletic trainers find employment in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, industrial settings, and other healthcare environments.

The mission of the professional Master of Science in Athletic Training Program is to educate students to become engaged and reflective health care providers through evidence-based medicine in a variety of clinical settings, active involvement in distinctive research, and the cultivation of professional behaviors. This will be achieved using multiple modes of instruction, close working relationships with committed faculty, staff, and peers, as well as a state-of-the-art cadaver lab and established research laboratories.

The Master of Science in athletic training 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 evidenced based medicine through exposure to research design and while studying research methods. The program requires sixty-six credit hours for completion.

Entry into the athletic training major 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:

1. QPA of 2.75 or higher;
2. A minimum of a C or higher in the following courses:
 - a. 8 credits of anatomy and physiology
 - b. 3 credits of kinesiology
 - c. 3 credits of exercise physiology
 - d. 3 credits of statistics;
3. Current CPR and AED training at the healthcare professional rescuer level.

Lynchburg College is currently seeking accreditation for the Master of Science in Athletic Training Graduate Program from the Commission on Accreditation of Athletic Training Education (CAATE). The College anticipates matriculating its first graduate class in 2016. Upon accreditation by CAATE (anticipated summer 2017 as accreditation cannot occur before the first class matriculates) and completion of this program, students will be eligible to sit for the Board of Certification (BOC) examination and pursue a career as a Certified Athletic Trainer (ATC). The Lynchburg College bachelor's level Athletic Training program received a 10-year reaccreditation decision after the 2009 CAATE self-study and site visit. Full accreditation for the graduate program is expected upon matriculation of the first class.

Required Courses:

| | | | Hours |
|-----|-----|---|--------------|
| DPT | 710 | Human Gross Anatomy | 6 |
| AT | 600 | Care and Prevention in Athletic Training | 3 |
| AT | 610 | Evidence Based Practice | 3 |
| AT | 620 | Research Methods and Design | 3 |
| AT | 625 | Orthopedic Examination Techniques | 4 |
| AT | 626 | Orthopedic Examination Techniques II | 4 |
| AT | 630 | General Medical Conditions and Pharmacology | 3 |
| AT | 650 | Therapeutic Intervention I | 4 |
| AT | 651 | Therapeutic Intervention II | 4 |
| AT | 660 | Psychosocial Intervention | 3 |
| AT | 670 | Advance Exercise Physiology | 3 |
| AT | 675 | Sports and Exercise Nutrition | 3 |
| AT | 680 | Athletic Training Administration and Organization | 3 |

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| | | | |
|---------------------|-----|---|----|
| AT | 690 | Professional Development in Athletic Training | 3 |
| | | | 49 |
| Clinical Education: | | | |
| AT | 640 | Clinical Education I | 3 |
| AT | 642 | Clinical Education II | 3 |
| AT | 644 | Clinical Education III | 1 |
| AT | 646 | Clinical Education IV | 3 |
| AT | 648 | Clinical Education V | 3 |
| | | | 13 |
| Thesis: | | | |
| AT | 695 | Thesis I | 2 |
| AT | 695 | Thesis II | 2 |
| | | | 4 |
| Elective: | | | |
| AT | 665 | CPR and First Aid Instructor Training | 1 |
| | | | |
| | | <i>Total Hours Required</i> | 66 |

MASTER OF SCIENCE IN NURSING PROGRAM

Program Director: Dr. Kathy Johnson

The master of science in nursing is designed for students who have graduated from accredited baccalaureate nursing programs with current unrestricted nursing licenses. The program offers an emphasis in clinical nurse leader for full- and part-time students who want to engage actively in meeting the evolving healthcare needs of patients and families. The program requires 37 credit hours for completion and utilize clinical practicum sites that include hospitals, clinics, and nursing programs in the Central Virginia region. All of the MSN coursework is delivered through online instruction.

The role of the clinical nurse leader (CNL) was developed by the American Association of Colleges of Nursing to address emerging patient care needs, with the primary roles of the CNL as a lateral integrator of healthcare services, an advocate for the patient and the healthcare organization, and a quality improvement facilitator. The CNL is an advanced generalist nurse who will continue to provide expert bedside care and provide care management to patients on a unit based level. The CNL program is intended for nurses who desire to remain in staff nursing positions and aspire to do so with advanced knowledge and education.

Students will develop the knowledge and skills necessary to:

- analyze the role of the nurse as leader and follower within the interdisciplinary team;
- demonstrate the ability to use nursing research and evidence-based nursing practice to improve nursing practice and nursing education;
- analyze the effect of external forces such as economics, legislation, politics, technology, globalization, culture, and healthcare policy on the healthcare system;
- incorporate knowledge of ethics, healthcare policy, and economics into practice;
- use oral, written, and electronic communication strategies to communicate effectively with individuals and groups;
- synthesize knowledge from the sciences, humanities, and nursing to promote optimum nursing care;
- use leadership and management skills at the unit level of care to manage complex healthcare situations;
- apply advanced nursing skills to implement innovative strategies, evaluate patient outcomes, and modify plans of care;
- apply information technology and economic theories at the unit level of nursing to improve patient outcomes and nursing care.

| Required Courses: | | | Hours |
|-----------------------------|-----|--|-----------|
| NRSG | 601 | Nursing Theory and Role Development | 3 |
| NRSG | 603 | Health Policy, Clinical Decision Making and Ethics | 3 |
| NRSG | 606 | Advanced Physical Assessment | 3 |
| NRSG | 607 | Advanced Pathophysiology | 3 |
| NRSG | 609 | Advanced Pharmacology | 3 |
| NRSG | 610 | Evidence Based Practice & Research Methods | 3 |
| NRSG | 620 | Nursing Informatics and Health Care Technologies | 3 |
| NRSG | 622 | Organizational Behavior and Microsystem Management in Healthcare | 3 |
| NRSG | 625 | Population Health Strategies | 3 |
| NRSG | 690 | Clinical Nurse Leader Practicum I ¹ | 4 |
| NRSG | 692 | Clinical Nurse Leader Practicum II | 6 |
| <i>Total Hours Required</i> | | | <i>37</i> |

- ¹ During the practicum courses the student will participate in 400 hours of a precepted experience. The clinical nurse leader student will be required to develop, implement, and evaluate an evidenced-based nursing practice project. At the completion of the program the graduate is expected to register and sit for the Clinical Nurse Leader Certification exam given by the American Association of Colleges of Nursing (AACN).

PHYSICIAN ASSISTANT MEDICINE

Program Director: Dr. Jeremy M. Welsh

The mission of the Department of Physician Assistant Medicine 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 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. The PA Medicine Program consists of a 27-month Master of Physician Assistant Medicine (MPAM) (101 credit hours).

The ARC-PA (Accreditation Review Commission on Education for the Physician Assistant, Inc. 1200 Findley Road, Suite 150, Johns Creek, GA 30097 or 770.476.1224) has granted Accreditation-Provisional status to the Lynchburg College Physician Assistant Program sponsored by Lynchburg College. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has no enrolled students appear to demonstrate the program's ability to meet the ARC-PA **Standards** or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the **Standards** as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

MASTER OF PHYSICIAN ASSISTANT MEDICINE

Upon completion of the MPAM program, physician assistant students will:

1. demonstrate that medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention;
2. 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;
3. demonstrate an investigative and analytic thinking approach to clinical situations;
4. demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and other individuals within the health care system;
5. demonstrate that patient care includes patient- and setting-specific assessment, evaluation, and management;
6. demonstrate care that is effective, safe, high quality, and equitable;
7. exemplify professionalism as an expression of positive values and ideals as care is delivered;
8. prioritize the interests of those being served above one's own;

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9. acknowledge their professional and personal limitations;
10. demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements;
11. engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement;
12. assess, evaluate, and improve their patient care practices;
13. demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the privacy of the individual patient;
14. actively engage within processes that will improve the health care system of which their practices are a part.

MPAM program prerequisites include the following:

- 500 hours of clinical hands-on experience
- Coursework as follows:
 - 4 semester hours of anatomy with a lab
 - 4 semester hours of physiology with a lab
 - These above two courses can be completed with Anatomy & Physiology I/II (with lab)
 - 8 semester hours of biology with a lab (A&P cannot be used to fulfill these hours)
 - 4 semester hours of introductory or general Chemistry with a lab
 - 4 semester hours of Organic Chemistry or Biochemistry with a lab
 - 4 semester hours of microbiology with a lab
 - 3-4 semester hours of introductory or developmental psychology
 - 3 semester hours of statistics
 - 3 semester hours of genetics
 - 3 semester hours of social sciences (e.g. ECON, SOCI, POLI)

The PA Medicine Program is a 27-month master's program (MPAM) consisting of 101 semester credits hours. During the first year (12 months) 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 (14 months), 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 physician assistants, 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 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 and rigorous, progressive program of study, comprised of fundamental science and clinical medicine. Each annual class will enter and proceed through the curriculum as a cohort.

| MPAM Curriculum | | | Hours |
|-----------------|-----|---|-------|
| PA | 600 | Introduction to the Profession | 1 |
| PA | 601 | Medical Practice I | 5 |
| PA | 602 | Medical Practice II | 5 |
| PA | 603 | Medical Practice III | 5 |
| PA | 604 | Critical Thinking in Medicine I | 2 |
| PA | 605 | Critical Thinking in Medicine II | 2 |
| PA | 606 | Critical Thinking in Medicine III | 2 |
| PA | 608 | Human Anatomy I | 4 |
| PA | 609 | Human Anatomy II | 4 |
| PA | 610 | Social & Cultural Aspects of Healthcare | 3 |

| | | | |
|----|-----|---|-----|
| PA | 611 | Health Ethics | 1 |
| PA | 612 | Pathophysiology I | 3 |
| PA | 613 | Pathophysiology II | 3 |
| PA | 614 | Physical Diagnosis I | 2 |
| PA | 615 | Physical Diagnosis II | 2 |
| PA | 616 | Physical Diagnosis III | 2 |
| PA | 617 | Community Clinic I | 1 |
| PA | 618 | Community Clinic II | 1 |
| PA | 627 | Pharmacotherapeutics I | 3 |
| PA | 628 | Pharmacotherapeutics II | 3 |
| PA | 629 | Medical Microbiology | 3 |
| PA | 634 | Medical Informatics | 3 |
| PA | 640 | Advanced Clinical Procedures | 5 |
| PA | 645 | Primary Care Supervised Clinical Practice | 3 |
| PA | 650 | Emergency Medicine Supervised Clinical Practice | 3 |
| PA | 655 | Inpatient Medicine Supervised Clinical Practice | 3 |
| PA | 660 | General Surgery Supervised Clinical Practice | 3 |
| PA | 665 | Women's Health Supervised Clinical Practice | 3 |
| PA | 670 | Pediatric Medicine Supervised Clinical Practice | 3 |
| PA | 675 | Behavioral Health Supervised Clinical Practice | 3 |
| PA | 680 | Elective I Supervised Clinical Experience | 1.5 |
| PA | 683 | Elective, Supervised Clinical Experience | 1.5 |
| PA | 685 | Elective II Supervised Clinical Experience | 1.5 |
| PA | 688 | Elective, Supervised Clinical Experience | 1.5 |
| PA | 690 | Research Clerkship | 3 |
| PA | 695 | Masters Research | 3 |
| PA | 699 | Summative Course | 3 |

Total Hours Required 101

DOCTOR OF MEDICAL SCIENCE

The Doctor of Medical Science degree is a doctoral post-professional option for students that have graduated from an accredited master's level PA program (or PA certification with a master's degree). The program delivery will be a blending of distance learning and advanced clinical practice through a fellowship or a practicum. Curriculum focuses on providing PAs with the skills necessary for advanced clinical practice along with a foundation for future positions of executive leadership. PAs have some of the most rigorous and intense educations in the country and have completed credit loads far exceeding the traditional master's degree.

Upon completion of the DMSc program, students will meet and understand the following outcomes and competencies:

1. Understand organizational behavior, especially as it relates to management, leadership, team approach, personal effectiveness, corporate culture, innovation and change;
2. Provide leadership in health care institutions in the 21st Century;
3. Ability to deal with political aspects, nuances and complexities of the health care system;
4. Ability to motivate and lead highly trained technical people who provide patient care;
5. Knowledge base that allows them a broader choice of career options in PA administration;
6. Discuss important documents and legislation pertinent to disaster management in the United States and their historical context;
7. Define PA utilization in triage, pre-hospital patient care, and disaster management;
8. Design and demonstrate a hospital disaster management plan that utilizes PAs to their scope of practice and defines them as a leader in emergency management;
9. Provide a fundamental appreciation for roles and responsibilities in health care teams in different global health settings;
10. Discuss the principles behind values based concepts including human rights, health equity, and ethics, and how they relate to global health issues;
11. Analyze real-world situations facing healthcare providers in order to spot legal issues and formulate options;
12. Evaluate proposed changes in the law and assess their implications for healthcare providers;

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13. Recognize situations in which professional legal advice is necessary and communicate effectively with professional legal counsel;
14. Disseminate knowledge through teaching and mentoring students/trainees;
15. Understand and expand knowledge while training within Residency competencies.
16. Provide training in specialized areas of medicine;
17. Develop a greater understanding of clinical medicine and transition generalist training to specialty training.

The DMSc will consist of 9-12 months and a total of 37 semester credit hours of experiential learning, leadership training and scholarly work.

The experiential component of the program will be met through a fellowship or a practicum. The fellowship option is open to LC Master of PA Medicine graduates in the year of graduation. All other students will complete the practicum.

| DMSc Curriculum | | | Hours |
|-----------------------------|-----|--|--------------|
| PA | 910 | Organizational Behavior and Leadership | 3 |
| PA | 920 | Healthcare Administration | 3 |
| PA | 930 | Disaster Medicine | 3 |
| PA | 940 | Global Health Issues | 3 |
| PA | 950 | Healthcare Law | 3 |
| PA | 960 | Evidence-Based Research and Performance Improvement In Clinical Research | 3 |
| PA | 961 | Scholarly Project I | 1 |
| PA | 962 | Scholarly Project II | 1 |
| PA | 963 | Scholarly Project III | 1 |
| PA | 965 | Scholarly Project Extension (If required) | 1 |
| PA | 971 | PA Practicum I | 4 |
| PA | 972 | PA Practicum II | 4 |
| PA | 973 | PA Practicum III | 4 |
| PA | 974 | PA Practicum IV | 4 |
| PA | 981 | PA Fellowship I | 5 |
| PA | 982 | PA Fellowship II | 5 |
| PA | 983 | PA Fellowship III | 6 |
| <i>Total Hours Required</i> | | | 37 |

CYBERSECURITY CERTIFICATE

Program Directors: Elmer Hoeksema and Arjen Jansen

The graduate certificate in cybersecurity (information technology certificate ITC) is designed to take a student with a degree in a non-technical field and teach them the skill necessary to become a system/network administrator with an emphasis on cyber security. The certificate requires the completion of 10 2-credit modules. Students will work online for approximately the first 40 hours of each 2-credit module to prepare for an intensive one-week residency at Lynchburg College where they will complete the final 50 hours of study.

All assessment for the program is competency-based. Prior to the residency phase of each module, students must demonstrate proficiency in the concepts presented in the first half of the class via an oral assessment with the instructors. Oral assessments continue during the residency phase with a final assessment on the last day of residency. Students must pass the final assessment to get credit for each course.

Students start with an introductory sequence in one of two Linux operating systems - Red Hat Enterprise Linux (RHEL) or Debian Linux (Debian).

The RHEL sequence includes the following courses:
ITC 510, ITC 520, ITC 530, ITC 540

The Debian sequence includes the following courses:
ITC 511, ITC 521, ITC 531, ITC 541

The two sequences are similar, but different because they are using two different Linux distributions. Students will take only one of these sequences, followed by the Windows curriculum which includes the courses ITC 550, ITC 551, ITC 552, ITC 553, and the operating system-independent courses ITC 560, and ITC 561.

Students completing this program will be able to:

1. Administer Windows Server and either Red Hat Enterprise Linux or Debian.
2. Apply security and forensic policies to Windows Server and either Red Hat Enterprise Linux or Debian.
3. Apply and administer virtualization, distributed computing, kernel modules, databases, services, and libraries.
4. Apply “best practices” to establish and implement system/network policies and procedures.
5. Monitor system and network behavior and detect and diagnose anomalies related to security exploits.
6. Understand and comply with laws and ethical codes that are relevant to system/network administration.
7. Apply contemporary computer forensics tools to analyze and extract information from a computer system as part of a system incident response.
8. Assess risks and vulnerabilities to the system/network and develop contingency plans for security incident mitigation.
9. Understand security issues related to mobile platforms and Internet of Things (IoT).
10. Detect defects in software that exposes the system to attack.
11. Develop administration related scripts, setup integrated development environments (IDEs), and administer configuration management systems.

Required Courses:

| | Hours |
|---|--------------|
| Linux | 8 |
| Students complete one of the following 8 hour sequences in Linux: | |
| ITC 510 System Administration with Red Hat Enterprise Linux | |
| ITC 520 Distributed System Administration with Red Hat Enterprise Linux | |
| ITC 530 Security Specialist with Red Hat Enterprise Linux | |
| ITC 540 Forensic Specialist with Red Hat Enterprise Linux | |
| OR | |
| ITC 511 System Administration with Debian | |
| ITC 521 Distributed System Administration with Debian | |
| ITC 531 Security Specialist with Debian | |
| ITC 541 Forensic Specialist with Debian | |
| Windows: | 8 |
| ITC 550 System Administration with Microsoft Windows | |
| ITC 551 Distributed System Administration with Microsoft Windows | |
| ITC 552 Security Specialist with Microsoft Windows | |
| ITC 553 Forensic Specialist with Microsoft Windows | |
| Cybersecurity Core: | 4 |
| ITC 560 Mobile and IoT Security | |
| ITC 561 Secure Coding | |

Total Hours Required 20

COURSE DESCRIPTIONS

- 500 - 599 Courses are post-baccalaureate courses. They do not count for credit requirements for graduate-level programs. They are also open to senior level students.
- 600 - 699 Courses with 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 level are for doctoral credit.

COURSE DESCRIPTIONS

(Credit in semester hours is indicated by a number in parentheses.)

ATHLETIC TRAINING COURSES

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 healthcare 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 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 620 RESEARCH METHODS AND DESIGN (3) Students will become oriented with common methodological approaches utilized in athletic training research. Basic statistical concepts will be learned with appropriate computer software.

AT 625 ORTHOPEDIC EXAMINATION TECHNIQUES (4) *Prerequisite: AT 600 and DPT 710.* 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 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 640 CLINICAL EDUCATION I (3) *Prerequisite: AT 600 and DPT 710.* This course is designed to allow students to interact with certified athletic trainers (ATs) and other healthcare 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 642 CLINICAL EDUCATION II (3) *Prerequisite AT 640.* Students will gain experience with athletic trainers and other healthcare 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) *Pre-requisite or co-requisite: 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.

AT 648 **CLINICAL EDUCATION V (3)** *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.

AT 650 **THERAPEUTIC INTERVENTION I (4)** 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.

AT 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.

AT 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.

AT 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 **ADVANCE 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 (3)**
Co-requisite: AT 642. 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 695 **THESIS I (2)** *Prerequisite: AT 680.* The course will provide students with the opportunity to explore areas of inquiry in athletic training that are of interest. Students will choose an area of inquiry and develop a literature review leading to a research question. At the conclusion of the course, students will defend a research design that will be used to answer a research question and submit necessary forms to the Institutional Review Board for human subject research.

AT 696 **THESIS II (2)** *Prerequisite: AT 695.* The course will provide students with the opportunity to complete an original research project in an area of interest within athletic training. Students will collect data, write a manuscript in the appropriate format, and defend their study through a poster presentation. At the conclusion of the course, students will be prepared to submit an abstract for presentation or submit a manuscript for publication.

BIOLOGY COURSES

BIOL 605 **TOPICS IN BOTANY (4)** Focuses on aspects of plant biology emphasized in K-12 curricula. Plant life cycles, functional anatomy, photosynthesis, ecology, and other topics as appropriate will be examined in detail. Laboratory experiences and projects provide students with opportunities to design and present educational activities adaptable to the classroom.

BIOL 610 **HISTORY AND PHILOSOPHY OF MODERN BIOLOGY (2)** An exploration of the history and philosophy of the biological sciences focused on development of modern biological thought built from the seventeenth-century ideas of Bacon, Descartes, Newton, and others through late-twentieth century including the ideas of Darwin, Mendel, Pasteur, into the molecular revolution sparked by Watson and Crick and their contemporaries. Coursework revolves around discussion of primary works by these and related individuals and supported by additional interpretations from various texts.

BIOL 620 **HUMAN ANATOMY (3)** A cadaver-based study of human anatomy focusing on learning human anatomical terminology, and interrelationships of bones, joints, muscles, nerves, and blood supply to all regions of the human body, using dissected human cadavers, digital human dissection simulations, digital and text images, and structural models.

BIOL 623 **APPLIED GENETICS (3)** Basic concepts and principles of prokaryotic and eukaryotic genetics are discussed, including Mendelian inheritance, polygenic inheritance, linkage and mapping, chromosome aberrations, population genetics, DNA structure and replication, gene expression, mutation, gene regulation, recombinant DNA technology, and the molecular basis of disease. Special emphasis is placed on improving laboratory skills of biology teachers at middle and high school levels.

BIOL 630 **PHYSIOLOGY: CELLS TO FUNCTION (3)** Exploration of the cellular basis of physiological function in vertebrates, primarily humans. Case studies and past/present clinical examples are frequently used.

BIOL 641 **APPLIED ECOLOGY (3)** Survey of general ecological principles from an evolutionary perspective, incorporating the three major levels of ecological study: ecosystem, community, and population. Special emphasis is placed on improving the laboratory and field skills of middle and high school-level biology and earth science teachers.

BIOL 669 **SPECIAL TOPICS IN BIOLOGY (3)** Intensive study of a problem or topic in biology. Topic varies according to professor and term offered.

BIOL 670 **INDEPENDENT STUDY IN BIOLOGY (3)** Provides for the pursuit of individual interest and projects not covered in existing courses. May be repeated if subjects of study vary. Requires approval of the dean of the School of Sciences.

COUNSELING COURSES

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) *Prerequisite: COUN 605.* 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 605, COUN 620, EDHD 602, COUN 614, COUN 670.* 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 College, state, and Council for the Accreditation of Counseling and Related Educational Programs (CACREP) guidelines.

COUN 616 SCHOOL COUNSELING PRACTICUM (3) *Prerequisites: EDHD 602, COUN 605, COUN 625. Co-requisites: COUN 614, COUN 620, 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) 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) 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 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)** *Prerequisite: EDHD 602.*

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 635 **PARENT AND FAMILY CONSULTATION (3)** *Prerequisite: COUN 620 or permission of the instructor.*

Built on the principles and skills taught in COUN 620, this course gives students the opportunity to co-lead an Adlerian-based parent education group under the supervision of the course instructor and an A read counseling professional. Emphasis is on the synthesis of group counseling theory through direct experience leading a group and on the mastery and application of the parenting skills utilized for work with families in any counseling setting.

COUN 640 **ABNORMAL BEHAVIOR (3)** *Prerequisites: COUN 605, COUN 614, COUN 615 or permission of the instructor.*

An examination of the current diagnostic categories listed in the Diagnostic and Statistical Manual TR-IV. 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 **ADDICTION COUNSELING (3)** *Prerequisites: 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 650 **ADMINISTRATION AND SUPERVISION OF MENTAL HEALTH AGENCIES (3)** *Prerequisites: COUN 605, COUN 614, COUN 615 or permission of the instructor.*

An examination of the approaches to the administration of mental health programs and of the supervision of mental health personnel. Attention is given to the management of human resources, grants development, budgeting, and evaluation of personnel and programs. Additional instruction is provided in the areas of counseling supervision models, practices, and processes.

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 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 678 **ADVENTURE-BASED COUNSELING (3)** This course will provide an overview of adventure-based counseling in the outdoors and other recreational settings. The course will explore the therapeutic uses of wilderness experiences for recreation, personal growth and reflection, physical challenge, and to enhance counseling and psychotherapy. Students will participate in experiential learning for skill development in adventure-based counseling and as a means for understanding the integration of counseling theories, skills, and techniques with adventure-based counseling practices.

COUN 683 **DYNAMICS OF PLAY (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)** *Prerequisites: COUN 625, COUN 605, COUN 614, COUN 616, COUN 620, COUN 670, AND COUN 602.* 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)** *Prerequisites: COUN 601, COUN 605, COUN 614, COUN 615, COUN 620, AND COUN 630 and COUN 602.* 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 pursuit of individual interest and projects not covered in existing courses.

COUN 698 **SCHOOL COUNSELING INTERNSHIP (3)** *Prerequisites: COUN 625, COUN 605, COUN 616, COUN 620, COUN 620, COUN 630, EDHD 602.* Designed to give students the opportunity to demonstrate and improve their counseling skills in a school setting. Students complete a minimum of 300 hours of counseling experience in a K-12 school setting under both College and field supervision. In addition, participation in a weekly group supervision session is required. Note: A mandatory criminal and social services background check must be conducted in the prior semester at the student's expense. The course may be repeated for credit.

COUN 696 **SCHOOL COUNSELING INTERNSHIP II (3)** *Prerequisites: COUN 625, COUN 605, COUN 614, COUN 616, COUN 620, COUN 670, AND COUN 602.* 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)** *Prerequisites: COUN 601, COUN 605, COUN 614, COUN 615, COUN 620, COUN 630, COUN 670, and COUN 602.* 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.

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CRIMINAL JUSTICE LEADERSHIP COURSES

CRJU 602 CRIMINOLOGY (3) The major theories of the etiology of criminal behavior, including biological, environmental, and other causative factors.

CRJU 603 ETHICS AND LEADERSHIP (3) *Prerequisites: CRJU 602, 620, 610, 612, 696; EDLS 690.* Classic and contemporary theories of ethics and justice and their applications to criminal justice agencies.

CRJU 604 VICTIMOLOGY (3) *Prerequisites: CRJU 602.* Overview of victimization to include history, theories, categories of victimization, and victim typologies.

CRJU 610 RESEARCH METHODS IN CRIMINAL JUSTICE (3) *Prerequisites: CRJU 602 and EDLS 690.* Scientific methods in criminal justice research to include methods of design, data collection, policy evaluation, interpretation, and implementation of research findings.

CRJU 612 STATISTICS FOR CRIMINAL JUSTICE (3) *Prerequisites: CRJU 610.* Descriptive and inferential statistics with particular with particular attention given to nonparametric tests, measures of association, and the development of quantitative methods as relevant to the area of criminal justice.

CRJU 620 CULTURAL DIVERSITY (3) *Prerequisites: EDLS 690, CRJU 602.* Importance of culture and diversity and effects on processes of communication and leadership.

CRJU 625 INTERNATIONAL CRIME AND JUSTICE (3) *Prerequisites: CRJU 602, CRJU 604.* Effects of history, culture, and politics in the international sphere on policies, crime, and the operations of criminal justice systems and human services agencies. Students will engage in studies related to the evolution of international law including, for example, foci such as Interpol and Europol.

CRJU 669 SPECIAL TOPICS IN CRIMINAL JUSTICE LEADERSHIP STUDIES (1,2,3) Intensive study of a problem or topic in criminal justice leadership studies. Topic varies according to professor and term offered.

CRJU 670 INDEPENDENT STUDY IN CRIMINAL JUSTICE LEADERSHIP STUDIES (1,2,3) This course offers the opportunity for students to pursue in depth a topic of special interest within Criminal Justice Leadership under the supervision of a faculty member. Can be taken more than once.

CRJU 696 DIRECTED STUDY IN CRIMINAL JUSTICE (3-6 CREDITS); *Prerequisites: CRJU 602, 610, 620 and EDLS 690.* Independent study for advanced students, under faculty supervision.

CRJU 697 PORTFOLIO (3) *Prerequisites: CRJU 602, 603, 604, 610, and 612 and EDLS 690.* Agency designed projects in response to an identified problem to include program implementation and evaluation.

CRJU 698 THESIS (3) *Prerequisites: CRJU 602, 603, 604, 610, 612, and EDLS 690.* Agency designed projects in response to an identified problem to include a theoretical foundation, program implementation and evaluation.

DOCTOR OF PHYSICAL THERAPY COURSES

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/clients 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 needs, 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 **NEUROANATOMY (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 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 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 812 **DIAGNOSIS AND MANAGEMENT OF PATIENTS WITH MUSCULO-SKELETAL DYSFUNCTION I (4)** Instruction and skills practice with conditions associated with the musculoskeletal system, utilizing a comprehensive patient/client management approach through integration of the five elements of care (examination, evaluation, diagnosis, prognosis, and intervention).

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 815 **PHYSICAL THERAPY WITH SPECIAL POPULATIONS I (3)** Focuses on the unique nature of physical therapy evaluation and management of children with neuromuscular and musculoskeletal dysfunction. 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.

DPT 817 **PSYCHOSOCIAL ASPECTS OF HEALTH CARE (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)** Instruction and skills practice associated with conditions associated with the musculoskeletal system, utilizing a comprehensive patient/client management approach through integration of the five elements of care (examination, evaluation, diagnosis, prognosis, and intervention).

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 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 839 **CLINICAL INTERNSHIP I (4)** Students provide services to patients/clients under the supervision of a licensed physical therapist clinical instructor (eight weeks).

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 915 **PHYSICAL THERAPY WITH SPECIAL POPULATIONS II (4)** Focuses on the unique needs of various client populations regarding physical therapy evaluation and management. Topics include women's health, adults with intellectual and developmental disabilities, adults with mental illness and limited cognitive function, and geriatrics.

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 INTERNSHIP II (4)** Students provide services to patients/clients under the supervision of a licensed physical therapist clinical instructor (eight weeks).

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DPT 923 **INTEGRATED CASE APPLICATION LAB III (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 INTERNSHIP III (4)** Students provide services to patients/clients under the supervision of a licensed physical therapist clinical instructor (eight weeks).

DPT 939 **CLINICAL INTERNSHIP 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 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.

CURRICULUM AND INSTRUCTION COURSES

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 understanding 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 design 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 required 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, OVERCOMING 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 ex-

plores 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 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 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 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 Core, Praxis II, and VCLA 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. 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.

ECONOMICS COURSES**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.

EDUCATION COURSES

EDHD 601 DIVERSE DEVELOPMENTAL PATHWAYS IN EARLY CHILDHOOD 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 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 Education.

EDHD 671 PROFESSIONAL PROJECT IN EDUCATION (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.

EDUCATIONAL LEADERSHIP COURSES

EDLS 603 LEGAL AND ETHICAL ISSUES (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, and ethical issues pertaining to schools and identifies the implications for educational practice.

EDLS 609 RESEARCH METHODS AND APPLICATIONS FOR EDUCATIONAL LEADERS (3) Examines research methodology, tools, and resources for the educational leader. Particular emphasis is placed on action research focusing on effective schools and student achievement. Emphasis is given to the appropriate use of research tools and educational technology in the analysis of data including data driven decision making and implementing school and/or division-based research projects or school improvement plans. Both formative and summative evaluation strategies are emphasized.

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 college-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 612 CONTEMPORARY ISSUES IN HIGHER EDUCATION (3) This course provides an opportunity to explore contemporary issues related to higher education.

EDLS 613 FISCAL AND RESOURCE ACCOUNTABILITY (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.

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 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. Particular emphasis is placed on research-based instructional strategies and creating engaging classrooms. 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 623 PERSONNEL (3) Examines the theory and practice relative to effective human resource administration. Emphasis is placed on the recruitment, selection, educational development, evaluation, compensation, and legal rights of personnel.

EDLS 643 THE PRINCIPALSHIP (3) A study of the 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 implementing improvements.

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, 2, 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, 2, 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 696-697 LEADERSHIP INTERNSHIP HIGHER EDUCATION FOCUS I-II (3, 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 college. The course is under the guidance and direction of supervisors across campus and requires a two-semester sequential commitment.

EDLS 698-699 LEADERSHIP INTERNSHIP PK-12 FOCUS I-II (3, 3) 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 requires a two-semester sequential commitment.

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 leadership 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.

ENGLISH COURSES

ENGL 699 RESEARCH AND THESIS (3-6) Provides students with the opportunity to do extensive research on a topic of particular interest, culminating in the writing and defense of a thesis under a faculty director and a thesis committee. This course may be repeated once for credit.

ENVIRONMENTAL SCIENCE COURSES

ENVS 600 CONCEPTS IN EARTH AND ENVIRONMENTAL SCIENCE (3) Focuses on a variety of specific earth and environmental science content, concepts, and laboratory and field skills that teachers are required to address when teaching earth science at the middle and high school levels. Topics include plate tectonics, the rock cycle, Earth's history, oceans, atmosphere, weather and climate, the solar system and universe, and land and water resource issues.

ENVS 610 ASTRONOMY (3) Addresses topics in modern astronomy from the solar system to the wider universe and to ultimate cosmological questions. The emphasis is on easily observed celestial phenomena and understanding their significance, current discoveries coming from interplanetary missions and what they tell us about our own planet, and the latest discoveries and speculations in astrophysics and cosmology. Relevant course content will be adapted by students into lessons and activities suitable for public schools and other educational settings.

ENVS 631 ENVIRONMENTAL HYDROLOGY (3) This course covers the fundamentals of surface and subsurface water flow and transport, emphasizing the role of groundwater in the hydrologic cycle, the relation of surface and groundwater flow to geologic structure, and the characterization of contaminants in surface and subsurface water. Special emphasis will be placed on improving the laboratory and field skills of middle and high school level biology and earth science teachers.

ENVS 645 PRACTICAL METEOROLOGY (3) This course covers all key aspects of meteorology ranging from basic atmospheric processes to human induced climate change. Various weather events, tropical weather, air pollution, and forecasting are all addressed, with an emphasis on practical applications and impacts on our daily lives. Special emphasis will be placed on improving the laboratory and field skills of middle and high school level biology and earth science teachers.

ENVS 650 WATER QUALITY (3) Focuses on integrated content in environmental science, chemistry, and biology that applies to water quality assessment. Appropriate laboratory and field skills for teachers, in any of the scientific disciplines listed above, are addressed. Topics include water quality issues, bacterial monitoring, chemical assessment, and biological assessment. Emphasis is on pedagogical approaches to applying these concepts in the classroom. This course is included within the graduate course sequence in biology.

ENVS 660 APPLIED GEOLOGY (3) Covers all key aspects of the earth sciences including basic geologic principles such as mineral and rock identification; geomorphic processes such as faulting, volcanism, mass wasting, weathering, and sedimentation; plate tectonics; and the interactions between geologic and hydrologic processes. Special emphasis will be placed on improving laboratory and field skills of earth science teachers at middle and high school levels.

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ENVS 665 **FUNCTIONAL OCEANOGRAPHY (3)** This course explores the oceans, their functions, and their processes and addresses ocean currents, water chemistry, heat and energy transfer, sea floor geology, and coastal interactions across our planet. Special emphasis is placed on improving the laboratory and field skills of middle and high school level biology and earth science teachers.

ENVS 680 **APPLIED GEOGRAPHY (3)** Comprehensive overview of geographic principles with examples from the physical and social sciences. Technologies such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS) will be used to understand and demonstrate topics, with an emphasis on pedagogical approaches to applying these concepts in the classroom.

HEALTH INFORMATICS MANAGEMENT COURSES

HIM 600 **INTRODUCTION TO HEALTH CARE OPERATIONS (3)** This course is a required program prerequisite for students with no prior experience or coursework in healthcare management. It provides students with an overview of the functions and an operations of the healthcare system in the United States with particular focus on hospitals and large, specialized clinics. Course may be waived with permission of the program director.

HIM 601 **INTRODUCTION TO HEALTH INFORMATICS (3)** This course provides an overview of health informatics/information management and the role of informatics in the health care delivery system. The principles and practice of healthcare informatics are explored as they relate to the application, analysis, management, and architecture of health data. Students will be introduced to data mapping, data structures, and data management policies and procedures. The course also addresses clinical terminology and classification systems. Discussion also covers ICD-10 classification system, health record content, documentation standards, and data privacy and governance.

HIM 605 **HEALTH SYSTEM MANAGEMENT (3)** This course introduces the principles of management and leadership as they relate to the use of information technology as a tool for achieving organizational goals and objectives. The course covers such topics as the use of IT as a strategic tool, strategic and operational planning for IT, and the supervision of knowledge workers. The course will address the various ways that information technology can aid in operations management and strategic decision-making processes.

HIM 607 **HEALTH FINANCIAL MANAGEMENT (3)** *Prerequisites: HIM 601 and HIM 605:* This course provides students with an understanding of the general principles of accounting and financial management applied in the healthcare environment. The course includes an overview of revenue sources for various healthcare entities. The Diagnosis-Related Group (DRG) system of service classification and its relation to payment for providers and organizations also are examined. The fundamentals of strategic planning, cost concepts, and capital budgeting are applied in the healthcare environment. Issues the development and management of budgets are examined. This course provides students with theory, tools, and practical experience in healthcare financial management.

HIM 610 **HEALTH SERVICES MANAGEMENT AND STRATEGY (3)** *Prerequisites: HIM 607 and HIM 625:* This course is an in-depth study of health care institutions and organizations, their structure, types of care provided, operational strategy, and environment. The roles and functions of managing health services organizations within the context of the operational environment and its impact are explored.

HIM 625 **MANAGEMENT OF INFORMATION TECHNOLOGY AND STRATEGY (3)** *Prerequisites: HIM 601 and HIM 605:* This course in an overview of historical, current, and emerging health information systems and technologies. Students will apply a system life-cycle process to the adoption, management and maintenance of an electronic health record system. Topics include artificial intelligence, decision support systems, report generation, data analytics, workflow processes, health information exchange, enterprise information management, training and development, data quality, user interfaces, data capturing technologies, personal health records, and population health.

HIM 635 **RESEARCH METHODS IN HEALTH INFORMATICS (3)** *Prerequisites: HIM 607 and HIM 625:* This course addresses the use of descriptive and inferential statistics and research design and methods as they relate to healthcare and healthcare informatics. Emphasis is placed on the analysis and use

of clinical and administrative data in decision making; health care planning; informatics research; and policy development. Other topics addressed include institutional review boards, research ethics, and the interpretation and presentation of data.

HIM 645 HEALTH INFORMATICS ACQUISITION MANAGEMENT (3) *Prerequisites: HIM 610 and HIM 635:* This course addresses the management practices related to the acquisition of informatics systems, components, and services. Emphasis is on the importance of both organizational and informatics strategic planning. Issues related to the development of the long- and immediate-range acquisition plans, financial planning and budgeting, integration of the proposed systems within the overall goals of the enterprise and with existing systems.

HIM 650 HEALTH INFORMATICS PROJECT MANAGEMENT (3) *Prerequisites: HIM 645 and HIM 653:* This course explores the fundamental principles and practice of managing informatics programs and projects. The dynamic nature of IT and health care informatics and the effect of life cycles are explored. Management theories as they relate to project planning, organizational structure, team building, and effective control mechanisms are discussed. Students gain a solid foundation informatics project management so that they can successfully manage each phase of the project life cycle, work with in organizational and cost constraints, set goals linked directly to stake holder needs, and utilize proven management tools to execute a dynamic project on time and within budget.

HIM 653 HEALTH DATA MANAGEMENT (3) *Prerequisites: HIM 610 and HIM 635:* This course introduces data management and database technologies, data modeling tools, relational database design, use, and implementation and the use of the structured query language (SQL). Data warehousing and more analytic databases also are introduced, along with online analytic processing (OLAP) tools to support decision making. Other topics covered in this course include data quality, emerging cloud databases, and data mining.

HIM 654 HEALTH DATA MANAGEMENT II (3) *Prerequisites: HIM 645 and HIM 653:* This course provides overview of the functions, limitations, opportunities and challenges presented by integrated electronic medical records from a data management perspective. This course also covers the legal and ethical issues related to integrated electronic medical records data security. Due to the sensitive nature of patient medical records this course also address the theories and techniques for ensuring and managing information security. Information security topics covered include cryptography; authentication; and access control techniques, and their use in network, operating system, database, and application layers; administrative and technical security controls to prevent, detect, respond to, and recover from cyber attacks; risk and vulnerability analysis to select security controls; security planning; security architecture; security evaluation and assessment; and legal, ethical, and privacy aspects of information assurance.

HIM 665 LEGAL, SOCIAL AND ETHICAL ISSUES IN HEALTH INFORMATICS (3) *Prerequisites: HIM 650 and HIM 654:* Health informatics involves rapidly changing technology, which impacts the way in which legal and ethical considerations are understood in our culture. This course will examine the relationships between law and ethics. Particular considerations will be given to the concepts of privacy, autonomy, responsibility and decision-making. These concepts are discussed from both legal and ethical perspectives in the policy and regulatory arena. The impact of current and future technology, such as patient portals and social media, will be discussed as it relates to these concepts and the impact on health informatics.

HIM 670 HEALTH INFORMATICS PRACTICUM CAPSTONE (3) *Prerequisites: HIM 650 and HIM 654:* Through supervised work experience on informatics projects students are expected to integrate and demonstrate mastery of the topics covered in the program.

INFORMATION TECHNOLOGY CERTIFICATE COURSES

ITC 510 SYSTEM ADMINISTRATION WITH RED HAT ENTERPRISE LINUX (2) A one-week intensive on-campus study preceded by approximately 40 hours of online study. Students experience a hands-on approach to learning Red Hat Enterprise Linux administration. Topics include networking, permissions, installation, applications, development tools, production support, scripting, and virtualization.

ITC 511 SYSTEM ADMINISTRATION WITH DEBIAN LINUX (2) A one-week intensive on-campus study preceded by approximately 40 hours of online study. Students experience a hands-on approach to

learning Debian Linux administration. Topics include: networking, permissions, installation, applications, development tools, production support, scripting, and virtualization.

ITC 520 **DISTRIBUTED SYSTEM ADMINISTRATION WITH RED HAT ENTERPRISE LINUX (2)** *Prerequisite: ITC 510.* A one-week intensive on-campus study preceded by approximately 40 hours of online study. Students experience a hands-on approach to learning Red Hat Enterprise Linux Network administration. Topics include: Clusters/Grids, Distributed File Systems, Federated Authentication, Kernel Configuration/Modification, Containers, Load Balancing, Gateway Configuration and Mobile IP.

ITC 521 **DISTRIBUTED SYSTEM ADMINISTRATION WITH DEBIAN LINUX (2)** *Prerequisite: ITC 511.* A one-week intensive on-campus study preceded by approximately 40 hours of online study. Students experience a hands-on approach to learning Debian Linux Network administration. Topics include: Clusters/Grids, Distributed File Systems, Federated Authentication, Kernel Configuration/Modification, Containers, Load Balancing, Gateway Configuration and Mobile IP.

ITC 530 **SECURITY SPECIALIST WITH RED HAT ENTERPRISE LINUX (2)** *Prerequisite: ITC 520.* A one-week intensive on-campus study preceded by approximately 40 hours of online study. Students experience a hands-on approach to learning Red Hat Enterprise Linux security. Topics include: Malware, Access Control, System Hardening, Firewalls, Encryption and Hashing, Secure Tunnels, and Chain of Trust.

ITC 531 **SECURITY SPECIALIST WITH DEBIAN LINUX (2)** *Prerequisite: ITC 521.* A one-week intensive on-campus study preceded by approximately 40 hours of online study. Students experience a hands-on approach to learning Debian Linux security. Topics include: Malware, Access Control, System Hardening, Firewalls, Encryption and Hashing, Secure Tunnels, and Chain of Trust.

ITC 540 **FORENSIC SPECIALIST WITH RED HAT ENTERPRISE LINUX (2)** *Prerequisite: ITC 530.* A one-week intensive on-campus study preceded by approximately 40 hours of online study. 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 Architectural, Memory and Malware Forensics.

ITC 541 **FORENSIC SPECIALIST WITH DEBIAN LINUX (2)** *Prerequisite: ITC 531.* A one-week intensive on-campus study preceded by approximately 40 hours of online study. 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 Architectural, Memory and Malware Forensics.

ITC 550 **SYSTEMADMINISTRATIONWITHMICROSOFTWINDOWS(2)***Prerequisite: ITC 540 or ITC 541.* A one-week intensive on-campus study preceded by approximately 40 hours of online study. Students experience a hands-on approach to learning Microsoft Windows administration. Topics include networking, permissions, installation, applications, development tools, production support, scripting, and virtualization.

ITC 551 **DISTRIBUTED SYSTEM ADMINISTRATION WITH MICROSOFT WINDOWS (2)** *Prerequisite: ITC 550.* A one-week intensive on-campus study preceded by approximately 40 hours of online study. Students experience a hands-on approach to learning Distributed Windows administration. Topics include: Clusters/Grids, Distributed File Systems, Federated Authentication, Containers, Load Balancing, Gateway Configuration, DLLs and Drivers.

ITC 552 **SECURITY SPECIALIST MICROSOFT WINDOWS (2)** *Prerequisite: ITC 551.* A one-week intensive on-campus study preceded by approximately 40 hours of online study. Students experience a hands-on approach to learning Windows security. Topics include Malware, Access Control, System Hardening, Firewalls, Encryption and Hashing, Secure Tunnels, and Chain of Trust.

ITC 553 **FORENSIC SPECIALIST MICROSOFT WINDOWS (2)** *Prerequisite: ITC 552.* A one-week intensive on-campus study preceded by approximately 40 hours of online study. 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 Architectural, Memory and Malware Forensics.

ITC 560 **MOBILE AND INTERNET OF THINGS SECURITY (2)** *Prerequisite: ITC 553.*
 A one-week intensive on-campus study preceded by approximately 40 hours of online study. Students experience a hands-on approach to learning security aspects of mobile computing and the Internet of Things. Topics include: Mobile Architectures, Machine Coding, Internet of Things Architectures, Cloud Integration, Secure Data Exchange, and Sensors and Tracking.

ITC 561 **SECURE CODING (2)** *Prerequisite: ITC 560.* A one-week intensive on-campus study preceded by approximately 40 hours of online study. Students experience a hands-on approach to learning. Topics include: Machine Coding, Memory and Execution Architectures, and Best Practices for Secure Coding.

LATIN COURSE

LATN 680 **MEDIEVAL LATIN FOR TEACHERS** This graduate course shows how the Latin language and genres of writing such as legends, biographies, letters, and poetry developed during the period 500-1500 CE, following the fall of Rome in 476 CE. Thus it provides continuity from the study of ancient Roman culture, prose, and poetry, which spread throughout the empire, was preserved in manuscripts and printed books, and developed in new forms. The course includes reading and translation, an introduction to paleography or handwriting styles in manuscripts, and lesson plans for teaching. It is designed especially for graduate students planning to teach or teachers seeking certification credits in Latin.

LEADERSHIP STUDIES COURSES

LS 600 **HISTORY AND FOUNDATION OF NONPROFITS AND MANAGEMENT (3)**
 This course is intended to prepare students for management roles in the nonprofit sector by helping them gain an understanding of nonprofits in America. As such it will explore the development, history and nature of the sector, major issues it is facing, governance structures of nonprofit 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 nonprofit 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

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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 (1,2,3)** 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 (1,2,3)** 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 **NON-PROFIT LEADERSHIP INTERNSHIP (3)** This Internship provides the student with a supervised work experience in a Non-Profit organizational setting in which principles of the Non-Profit Leadership program are applied. Examples of a work setting are those organizations which are tax exempt under section 501(c)(3) 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 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 leader-

ship within organizations and the development of appropriate strategies for improving communities through cooperative and joint efforts.

LS 806 PUBLIC POLICY (3) Exploration of policy-making 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 non-profit 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, non-profits, schools, colleges, 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 812 PLANNING FOR THE FUTURE: ECONOMIC TRENDS IN THE 21ST CENTURY (3) This course provides leaders with the economic tools and concepts needed to make sense of changes taking place within the regional economy. Special emphasis is placed on acquiring skills and competencies needed to identify emerging economic, demographic, technological, and cultural trends, and to analyze the implications of these trends for organizational operations.

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 814 RESEARCH DESIGN AND LITERATURE REVIEW (3) The purpose is to enable students to understand and apply key principles concerning appropriate research practice as related to design and methodology and to demonstrate the ability to communicate effectively in written form using appropriate professional writing style. The course will also focus research and written communication skills within the context of a study of leadership considerations in a particular domain (e.g., as related to diversity and disability within educational, governmental, non-profit, or business settings).

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 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.**

MATHEMATICS COURSES

MATH 601 **RATIONAL AND IRRATIONAL NUMBERS: THE FOUNDATION OF REAL ANALYSIS (3)** This course explores the basic structure of the Real Number system, with a focus on the properties of rational and irrational numbers. Topics will include basic properties of numbers, rational and irrational approximation, and transcendental number theory.

MATH 602 **POLYNOMIALS: AN EXPLORATION OF ALGEBRAIC STRUCTURES (3)** This course explores the basic structure of abstract algebra using polynomials as the primary examples. Topics will include basic properties of groups, rings, fields, and properties of polynomials.

MATH 603 **POINT SET TOPOLOGY (3)** This course covers the beginning elements of general topology including: set theory, topological spaces, separation axioms, compact spaces, locally compact spaces, connected spaces, continuity and homeomorphism, and metric spaces.

MATH 604 **THEORY OF NUMBERS (3)** This course explores the properties of the integers and related structures through the use of various algebraic techniques, beginning with a study of the Euclidean algorithm, divisibility, primes, and congruence. Additional topics will be selected from the Chinese Remainder Theorem, Diophantine equations, residues, quadratic reciprocity, primitive roots, number-theoretic functions, continued fractions, unique factorization, algebraic integers, number fields, equations over finite fields, and other topics in Number Theory.

MATH 605 **THE MATHEMATICS OF CODING THEORY (3)** This course will explore the mathematics necessary for communicating information in the presence of noise. Topics will be selected from decoding algorithms, linear codes and basic vector space theory, Hamming codes, Reed Solomon codes, BCH codes, minimum weight and distance, and error detection and correction schemes.

MATH 606 **MATH EXPLORATIONS (3)** This course will allow students to explore the world of mathematical problem solving, focusing on the use of computers, models, and examples to investigate problems rather than formal rigid processes to uncover a solution. Selected topics will include, but will not be limited to, number theory, probability, mathematical modeling, graph theory, fractals, real analysis, and open math problems.

MATH 610 **MATHEMATICS EDUCATION (3)** This course will focus on the principles and practices of mathematics education (K-12) and will address appropriate research on effective strategies for enhancing mathematics learning among all students. The course will include attention to the development of curriculum, instructional methodologies, and assessment strategies.

MATH 669 **SPECIAL TOPICS IN MATH (3)** This course provides intensive study of a problem or topic in mathematics. The focus varies according to professor or term.

MASTER OF BUSINESS ADMINISTRATION COURSES

MBA 600 **ADVANCED BUSINESS PRINCIPLES (6)** This course covers key concepts in accounting, economics, statistics, and other business disciplines. Special attention is given to developing analytical tools and knowledge in support of the MBA curriculum.

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 605 INVESTMENTS (3) *Prerequisite: MBA 611 or permission of instructor.* A study of financial assets, their valuation, and their allocation in efficient portfolios with emphasis on equities and fixed income securities. Topics covered include asset pricing models, theoretical analysis of market efficiency, stock and bond valuation, capital and money market mechanics and operation, and modern portfolio theory.

MBA 606 ENTREPRENEURSHIP (3) *Prerequisite: ACCT 202 or MBA 600.* Emphasis on aggressive strategic planning of entrepreneurial projects and integration of professional management and entrepreneurial values, concepts, and tools. Students are coached through development of strategic plans for their projects. The course is designed for senior-level and graduate students.

MBA 607 MANAGERIAL ACCOUNTING (3) *Prerequisite: MBA 600.* 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 600.* 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) *Prerequisites: MBA 607, MBA 608.* 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 616 ADVERTISING MANAGEMENT (3) A study of decision theory and techniques used in planning, directing, and evaluating advertising strategies. Major topics include self-regulation and ethics, laws, and government regulation of advertising. Emphasis is case analysis.

MBA 617 MARKETING POLICY AND STRATEGY (3) A study of the principles and processes of strategic marketing planning. Emphasis is on development and implementation of strategic marketing plans and programs. Comprehensive case studies and/or computer simulations are used as a basis for analysis.

MBA 625 ONLINE BUSINESS (3) *Prerequisite: Permission of instructor.* A management-oriented course providing an opportunity to analyze, develop, and synthesize aspects of development and operation of an online business unit. The unit chosen for study can be part of an existing corporation or development of a new business venture. Topics include, but are not limited to, development issues of an online business, legal issues associated with an online business, design issues associated with a website, user-based issues, and current issues within the realm of online business and consumers.

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MBA 633 **GOVERNMENT REGULATION OF ENTERPRISE (3)** An in-depth examination of the legislative restrictions placed on business enterprise, including a concentration on the agencies that implement such legislation. The primary focus is regulations dealing with a firm's personnel.

MBA 636 **EMPLOYEE BENEFITS AND RETIREMENT PLANNING (3)** *Prerequisite: MBA 611 or permission of instructor.* Business and financial planners need to know how to help employees and clients be financially comfortable while employed and in retirement. The course covers the major employment and retirement issues that Americans face today.

MBA 642 **HEALTH SERVICES MARKETING (3)** A survey of contemporary marketing issues in health services and an ideal course for a first introduction to health services marketing. A basic working knowledge of the U.S. health system is beneficial but not necessary.

MBA 643 **HEALTH SERVICES MANAGEMENT AND STRATEGY (3)** In-depth study of health care institutions and organizations, their structure, types of care provided, operational strategy, and environment. A major emphasis is on understanding and analyzing the roles and functions of managing health services organizations within the context of the operational environment and its impact. Guest speakers introduce the types of institutions, organizations, operational strategies, and management models for health service organizations that serve as the basis for analysis and discussion.

MBA 644 **HEALTH SERVICES FINANCIAL MANAGEMENT (3)** *Prerequisite: MBA 607 or permission of instructor.* Provides an understanding of the general principles of accounting and financial management applied in the healthcare environment. The course includes an overview of revenue sources for various healthcare entities. The Diagnosis-Related Group (DRG) system of service classification and its relation to payment for providers and organizations also are examined. The fundamentals of strategic planning, cost concepts, and capital budgeting are applied in the healthcare environment. Issues surrounding the development and management of budgets are examined. This course provides students with theory, tools, and practical experience in healthcare financial management.

MBA 651 **PRODUCTION AND OPERATIONS MANAGEMENT (3)** *Prerequisite: MBA 600.* 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)** 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 671 **INNOVATION AND CHANGE (6)** *Prerequisites: MBA 602, MBA 607, MBA 608, and MBA 609.* This interdisciplinary course draws upon case studies and contemporary research to explore the resource requirements and strategies needed to foster and sustain innovation and overcome resistance to change.

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: All required core courses except MBA 655 and MBA 670.* 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, 2, 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 dean of the School of Business and Economics, a student or group of students may pursue almost any business-related topic of special interest.

MBA 698 **BUSINESS INTERNSHIP (1, 2, 3)** *Prerequisite: Graduate students with a 3.0 minimum QPA.* 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.

MASTER OF PUBLIC HEALTH COURSES

MPH 605 **PUBLIC HEALTH NEEDS ASSESSMENT & 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; healthcare; 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 & 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 health profession

MPH 650 **PUBLIC HEALTH INTERNSHIP (3)** Apply knowledge of public health core competencies in a working public health setting under the supervision of a preceptor.

MPH 651 **PUBLIC HEALTH INTERNSHIP (6)** Apply knowledge of public health core competencies in a working public health setting under the supervision of a preceptor.

MPH 652 **PUBLIC HEALTH INTERNSHIP (9)** Apply knowledge of public health core competencies in a working public health setting under the supervision of a preceptor.

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 669 **SPECIAL TOPICS IN PUBLIC HEALTH (1,2,3)** 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 (1,2,3)** 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. Can be taken more than once.

MUSIC COURSES

MUSC 504 **GRADUATE MUSIC THEORY REVIEW (2)** Music theory course that covers basic and elaborated tonal harmonic languages, overview of sixteenth and eighteenth-century counterpoint and rudiments of forms and analysis.

APPLIED MUSIC (1) Private instruction in applied music. An extra, non-refundable fee is required. The student will arrange his/her lesson time with the instructor.

- MUSC 601** **PIANO**
- MUSC 602** **ORGAN**
- MUSC 603** **VOICE**
- MUSC 604** **WOODWIND**
- MUSC 605** **BRASS**
- MUSC 606** **PERCUSSION**
- MUSC 607** **STRINGS**

ENSEMBLE (1) Each graduate student is required to participate for credit in one of the Music Department ensembles each semester for a total of four semester hours.

MUSC 612 GRADUATE ENSEMBLE–CHORAL UNION

MUSC 613 GRADUATE ENSEMBLE–WIND SYMPHONY

MUSC 614 APPLIED CONDUCTING–CHORAL (1) Private conducting lessons.

MUSC 615 APPLIED CONDUCTING–INSTRUMENTAL (1) Private conducting lessons.

MUSC 621 RESEARCH METHODS IN MUSIC (3) A survey of materials and references in the field of music and bibliography and research in music that provides a foundation for basic methods of research. Areas of emphasis include bibliographical problems, practical research, and the writing of a research document.

MUSC 624 MUSIC AND LITERATURE OF THE BAROQUE ERA (3) This survey course traces the development of musical thought and expression from 1580-1750. This era in music history produced at its inception the innovative ideas of Monteverdi and Schütz and culminated with the works of Handel and Bach.

MUSC 625 MUSIC AND LITERATURE OF THE CLASSICAL ERA (3) This survey course traces the development of musical thought and expression from 1750-1825. An exploration of classical style, including the origins, confluence of performance practices, evolution of classicism, and the historical perspectives of this time era are emphasized.

MUSC 626 ANALYSIS AND PERFORMANCE (3) *Prerequisite: A passing grade on the music theory diagnostic exam or successful completion of graduate theory review.* This course involves advanced score analysis techniques that all conductors should know. Macrocosm to microcosm analyses lead to a better understanding of music and conducting preparation.

MUSC 627 MUSIC AND LITERATURE OF THE ROMANTIC ERA (3) This course traces the development of musical thought and expression from 1825-1900. An exploration of style, including the origins, confluence of performance practices, evolution of romanticism, and the historical perspectives of this time era are emphasized.

MUSC 628 MUSIC AND LITERATURE OF THE ROMANTIC ERA (3) This survey course traces the developments of musical thought and expression from 1900 to the present. An exploration of style, including the origins, confluence of performance practices, evolution of contemporary society, and the historical perspectives of this time era are emphasized.

MUSC 631 PRACTICUM IN CHORAL CONDUCTING (1) This is a practicum ensemble for choral conductors. The course stresses development of effective rehearsal techniques such as conducting gestures, error detection, and rehearsal pacing in a laboratory setting. Each conducting student chooses, prepares, and rehearses music with other students, and the instructor provides feedback on the student's rehearsal and conducting effectiveness.

MUSC 632 CHORAL METHODS (3) This is a hands-on study of choral and vocal pedagogy for choral conductors. The course explores theories and practices of vocal/choral tone, their production, and their effect in both solo and choral singing, especially with regard to quality, dynamics, blending, intonation, and diction.

MUSC 633 CHORAL LITERATURE AND STYLE ANALYSIS (3) This course is an in-depth study of choral literatures with emphasis on historical context, performance practice, interpretive issues, performance techniques, and conducting problems.

MUSC 641 PRACTICUM IN INSTRUMENTAL CONDUCTING (1) A study of techniques and interpretive skills of the instrumental ensemble conductor to successfully realize the written score. Student participation in a lab setting is required.

MUSC 642 INSTRUMENTAL METHOD AND PEDAGOGY (3) A study of instrumental music education developed through the examination of instructional materials and curriculum organization. Emphasis will be placed on pedagogical literature, administrative strategies, recruitment, and special interest groups (jazz/marching band) appropriate for instrumental music programs.

MUSC 643 SYMPHONIC LITERATURE (3) A survey of literature for the symphony orchestra from its inception to the present with an emphasis on standard works.

MUSC 644 HISTORIC WIND BAND LITERATURE TO 1950 (3) A study of historical, social, and stylistic trends unique to the wind band literature from the Renaissance period (Gabrieli) to traditional wind works of Mozart, Mendelssohn, Berlioz, Holst, Grainger, Poulenc, and others up to 1950.

MUSC 645 CONTEMPORARY WIND ENSEMBLE LITERATURE (3) A study of wind ensemble literature since 1950, with emphasis on performance analysis and conducting techniques in the works of Schuller, Hindemith, Persichetti, Arnold, Painter, Reed, and others.

MUSC 699 GRADUATE PROJECT (2) All students are required to present a full conducting recital. Students will select, study, and rehearse an approximately sixty-minute recital under the guidance of his/her major advisor. Graded pass/fail by the committee.

NURSING COURSES

NRSNG 601 NURSING THEORY AND ROLE DEVELOPMENT (3) This course provides the foundation for the entering graduate nurse to develop an understanding of the concepts, philosophies, conceptual models, and theories that are relevant to master's level nursing. The emphasis of the course will be on application of this content to practice as it relates to role development as a clinical nurse leader or nurse educator.

NRSNG 603 HEALTH POLICY, CLINICAL DECISION AND ETHICS (3) This course examines and evaluates social policy and its impact on health policy, health status and health systems. Using an ethical framework, content examines issues such as financing, quality and safety in current health system practices.

NRSNG 606 ADVANCED PHYSICAL ASSESSMENT (3) This course is designed to introduce the experienced clinical nurse to diagnostic reasoning, advanced clinical history taking and physical assessment for individuals across the life span. Content includes concepts, theory and skill practice.

NRSNG 607 ADVANCED PATHOPHYSIOLOGY (3) Course content builds on students' knowledge of anatomy and physiology emphasizing complex body function from the molecular to the systems level. Study focuses on the mechanisms involved in diseases of the major organ systems as well as general aspects of common pathophysiological conditions and syndromes.

NRSNG 609 ADVANCED PHARMACOLOGY (3) Content builds on prior pharmacologic study of the actions and effects of drugs on the human body and body systems across the life span. Course study establishes connections between current pharmacologic practice to the common pathophysiological conditions and syndromes studied in NRSNG 607.

NRSNG 610 EVIDENCE BASED PRACTICE & RESEARCH METHODS (3) *Prerequisite: A course in statistics.* Students study the field of research and its application in health care while they apply critical analysis to relevant research to determine its usefulness and application. Synthesizing data, information and knowledge to evaluate and achieve optimal client outcomes are emphasized throughout the course. Ethical issues related to research are also highlighted and students will apply concepts during their practicum synthesis experiences.

NRSNG 620 NURSING INFORMATICS AND HEALTH CARE TECHNOLOGIES (3) Nursing Informatics uses the Foundation of Knowledge model to integrate multiple aspects of nursing science and information technology in clinical and non-clinical settings to transform data into knowledge. Knowledge acquisition, dissemination, generation, and processing provide opportunities to advance nursing competencies by enhanced data management skills.

NRSG 622 ORGANIZATIONAL BEHAVIOR AND MICROSYSTEM MANAGEMENT IN HEALTHCARE (3) This 3 credit course is required for students in the Clinical Nurse Leader track of the Master's Program. A major role of the Clinical Nurse Leader is to provide leadership at the center of the microsystem to promote quality outcomes. Students will learn and apply theoretical concepts related to organizational behavior through online discussions, case analyses, and evidence based writing assignments. The course exposes students to a variety of organizational members and leaders. As students apply theory to organizational practices in healthcare they will identify positive strategies for influencing healthcare microsystems.

NRSG 625 POPULATION HEALTH STRATEGIES (3) Focus is on the assessment of communities and people groups utilizing epidemiological principles to define, design, and implement culturally competent healthcare. Care of people groups that are determined to be at risk, community care following a disaster, and environmental factors upon community health are also discussed.

NRSG 690 CLINICAL NURSE LEADER PRACTICUM I (4) *Prerequisites: NRSG 610, NRSG 625.* This course focuses on the assessment of communities and people groups utilizing epidemiological principles to define, design, and implement culturally competent healthcare. Care of people groups that are determined to be at risk, community care following a disaster, and environmental factors upon community health are also discussed.

NRSG 692 CLINICAL NURSE LEADER PRACTICUM II—IMMERSION EXPERIENCE (6) *Prerequisites: All required graduate nursing courses.* This course focuses on the integration of clinical nursing concepts with leadership and management concepts as they apply to practice as a clinical nurse leader (CNL) in a healthcare facility. The student will implement an evidence-based nursing practice project in the healthcare setting and evaluate the outcomes. The student will also assume the role of CNL in the setting and practice as such under a mentor.

ORTHOPAEDIC PHYSICAL THERAPY RESIDENCY COURSES

OPT 951 ADVANCED CLINICAL REASONING AND EVIDENCE BASED PRACTICE (3) This course will focus on concepts and development of clinical reasoning skills in conjunction with advanced, in-depth study of the principles, concepts, and pragmatic and practical applications of evidence-based physical therapy practice, including appraisal of the literature. Discussion will focus on evidence-based clinical reasoning and the development of advanced clinical skills and expertise, including diagnostic and narrative reasoning and procedural and communicative management. Residents/students will appraise the literature related to the advanced management of patients with orthopaedic disorders of the lower extremity.

OPT 952 APPLIED PRINCIPLES OF TEACHING AND LEARNING (3) This course will focus on the development of fundamental skills and knowledge to prepare the resident/student to participate in education in a variety of settings. The student will be introduced to basic and foundational pedagogical and educational principles. Residents/students will incorporate concurrent instructional experiences as laboratory instructors, tutors, in addition to preparing for credentialing as a clinical instructor. Furthermore, residents/students will appraise and present a summary of the literature related to the advanced management of patients with orthopaedic disorders of the lower extremity.

OPT 953 ADVANCED CLINICAL INQUIRY (3) This course will focus on the development of fundamental skills and knowledge to prepare the resident/student to conduct original research, with emphases on research design, statistics/measurement, and ethics. Residents/students will develop the abilities to: plan and execute common research designs to answer common research questions; select appropriate measures and statistical tests and analyze the results of common statistical measures; and identify and implement strategies for human subjects' protection during participation in original research. Residents/students will complete a Capstone project involving data collection and analysis in the form of a case report/series, non-experimental or experimental design.

OPT 961 ADVANCED MANAGEMENT OF ORTHOPAEDIC DISORDERS OF THE UPPER EXTREMITY (3) This problem-based and patient-centered course will focus on advanced, in-depth study of the management of patients with orthopaedic disorders of the lower extremity. The emphasis will be on the examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Diagnostic imaging, medical screening, and differential diagnosis will be incorporated into the diagnostic process. Evidence-based interven-

tion options, rationale, and implications for choices among manual therapy techniques, exercise, lower extremity orthoses/splints, and assistive or supportive devices will be examined as techniques of restoring function and addressing disability. This course will require integration across multiple systems at the level of the whole person. The effect of normal development (growth and aging), environmental influences, pharmacological interventions, and psychosocial issues on the level of stress on and adaptation by tissues will be discussed. Best available evidence will be discussed in the context of patient management.

OPT 962 ADVANCED MANAGEMENT OF ORTHOPAEDIC DISORDERS OF THE LOWER EXTREMITY (3) This problem-based and patient-centered course will focus on advanced, in-depth study of the management of patients with orthopaedic disorders of the lower extremity. The emphasis will be on the examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Diagnostic imaging, medical screening, and differential diagnosis will be incorporated into the diagnostic process. Evidence-based intervention options, rationale, and implications for choices among manual therapy techniques, exercise, lower extremity orthoses/splints, and assistive or supportive devices will be examined as techniques of restoring function and addressing disability. This course will require integration across multiple systems at the level of the whole person. The effect of normal development (growth and aging), environmental influences, pharmacological interventions, and psychosocial issues on the level of stress on and adaptation by tissues will be discussed. Best available evidence will be discussed in the context of patient management.

OPT 963 ADVANCED MANAGEMENT OF ORTHOPAEDIC DISORDERS OF THE AXIAL SKELETON (3) This problem-based and patient-centered course will focus on advanced, in-depth study of the management of patients with orthopaedic disorders of the axial skeleton. The emphasis will be on the examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Diagnostic imaging, medical screening, and differential diagnosis will be incorporated into the diagnostic process. Evidence-based intervention options, rationale, and implications for choices among manual therapy techniques, exercise, orthoses and assistive or supportive devices will be examined as techniques of restoring function and addressing disability. This course will require integration across multiple systems at the level of the whole person. The effect of normal development (growth and aging), environmental influences, pharmacological interventions and psychosocial issues on the level of stress on and adaptation by tissues will be discussed. Best available evidence will be discussed in the context of patient management.

OPT 971 CLINICAL RESIDENCY-ORTHOPAEDICS I (3) This course will focus on the development of clinical reasoning and clinical skills with in the context of actual patient encounters occurring in the clinic, with a focus on orthopaedic disorders of the lower extremity. During this course residents/students will receive an average of 4 hours/week of one-to-one clinical mentorship from a course instructor or mentor. Additionally, residents/students will provide and receive additional hours in peer mentorship. Residents/students will participate in weekly Journal Club including presentation of a paper related to management of patients with orthopaedic disorders of the lower extremity. Residents/students will participate in weekly Case Conference including presentation of a patient with orthopaedic disorders of the lower extremity.

OPT 972 CLINICAL RESIDENCY-ORTHOPAEDICS II (3) This course will focus on the development of clinical reasoning and clinical skills within the context of actual patient encounters occurring in the clinic, with a focus on orthopaedic disorders of the lower extremity. During this course residents/students will receive an average of 4 hours/week of one-to-one clinical mentorship from a course instructor or mentor. Additionally, residents/students will provide and receive additional hours in peer mentorship. Residents/students will participate in weekly Journal Club including presentation of a paper related to management of patients with orthopaedic disorders of the lower extremity. Residents/students will participate in weekly Case Conference including presentation of a patient with orthopaedic disorders of the lower extremity.

OPT 973 CLINICAL RESIDENCY-ORTHOPAEDICS III (3) This course will focus on the development of clinical reasoning and clinical skills within the context of actual patient encounters occurring in the clinic, with a focus on orthopaedic disorders of the axial skeleton. During this course residents/students will receive an average of 4 hours/week of one-to-one clinical mentorship from a course instructor or mentor. Additionally, residents/students will provide and receive additional hours in peer mentorship. Residents/students will participate in weekly Journal Club including presentation of a paper related to management of patients with orthopaedic disorders of the axial skeleton. Residents/students will participate in weekly Case Conference including presentation of a patient with orthopaedic disorders of the axial skeleton.

PHYSICIAN ASSISTANT MEDICINE (MPAM)

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) *Prerequisite: 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 healthcare 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) *Prerequisite: 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. 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) *Prerequisite: 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) *Prerequisite: 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)** *Prerequisite: 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)** *Prerequisite: 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 surrounding 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)** *Prerequisite: 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 pharmacodynamics, uses, side effects, and toxicities.

PA 629 **MEDICAL MICROBIOLOGY (3)** *Prerequisite: 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)** *Prerequisite: 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)** *Prerequisite: 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)** *Prerequisite: 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)** *Prerequisite: 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)** *Prerequisite: 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)** *Prerequisite: 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)** *Prerequisite: 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)** *Prerequisite: 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)** *Prerequisite: Successful completion of prior semester of PA course work or program permission.* This four-week clinical course will provide the PA student with a 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 SUPERVISED CLINICAL PRACTICE (1.5)** *Prerequisite: 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)** *Prerequisite: 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 SUPERVISED CLINICAL PRACTICE (1.5)** *Prerequisite: 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)** *Prerequisite: 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 Lynchburg College outside of the Department of PA Medicine for this research. Topics for research must be approved by the Department Chair and must be approved by the appropriate College review board. As an alternative, the student may perform a service learning project during this time as part of the Master's Project.

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cal publications will be reviewed. This course will emphasize the application of principles of evidence-based research and quality performance to achieve patient-centered clinical outcomes. Students will develop their proposal of their or scholarly project.

PA 961 **SCHOLARLY PROJECT I (1)** *Prerequisite: PA 960 or waiver.* Students will advance the scholarly project proposal and develop implementation procedures

PA 962 **SCHOLARLY PROJECT II (1)** *Prerequisite: PA 961.* Students will execute a scholarly project suitable for publication and/or presentation at PA and other conferences.

PA 963 **SCHOLARLY PROJECT III (1)** *Prerequisite: PA 962.* Students will synthesize findings, draw conclusions, recommendations, and evaluation of their scholarly project in a scholarly report suitable for publication. Students are encourage to submit for publication and/or present their work at PA and other conferences.

PA 965 **SCHOLARLY PROJECT EXTENSION (1)** *Prerequisite: Program Permission.* This course is intended as an option to provide students with an opportunity to extend their scholarly project. This course can be repeated for credit.

PA 971 **PA PRACTICUM I (4)** *Prerequisite: PA 971.* 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 972 **PA PRACTICUM II (4 Credits)** *Prerequisite: PA 971.* This course is the second session of the PA practicum. 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 by training within clinical competencies.

PA 973 **PA PRACTICUM III (4 Credits)** *Prerequisite: PA 972.* This course is the third session of the PA practicum. 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.

PA 974 **PA PRACTICUM IV (4 CREDITS)** *Prerequisite: PA 973.* This course is the fourth session of the PA practicum. 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 981 **PA FELLOWSHIP I (5 CREDITS)** 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 (5 Credits)** *Prerequisite: PA 981.* This course is the second 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 by training within clinical competencies.

PA 983 **PA FELLOWSHIP III (6 CREDITS)** *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.

READING COURSES

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 Education. 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) *Prerequisite: 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; Co-requisite: 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; Co-requisite: 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.

RDNG 695 ACTION RESEARCH IN LITERACY EDUCATION (3) *Prerequisites: RDNG 625, RDNG 640, RDNG 672, RDNG 675 or RDNG 644, and EDHD 609.* Students will conduct original research in literacy, based on efforts to improve the quality of literacy performance in the classroom and/or the school. Students will write a proposal, collect and analyze data, and write a final report suitable for publication and presentation.

SCIENCE COURSES

SCIE 670 INDEPENDENT STUDY IN SCIENCE (3) Provides for the pursuit of individual interest and projects not covered in existing courses and may be repeated if subjects of study vary; requires approval of the dean of the School of Sciences.

SCIE 680 SPECIAL TOPICS IN SCIENCE (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 Sciences.

SPECIAL EDUCATION COURSES

SPED 600 SURVEY 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.

SPED 601 DESIGNING EDUCATIONAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES ACCESSING THE GENERAL CURRICULUM (3) Promotes knowledge and skills related to the design and implementation of effective, educational interventions for students with disabilities who access the general curriculum. Particular attention is given to creating environments that are responsive to the multi-dimensional needs of this population. Students 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 INDIVIDUALS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (3) Focuses on the nature and needs of children, adolescents, and adults with developmental and intellectual disabilities. Specific attention is given to definitional and identification issues, causes and characteristics, and programmatic needs of individuals across the life span. This course meets state endorsement requirements for special education – general curriculum and special education – adapted curriculum.

SPED 606 CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES AND EMOTIONAL/BEHAVIORAL DISORDERS (3) Overview of the fields of learning disabilities and emotional/behavioral disorders. The course examines characteristics, theories of etiology, treatment programs, definitions, and legal issues.

SPED 616 PSYCHOEDUCATIONAL ASSESSMENT (3) Prepares students to plan, deliver, and report on both formal and informal assessment procedures. Students gain skills specific to norm-referenced, standardized assessment practices that assist in eligibility determinations. Students also gain skills specific to the development and use of curriculum-based, informal assessment procedures that lead to improved instructional and learning outcomes.

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 POSITIVE BEHAVIORAL INTERVENTIONS (3) Examines analysis and application of behavior modification techniques in home and school include basic principles of learning and applied behavior analysis. The course includes the development of functional behavioral assessments and positive behavioral intervention.

SPED 635 SOCIAL, FUNCTIONAL, AND TRANSITION PROGRAMMING (3) Provides for the programming of social and leisure skills, affective development, functional academics, and community transition. The course focuses on lifelong skills and adjustment in and beyond the school setting.

SPED 644 ACADEMIC INSTRUCTION FOR STUDENTS WITH DISABILITIES (3) Examines methodology and curriculum for children and youth with learning disabilities, emotional and behavioral 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 key academic curricular domains, including reading, written language, mathematics, study skills, science, and social studies.

SPED 651 DESIGNING COMPREHENSIVE, FAMILY-CENTERED PROGRAMS FOR INFANTS AND PRESCHOOL CHILDREN WITH DISABILITIES (3) Develops knowledge and skills related to the design and management of comprehensive, family-centered early intervention (EI) and early childhood special education (ECSE) programs. Specific attention is given to a) regulations that govern EI and ECSE programs; b) the design of family-centered Individualized Family Service Plans (IFSPs); and c) the design, management, and evaluation of environments that are child-centered, developmentally appropriate, and naturalistic.

SPED 653 DEVELOPMENTALLY APPROPRIATE CURRICULUM AND INTERVENTIONS FOR INFANTS AND PRESCHOOL CHILDREN WITH DISABILITIES (3) Develops knowledge and skills related to the design and management of developmentally appropriate early intervention (EI) and early childhood special education (ECSE) curriculum and intervention. Specific attention is given to: a) key features of EI and 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 EI and ECSE settings.

SPED 654 APPLIED BEHAVIOR ANALYSIS: PRINCIPLES, PROCEDURES, AND PHILOSOPHY (3) *Prerequisite: Admission to ABA Certificate Program.* Focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.

SPED 655 APPLIED BEHAVIOR ANALYSIS: EMPIRICAL BASES (3) *Prerequisite: SPED 654.* Focuses on basic content of applied behavior analysis. Teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

SPED 656 APPLIED BEHAVIOR ANALYSIS: ASSESSMENTS AND INTERVENTIONS (3) *Prerequisite: Completion of SPED 654 or consent of instructor.* Expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

SPED 657 APPLIED BEHAVIOR ANALYSIS: APPLICATIONS (3) *Prerequisite: Completion of SPED 654 or consent of instructor.* Expands capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments.

SPED 658 APPLIED BEHAVIOR ANALYSIS: VERBAL BEHAVIOR (3) *Prerequisite: Completion of SPED 656 or consent of instructor.* Expands capability to deal with more complex behavioral situations and enables students to relate to more sophisticated professional issues and environments.

SPED 659 APPLIED BEHAVIOR ANALYSIS: ETHICS AND PROFESSIONAL CONDUCT FOR BEHAVIOR ANALYSIS (3) *Prerequisite: Completion of SPED 654 or consent of instructor.* Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board's Professional and Ethical Compliance Code for Behavior Analysts, and professional conduct consistent with the practice of applied behavior analysis.

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 DAILY LIVING SKILLS FOR STUDENTS WITH SIGNIFICANT DISABILITIES (3) *Prerequisites: SPED 600, SPED 601, SPED 605.* Provides knowledge about daily living skills needed by students with disabilities in an adaptive curriculum. It will address the medical, sensory, and physical needs of this population. The course will include curricular resources, assessment, materials, and techniques.

SPED 666 DESIGNING AND IMPLEMENTING CURRICULUM FOR STUDENTS WITH SIGNIFICANT DISABILITIES (3) *Prerequisites: SPED 600, SPED 601, SPED 605.* Provides knowledge about the varied curricular needs of students with significant disabilities. Also included are designing and implementing curriculum through the use of technology, alternative assessment, IEP development, lesson planning, individualized materials, and strategies.

SPED 668 INDEPENDENT STUDY – SPECIAL EDUCATION (1, 2, 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, 2, 3) *Prerequisites: SPED 600 or 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) *Prerequisite: SPED 600 or consent of instructor.* Overview of the nature of autism and related developmental disabilities, research on current trends in characteristics, assessment strategies, and approaches to intervention with an emphasis on school settings.

SPED 671 INSTRUCTIONAL AND BEHAVIORAL ASSESSMENT AND PROGRAMMING FOR STUDENTS WITH ASD (3) *Prerequisite: SPED 670.* Covers basic methods of assessment, data collection, and instruction with focus on the areas of communication, social, and behavioral skills and includes the use and interpretation of research-based diagnostic tools, functional behavioral assessment and analysis, and behavioral intervention planning. Training is provided in best practice methods such as discrete trial instruction, social stories, and the use of visual schedules and cueing.

SPED 672 MEDICAL AND SENSORY ASPECTS OF ASD: COLLABORATION AMONG PARENTS, EDUCATORS, AND RELATED SERVICE PROVIDERS (3) *Prerequisite: SPED 670.* Overview of medical research on etiology and interventions in clinics, home, and schools. Included are strategies for team building, planning, data-based decision making, and evaluation.

SPED 675 COLLABORATION IN SPECIAL AND GENERAL EDUCATION (3) *Prerequisite: 18 hours of graduate coursework in special education or permission of the instructor.* 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 680 RESEARCH SEMINAR IN SPECIAL EDUCATION (3) *Prerequisite: 18 credit hours of graduate coursework including SPED 625.* Provides advanced study of seminal and current research in special education trends including service delivery models, identification, assessment, discipline, education, and behavioral programming and transition. The focus is on disability research across the age range from early childhood to adulthood. Common research methodologies used within the discipline of special education for both consumers and research practitioners are examined.

SPED 690 PRACTICUM IN APPLIED BEHAVIOR ANALYSIS (3) *Prerequisite: Admission to ABA program course sequence and consent of instructor.* Can be taken concurrently with VA ABA Consortium coursework and can be taken more than once. Supervised practicum experience that applies ABA coursework to instruction of children and their families in school and community settings. This course is not re-

quired for completion of the VA ABA Consortium course sequence or the Lynchburg College Applied Behavior Analysis Certificate. Supervised practicum experiences are required to sit for the BCBA examination.

SPED 691-692, 696, 697, 698 AND 699 INTERNSHIPS IN SPECIAL EDUCATION (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 691 INTERNSHIP IN EARLY CHILDHOOD SPECIAL EDUCATION (AGES 0-2 YEARS)

SPED 692 INTERNSHIP IN EARLY CHILDHOOD SPECIAL EDUCATION (AGES 3-5 YEARS)

SPED 696 INTERNSHIP IN SPECIAL EDUCATION-GENERAL CURRICULUM (ELEMENTARY)

SPED 697 INTERNSHIP IN SPECIAL EDUCATION-GENERAL CURRICULUM (SECONDARY)

SPED 698-699 INTERNSHIP-ADAPTED CURRICULUM (3, 3)

(Note: SPED 698 provides an elementary experience for three credits and SPED 699 a secondary experience for three credits).

SPED 694 FIELD EXPERIENCE WITH STUDENTS WITH AUTISM SPECTRUM DISORDER (3) *Prerequisite: SPED 600, 670, 671, 672.* Field experience assessment and instruction of individuals with ASD. Students demonstrate competence in functional behavioral assessment, behavioral intervention planning, discrete trial instruction, data collection and analysis, and collaboration with parents and professionals.

SPED 695 ADVANCED APPLICATIONS IN SPECIAL EDUCATION (3) *Prerequisite: a minimum of 27 hours of coursework in the program.* Capstone course consisting of campus and field-based experiences for students nearing the completion of their MEd program in special education and those who are not seeking an initial teaching license via Lynchburg College. Course assignments require students to apply a number of competencies at the advanced level. These competencies are based upon knowledge and skills taught in coursework in the MEd program. This course may be repeated for credit.

TEACHER LICENSURE COURSES (NON-DEGREE)

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 565 METHODOLOGY OF TEACHING FOREIGN LANGUAGES (3) A survey of methods and techniques of teaching foreign languages. Course content includes the study of theories of language learning and second-language acquisition, linguistics, classroom techniques, preparation and presentation of teaching materials, testing, use of the language laboratory, and professional bibliographies.

TLIC 599 INTERNSHIP IN EDUCATION (6) *Prerequisites: completion of School of Education undergraduate state approved program in a licensure area including 2.75 GPA in specific major. Passing scores on Praxis Core, VCLA, 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 Education 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.*

ACADEMIC REGULATIONS

ACADEMIC LOAD

A full-time graduate student's academic load is nine or more credit hours per semester. No student carrying fewer than nine credit hours of work per semester will be classified as a full-time graduate student. A credit hour at Lynchburg College 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.)

Graduate Students attending:

9 hrs or more are considered full-time

6 to 8 hrs are considered half-time

1 to 5 hrs are considered less than half time

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 Lynchburg College catalogue 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 Lynchburg College 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 (1) inhibit the ability of other students to learn; (2) interfere with the meaningful participation of other students; or (3) inhibit the ability of an instructor or presenter to do his/her 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 OF THE BEHAVIORAL STANDARDS FOR LEARNING ENVIRONMENTS

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, he/she may exercise any of the following options:

1. When deemed feasible by the instructor, he/she 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
 - a. identification of the problematic behavior;
 - b. explanation of why the behavior is problematic;
 - c. a statement regarding expectations of future behavior; and
 - d. 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, the student's academic advisor, and any staff member of the Academic Advising Center responsible for monitoring the student's progress. If a faculty/staff member was asked to be present for the conversation, a copy of the summary will also be sent to him/her.

2. If the instructor believes that a private conversation will not be effective in resolving the misconduct, he/she may call a meeting with the student and any of the following
 - the faculty member's School dean;
 - the Vice President and Dean for Academic Affairs (or designee);
 - the Vice President and Dean for Student Development (or designee); and
 - the student's academic advisor.

The meeting will address topics 1a – 1d 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 Advising Center responsible for monitoring the student's progress, and any other faculty/staff members who attended the meeting.

3. The instructor may submit a written report of the problematic behavior to the Office of the Dean of Students for disciplinary review in accordance with policies and procedures described in the Honor and Student Conduct Codes (see "Disciplinary Procedures" in the student handbook).
4. If the instructor believes that the student's behavior is so disruptive as to require immediate action, he/she 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 vice president and dean for academic affairs to 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 College (see "Academic Suspension"); and
 - referral of the matter to the Office of the Dean of Students for disciplinary review in accordance with policies and procedures described in the Honor and Student Conduct Codes.

The vice president and dean for academic affairs (or designee) will arrange a meeting with the student, the instructor, and the instructor's School dean. During the meeting, the vice president and dean for academic affairs (or designee) will inform the student of the course of action deemed appropriate to address the reported disruption.

CHANGING DEGREE PROGRAMS

Students who wish to change from one master's 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 three new recommendations relevant to the new program. Applications for all students seeking to make a degree change will be reviewed for admission based on the particular requirements of the program they are seeking, as well as their prior graduate academic record at Lynchburg College.

CLASS ATTENDANCE

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

COMPREHENSIVE EXAMINATIONS AND CAPSTONE EXPERIENCES

All graduate programs require a capstone experience to assess student success within the program. A written comprehensive examination is required in most MEd programs. It is an alternative to the School Leaders Licensure Assessment in the MEd in educational leadership program and the thesis in the MA in history program. The MEd. examination, which should be taken at the end of the graduate program, is given three times each year on the first Saturday of November, the third Saturday of March (unless in conflict with Easter weekend), and the last Saturday of June. Students must apply to take the exam at least three weeks prior to the examination date. Application forms are available on Moodle under the self-enroll course *Resources for Graduate Students*. Students pursuing the MEd in Clinical Mental Health Counseling and School Counseling must take and pass the Counselor Preparation Comprehensive Examination (national exam). Students completing the MEd programs in reading and science education are required to submit a comprehensive portfolio at the conclusion of these programs in lieu of the comprehensive exam.

Students pursuing the MA in music will complete a comprehensive exam inclusive of written and oral components. Further information is available from the program director.

The MSN program embeds final assessment components into the practica, and no comprehensive exam is required.

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

For the EdD program, 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.

DISSERTATION REQUIREMENTS FOR THE EDD

The following principles serve as a foundation for the EdD in leadership studies dissertation:

1. 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.
2. 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.
3. 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.
4. 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.

5. 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.

DROPPING OR ADDING 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 on-line through their MyLC computer 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 from the office of the Registrar or from the website: www.lynchburg.edu/registrar/forms.

For a change to be effective the change must be processed within the specified time periods (stated below). 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 on-line transaction is submitted or the change form is received by the office of the Registrar. For course drops last day of class attendance is used for the effective date.

Advisor approval is required for all student course changes processed by traditional-aged (less than 25 years of age) undergraduate students. During the Add Period course adds also require the instructor's signature for closed classes. After the Add Period all course changes require the instructor's signature.

It is a student's responsibility to attend class. A student who cannot attend class needs to withdraw from the class. Simply not attending a class does not accomplish a class withdrawal. Because student class enrollment information, including the prompt reporting of last date of attendance, is required by internal and external sources an instructor may withdraw a student from class. Following are the two ways this can occur:

1. A student fails to attend the first class of the term.
2. A student has missed so many classes and is unlikely to be able to complete the course. For example, if a student misses two weeks or more, of a normal 15 week semester, it is unlikely the student could complete the course. The faculty member can withdraw the student as part of the mid-term grading process, the final grading process, or at the point in the semester or term when the faculty member realizes that the student has stopped participating in class activities, has missed two or more weeks of class, and cannot likely complete the course. When processing the withdrawal, the faculty member must record the student's last day of attendance or participation.

Add Period - Prior to the completion of the sixth day of class of the semester, schedule conflicts should be resolved and courses added.

During First Three Weeks - Courses dropped during the first three weeks do not become part of the student's permanent record. An administrative fee of \$5 will be charged for each student-initiated section change or course add made after the Add Period. A student who wishes to audit a course (i.e., attend without credit) should apply to the office of the Registrar. Overload fees are determined on the basis of enrollment at the end of this period.

After Completion of Three Weeks/Before Expiration of Ten Weeks – The grade of W will be assigned for all courses dropped during this period. A student may change from credit to audit during this period.

After Ten Weeks Until the End of the Semester - A student may not withdraw from a course or change from credit to audit during this period. After the 10th week, if a student stops participating in and attending class, a faculty member may record that the student unofficially withdrew (UW) from the class and submit a UW as a final grade. The faculty member must record the student's last day of participation or attendance. If the student is unofficially withdrawn from all classes, the College will assume that the student has unofficially withdrawn from the College unless it can document that the student completed the semester or term. If a student earns a grade in at least one course offered over the semester or term and the last date of attendance is after the 10th week, the College will assign a grade of F for the classes that had been assigned the grade of UW. Students who withdraw from college, or are suspended, after the tenth week of the semester will be withdrawn as of the last day of attendance.

DPT Add-Drop Policy: Because the doctor of physical therapy program is only available for enrollment on a cohort basis, students cannot drop or add individual courses during any semester.

ITC Add-Drop Policy: Because courses in this program are offered in a compressed term, courses dropped within the first two days do not become part of a student's permanent record. If the on-line module of a course is not successfully completed, a student may receive a grade of W provided the end of the course term has not passed.

FINAL EXAMINATIONS

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

A final examination, or an alternate assessable exercise or assignment appropriate to the nature of the course, shall be given or due (e.g., take home exam) on the date and time established in the academic calendar. In either event the relative importance of the examination, exercise, or assignment in determining the total course grade lies with the instructor. Exceptions to this policy must be approved by the vice president and dean for academic affairs or a designee.

GRADING SYSTEM

Grades for graduate work are A+ (4.0), A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), or F (0). All grades represent passing work except F. In the School of Education, a grade of S (satisfactory) or U (unsatisfactory) will be assigned to internships in the counseling program. Final grades are given at the end of each semester and are distributed to all students. 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.

- 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.

(Quality points per semester hour: A+, 4.0; A, 4.0; A-, 3.7)

- 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.
(Quality points per semester hour: B+, 3.3; B, 3.0; B-, 2.7)
- 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).
(Quality points per semester hour: C+, 2.3; C, 2.0)
- 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.
- 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.
- I** Work incomplete. The grade will be assigned in a course only for reasons of illness or other unavoidable conditions acceptable to the instructor. A 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 grade. Any I grades remaining at the end of that following semester will become F. "I" grades must be removed prior to graduation.
- IP** In Progress. The grade of IP may be given in courses when an extension of time is justified. 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 In Progress grade. The IP grade for the MA thesis (i.e., HIST 690, ENGL 699) must be replaced within one month of assignment. Any IP grades remaining at the end of that following semester will become F grades. IP grades must be removed prior to graduation.
- L** Late Grade. The grade of L is given when a faculty member is unable to submit a grade to the office of the Registrar during the designated time period.
- S/U** Satisfactory/Unsatisfactory. In certain designated courses in which regular letter grades are not appropriate (including the MA thesis and EdD dissertation courses), 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.
- W** Withdrew. The grade of W is given after the first three weeks and within the first ten weeks of a semester if a student drops a course with the written consent of the advi-

sor, the instructor, and the vice president and dean for Academic Affairs or registrar. The course is not included in hours attempted when computing QPA. Faculty members processing the grade of W during the mid-term or final grading process must also record the last day of participation or attendance.

UW Unofficially Withdrew. The grade of UW is given when a student stops participating in course activities and attending class, who has not followed the College's policy for withdrawing from a class. Faculty members processing the grade of UW during the mid-term or final grading process must also record the last day of participation or attendance. For UWs with the last day of attendance occurring prior to the 10th week, the course is not included in hours attempted when computing QPA. After the 10th week, if a student earns a grade in at least one course offered over the semester or term, the College will assign a grade of F for the class or classes graded UW.

Z Audit. 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. If a student does not meet the professor's attendance requirements, the grade of WZ is assigned.

GRADE 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 in which the course is listed in the Graduate Catalogue within three weeks after the grade notifications are provided by the Office of the Registrar (within two weeks for School of Graduate Health Sciences students). The School dean, in turn, will designate a review committee. The review committee's recommendation will be forwarded to the vice president and dean for academic affairs for review. The vice president and dean for academic affairs will notify the instructor, student, school dean, and registrar, in writing, of the final decision. Other than the course instructor, only the vice president and dean for academic affairs may change a grade. (Detailed procedures are available from School deans and the office of the vice president and dean for academic affairs.)

GRADUATION

All requirements for completion of a graduate degree or a graduate certificate program, including any courses accepted by transfer, must be completed within a period of six calendar years. All certificate program students must complete the online program survey prior to graduation. Students must obtain a minimum grade point average of 3.0 in order to complete any graduate degree or certificate program.

Application to graduate: All students are required to complete an Application for Graduation form prior to registration for the final year (two semesters) of enrollment. This policy is intended to ensure that the student will complete requirements yet to be fulfilled.

January, May, and August degree candidates are eligible to participate in the May commencement exercises of the academic year in which they complete their degree requirements.

INDEPENDENT STUDIES

Independent Study courses allow capable students an opportunity to pursue interests that are not available in courses for a given program. Special registration forms with the signature of the student, instructor, program director, and associate dean for academic affairs must be completed prior to beginning an independent study and by the end of the add period.

INTERNSHIPS

Students enrolled in graduate programs that require field experiences must make application for internships. Applications for graduate internships must be submitted to the School of Education office prior to February 1 for the fall semester and September 15 for the spring semester.

Internships for the DPT program are described in the DPT Student Handbook.

LEAVES OF ABSENCE

A student may obtain a leave of absence from the College 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 his/her academic advisor and submit a completed leave of absence form to the dean of graduate studies. To request a medical leave of absence, a student should follow the procedures described in the section below (“Medical Leave of Absence”).

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

Students granted a leave of absence need not apply for readmission to the College. To ensure that their enrollment is reactivated, students on leave should register for classes for the semester they plan to return to LC 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 to the dean of graduate studies.

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:

1. Students may only be granted one leave of absence in the program.
2. A leave of absence may be no more than one year.
3. Students requiring a leave of greater than one year will be required to reapply to the program during the normal admissions cycle and are not guaranteed readmission.
4. 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.
5. Students must complete the curriculum and program within 5 years of entering the program.

A student wishing to request a leave of absence from the DPT Program for personal or medical reasons will follow these procedures:

1. The student must first meet with their advisor to discuss the request.
2. The student must submit a written request to the Program Director (Note: Students requesting a Medical Leave of Absence must also follow the procedure for Medical Leave of Absence request outlined in the Graduate Catalogue.)

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 below for 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, he/she may appeal to the Dean of Graduate Studies. 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 folder and forwarded to the Dean of Graduate Studies.

Agreement criteria for DPT students:

1. 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.
2. These requirements must be completed prior to resumption of the program.
3. 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 PA Medicine Students: Students seeking a Leave of Absence from the PA Medicine Program must submit a written request, meet with and obtain permission from the Department Chair/Program Director.

Medical Leave of Absence: If a student needs to withdraw from the College for health reasons, the student should contact the director of Health and Counseling Services at 434.544.8616 to request a medical leave of absence and to provide medical documentation supporting the request. If a medical leave of absence begins while a semester is in progress, grades will be assigned for that semester according to the normal policy governing withdrawal from courses. Refund of fees will be made in accordance with the refund policy. Students who are academically eligible to continue enrollment for the next semester do not have to apply for readmission; their enrollment is automatically activated for the semester they plan to return.

Military Leave of Absence: Students who are called to military service during the semester will be placed on Military Leave of Absence and receive 100 percent refund of the tuition for that semester.

Students will receive one of the following marks at the end of the semester, depending on their individual situations:

1. I (for incomplete);
2. a letter grade; or
3. W (for withdrawn)

Students will normally receive a grade of I and 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.

Faculty will submit these I grades to the registrar fully documenting the following:

- the individual and cumulative grades to date;
- the remaining requirements necessary for completion of the course; and
- possibilities for computation of a final grade.

A copy of this documentation should also be on file with the School dean.

For instances in which the major work of the course is completed at the time of deployment, the faculty member may provide an appropriate grade for the student. In the case of course withdrawals, the student will receive a grade of W.

MASTER'S PROGRAM CREDIT REQUIREMENTS

Lynchburg College master's programs require a minimum of 30 semester credit hours for an initial graduate degree. Most programs require 36 credits (or more) for completion. A student, however, may earn the MEd or the MA 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 College.

QUALITY POINT AVERAGES

A student's quality point average for a given semester is computed by dividing the number of quality points earned by the number of semester hours undertaken.

REPETITION OF COURSES

If a student repeats a course at Lynchburg College, only the most recent grade will be considered in the calculation of the cumulative quality point average. Repeated courses are indicated on the grade transcript with a suffix of R on the original grade, for example: "FR," and "CR." 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 Lynchburg College has the effect of increasing the hours required for graduation by that number of hours.

The above policy does not apply to courses repeated after the degree has been granted.

REAPPLICATION AFTER SUSPENSION

A student who has been suspended may apply for readmission to the College 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 he/she will be able to meet the academic standards of the graduate program at the College. A suspended student may not enroll at Lynchburg College 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 dean of graduate studies, school dean, and the pro-program director. The student will be informed of the decision related to readmission to the college. Note that readmission to the college 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 formal application to the program of interest consistent with program policy. After a second suspension, a student is not eligible for readmission to the College.

RETENTION IN THE PROGRAM: ACADEMIC STANDARDS

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 (except the DPT and PA programs – see below). Any graduate student earning more than three hours with grades of C+ or below will be suspended from the College for a minimum of one semester. (note J-term is not considered a term for this policy). Exceptions to these standards are described below. The same standards apply to students in the EdD program (in terms of doctoral courses and cognate courses) and in the graduate certificate programs.

For the Doctor of Physical Therapy program, a minimum quality point average of 3.0 (B) and no outstanding professional concerns are required for graduation. Any of the following conditions will result in academic dismissal from the DPT program and suspension from the college 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 cur-

riculum, professional concerns, or failure in the retaking of a practical examination embedded in specific courses. For specific program-related policy, see the DPT Program Handbook.

For the Master of PA Medicine program, a minimum quality point average of 3.0 (B) and no outstanding professional concerns are required for graduation. Any of the following conditions will result in academic dismissal from the PA program and suspension from the college 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 Counselor Education Program, a quality point average of 3.0 (B) and no outstanding professional concerns are required for graduation. (See the Counselor Education Student Handbook for additional information on the systematic assessment of students' professional disposition throughout the program.) The following conditions will result in academic dismissal from the program and suspension from the College 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), earning two course grades of C+ or lower throughout the entire curriculum, or failure to pass the Counselor Preparation Comprehensive Examination by the second attempt.

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) in any course who are subsequently readmitted to the Counselor Education program must retake and pass that class as a condition of eligibility for enrollment in Practicum, Internship I or Internship II.

For the Master of Science in Athletic Training Program (MSAT), a minimum quality point average of 3.0 (B) is required for graduation. The following conditions will result in academic suspension and suspension from the College 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.

Appeal Of Suspension: If a student believes that extenuating circumstances make dismissal and/or suspension unwarranted, he/she may file a written appeal documenting those circumstances with the associate dean for academic affairs - graduate programs within 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 affect significantly the student's academic performance. Also, 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 associate dean (graduate) for academic affairs will form a committee to consider the appeal. The committee will consist of the associate dean (graduate) for academic affairs, Graduate Studies Committee Chair, the student's School Dean, and the student's program director. The Graduate Studies Committee Vice-Chair 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.

STUDENTS' ACADEMIC CREATIONS

The ownership of student works submitted in fulfillment of academic requirements shall be with the creator(s). By enrolling in the institution, the student gives the institution a non-exclusive 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

Lynchburg College will accept up to six semester hours of equivalent graduate work transferred from other institutions (i.e., out-of-residency credit) into a graduate degree program.

Transfer credits 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 Lynchburg College 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 faculty advisor.
- 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 catalogue 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.
- For graduate transfer credit, 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 Lynchburg College, must receive the approval of the student's advisor, the dean of the specific academic school, and the dean of graduate studies. (A special form is provided for this purpose.)
- No transfer credit will be accepted for the doctoral level courses in the EdD in leadership studies program.
- The transfer of courses into the DPT program is addressed on a case-by-case basis. No courses can be transferred into the program unless they were completed at an accredited DPT program at another institution.
- The Master of Physician Assistant Medicine program does not accept transfer credit from courses completed in another PA program nor will it accept experiential credit. Applicants will not receive advanced placement in the Master of Physician Assistant Medicine.

Out-Of-Residence Study: Completion of the Transfer Credit Request form (available from the office of Graduate Studies) is required in advance for out-of-residence study, and approval

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must be obtained from the advisor, the dean of the school offering the program toward which the out-of-residence course is to apply, and the dean of Graduate Studies. Credit will not be allowed for courses with a grade of C or below. Out-of-residence coursework does not affect academic probation. Upon completion of courses taken out of residence, the student must have the official transcript sent directly to the office of Graduate Studies. Courses offered at Lynchburg College are not approved for out-of-residence study during the same term at any other institution.

WITHDRAWAL FROM COLLEGE

A student withdrawing from the College must notify the College in writing. If withdrawal occurs during the semester, a withdrawal form is available from the Office of the Registrar. Grades will be assigned according to the operating policy governing withdrawal from courses. Refund of fees will be made in accordance with the refund policy.

ACADEMIC SERVICES AND RESOURCES

ACADEMIC ADVISING

An advisor in the field of specialization chosen by the student is assigned upon admission. Consultation 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 the office of Graduate Studies to ensure that a review of records, determination of acceptance, and change of advisor can be made. Non-degree students are also assigned an advisor upon admission.

CAMPUS STORE

The Campus Store, located in Drysdale Student Center, is open from 10 a.m. to 5 p.m. weekdays (with extended hours at the beginning of the semester) and offers the following services to the campus community: student/employee charge/declining balance accounts; College ring orders; check cashing (with proper student identification); and mail order service (434.544.8241; fax: 434.544.8243). Graduation regalia are also ordered through the Campus Store.

The Campus Store supplies required textbooks and recommended course materials for classes. For the convenience of students, the store also stocks general books and magazines; health and beauty items; school, office, and computer supplies; academically priced computer software by special order; clothing; music/CDs; gifts and other insignia items. VISA, MasterCard, and Discover cards, campus store charge or declining balance accounts, personal checks, and cash are accepted for payment.

The Campus Store provides students with an option to view information about course materials for each enrolled class online at www.lynchburg.edu/studentonline. (An active LC network password and pin are required for access to this information.)

Visa, MasterCard, American Express, and Discover credit or debit/check cards, College Account charge or declining balance accounts, personal checks, and cash are accepted for payment. College accounts may be set up online at www.lynchburg.edu/CampusStore.

CAREER DEVELOPMENT AND INTERNSHIPS

Graduate students may freely use the Career Development and Internships office at the College. Interested students can establish a credentials file, and make full use of interview referral opportunities made available by the office, as well as the career resource library. Comprehensive services available to students and alumni include career counseling, career testing, workshops, college-sponsored career fairs, research resources, on-campus interviewing, internship referral, and credentials file service.

CENTER FOR GLOBAL EDUCATION

Study Abroad

The mission of Lynchburg College is to develop students with strong character and balanced perspectives and to prepare them for engagement in a global society. To this end, students at Lynchburg College are encouraged to include study abroad as an integral part of their academic experience, earning academic credit in an international setting through study, work, or an internship abroad. While overseas, and by participating in thoughtfully designed multi-discipline programs, students discover and learn to appreciate the nature and scope of global interdependence from cultural, economic, historical, social, and political perspectives.

Lynchburg College offers different types of international engagement opportunities: faculty-led programs, semester-long programs through outside providers, and exchange programs through partner universities. Faculty-led programs are short-term and usually offered during the January-term, spring break, and summer school. Program offerings encompass a wide range of academic disciplines and opportunities span the globe. Students should contact the Center for Global Education (studyabroad@lynchburg.edu) for more information.

The College has several endowed scholarship funds for international engagement and study abroad opportunities. Please contact the Center for Global Education for information on endowed scholarships. Students studying abroad may also be eligible for federal and state financial aid. Please contact the Office of Financial Aid to discuss availability of student loans for studying abroad. College-funded financial aid is awarded for study at Lynchburg College only and is not available for third-party or direct enrollment study abroad programs. It is highly recommended that students should always apply for the various national-level scholarships available to assist in making study abroad as affordable as possible. Interested students should contact the Center for Global Education for more information about these opportunities.

Information about study abroad opportunities can be obtained from the Center for Global Education, located in Hopwood Hall, and from faculty who are knowledgeable about study abroad programs and opportunities.

International Student Services

International students bring the world to Lynchburg College. The Designated School Officials (DSOs) in the Center for Global Education, in collaboration with other colleagues, provide extensive support services for international students on F-1 visas who are enrolled as matriculating students at Lynchburg College, 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, etc. For more information on the above and other services for international students, please contact the Center for Global Education (globaleducation@lynchburg.edu).

Visiting Scholars Program

The Center for Global Education collaborates with various schools and departments at Lynchburg College and other local institutions in sponsoring visiting scholars from around the world. 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 Center for Global Education (globaleducation@lynchburg.edu).

CENTERS OF LYNCHBURG COLLEGE

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

- **Belle Boone Beard Center on Aging at Lynchburg College** (Denise Scruggs, director)

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Named in honor of a 1923 alumna and former faculty member, this Center reflects the College's commitment to understanding and addressing issues of aging and needs of older citizens. The focus is on curriculum and outreach, with an annual symposium and specific initiatives involving students and faculty to support older individuals within the community.

- **Center for Community Development and Social Justice** (Dr. Kim McCabe, director) The focus of this center is the enhancement of student educational experiences through service to and partnerships with the Central Virginia community. The Center involves students, faculty, and staff working with members of the local community to improve quality of life.
- **Center for Family Studies** (Dr. Jeanne Booth '76, '88 MEd, director) The Center's primary purpose is to train educational professionals to help parents expand their discipline and communication skills. The Center works with local schools to provide special parenting courses that are co-taught by Lynchburg College graduate students and local teachers and counselors. A variety of other specialized programs for teachers, counselors, and parents are offered.
- **Claytor Nature Study Center** (Dr. Gregory Eaton, director) The Center occupies 470 acres in Bedford County and includes the Claytor Educational and Research facility, the Husted Educational Pavilion, the C.E. Richardson Field Station, the Belk Astronomical Observatory, as well as the Big Otter River, two lakes, a federal wetlands reserve, and woodlands and fields. The Center offers a wide range of environmental education programs for Lynchburg College students, K-12 students and teachers, and the broader community.
- **Center for Economic Education** (Rebecca Booth '11 MBA, director) The Center provides training to area educators on incorporating economics within the curriculum. Workshops are provided for Lynchburg College students and educators from throughout the region.
- **Donovan Center for Media Development** (Professor William Noel, director) The Donovan Center involves students, faculty, and staff in the development of media resources for non-profit agencies within the community.
- **Walter G. Mason Center for Business Development** The Mason Center promotes regional economic growth, education, and organizational development using the diverse resources of Lynchburg College. Through customized workshops, management institutes, learning forums, and business seminars, the Center offers opportunities to enhance organizational development and economic vitality throughout the region.

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 on the graduate studies website.

HEALTH AND COUNSELING SERVICES

Graduate students may use the health and counseling services during the spring and fall semesters. The health and counseling centers are also open on a limited basis during the summer for students taking summer classes. Students must provide a completed Health Information Form, including a record of required immunizations, if they wish to use the health and counseling center services. The Health Information Form can be found at www.lynchburg.edu/student-life/health-and-counseling-health-center/required-health-information, or at the student health service located on the terrace level of Hundley Hall.

HOUSING

When space permits, residence hall housing is offered to graduate students. Students who reside in the residence halls must subscribe to a meal plan. Additional residential options may be available in College-owned houses near the campus. Requests for housing should be addressed to the office of Academic Affairs – Graduate Studies, Schewel Hall, 434.544.8913.

INFORMATION TECHNOLOGY AND RESOURCES

The technology at Lynchburg College includes a campus-wide network that connects all campus buildings including off-campus and college-owned residences. Wireless networking is provided in all academic areas. There are more than twenty 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 an email account and file storage space for coursework.

LIBRARY AND INFORMATION SERVICES

The mission of the Knight-Capron Library is to empower the Lynchburg College community to make effective use of global information resources as lifelong learners and thinkers. To remain relevant to these needs, the library is evolving to the state of a virtual library, one that provides information resources regardless of location. In both formal and informal settings, librarians enable students to develop information literacy competencies to identify, access, and evaluate resources in electronic or print formats. These competencies serve students well during their academic careers and in their professional and personal lives. Instruction and consultation are available at the reference desk on an appointment basis with liaison librarians or on a walk-in basis.

The library's collection consists of traditional print and media resources, as well as a wide range of electronic information resources. Depending on licensing agreements, electronic resources can be accessed from the library, from any networked computer on campus, or from off-campus computers. A special feature is the Electronic Information Resources Center, where students use computers to access any of the available electronic resources and which is open when the rest of the library is closed.

As a virtual library, a limitless collection is offered. In addition to electronic resources, the library relies heavily on cooperative arrangements for print resources available in other library collections at the local, state, and national levels.

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

The library maintains a normal schedule of 102 hours per week with a 2 a.m. closing four nights a week and extended hours during final examinations. To learn more about library services, consult with the staff and The Guide to Services or view the library's home page at libraryguides.lynchburg.edu/knight-capron-library.

OFFICE OF THE REGISTRAR

This office maintains the official academic records for students of the College.

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

Transcripts: An official record of all academic coursework can be obtained by written request. Students should plan ahead to allow at least five working days for processing of transcript requests. A \$3 fee is charged for each transcript. Transcripts and diplomas may be withheld when students have unfulfilled obligations to the College. Unofficial transcripts, called academic summaries, are available online to current students.

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

ORIENTATION

Graduate studies orientation is provided on a program-specific basis. Information is available on the Lynchburg College graduate studies website and from the respective program directors.

STUDENTS WITH DISABILITIES

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

The College makes no preadmission inquiry about disability. We recognize disclosure of disability is a personal choice students may or may not exercise. Students who choose not to disclose this information will not be able to take advantage of services offered through the Disability Services office (DSO). We encourage students to self-disclose disability information and provide the Disability Services Coordinator (DSC) with reasonable documentation. Through self-disclosure both the student and the College can make informed decisions the suitability of Lynchburg College in the pursuit of a collegiate education.

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

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

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

Students who wish to seek disability academic or non-academic (housing, dietary, etc.) accommodations should contact the DSC. Accommodation and services are offered for eligible students with cognitive, medical, mental health and physical disabilities, including temporary disabilities (such as injury, short-term conditions, surgery). Additional information about disability services is available at www.lynchburg.edu/disability-services and by contacting the Disability Services Coordinator at timmons.j@lynchburg.edu, 434.544.8687.

Students with Physical Disabilities

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

Timely Notification of Disability

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

Right to File Grievance

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

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

Contacts:

Julia Timmons, Disability Services Coordinator (timmons.j@lynchburg.edu; 434.544.8687) or Jessica Guggenheimer, Assistant Dean of Academic and Career Services (guggenheimer@lynchburg.edu; 434.544.8152) for assistance.

TEACHER LICENSURE SERVICES

The teacher licensure officer works with students to determine requirements for teacher licensure and to communicate with area school divisions and the Virginia Department of Education about teacher licensure matters. The School of Education provides statements on achievement or degree completion to school divisions. Students who need this service should request it thirty days before the deadline for their employment situation.

TECHNOLOGY USAGE POLICY

The institutional policy on technology usage can be accessed at www.lynchburg.edu/information-technology-resources/technology-usagepolicy.

WILMER WRITING CENTER

The Wilmer Writing Center, located on the terrace level of Hopwood Hall, provides qualified tutors at no charge to students seeking assistance on written assignments. Students can receive help on papers at any stage of the writing process including brainstorming, organizing ideas, using sources, and editing. Grammar software, handouts on writing skills, and networked computers are available.

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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. The online appointment book can be found under “Online Forms” on MyLC. Questions about the Writing Center should be addressed to the director, Jeremy Bryant, at bryant.j@lynchburg.edu.

WRITTEN COMPLAINTS

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

Emergency concerns regarding health or safety should be reported immediately to Campus Safety and Security (434.544.5555).

If a student is uncertain about the appropriate contact for a complaint, he/she may submit a written complaint to the Office of the Dean of Students (114 Hundley Hall, Lynchburg College, 1501 Lakeside Drive, Lynchburg, VA 24501-3113; 434.544.8226). The vice president and dean for student development or his designee will review the written complaint and contact the student regarding address of the complaint. If another College office is better able to address the complaint, then the vice president and dean for student development or his designee will forward the complaint to that office and notify the student where the complaint was directed. A representative of the office receiving the forwarded complaint will then contact the student regarding address of the complaint.

In addition, Lynchburg College offers the Campus Conduct Hotline, a confidential, independent, call-in service for reporting observed activity or behavior that is harmful, unethical, questionable, or causes personal injury (e.g., fraud, sexual harassment, discrimination, safety risk, internet abuse, workplace hostility). To use the Campus Conduct Hotline, call 866.943.5787. More information about the hotline is available at www.campusconduct.com.

Most concerns and complaints can be resolved at the campus level. However, after following Lynchburg College procedures, complaints may be filed with the State Council of Higher Education for Virginia (SCHEV) through the student complaint process described on the SCHEV website (www.schev.edu/students/studentcomplaintprocess.asp).

Contact information for each of the agencies that accredit or approve Lynchburg College’s academic programs is published in the College’s accreditation website: www.lynchburg.edu/about/accreditation. Distance education students who file a complaint with SCHEV may also alert the home state student complaint agency. Contact information for state agencies handling student complaints can be found at www.lynchburg.edu/academics/online-programs/.

STUDENTS’ RIGHTS AND RESPONSIBILITIES

Lynchburg College expects every member of the campus community to share in its historic commitment to academic honesty, personal integrity, and behavioral maturity. The College is committed to the formal, in-class education of its students, as well as to their growth into mature men and women 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 College community. Rules and regulations are imperative as a basis for the orderly conduct of College 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 College policies published in *The Hornet*.

HONOR AND STUDENT CONDUCT CODES AND REGULATIONS

Standards of student conduct address three major areas of integrity. The Honor Code includes both academic and personal integrity. The Student Conduct Code addresses respect for the rights

of the College 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.

In accepting admission to Lynchburg College, each student agrees to learn and to abide by all College policies and procedures. 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. College 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 College policy is believed to have occurred, appropriate College officials or members of the Student Judicial Board review the alleged infraction. If confirmed, the violation results in educational sanctions intended to facilitate the positive growth and development of those involved. See *The Hornet* for the full text of the Honor and Student Conduct Codes and Regulations.

STUDENT RECORDS: PRACTICES, RIGHTS, AND PRIVACY

Lynchburg College annually informs students about the Family Educational Rights and Privacy Act of 1974 (FERPA). This Act, with which the College complies fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Policy Compliance office, U.S. Department of Education, concerning alleged failures by the institution to comply with the Act.

A student's permanent record consists of the student's Lynchburg College academic record transcript. These permanent course and grade records, whether paper or electronic, are kept in perpetuity and are safeguarded in fireproof cabinets or vaults. Temporary records are the supportive records of an applicant's or enrolled student's progress and are kept in various offices whose functions dictate the record retention and disposal schedule.

Information contained in student records is maintained primarily for educational purposes and is for the use of faculty and staff within the College who have a legitimate need for it. Information is not released outside the College without the written request or consent of the student, except as noted below and as might be required by law. The physical examination and health history record and other pertinent medical information submitted directly to the Student Health Service and maintained there are not available to any non-medical personnel.

Directory-type information such as name; campus, off-campus, email, and permanent addresses; telephone numbers; names and addresses of parents and guardians; dates of attendance; full- or part-time status; years in college; institutions previously attended; degrees and major fields of study; awards and honors; anticipated graduation dates; past and present participation in officially recognized sports and activities; physical description; photographic or videotaped image; and date and place of birth may be released without consent to those who have a reasonable and legitimate need for the information. Students who wish to prevent disclosure of directory information to persons other than parents or guardians outside the College may do so by completing the proper form at the Office of the Registrar.

Students may inspect certain portions of their education records within a reasonable time of presenting a request. Records not available for inspection by students include student health records, employment records, alumni records, financial information submitted by parents, and confidential letters and recommendations associated with admission, employment or job placement, or honors for which the right of inspection and review has been waived.

Students who believe that their education records contain information that is inaccurate or misleading or is otherwise in violation of their privacy or other rights may discuss this with the Office of the Registrar for academic records or the Office of the Dean of Students for other education records. When records are not amended as requested following such discussion, appeal may be made to other administrative offices of the College.

Those needing additional information or those wishing to complete forms to exercise

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any of the options outlined above may contact the office of the Registrar concerning academic records or the office of the Dean of Students concerning other education records.

DRUG FREE ENVIRONMENT STATEMENT

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:

1. 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 College property or as part of any College activity;
2. a description of applicable legal sanctions under local, state, or federal law;
3. a description of health risks associated with the use of illicit drugs and the abuse of alcohol;
4. a description of available drug or alcohol counseling, treatment, rehabilitation, or re-entry programs;
5. a clear statement of the disciplinary sanctions the College will impose on students and employees for violation of the College's applicable standards of conduct with respect to the unlawful possession, use, or distribution of illicit drugs or alcohol.

Lynchburg College 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 or the misuse of alcohol by students are published in the student handbook. A publication addressing the topics enumerated above is distributed annually to students by the Office of the Dean of Students.

MOTOR VEHICLES

All motor vehicles parked or driven on campus property at any time by students must be insured, have a valid state license and inspection, and bear a valid LC parking decal. Decals may be obtained during graduate orientation at the beginning of the fall semester and at all other times at the Information Desk located on the first floor of Hall Campus Center. Students must present a current state registration and a valid operator's license at the time of registration. The annual registration fee is \$25 per year for graduate students.

All operators of motor vehicles are subject to abide by the Lynchburg College Traffic Code and Policies listed in the vehicle registration form, the undergraduate catalogue, and *The Hornet* student handbook.

ADMISSIONS

APPLICATION DEADLINES

Master's Programs

July 31 – Fall Term; November 30 – Spring Term

Doctor of Physical Therapy Program

February 1

Physician Assistant Medicine Program

March 1

Leadership Studies (EdD)

Ongoing review for biennial cohort admissions

MASTER'S DEGREE PROGRAMS

A graduate student may apply to Lynchburg College using the paper application or the 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 Lynchburg College, the criteria for admission to the programs are based on a multifaceted assessment of the following:

1. a degree application form, including the personal essay focused on career goals;
2. an official transcript documenting receipt 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 college seniors, documentation of degree completion must come prior to enrollment.);
3. any relevant graduate studies transcript (if applicable);
4. three letters of recommendation from individuals who are familiar with the academic performance and/or work experience of the candidate;
5. official GRE reports for applicants in the MA in history, MPAM, MEd programs in counselor education; GRE requirement waived for criminal justice leadership, MA music, nonprofit leadership studies, public health, MSAT, MSN, MEd in curriculum and instruction, educational studies, educational leadership, reading, special education, and for science education; official GMAT or GRE scores required for MBA applicants (with a minimum GMAT equivalent score requirement of 400) (waived for recent LC graduates with a 3.5 cumulative undergraduate grade-point average);
6. a professional portfolio for MA in music candidates;
7. an interview with faculty for the MEd in counseling, MSAT, and MPAM program;
8. for MS in nursing candidates, current unrestricted registered nurse licensure, successful (C or better) completion of prior courses in statistics and health assessment, current CPR certification and health record; and essential functions of nursing (see nursing web page); and
9. a \$30 non-refundable application fee that is not applied toward college expenses (waived for online application submission).

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 College's graduate programs.

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 Lynchburg College. 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.

DOCTOR OF PHYSICAL THERAPY PROGRAM

All 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 February 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. 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 Essential Functions of a Physical Therapist to be accepted into Lynchburg College's Doctor of Physical Therapy Program. Essential Functions are described on our website.

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Applicants should contact the DPT Program directly for questions or more information: 434.544.8885 or dpt@lynchburg.edu.

LEADERSHIP STUDIES (EdD)

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

1. an online or paper application.
2. a non-refundable \$30 application fee.
3. a current resume or curriculum vitae.
4. a 300-500 word essay focused on career goals and emphasizing prior leadership opportunities and experiences.
5. successful completion of a prior master's degree. *A professional postgraduate degree will be considered based on relevance to the leadership studies program.*
6. official transcripts from your bachelor's degree and master's degree as well as any other relevant graduate coursework.
7. successful completion of a graduate research course within the prior master's degree (or taken subsequently).
8. one letter of recommendation from an individual in a leadership position representing the your current employer, which indicates support for the your participation in the program and verifies capacity for successful future leadership.
9. two letters of recommendation from individuals who are familiar with your academic performance and/or work experience.
10. Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) scores. *GRE waived with two years of leadership experience or prior doctoral degree. Scores already on file at Lynchburg College are acceptable as are official copies of the scores submitted by applicants. If you do not have access to your official scores, you will need to retake the test.*
11. 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 (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.

MASTER OF PHYSICIAN ASSISTANT MEDICINE (MPAM)

Admission requirements for the PA Medicine program include the following:

1. an application submitted to CASPA with a verified application status;
2. a MPAM supplemental application along with \$50 non-refundable fee;
3. a bachelor's degree from a regionally accredited college or university in the United States or Canada;
4. all prerequisite courses must be completed at a regionally accredited college or university within the United States or Canada with a 'C' or above;
5. 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);
6. official score report for Graduate Record Examination submitted to CASPA;
7. a minimum of 500 hours of direct patient care and minimum of 8 hours of shadowing a licensed PA prior to matriculation;
8. three letters of reference supporting the applicants ability to be a PA including one letter from a practicing PA, physician or nurse practitioner;
9. selected applicants must participate in an interview day with program faculty.

DOCTOR OF MEDICAL SCIENCE (DMSC)

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). 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 (NC-CPA) Physician Assistant National Certifying Exam (PANCE).

GRADUATE CERTIFICATE PROGRAMS

Admission requirements for graduate certificate programs include the following:

1. a graduate certificate application form;
2. official transcripts of relevant coursework undertaken at other institutions including confirmation of receipt of a bachelor's degree;
3. \$30 non-refundable application fee that is not applied toward college expenses (waived for online submission).

Note: Students completing a graduate certificate program with a GPA of 3.5 or higher may request a waiver of the GRE requirement if they choose to pursue the related MED degree.

NON-DEGREE PROGRAMS

Prospective 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:

1. a non-degree application form;
2. official transcripts of relevant coursework undertaken at other institutions including confirmation of receipt of a bachelor's degree;
3. a \$30 non-refundable application fee that is not applied toward college expenses (waived for online application submission).

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

Qualified Lynchburg College seniors will be able to enroll in up to six graduate credits within selected graduate programs (contact the Office of Graduate Studies for further information) in their final semester (i.e., fall, spring, or summer) as undergraduates.

INTERNATIONAL STUDENT ADMISSIONS

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-studies/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.

Lynchburg College 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 Lynchburg College's assisting a graduate student in acquiring his/her visa. A \$300 deposit also is required prior to Lynchburg College's processing a request for an international student's visa.

EXPENSES

TUITION AND FEES

Tuition for graduate courses is charged on a per-semester-hour basis with the exception of the doctor of physical therapy and physician assistant medicine tuition, which is charged on a semester basis for the fall, spring, and summer sessions, respectively. With the consent of the instructor, courses may be audited for one-half the regular tuition. 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, and Discover.

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 (18 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.

TUITION AND FEES - INTERNATIONAL STUDENTS

International graduate students are required to pay tuition and fees for the first semester seven days after receiving their visa.

DEFERRED TUITION PAYMENT

Lynchburg College 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 Business office.

WITHDRAWAL POLICY

Graduate students are enrolled on a semester basis. A student who withdraws or is separated from the College for any reason prior to the beginning of a semester 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, refunds are made as follows:

| | |
|---|-------------------|
| During the first two weeks of the semester | 90% of total fees |
| During the second two weeks | 50% of total fees |
| From the fifth week through the eighth week | 25% of total fees |
| After the eighth week of the semester | No credit |

For medical withdrawals, in which students are physically disabled for the remainder of the semester (as certified by a legally qualified physician or surgeon), the refund is 100 percent of the unused portion of total fees (prorated for the semester). For mental and psychological disabilities (as certified by a legally qualified physician, psychiatrist, or surgeon), the refund is 60 percent of the unused portion of total fees (prorated for the semester). Drug abuse or normal pregnancies are not considered physical disabilities for refund purposes. Medical withdrawals are for fall and spring semester only.

WITHDRAWAL POLICY - INTERNATIONAL STUDENTS

International graduate students are enrolled on a semester basis. If an international student withdraws or is separated before or during the first semester at the College, the student will not receive credit or a refund from the College. Starting in the second semester, the standard withdrawal policy for graduate students will be followed. Refunds will be made as follows:

| | |
|---|-------------------|
| <u>First Semester at the College</u> | No credit |
| <u>Remaining Semesters at the College</u> | |
| During the first two weeks of the semester | 90% of total fees |
| During the second two weeks | 50% of total fees |
| From the fifth week through the eighth week | 25% of total fees |
| After the eighth week of the semester | No credit |

REFUND PROCEDURE

If a credit balance is created on the student's account, refund of this credit balance must be requested in writing or on a Refund Request Form obtained from the cashier's office. The refund procedure requires a minimum of one week to complete, except at the beginning of each semester when two weeks are necessary. All unpaid charges will be deducted from the amount refunded. Refunds during the winter and summer terms are available only through the second day of the term.

FINANCIAL AID

Financial aid is available to qualified full- and part-time graduate students in the forms of state grants and loans. (A half-time load is six semester hours. A full-time load in a graduate degree program is nine hours.) Virginia residents enrolled as full-time graduate students who are pursuing health services programs may qualify for a Virginia Tuition Assistance Grant (VTAG) regardless of financial need. VTAG is a state grant, the amount of which is based on state funding. Application must be made directly to the office of Financial Aid. A strict July 31 application deadline applies.

The Free Application for Federal Student Aid (FAFSA) should be completed and mailed to the Federal Student Aid Programs as soon after October 1 as possible for consideration for need-based financial aid. The preferred deadline for new students is March 1, and the preferred deadline for continuing students is April 1. New students admitted after March 1 should submit the FAFSA as soon as possible to receive consideration for assistance.

The Federal Direct Loan Program, administered through the Department of Education, offers student loans. The interest rate is fixed. Money borrowed for educational purposes through the Direct Loan program does not have to be repaid until the student graduates or ceases half-time enrollment. Repayment may be deferred if the student is experiencing economic hardship.

In addition, the College makes approximately fifty graduate assistantships available. Specific information about application procedures is available through the office of Student Employment or online at www.lynchburg.edu/graduate/assistantships. All financial aid information is subject to ongoing review and changes.

Second Graduate Degree Scholarship

Persons who have already earned a master's degree at Lynchburg College and seek to take additional master's-level courses or pursue a second master's degree may apply for a tuition voucher equivalent to 50 percent of the tuition for one class every year. Eligible persons should contact the office of Graduate Studies.

Graduate Scholarships

More than 50 endowed scholarship funds are available to support graduate students. Further information on the honorees for these scholarships is available in the College's endowment funds booklet. For specific information, please contact the office of Graduate Studies. Annual application review begins after February 15. Applications are available online.

Thomas C. Allen Fund: Supports graduate students in English.

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Altavista Scholarship Program: Supported by the Altavista Chamber of Commerce in conjunction with Altavista-area businesses, this award is made to an MEd student teaching at Altavista area schools.

Bonnie Davenport Benedict Scholarship Fund: Supports graduate students in educational leadership.

Evelyn P. Bickham Scholarship: Awarded annually to graduate students in education.

Arthur W. Case Jr., Gary W. Case, and R. Paul Case Scholarship Fund: Supports students in the School of Business and Economics with preference given to graduates of Central Virginia high schools.

Center for Family Studies and Educational Advancement: Provides annual scholarship support to graduate students in counseling.

Beth and Stuart Fauber Scholarship: Supports students in the School of Business and Economics with preference given to military veterans.

W. W. Ferguson Fund: Provides support to graduate students in history.

Robert Lee Flowers and Joy Fowler Flowers Scholarship Fund: Supports graduate students preparing for careers in educational administration and/or higher education.

Elizabeth M. Forsyth Fund: Provides scholarship support to current staff members of Elizabeth's Early Learning Center and students in early childhood special education.

Mary H. Futrell Scholarship: Provides scholarship support for future teachers.

Donald D. Hammill Scholarship: Funded by the Donald D. Hammill Foundation and awarded annually to students enrolled in the graduate special education program.

William Randolph Hearst Foundation Scholarship: Funded by the Hearst Foundation, the scholarship annually supports African-American students enrolled in education programs.

Marjorie Ellen Proffitt Howard Scholarship Fund: Supports graduate students in special education and physical therapy.

Anne Marshall Huston Professional Development Fund: Provides annual support for research initiatives for students and faculty and scholarship support to education students, with preference for those in the reading program.

Lily Hutchison Scholarship: Provides support for graduate students in education.

KOVAR Scholarship: Funded by the Knights of Columbus and awarded annually to a graduate student in special education (intellectual disability).

Katherine S. Kilcher Scholarship: Provides support to graduate students in the counselor education program.

Bernadette Kyle Fund: Will support undergraduate and graduate students in the sciences, including the MEd in science education.

Libbie Keeton LaPrade Scholarship: Established in memory of Elizabeth “Libbie” Keeton LaPrade, Class of 1947, and supports annual scholarships to students in English .

Ronald H. LaReau Scholarship: Supports graduate students with preference to graduates of E.C. Glass or Heritage High Schools pursuing an MEd (awarded biennially).

Justine F. Lerch Scholarship: Provides support to students who are or plan to become teachers or administrators.

Paul and Betty Jo Lilly Air Force Veterans Scholarship Fund: Supports Air Force veteran students, with preference given to those who served in the medical field or as an aviator.

Charlotte Evans Lunsford Scholarship: Annually provides support to students in English.

The Walter G. Mason Scholarship Fund: Provides scholarship support to MBA students.

P. Buckley Moss Scholarship: Funded by proceeds from the sale of artist P. Buckley Moss’s print of the College, this scholarship provides assistance to students in the graduate special education program.

R. Kendall North Scholarship Fund: Supports graduate and undergraduate students in the School of Business and Economics.

Raymond E. and Frances Sutton Oliver Scholarship Fund: Provides support to graduate students.

J. Edward Petty Scholarship Fund: Supports students in educational leadership.

Edward A. Polloway Scholarship Fund: Supports Graduate Students in Special Education.

Helen A. and Edward J. Polloway Diversity Fund: Provides annual scholarship and research support to students in special education.

Powell Foundation Scholarship: Funded by the Powell Foundation of Altavista, the scholarship supports graduate students in special education from Campbell or Pittsylvania Counties.

Presidential Scholarships: Initiated under the auspices of the president of the College to provide support to students who have earned a BA/BS from Lynchburg College.

Katherine C. Radford Scholarship: Provides scholarship support to graduate students in education who work with gifted students or students with disabilities.

George N. Rainsford Scholarship: Supported by the George N. Rainsford Community Partnership Fund and awarded as leadership scholarships to minority graduate students.

Rehab Associates of Central Virginia DPT Orthopedic Clinical Excellence Scholarship: Annually supports a third-year DPT student.

Grace B. Richardson Scholarship: Supports students who demonstrate academic merit and who are pursuing a graduate degree in education with preference for the area of reading.

Walter W. and Josephine Sheffield Ridgway Memorial Fund: This scholarship fund provides support to students who are affiliated with the Virginia Baptist Children’s Home, the Glade Spring Baptist Church, and the First Baptist Church of Roanoke.

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Oreon E. Scott Scholarship: Supports a graduate student with priority to a student who is a member of the Disciples of Christ (Christian Church) and who will work as a graduate assistant supporting LC's service-learning program.

Martha M. Sheffler Scholarship: Provides support for graduate students with preference to students pursuing a master's degree in educational leadership.

Mary Ann Smith Scholarship: Provides support to graduate students in the MBA program.

Summers-Clopper Scholarship: Awarded annually to a full-time undergraduate or graduate student enrolled in an education program.

Roger E. Tetrault Scholarship Funds: Supports graduate students with academic merit with preference to military veterans.

William Sherer Thomasson Scholarship Fund: Provides support to students from Central Virginia pursuing an MBA.

Thompson Entrepreneurial Challenge Scholarship Fund: Awarded to students in the MBA program who have demonstrated entrepreneurial interests by work history and self-sufficiency with free enterprise projects.

M. Weldon Thompson Scholarship: Annual grants to admitted MEd students (full- or part-time) who have prior professional experience.

Thomas C. Tiller Scholarship: Awarded to a graduate student who completed his/her undergraduate degree at Lynchburg College.

Hugh C. and Eunice S. Toler Scholarship Fund: Supports graduate and undergraduate students in business, education, and nursing.

Edna Mae Turner Scholarship: Provides support for female MBA students.

D. L. "Pete" Warren Scholarship: Awarded annually to a student enrolled in an MEd program in counseling.

Dannis E. Williams Scholarship: Supports graduate students in counseling.

Rev. Dr. and Mrs. Eugene B. Wright Scholarship Fund: Provides support to graduate students.

GRADUATE FACULTY

GARY P. AUSTIN, PT, PhD, Associate Professor of Physical Therapy

BS, MA, PhD, University of Connecticut; post-doctoral certification, Regis University; Fellowship, Gray Institute. 2014-.

EUGENA BARNHILL, PhD, Associate Professor of Education

BS, Hunter-Bellevue School of Nursing; MA, Rider University; MA, EdS, University of South Florida; PhD, University of Kansas. 2006-.

JENEVIE WENDY BAILEY, EdD, Director, LC in St. Lucia Program

BS, MEd, EdD, Lynchburg College. 2013-.

SARA BENNETT, PhD, Assistant Professor of Finance

BBA, MBA, Augusta State University; PhD, Kent State University. 2011-.

PRICE S. BLAIR, PhD, Associate Professor of Physical Therapy/Physician Assistant Medicine

BA, Washington and Lee University; PhD, Boston University. 2010-.

PETER BOCCONE, PhD, Assistant Professor of Counselor Education

BA, MA, EdS, Rider University; PhD, Southern Illinois University. 2014-.

JEANNE D. BOOTH, PhD, Director of the Center for Family Education, Professor of Counselor Education

BA, MEd, Lynchburg College; PhD, Capella University. 2000-.

THOMAS G. BOWMAN, PhD, ATC, Associate Professor of Athletic Training

BS, California University of Pennsylvania; MEd DAT, PhD University of Virginia. 2004 -.
(sabbatical leave of absence, fall 2017)

WILLIAM JOSEPH BOWMAN, Maj., SP, DSc, PA-C, EMPA, APA, Assistant Professor PA Medicine

BS, University of Texas-San Antonio; MPAS, University of Nebraska Medical Center; DSC, Baylor University. 2015-

THOMAS C. BRICKHOUSE, PhD, Professor of Criminal Justice Leadership, Professor of Philosophy

BA, Washington and Lee University; MA, PhD, Vanderbilt University. 1974-.
(sabbatical leave of absence, spring 2018)

GAIL F. BROWN, EdD, Director of the MEd Program in Reading, Associate Professor of Reading/ Curriculum and Instruction

BS, Radford University; MEd, EdD, University of Virginia. 2011-.

ANDREW A. BRUCE, PhD, Assistant Professor of Special Education.

BS, MAT, Liberty University; PhD, University of Virginia. 2015-.

GLENN H. BUCK, EdD, Elizabeth Forsyth Professor of Education; Professor of Special Education

BS, Nazareth College; MEd, George Peabody College; EdD, University of Florida. 1993-.

DEANNA M. CASH, PhD, Director of the MEd Program in Special Education, Associate Professor of Education

BA, University of Virginia; MS, Radford University; PhD, University of Virginia. 2004-.

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- DANNY O. CLINE, PhD, Associate Professor of Mathematics
BA, BS, West Virginia University; MS, PhD, Virginia Polytechnic Institute and State University. 2005-.
- MICHAEL A. COCO, PhD, Professor of Mathematics
BA, Mercyhurst College; PhD, University of South Carolina. 2003-.
- STEPHANIE B. COPP, EdD, Assistant Professor of Curriculum & Instruction
BA, MT, EdD, University of Virginia; MEd, Lynchburg College. 2017-.
- NANCY E. COWDEN, PhD, Associate Professor of Biology
AB, Oberlin College; MS, PhD, Miami University, Oxford, Ohio. 2000-.
- SUE E. CURFMAN, PT, DHSc, OCS, MTC - Assistant Professor of Physical Therapy
BS, University of Pittsburgh; MS, Boston University; DHSc, University of St. Augustine. 2012-.
- ANISSA DAVIS, PT, DPT, Assistant Professor of Physical Therapy
BS, The University of Illinois at Chicago; DPT, The University of Tennessee at Chattanooga. 2013-.
- AUTUMN M. DODGE, PhD, Assistant Professor of Curriculum and Instruction
BA, Albion College; MA, Monterey Institute of International Studies; PhD, Michigan State University. 2017-.
- LEE ANN EAGLER, PT, DPT, Assistant Professor of Physical Therapy
BA, Roanoke College; MPT, Shenandoah University; DPT, Shenandoah University. 2009-.
- GREGORY K. EATON, PhD, Director of Claytor Nature Study Center, Assistant Professor of Environmental Science and Biology
BS, MS, Virginia Polytechnic Institute and State University; PhD, Dartmouth College. 2006-.
- PENELOPE ELAM, PT, DPT, CLT - Director of Clinical Education, Assistant Professor of Physical Therapy
BA, MA, DPT, The College of St. Scholastica. 2012-.
- STEPHEN ELAM, DPT, Assistant Professor of Physical Therapy
BA, College of Scholastica; MPT, Institute of Physical Therapy; DPT, University of St. Augustine; further graduate study, University of St. Augustine; EdD, Lynchburg College. 2011-.
- STEPHANIE L. FERGUSON, PhD, RN, FAAN, Program Director of Master of Health Informatics Management, Professor of Nursing,
BSN, University of Virginia, MS, Medical College of Virginia/Virginia Commonwealth University, PhD, University of Virginia, 2016-
- NICOLAS FRANK, PhD, Assistant Professor of Philosophy
BAM, Bethel University; MA, Western Michigan University; PhD, University of Virginia. 2015-.
- DAVID O. FREIER, PhD, Professor of Biomedical Sciences
BS, University of Richmond; PhD, Medical College of Virginia; further coursework at the University of Minnesota. 2003- (*sabbatical leave of absence, fall 2017*)

- SHARON B. FOREMAN-KREADY, PhD, Associate Professor of Criminology and Human Services
BA, University of Richmond; MSW, Washington University – St. Louis; PhD, Virginia
Commonwealth University. 2011-. (*sabbatical leave of absence, spring 2018*)
- PRISCILLA J. GANNICOTT, PhD, Professor of Chemistry
AB, Randolph-Macon Woman's College; PhD, University of Tennessee. 1994-.
- GARRY J. GELLERT, DPT, FCCS, Assistant Professor of Physical Therapy
BS, MS, Nazareth College of Rochester; DPT, Virginia Commonwealth University. 2013-.
- HOLLY C. GOULD, PhD, Associate Professor of Education
BS, State University of New York; MA, Columbia University; PhD, University of Virginia.
2015-.
- JASON GRANDEO, PT, DPT, OCS, Assistant Professor of Physical Therapy
BS, Lock Haven University; MS, Ohio University; MPT, MCP Hahnemann University; DPT,
Shenandoah University. 2014-.
- ATUL GUPTA, DBA, Associate Dean for Academic Affairs - Graduate Studies, International &
Non-traditional Students, and Online Education, Professor of Management
BE, University of Delhi; MBA, University of Northern Iowa; DBA, Cleveland State University.
1997-.
- CHARLOTTE GUYNES, PhD, CHES, Director of the MPH Program, Professor of Health Promotion
BSEd, MEd, Stephen F. Austin State University; PhD, Texas A & M University. 2005-.
- BROOKE E. HAIAR, PhD, Assistant Professor of Environmental Science
BS, MS, Virginia Polytechnic Institute and State University; PhD, University of Oklahoma.
2008-.
- JENNIFER HALL, EdD, MCHES, Assistant Professor of Health Promotion and Master of Public
Health Program
BA, MA, EdD, University of Northern Iowa; 2016-.
- SARA C. HALLOWELL, DNP, RN, CPNP-PC, Assistant Professor of Nursing
BSN, Emory University; MSN, Case Western Reserve University; DNP, University of Virginia
School of Nursing. 2014-.
- JENNIFER HARGIS, PA-C, Assistant Professor of Physician Assistant Medicine
BS, Russell Sage College; PAM, Albany Medical College. 2014-.
- OEIDA M. HATCHER, DMA, Dean of the School of Communication and the Arts, Professor of Music
BA, Clearwater Christian College; MME, DMA, Shenandoah Conservatory of Shenandoah
University. 2001-.
- LESLIE D. HATFIELD, PhD, Professor of Mathematics
BS, Virginia Polytechnic Institute and State University; PhD, University of Virginia. 2003-.
- KARENA HEYWARD, PhD, Director of MEd in Counselor Education, Assistant Professor of
Counselor Education
BS, Virginia Commonwealth University; MEd, PhD, The College of William and Mary. 2014-.

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LAURA HENRY-STONE, PhD, Assistant Professor of Environmental Studies

BA, St. Mary's College - Maryland; MA, Saint Mary-of-the-Woods - Indiana; PhD, University of Alaska Fairbanks. 2012-.

ELMER HOEKSEMA, MBA, MSc, Assistant Professor of Cybersecurity

BSc, Saxion Universities; MSc, University of Amsterdam; MBA, Business University Nyenrode – Netherlands. 2017-.

ALLISON B. JABLONSKI, PhD, Associate Dean of Academic Affairs – General Studies, Professor of Biology

BS, The College of William and Mary; PhD, Medical College of Virginia/Virginia Commonwealth University. 1998-.

ARJEN JANSEN, MSc, Assistant Professor of Cybersecurity

BA, Academy of Physical Education; MSc, University of Amsterdam. 2017-.

J. DANIEL JOHNSON, DO, PA, Medical Director, Physician Assistant Medicine Program

BS, Virginia Polytechnic Institute and State University; BS-PA, George Washington University School of Medicine & Health Sciences; DO, West Virginia School of Osteopathic Medicine. 2012-.

ROGER E. JONES, EdD, Dean of the School of Education, Leadership Studies, and Counseling, Professor of Leadership Studies

BS, Western Carolina University; MSE., Arkansas State University; EdD, University of Virginia. 2003-.

MICHAEL KLEIN, PhD, Assistant Professor of Criminology

AS, Vincennes University; BS, MA, Indiana State University; PhD, Washington State University. 2017-.

ERIC KYPER, PhD, Associate Professor of Management Information Systems

BA, MBA, University of Minnesota; PhD, University of Rhode Island. 2008-.

DANIEL G. LANG, PhD, Professor of Political Science

BA, Augustana College; MS, PhD, University of Virginia. 1984-.

JEREMY J. LANGETT, PhD, Associate Professor of Communications/Public Relations

BS, Ohio University; MA, PhD, Duquesne University. 2010-.

TERESA E. LEAHY, PT, NCS, PhD, Assistant Professor of Physical Therapy

BS, University of Vermont; MHS, University of Florida; PhD, Nova Southeastern University. 2012-.

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JENNIFER LLOYD, DNP, MSMIT, FNP-BC, CNL, RN, Assistant Professor of Nursing,

BSN, Lynchburg College, MSN, University of Virginia, MSMIT University of Virginia, DNP, University of Virginia, 2014 -

GREGORY M. MARTIN, EdD, Associate Professor of Education

BA, Lynchburg College; MEd, University of Virginia; CAGS, EdD, Virginia Polytechnic Institute and State University; Post-Doctoral work at Harvard University. 2001-.

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BA, MED, Lynchburg College; EdD, University of Virginia. 2013-.

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BS, DPT, The University of Central Arkansas – Conway; WCS, post-doctoral certification. 2014-.

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BA, MA, University of Akron; MA, University of Missouri; PhD, University of Southern California. 2000-.

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STEFAN NICOVICH, PhD, Associate Professor of Marketing

BA, University of Colorado; MBA, Memphis State University; PhD, University of Memphis. 2005-.

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BS, Slippery Rock University of Pennsylvania; MS, Loughborough University, England UK; MPH, PhD, University of Pittsburgh. 1994-.

DAVID R. PERAULT, PhD, Director of the MEd Program in Science Education, Professor of Biology and Environmental Science

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BMed, James Madison University; MMed, DMA, Shenandoah University. 2004-.

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BHSc, James Madison University; MS, Jefferson College of Health Science. 2014-.

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BS, Nicholls State University; MA, PhD, Bowling Green State University. 1999-.

LEE SCHIMMOELLER, PhD, Director of the MBA Program, Associate Professor of Management and Business Administration

BS, University of Dayton; MBA, Oakland University; PhD, Nova Southeastern University. 2005-.

ERIC SCHMIDT JR, PhD, Assistant Professor, Physician Assistant Medicine.

BS, Pennsylvania State University; MS, University of Chicago; PhD, University of Calgary, Canada. 2015-.

MICHAEL SCHNUR, MBA, Instructor of Economics

BS, Adelphia University; MBA, C.W. Post College; DBA, Northcentral University. 2001-.

SALLY C. SELDEN, PhD, Vice President and Dean of Academic Affairs, Professor of Management and Leadership Studies, SPHR

BA, MAPA, University of Virginia; PhD, University of Georgia. Jan. 2001-.

THOMAS D. SHAHADY, PhD, Professor of Environmental Science

BS, Guilford College; MSPH., University of North Carolina at Chapel Hill; PhD, North Carolina State University. 2000-.

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AS, Tidewater Community College; BS, Christopher Newport University; MCJ, Boston University. 2016-.

JEAN ST. CLAIR, PhD, Dean of the School of Health Sciences and Human Performance, Associate Professor of Nursing

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SUSAN M. THOMPSON, PhD, Professor of Curriculum, Instruction, and Reading

BS, MEd, Lamar University; PhD, Texas A&M University. 2005-.

ELZA C. TINER, PhD, Professor of English

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MERRILL P. TOLBERT, EdS, Associate Professor of Education and Human Development
BS, Slippery Rock State College; MEd, Duquesne University; EdS University of Miami; further
graduate study, Virginia Polytechnic Institute and State University. 1979-.

JOSEPH H. TUREK, PhD, Professor of Economics
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JEREMY M. WELSH, DHS, PA-C, EM-CAQ, CMI, CFC, DFAAPA, CHEP
Associate Dean, School of Graduate Health Sciences, Department Chair, PA Medicine, Program
Director, Medicine Program, Founder, Doctor of Medical Science; Associate Professor of PA
Medicine;
BS, Utica College of Syracuse University; MPAS, University of Nebraska Medical Center; DHS,
A.T. Still University; Post Graduate Certificate, Seton Hall University School of Law. 2013-.
Post Graduate Certificate, Philadelphia University, Disaster Medicine; Post Graduate
Certification, American College of Forensic Examiners; Certified Medical Investigator and
Certified Forensic Consultant.

MICHAEL A. WILLIAMS, PhD, Assistant Professor of Counselor Education
BS, Kent State University; MS, University of Dayton; PhD, Ohio University. 2012-.

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ADMINISTRATION

KENNETH R. GARREN, PhD, President of the College

SALLY C. SELDEN, PhD, SPHR, Vice President and Dean of Academic Affairs, Professor of Management and Leadership Studies

ALLISON B. JABLONSKI, PhD, Associate Dean of Academic Affairs – General Studies, Professor of Biology

ATUL GUPTA, DBA, Associate Dean for Academic Affairs - Graduate Studies, International & Nontraditional Students, and Online Education, Professor of Management

Office of Academic Affairs – Graduate Studies, International and Nontraditional Students, and Online Education

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TYLER ECCLES, MEd, Director of Graduate Programs

KARA HOXWORTH, MA, Director of Study Abroad and Off-Campus Study

CHISATO TADA, MS, CAS, International Student Advisor

ELLEN THOMPSON, BA, Graduate Admission Counselor

JANICE QUATTLEBAUM, BA, Administrative Assistant – Academic Affairs - Graduate Studies, International & Nontraditional Students, and Online Education

Academic School Deans

DAN MESSERSCHMIDT, PhD, Interim Dean, School of Business and Economics, Professor of Economics

OEIDA M. HATCHER, DMA, Dean, School of Communication and the Arts, Associate Professor of Music

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WILLIAM LOKAR, PhD, Dean, School of Sciences, Associate Professor of Chemistry

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Associate Dean, School of Graduate Health Sciences, Department Chair, PA Medicine, Program Director, Medicine Program

CHARLES E. WALTON III, PhD, Dean, School of Humanities and Social Sciences, Associate Professor of Sociology

JEAN ST. CLAIR, Dean, School of Health Sciences and Human Performance, Professor of Nursing

JENEVIE WENDY BAILEY-JOSEPH, EdD, Director, LC in St. Lucia Program

