LIBERTY UNIVERSITY
1971 University Boulevard
Lynchburg, VA 24502-2269
(804) 582-2000

Liberty University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools
(1866 Southern Lane, Decatur, Georgia 30033-4097
Telephone Number 404-679-4501)
to award associate’s, bachelor’s, master’s, and doctoral degrees.

Liberty University is accredited by the Transnational Association of Christian Colleges and Schools
(P.O. Box 828, Forest, Virginia 24451
Telephone Number 804-525-9539)
to award associate’s, bachelor’s, master’s, and doctoral degrees.

The University reserves the right to make necessary changes without further notice. The regulations, courses, personnel and costs listed herein are subject to change after date of publication of this bulletin through established procedures. In such cases, the University will attempt to communicate such changes to all students, faculty and staff through written means. It is IMPORTANT that each student familiarize himself with the regulations set forth in this Catalog and assume his proper responsibilities concerning them.
As Liberty University enters the new millennium, we cannot help but thank God for the way He has blessed us in just 30 short years. It is still hard to believe that 30 years ago, this University was only a dream.

The addition of facilities like David's Place, Williams Stadium, the Vines Convocation Center, our Student Service Center and the Reber-Thomas Cafeteria makes Liberty Mountain one of the most exciting campuses anywhere. I also believe Liberty has the benefit of the finest faculty of any school in the country. This is why we call Liberty “The World's Most Exciting University.”

Today we are proud to be a part of a world-class Christian university that is already making a difference across our nation and around the world. We look forward to having you become a part of the fastest growing university of its kind in the country.

Jerry Falwell, Founder and Chancellor

Thank you for your interest in Liberty University! A member of the Liberty family, you have an opportunity to pursue that interest, continuing your development as Christ-centered men and women with the values, knowledge, and skills necessary for impacting tomorrow’s world. To this end, we have been successful.

One reason for our success is our Christ-centered faculty who have graduated from over 500 different institutions and who teach relevant, challenging, and interesting classes from a Christian perspective. The faculty assure that there is an exciting curriculum designed for the leaders of tomorrow.

Another reason for our success is the emphasis on spiritual, academic, and social growth. While Liberty’s classes are as rigorous as they are interesting, not all learning occurs in the classroom or on Liberty Mountain. Students have many opportunities for mission work, internships, and other activities designed to provide experience in their chosen fields. We believe that the only complete method of learning is one that involves direct experience. A Liberty graduate not only has a diploma, but a resume that applies directly to the workplace.

Liberty University is a beacon in higher education, graduating Christians prepared and eager for a world ready for their leadership.

John M. Borek, Jr., President
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*This publication uses the masculine pronoun in the generic sense.*
Liberty University

FOUNDED
1971

LOCATION
Liberty University is located in the heart of Virginia in Lynchburg (population 70,000) on the south banks of the historic James River with the scenic Blue Ridge Mountains as a backdrop. The city is over 200 years old and is noted for its culture, beauty, and educational advantages. Lynchburg is at the crossroads of U.S. highways 29 and 460 and has adequate transportation facilities by bus, railway, and air.

TYPE
The University is a religiously-oriented, private, coeducational, comprehensive institution.

MOTTO
“Knowledge Aflame”

DISTINCTIVENESS
Liberty University was originally formed under the auspices of Thomas Road Baptist Church. Liberty is distinctive among Christian colleges because resident students use Thomas Road Baptist Church, other local church ministries, and community service groups as a laboratory for practical application of what they learn in the classroom. While this practice is not logistically or philosophically possible for students in the external program, the External Degree Program uses its curriculum and advising to encourage spiritual, moral and ethical development in the student body.

SYMBOLS
The University Seal, a symbol of the administrative authority of the University, depicts Thomas Road Baptist Church aflame with the fire of the Gospel, against the background of an open Bible. The flame within the Seal depicts the motto, “Knowledge Aflame,” and evokes the University guiding philosophy — that knowledge has validity only when viewed in the light of Biblical Truth. The Seal’s octagonal border reflects the Jeffersonian architecture of the building which first housed the University.

The Mace is a symbol of administrative authority, a symbol of continuity as the institution pursues its enduring mission, and a witness of institutional heritage.

The Eagle symbol refers to the soaring spirit of achievement the University seeks to inspire in its students, and to the patriotic spirit of the University. The school colors are royal blue, red, and white. The school verse is II Corinthians 3:17, “... where the Spirit of the Lord is, there is liberty.”

The Eaglehead/Liberty University Logo is symbolic of the athletic teams of the University. The name for all male sports teams is “The Flames”; all female sports teams are referred to as “The Lady Flames.” The Flames Mascot is an eagle, the name of which is “Flame.”

DEGREES
Bachelor of Science and Bachelor of Arts degrees are offered. The Associate of Arts degree is offered in the fields of Religion and General Studies. The School of Education offers the Doctor of Education and Master of Education degrees. The College of Arts and Sciences offers the Master of Arts degree in the field of Counseling. The School of Religion offers the Master of Arts degree in the field of Religious Studies. The School of Business and Government offers the Master of Business Administration degree. Liberty Baptist Theological Seminary offers the Master of Divinity, Master of Religious Education, Master of Arts in Religion, Master of Theology, and Doctor of Ministry degrees.

COLORS
Royal blue, red, and white.

TELEPHONE
Access to all offices (804) 582-2000

CALENDAR
Two semesters with a Summer Session and a January Intersession.

ACCREDITATION
The University is approved by the State Council of Higher Education for Virginia and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, (404) 679-4501) to award associate’s, bachelor’s, master’s, and doctoral degrees. Liberty is accredited by the Transnational Association of Christian Colleges and Schools; (P.O. Box 828, Forest, Virginia 24551, (804) 525-9539) to award associate’s, bachelor’s, master’s, and doctoral degrees; and is a member of the Association of Christian Schools International.

Liberty University admits students of any race, color, national and ethnic origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The University does not discriminate on the basis of race, religion, color, sex, national or ethnic origin, age, or physical disability, the administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

Doctrinal Position
We affirm our belief in one God, infinite Spirit, Creator, and Sustainer of all things, who exists eternally in three persons, God the Father, God the Son, and God the Holy Spirit. These three are one in essence but distinct in person and function.

We affirm that the Father is the first person of the Trinity, and the source of all that God is and does. From Him the Son is eternally generated, and from Them, the Spirit eternally proceeds. He is the designer of creation, the speaker of revelation, the author of redemption, and the sovereign of history.

We affirm that the Lord Jesus Christ is the second person of the Trinity. Eternally begotten from the Father, He is God. He was conceived by the virgin Mary through a miracle of the Holy Spirit. He lives forever as perfect God and perfect man, two distinct natures inseparably united in one person.

We affirm that the Holy Spirit is the third person of the Trinity, proceeding from the Father and the Son, and equal in deity. He is the giver of all life, active in the creating and ordering of the universe; He is the agent of inspiration and the new birth; He restrains sin and Satan; and He indwells and sanctifies all believers.
We affirm that all things were created by God. Angels were created as ministering agents, though some, under the leadership of Satan, fell from their sinless state to become agents of evil. The universe was created in six historical days and is continuously sustained by God; thus it both reflects His glory and reveals His truth. Human beings were directly created, not evolved, in the very image of God. As reasoning moral agents, we are responsible under God for understanding and governing themselves and the world.

We affirm that the Bible, both Old and New Testaments, though written by men, was supernaturally inspired by God so that all its words are the written true revelation of God; it is therefore inerrant in the originals and authoritative in all matters. It is to be understood by all through the illumination of the Holy Spirit, its meaning determined by the historical, grammatical, and literary use of the author’s language, comparing Scripture with Scripture.

We affirm that Adam, the first man, willfully disobeyed God, bringing sin and death into the world. As a result, all persons are sinners from conception, which is evidenced in their willful acts of sin; and they are therefore subject to eternal punishment, under the just condemnation of a holy God.

We affirm that Jesus Christ offered Himself as a sacrifice by the appointment of the Father. He fulfilled the demands of God by His obedient life, died on the cross in full substitution and payment for the sins of all, was buried, and on the third day He arose physically and bodily from the dead. He ascended into heaven where He now intercedes for all believers.

We affirm that each person can be saved only through the work of Jesus Christ, through repentance of sin and by faith alone in Him as Savior. The believer is declared righteous, born again by the Holy Spirit, turned from sin, and assured of heaven.

We affirm that the Holy Spirit indwells all who are born again, conforming them to the likeness of Jesus Christ. This is a process completed only in Heaven. Every believer is responsible to live in obedience to the Word of God in separation from sin.

We affirm that a church is a local assembly of baptized believers, under the discipline of the Word of God and the Lordship of Christ, organized to carry out the commission to evangelize, to teach, and to administer the ordinances of believer’s baptism and the Lord’s table. Its offices are pastors and deacons, and it is self-governing. It functions through the ministry of gifts given by the Holy Spirit to each believer.

We affirm that the return of Christ for all believers is imminent. It will be followed by seven years of great tribulation, and then the coming of Christ to establish His earthly kingdom for a thousand years. The unsaved will then be raised and judged according to their works and separated forever from God in hell. The saved, having been raised, will live forever in heavent in fellowship with God.

Persons are spiritual, rational, moral, social and physical, created in the image of God. They are, therefore, able to know and to value themselves and other persons, the universe and God.

Education as the process of teaching and learning involves the whole person, developing the knowledge, values, and skills that enable the individual to change freely. Thus it occurs most effectively when both instructor and student are properly related to God and each other through Christ.

MISSION
To produce Christ-centered men and women with the values, knowledge, and skills required to impact tomorrow’s world.

The mission is carried out for resident students through a rigorous academic program and structured social environment. It is carried out for external students in a comparable academic program but without the structure of the resident community.

AIMS
In support of its Philosophy and Mission, Liberty University seeks to provide its students with intellectual and cultural pursuits that:

1. Contribute to a knowledge and understanding of other cultures and of international events.
2. Promote an understanding of the Western tradition and the diverse elements of American cultural history, especially the importance of the individual in maintaining democratic and free market processes.
3. Foster university level competencies in writing, speaking, reading, appreciation of the arts, analytical reasoning, computer literacy, and library research.
4. Convey the different ways of acquiring knowledge in the humanities, social sciences, and natural sciences.
5. Enable them to engage in a major field of study built on a solid foundation in the liberal arts.
6. Explore the moral dimensions and ethical implications in the disciplines offered by the University.
7. Assist in developing competence and determination in their approach to their vocation, including encouragement in choosing and following their vocation as a calling to do the will of God through all of life.
8. Promote the synthesis of academic knowledge and Christian values in order that there might be a maturing of spiritual, intellectual, social and physical behavior.
9. Cultivate a sensitivity to the needs of others and a commitment to the betterment of humanity.
10. Encourage a commitment to the Christian life, one of actively communicating the Christian faith, personal integrity, and social responsibility which, as it is lived out, points people to Jesus Christ as the Lord of the universe and their own personal Savior.

Statement of Purpose

PHILOSOPHYOFEDUCATION
Liberty University is a Christian academic community in the tradition of evangelical institutions of higher education. As such, Liberty continues the philosophy of education which first gave rise to the university, summarized in the following propositions.

God, the infinite source of all things, has shown us truth through scripture, nature, history, and, above all, in Christ.
Introduction to the Campus

A. PIERRE GUILLERMIN LIBRARY
The library has seen many changes and experienced significant growth since 1971. After four moves, it is currently housed in the Arthur S. DeMoss Learning Center. It now contains nearly 300,000 volumes, a detailed periodical section, CD Rom directory and an audio visual center. Exhibits for the Center for Creation Studies are also located here.

ALWORTHINGTON STADIUM
Liberty’s baseball stadium is named in honor of Liberty’s first baseball coach, Al Worthington.

ARTHUR S. DEMOSS LEARNING CENTER
The Arthur S. DeMoss Learning Center, commonly known as DeMoss Hall, is a 125,000 square foot building housing the library, bookstore, classrooms and faculty offices. It was erected in memory of Art DeMoss, who died in 1979. He served as a board member, was a powerful witness for Christ and a generous benefactor to Christian ministries, including Liberty University.

B. R. LAKIN SCHOOL OF RELIGION
The B.R. Lakin School of Religion building was built in 1982. It was named in memory of Dr. Lakin who was often referred to as “my pastor” by Dr. Falwell. A display case with artifacts such as Dr. Lakin’s saddlebags and Bible from his circuit riding preacher days is a place of reflection for the students. This building houses, along with the Seminary, Christian/Community Service, Center for Youth Ministry, and Institute offices, the Zinngrabe Research Center, a state of the art computer lab for our Religion students.

CARTER-Glass MANSION — “MONTVIEW”
The Carter-Glass Mansion was built in 1923, the home of Senator Carter Glass, Secretary of the Treasury under Woodrow Wilson. The mansion is one of two original buildings still remaining on the campus. The mansion overlooks a beautiful view of the Blue Ridge Mountains. It is a great place to relax and enjoy the view. The mansion houses the office of the Founder/Chancellor.

CENTER FOR THE ADVANCEMENT OF FACULTY EXCELLENCE
The digital CAFE, which is located in DeMoss Hall provides a state of the art training facility for faculty. Specialized training, workstations, software, and peripherals such as scanners and CD-burners, are available for faculty to utilize in the preparation of courses.

CENTER FOR CREATION STUDIES
The Center for Creation Studies was established in 1985. The Center provides a course called “History of Life”, required of all Liberty students. Its purpose is to increase their appreciation of the rational basis of their faith and to equip them to deal with the creation-evolution controversy. The exhibits for the Center for Creation Studies are located in the A. Pierre Guillermin Library.

COURTYARD OF FLAGS
Constructed in 1985, this inner courtyard, surrounded by the

Science Hall, Student Service Center, Earl H. Schilling Center, Teacher Education Hall, Fine Arts Hall and Arthur S. DeMoss Learning Center, features a fountain, 52 flags, and the Hangar for food and fellowship.

DAVID’S PLACE
The student union center, known as David’s Place, offers a casual atmosphere of fun and fellowship. David’s Place is dedicated to the memory of David A. DeMoss, a gentle and loving young man who died tragically in an automobile accident in January 1988. David’s Place features TV lounges, a game room with electronic video games, billiards, etc; Cafe @ David’s Place, a full service restaurant; a computer game room; and a flexible multipurpose room for films, aerobics, and small banquets.

EARL H. SCHILLING CENTER
Originally constructed in 1979 as the Multi-Purpose Center, this building was a 3000 seat gymnasium for athletics, physical education, chapel, concerts, and large Bible classes. It was, indeed, a multi-purpose building. In 1995, Earl and Anne Schilling, long time donors to the ministry, established a multimillion dollar trust to provide scholarships for training pastors, missionaries, evangelists and full-time Christian workers. During that same year, half of the building became the temporary home of Liberty Bible Institute.

ESBENSHADE-HERSHEY TENNIS CENTER
The tennis center was built in 1995 across the street from the Reber-Thomas Dining Hall.

FINE ARTS HALL
As part of the center quad of classroom buildings, the Fine Arts Hall serves the music and drama needs of the University. Several practice rooms, the Lloyd Auditorium for stage productions, and a recital hall for student and faculty performances are in this building. Many hours of practice take place in the band room for the band, as well as vocal and instrumental ensembles. The Spirit of the Mountain Marching Band has captured numerous awards over the years and has performed before nationally televised audiences, which include an NFL football game and the Macy’s Thanksgiving Day Parade.

An annex of the Fine Arts Hall is the Telecommunications wing which houses our campus radio, C91, and TV studio, WLBV, which both broadcast throughout the LU campus.

HANCOCK ATHLETIC CENTER
Athletic skill and strength have been built within the walls of the Hancock Athletic Center since 1986. This 21,000 square foot building was provided and furnished by Mr. and Mrs. Art Williams in honor of Mrs. Williams’ parents, Mr. and Mrs. Sidney Hancock. The building houses athletic offices, locker rooms, a training room, and a weight room.

HEALTH SERVICES CENTER
The Health Services Center provides health care for our students through the services of Light Medical, Inc. Consulting physicians and part-time nurses provide medical care to our students.
INTRODUCTION TO THE CAMPUS

INFORMATION TECHNOLOGY RESOURCE CENTER

The ITRC, located in the Science Hall, provides homework and classroom computing facilities for the campus. These facilities include seven classrooms, more than 200 workstations, and advanced color-printing capabilities.

MATTIES-HOPKINS FIELD

In 1989, a first-rate track was completed in honor of Jake Matties, LU’s first track coach and Ron Hopkins, the first women’s track coach. The eight lane track is made of a polyurethane surface that cushions the run making it easy on the knees and back. Encircling the soccer field, this new addition put Liberty’s track and field on an equal basis with other NCAA Division I schools.

R. C. WORLEY PRAYER CHAPEL

The care and tending of the soul is a priority at Liberty. The Prayer Chapel is a place of quiet contemplation and peace in the midst of a bustling campus.

WRVL RADIO STATION

The second original building on the site of the Carter estate now houses the Radio Voice of Liberty, WRVL, the radio station of Liberty University.

REBER-THOMAS DINING HALL

Students enjoy meals in the spacious and beautiful dining hall which was built in 1992. It features a large delicatessen, salad bar, ice cream bar and home style meals. This building includes an Executive Dining Room for administrative and faculty functions.

RESNET

The completion of campus wiring for the Fall 2000 semester provided an opportunity for the development of a Residential Network. A full-time staff provides students with hardware and software assistance as they connect to this exciting electronic community.

SCIENCE HALL

This was the first building erected on Liberty Mountain in 1977. As its name connotes, the Science Hall houses science classrooms and labs for biology, chemistry, family and consumer sciences, nursing, physical science, and physics. It is also the home of the Information Technology Resource Center (ITRC), which is used by various disciplines across the curriculum.

STUDENT SERVICE CENTER

The Student Service Center was the second classroom building erected on Liberty’s campus. It originally housed classrooms and was converted to be the first cafeteria on the mountain. Since the completion of the Reber-Thomas Dining Hall in 1992, it has been used as an office complex. Currently, it houses the Administration, Admissions, Alumni, External Degree Program, Financial Aid, Registrar’s, and Student Accounts Office.

TEACHER EDUCATION HALL

Identified by the rock in front of its doors, this building in the quad boasts of the creativity of the elementary education students. The walls are lined with creative bulletin boards bringing back memories of early childhood school days. This build-
The A. Pierre Guillermin Library, named in honor of Liberty’s President Emeritus in September 1998, is located in DeMoss Hall. It is the focal point of academic life at Liberty, and it contains a collection of materials primarily geared to supporting the curriculum. The Library also helps students and faculty members develop intellectually, culturally, and spiritually by providing a wide range of materials and services.

The goals and objectives of the Library are intrinsically tied to Liberty University’s mission: “to produce Christ-centered men and women with the values, knowledge, and skills required to impact tomorrow’s world.”

The Library meets the standards set by the Southern Association of Colleges and Schools, the Transnational Association of Christian Colleges and Schools, and other professional organizations and accrediting agencies. Every effort is made to expand and arrange the Library’s contents in a methodical way according to the Library of Congress classification system. The functions of the Library are organized and serviced through a well-qualified professional staff. Significantly enhancing our services and resources is membership in local, state (Virtual Library of Virginia), regional, and national library cooperative ventures.

As of July 1999, the library collection has holdings of approximately 295,915 volumes and over 8,000 current print and electronic periodical subscriptions. In addition to these materials, the Library’s Electronic Information center offers computer workstations to provide access to the Microsoft Office Suite, other common software programs, and the World Wide Web. Specific online research resources from companies such as, Bell & Howell/UMI, Dow Jones, Ebsco, Gale, OCLC, and OVID, provide dedicated access to over 60 databases, including ABI Inform, Academic Search FullText Elite, ATLA’s Religion Index, Britannica Online, CINAHL, Cambridge Scientific Abstracts, Dow Jones Interactive, Lexis-Nexis, Gale’s Literature Resource Center, ERIC, Modern Language Association Bibliography, PsycInfo, SportDiscus, and more. The Electronic Information Center also provides terminals, modem, and local Internet access to Dynix, the Library’s online catalog.

Access to materials from libraries across the United States and the world is available through inter-library loan services. Materials from local and state libraries are often available in less than 3 days.

The Library provides many of these services and resources to External Degree students. EDP students have direct toll-free telephone and email access to a librarian dedicated to their program. The Library is committed to being the primary library for EDP students by offering timely personal contact and document delivery in order to meet their special needs. This includes the delivery of library materials such as books, computer research, and journal articles. A nominal printing and a shipping service fee is charged.

In addition to the main Library, the Media Services library, located in DeMoss Hall 143, provides audio-visual equipment, previewing facilities, and access to a variety of materials such as records, compact discs, cassettes, videotapes, and music scores.

The Curriculum Library, located in the Teacher education Building, provides Education majors with a variety of children’s and young adults’ literature, textbooks, and materials for lesson preparation.
Undergraduate Admissions

GENERAL REQUIREMENTS

Admission to Liberty University’s undergraduate programs is governed by policies and procedures developed by the Senate Committee on Academic and Admissions Standards. The Graduate Council sets the standards for all graduate programs.

Prospective students are assessed according to academic background, personal moral behavior and character, personal philosophy, and willingness to follow Liberty’s rules, regulations, and policies. In the consideration process, the applicant’s complete prior academic record, recommendations, plans for the future, and personal information will be reviewed. Applicants meeting the required standards in these areas will be admitted to the University on a semester-to-semester basis.

Applicants for admission will be considered without regard to race, color, gender, national or ethnic origin, religion, age, or disability. Initial admittance to Liberty does not imply automatic readmission in future semesters.

The University reserves the right to refuse admission or readmission to any prospective student or returning student. Any applicant who intentionally withholds pertinent information or who falsifies information may be required to withdraw from Liberty.

The regulations herein are subject to change after the date of publication through established procedures. Liberty University reserves the right to make necessary changes without further notice.

Admission Procedures for Undergraduate Programs

INITIAL APPLICATION PROCEDURE

Communication regarding admission should be addressed to the Office of Admissions.

ITEMS TO BE SUBMITTED

Applicants must submit the following items to the Office of Admissions in order to be considered as candidates for admission to one of Liberty University’s undergraduate programs:

(1) Application for Admission — All applicants must provide the University with complete and accurate information about their academic background and character, including personal information, background information, personal references, enrollment information, and academic record. A signed application accompanied by a $35 non-refundable application fee must be submitted to the Office of Admissions by June 30 (for fall semester) or November 30 (for spring semester).

(2) Essay — All applicants must submit an essay of no more than 250 words describing how their perspectives of life and morality will enable them to contribute to Liberty University’s mission of producing Christ-centered men and women with the values, knowledge, and skills required to impact tomorrow’s world.

(3) Academic Records — All applicants must submit an official transcript from an accredited high school and/or college, an official copy of a state high school equivalency diploma, or an official copy of the General Educational Development (GED) Test results.

(4) Test Scores — All applicants must submit an official copy of test results for either the Scholastic Aptitude Test I (SAT I), administered by the College Board, or the American College Testing (ACT) exam prior to admission. Liberty University’s minimum acceptable scores for regular admission are 800 (combined) for the SAT I and 17 (composite) for the ACT. Applicants who fail to meet or exceed one of the minimum required scores will be evaluated using other indicators of collegiate ability and may be admitted on Academic Warning.

(5) Other Documentation — If the Admissions Committee determines that additional information is needed in order to make a determination on the applicant’s status, the applicant may be required to submit letters of recommendation or other relevant documentation.

HOME SCHOOLED APPLICANTS

Home schooled applicants must submit the following:

(1) Regular application with a $35.00 non-refundable application fee
(2) Essay
(3) SAT or ACT scores
(4) Concise transcripts/records for the most recent four years of home education. (The University recognizes that academic records of home-educated students vary widely. However, records of academic work plus evaluations or grades awarded by the parent, guardian, or
some outside evaluator must be included on the academic records to properly evaluate the applicant’s eligibility for college-level work. Do not submit large portfolios, photocopies of awards, or photographs of projects unless requested by the University.)

(5) Verification that the applicant has completed a secondary school education. (This may be a statement signed by the parent or guardian, a home-education diploma, or a graduation date posted on the home education records.)

(6) Verification that the home education was carried out in compliance with applicable state laws. (The form of this documentation will vary depending on state statutes governing home education. It may be a letter from the local school board or public school superintendent, a letter from an umbrella school, or a signed affidavit from the parent.

TRANSFER STUDENTS
Transfer applicants must complete all of the forms that are listed for the initial application procedure with the following exception: undergraduate transfer applicants who transfer 60 semester credit hours or more to their program of study at Liberty do not need to submit a high school transcript, GED, or standardized test scores except when specifically requested to do so by the University. A copy of the official transcript from each college or university that the transfer applicant attended must be sent directly to the Office of Admissions from the Registrar(s) of the respective institution(s) of higher learning.

All students who intend to transfer to Liberty must be eligible for readmission at the last institution attended. The record is reviewed based on Liberty’s scholastic regulations. Any applicant whose GPA does not meet Liberty’s scholastic standards, even though the applicant may not have been placed on academic probation at the last school attended, will be placed on academic probation for at least one semester.

Only courses and degrees from regionally accredited institutions or those accredited by other accrediting agencies approved by the Department of Education will be evaluated for transfer credit (i.e. — SACS, TRACS, AABC, etc.).

EVALUATION OF UNDERGRADUATE TRANSFER CREDITS
Credit will be allowed for those courses in which undergraduate applicants have made a grade of “C” or better and which are equivalent to courses offered at Liberty. Transcripts are evaluated by the Registrar’s Office under the guidelines established by the Committee on Academic and Admissions Standards.

Students’ courses will be applied to the undergraduate program as applicable. At any point prior to their last semester at Liberty, students may petition to have courses that are listed as electives substitute for required courses by using the Course Substitution Form. This form may be obtained from the Registrar’s Office.

Undergraduate credit may be allowed for courses completed at military service schools if this credit is recommended in A Guide to the Evaluation of Educational Experiences in the Armed Services. The work must also be applicable to the student’s program of study. Guidelines for the transfer of credit are determined by the Committee on Academic and Admission Standards in conjunction with the academic departments. Internship credit is not transferrable.

ADMISSION NOTIFICATION
Applicants must submit all of the required documents to complete the admission file. When all documents have been received and evaluated, applicants will be notified of acceptance or denial for admission. Following notification of acceptance, applicants will receive information relating to check-in and course registration.

DEPOSIT
New Liberty students are required to pay a deposit of $250.00 to secure any institutional grants or scholarships, campus housing, and class schedules. The completed Confirmation and Housing Form must be submitted with the $250.00 deposit to the Liberty University Admissions Office. This deposit is credited to the student’s account toward tuition and may be refunded until May 1 of each academic year if the University is notified in writing. Written deposit extension requests will be taken until May 1. This deposit is non-transferable, and after May 1 of each academic year, this deposit is non-refundable. First-time students may defer their deposit for up to one academic year.

Current Liberty students who are planning on returning the following semester must pay this deposit before registering for classes and making housing arrangements. This deposit may be refunded until August 1 if the University is notified in writing.

HEALTH RECORD
All accepted applicants must submit a completed and signed Health Record. This health form should be sent within six (6) months prior to the applicant’s arrival. This form does not need to be submitted prior to acceptance; however, it may. Any accepted applicant who withholds pertinent health information may be required to withdraw from the University. Completed forms should be mailed to Light Medical, c/o Liberty University, 1971 University Blvd., Lynchburg, VA 24502.

EARLY ADMISSION
The University will admit academically qualified undergraduate applicants upon completion of their junior year of high school. The applicant must meet the following requirements:

(1) a cumulative grade point average of 3.5 or better in grades nine through eleven;

(2) placement in the upper ten percent of the high school class;

(3) a minimum combined score (verbal and mathematics) of 850 on the Scholastic Aptitude Test I (SAT) or a minimum composite score of 19 on the American College Test (ACT) exam;

(4) enrollment in the appropriate college preparatory classes;

(5) a recommendation from an 11th grade English or mathematics teacher in support of the application for early admission; and

(6) submission of an early admission certification form and a regular Liberty University application with all required support documents.

READMISSION
Students who have withdrawn from the University or who have not been continually enrolled must apply for readmission through the Office of Admissions. An application for readmission and a $25.00 readmission fee are required. Admission sta-
tus is subject to the terms of any previous academic or disciplinary suspension or probation. Applicants must provide official transcripts from all educational institutions attended since enrollment at Liberty.

Students applying for readmission who have been dismissed from the University must submit an application **NOT LESS THAN TWO (2) MONTHS PRIOR TO REGISTRATION** since applicants must make an appeal to the Committee on Academic and Admissions Standards.

**INTERNATIONAL ADMISSION**

Liberty University is authorized under federal law to enroll nonimmigrant alien students. Any person who is not a citizen or permanent resident of the United States and who desires to be admitted to the University must contact the Office of Admissions concerning the special requirements needed for admission. Application for the fall semester should be made by May 1 and should be made by October 1 for the spring semester. All applicants must take the Test of English as a Foreign Language (TOEFL) if English is not their national language. An official score report must be forwarded to Liberty University before an admission decision can be made. The minimum acceptable score for admission to undergraduate programs at Liberty is 500. Admission to certain English and speech courses will be determined by the TOEFL score in conjunction with diagnostic assessments administered after the student arrives on campus. Information regarding the TOEFL may be obtained from the Educational Testing Service, Test of English as a Foreign Language Program, Box 899, Princeton, New Jersey 08540, USA.

Unmarried students under the age of 22 are required to reside in housing provided by the University. Unmarried students who are 22 years of age or older may choose to reside off campus. It is recommended that a minimum of one semester be spent in University housing to help international students adjust to cultural and/or climatic differences. On-campus housing is not available for married students.

International students must supply documentation of health insurance at the beginning of each semester of enrollment.

Each international resident student must document availability of funds to pay for all University-related expenses for the regular nine-month academic schedule. Those who intend to remain during the summer must document additional funds for living expenses.

**SPECIAL STUDENTS**

Status One undergraduate students are those who do not have a high school diploma or its equivalent. These students must show evidence of ability to pursue the courses elected. Special students in this category may become candidates for a degree after completing high school requirements since all other admissions criteria will have been met prior to acceptance.

Status Two students are those who are not degree candidates, but who are able to meet the necessary academic requirements for admission to the University. These students may accumulate nine (9) semester hours under this status. Continued study as a Special Student will require permission from the Registrar. A Special Student in this category may become a candidate for a degree only after a formal request is submitted and approved.

**AUDIT**

Applicants not interested in becoming degree candidates and who want to audit classes must complete a different application for admission. Applications may be obtained from the Office of the Registrar. Only lecture courses may be audited. Courses requiring labs or private instruction may not be audited.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Liberty University follows the Family Educational Rights and Privacy Act of 1974. Details about University policies are published in the student handbook, *The Liberty Way*, which may be found on the Liberty web site at www.liberty.edu. Persons desiring additional information about University policies and procedures should call or write the Office of Student Affairs.
**Graduate Admissions**

**GENERAL REQUIREMENTS**

Admission to Liberty’s graduate programs is governed by policies and procedures developed by the Graduate Council. Prospective students are assessed according to academic background, personal moral behavior and character, personal philosophy, and willingness to follow Liberty’s rules, regulations, and policies. In the consideration process, the applicant’s complete prior academic record, recommendations, plans for the future, and personal information will be reviewed. Applicants meeting the required standards in these areas will be admitted to the University on a semester-to-semester basis.

Admission to Liberty will be made after consideration of all the above factors as indicators of the applicants’ overall attitudes toward, and commitment to, the rules, regulations and policies of Liberty University. Applicants for admission will be considered without regard to race, color, gender, national or ethnic origin, religion, age or disability. Initial admittance to Liberty does not imply automatic readmission in future semesters.

The University reserves the right to refuse admission or readmission to any prospective student or returning student. Any applicant who intentionally withholds pertinent information or who falsifies information may be required to withdraw from Liberty.

The regulations listed herein are subject to change after date of publication through established procedures. Liberty University reserves the right to make necessary changes without further notice.

Specific regulations and requirements for Seminary degree programs may be found in the Liberty Baptist Theological Seminary catalog.

**Admission Procedures for Graduate Programs**

**INITIAL APPLICATION PROCEDURE**

Communication regarding admission should be addressed to the Coordinator of Graduate Admissions. It is preferred that applications for graduate admission for the fall semester be submitted by June 30, so that the necessary arrangements for entrance may be made in a timely fashion.

**ITEMS TO BE SUBMITTED**

Applicants must submit the following items to the Office of Graduate Admissions in order to be considered as a candidate for admission to one of Liberty University’s resident graduate programs:

1. **Application for Graduate Admission** — All applicants must provide the University with complete and accurate information about their academic background and character, including personal information, background information, personal references, enrollment information, and academic record. An application accompanied by a $35 non-refundable application fee should be submitted to the Office of Graduate Admissions by June 30 (for fall semester) or November 30 (for spring semester).

2. **Academic Records** — Two copies of official transcript(s) indicating successful completion of a baccalaureate degree program from a regionally accredited institution or those accredited by other accrediting agencies recognized by the U.S. Department of Education and all other graduate-level work are to be mailed directly from the Registrar(s) of the college(s) attended to the Office of Graduate Admissions.

**SPECIFIC ADMISSION REQUIREMENTS FOR THE M.A. IN COUNSELING**

Admission to the Master of Arts in Counseling is a two-step process: (1) admission to the graduate program and (2) admission to candidacy for the degree.

In addition to the general graduate admission requirements, applicants to the counseling program must meet the following requirements:

1. have earned a baccalaureate degree or its equivalent from a regionally accredited institution.
2. have an undergraduate cumulative grade point average of 3.0 or above (on a 4.0 scale).
3. have successfully completed a minimum of six semester hours of coursework in psychology or a closely-related field (such as sociology or human services) and three semester hours of statistics.

Students who do not meet the prerequisite undergraduate course requirements may be admitted on a provisional basis until the prerequisites are fulfilled. Course prerequisites must be completed within the first nine hours of graduate study. Students who do not meet the minimum GPA requirements are admitted on Academic Probation.

Admission to candidacy is based on the recognition that academic ability alone is not sufficient to make an individual an effective counselor. One goal of the candidacy process is to identify those students for whom the field of professional counseling may not be appropriate. Early identification may save the student the investment of both time and money, as well as help identify career alternatives. A second goal is to identify those students who might be more effective counselors by experienc-
ing professional counseling, group counseling, or some other kind of adjunct experience and to recommend involvement in these experiences as part of their overall training.

During the first nine hours of graduate work (which must include COUN 501), students must take one or more psychological tests and participate in interpersonal experiences designed to give them and the faculty an understanding of their ability to relate and counsel effectively. (There is a charge, currently $50, for this testing.)

After taking nine semester hours of graduate work, including COUN 501 and required testing, each student must apply for candidacy (information will be available on this process from the secretary for the Counseling Department). If on the basis of academic work, interpersonal ability, and psychological health, the faculty believes the student has the ability to become a successful professional counselor, candidate status will be granted.

If the faculty believes the student does not have the academic ability, interpersonal ability, or psychological health necessary to be an effective professional counselor, a recommendation for transferring to another field of study, professional counseling to address specific psychological or interpersonal issues, or pursue another course of action. In some situations, admission to candidacy will be deferred until completion of this course of action, at which time the student may reapply for admission to candidacy. The faculty may refuse to allow the student to take further courses within the program until the remedial action has been completed.

It is possible that problems might appear in a student’s behavior after admission to candidacy that could affect the individual’s ability to be an effective counselor. Counseling or other corrective activities may be required should the faculty become aware of such issues at any time during the student’s academic career in the program.

**SPECIFIC ADMISSION REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION**

In addition to the general admission requirement, admission to candidacy in the MBA program involves an evaluation of the following in order to determine an individual’s demonstrated leadership or potential for leadership in business:

1. Completed Graduate application form (download from the MBA website at www.liberty.edu/academics/busgov/mba.)
2. Earned baccalaureate degree, or its equivalent, from a regionally accredited institution or an institution accredited by an other agency approved by the Department of Education (e.g. SACS, TRACS, AACC, etc.)
3. Undergraduate prerequisites: Accounting I and II, Corporate Finance, Marketing, Introduction to Computers, Microeconomics, and Macroeconomics
4. An undergraduate cumulative GPA of 3.0 or above (on a 4.0 scale)
5. Completion of the GMAT (Students who have not taken the GMAT may be admitted on a conditional basis but must take the GMAT prior to enrolling in their second graduate level course.)
6. Three recommendations (forms may be downloaded from the MBA web site at www.liberty.edu/academics/busgov/mba)
7. Must own or have access to a Pentium (or higher) computer with access to the Internet and e-mail service

Students who do not meet all of the above requirements may be admitted on a provisional basis for 9 hours of graduate coursework. Students who do not meet the minimum GPA requirement will be admitted on Academic Probation; these students must earn a 3.00 GPA or higher in the first semester of graduate coursework. Students may not take a graduate level course in the same subject for which there is a prerequisite if they have not completed that prerequisite.

MBA students will normally complete six of the 36 hours of required coursework on the campus at Liberty. For those students that transfer three hours for BUSI 512, the minimum requirement is three hours. Transfer credit for BUSI 690, the Liberty MBAcapstone course, will not be given.

**EVALUATION OF TRANSFER CREDITS**

Applicants may transfer up to 6 semester hours of coursework. In order for a transferred course to replace a Liberty University core course, the following requirements must be met:

1. The school at which the course was taken must be regionally accredited.
2. The course credit must be at least 3 semester hours or 5 quarter hours.
3. The student must have earned a grade of B or better in the course.
4. The course content must overlap one of Liberty’s core courses by at least 80%.

Courses related to business administration that meet all but the last criterion may be transferred as elective courses. Transfer credit for BUSI 690, the MBAcapstone course, will not be given. Courses from an earned master’s degree may not be transferred.

**SPECIFIC ADMISSION REQUIREMENTS FOR THE MASTER OF EDUCATION AND DOCTOR OF EDUCATION PROGRAMS**

All requirements and procedures stated in the Admissions and Academic Information sections of the Liberty University Catalog will apply unless stated to exclude the School of Education graduate programs.

Each applicant must submit the following to the Office of Graduate Admissions:

1. Completed Application for Graduate Admission
2. Completed Graduate Status Record
3. Two completed recommendation forms. These should be obtained from two individuals best qualified to answer questions concerning the applicant’s professional, technical, and personal qualifications for graduate studies.
4. Graduate Record Examination (GRE) Score Report — Applicants who have taken the GRE should contact the College Testing Service and request an official score report to be sent. Applicants who have not taken the GRE should contact the Educational Testing Service to make arrangements to take the exam. The website address for the GRE is www.gre.org and the toll free number is 1-800-257-5123. A minimum GRE score of 900 or above (combination of Verbal and Quantitative scores) is required. Applicants scoring lower than 900 are evaluated on an individual basis and may be granted admission on a probationary status.
5. Official transcript of an appropriate degree earned from a regionally accredited institution or school accredited by another accrediting agency recognized by the U.S. Department of Education. Transcripts should be sent directly to the Office of Graduate Admissions from the previous school(s).
6. Professional vita (including degrees earned, educational experience, and career goals)
7. Letter(s) from school(s) documenting educational experi-
ence. M.Ed. applicants who do not have classroom teaching experience must complete at least 30 hours of field experiences within the first nine hours in the program. Ed.D. applicants must have three years classroom teaching or school administration experience or three years equivalent experience approved by the SOE Graduate Committee. (Additional prerequisites may be required for applicants from a non-educational background.)

(8) Technology Questionnaire. Computer access for word processing, Internet, and e-mail is required for all graduate education students.

(9) The Test of English as a Foreign Language (TOEFL). Required for foreign students whose native language is not English (minimum score of 600). Applicants scoring below 600 may be admitted provisionally and must enroll in the appropriate ESOL courses. These students may begin graduate coursework only when they have achieved the required TOEFL score.

Additional requirements may be necessary for applicants coming from a non-educational background. The Graduate Committee will determine these based on the applicant’s academic major and professional experience.

Additional requirements for specific concentrations:

Administration and Supervision
(1) Vignette response
(2) Vocational interest inventory (Contact the Career Center at (804) 582-2352 for information)

School Counseling
(1) Undergraduate prerequisites: six hours of psychology and three hours of statistics (Applicants who have not fulfilled these requirements while an undergraduate student must complete within the first nine graduate hours of the program.)
(2) Psychological Assessment: certain psychological tests and interpersonal experiences are incorporated within a specific course taken within the first nine hours of the program.

SPECIFIC ADMISSION REQUIREMENTS FOR THE M.A. IN RELIGIOUS STUDIES PROGRAM
In addition to the basic admission requirements, the following regulations will govern admission into the M.A. program:
(1) The applicant must have a minimum score of 900 (a combination of the Verbal and Quantitative scores) on the Graduate Record Examination (GRE).
(2) The applicant must have major or minor undergraduate work in religion and/or a related field.

An applicant who fails to meet the requirements listed above may be admitted on Provisional Status. The deficiencies in prior training may then be satisfied with undergraduate courses. After satisfying admissions requirements in this manner and having completed no more than nine (9) hours toward graduation, the student may then apply for degree candidacy. It should be observed that the M.A. program will normally take more than two semesters to complete.

PROVISIONAL AND PROBATIONAL ACCEPTANCE — GRADUATE LEVEL
Applicants who meet the general admission requirements but who have not yet met specific departmental graduate admission requirements may be admitted under a provisional acceptance status. Applicants with insufficient undergraduate hours of credit in the proposed area of concentration may be granted provisional acceptance status. Students admitted under this status must make up deficiencies and maintain an acceptable level of scholarship in the semester in which they complete the first 9 hours of course work. Courses taken to make up admission deficiencies will not be counted toward graduate degree requirements.

Students admitted with an undergraduate GPA below 3.0 are admitted on Academic Probation.

When all deficiencies and/or stipulations of the respective degree program have been satisfied, the student will be granted Degree Candidate status by the Department Chair.

ADMISSION NOTIFICATION
Applicants must submit all of the required documents to complete the admission file. When all documents have been received and evaluated, applicants will be notified of acceptance or nonacceptance. Following notification of acceptance, applicants will receive information regarding check-in and course registration.

DEPOSIT
New Liberty students are required to pay a deposit of $250.00 to secure any institutional grants or scholarships, campus housing, and class schedules. The completed Confirmation and Housing Form must be submitted with the $250.00 deposit to the Liberty University Admissions Office. This deposit is credited to the student’s account toward tuition and may be refunded until May 1 of each academic year if the University is notified in writing. Written deposit extension requests will be taken until May 1. This deposit is non-transferable, and after May 1 of each academic year, this deposit is non-refundable. First-time students may defer their deposit for up to one academic year.

Current Liberty students who are planning on returning for the following semester must pay this deposit before registering for classes and making housing arrangements. This deposit may be refunded until August 1 if the University is notified in writing.

TRANSFER CREDITS
Only courses and degrees from regionally accredited institutions, or those accredited by other accrediting agencies approved by the U.S. Department of Education will be evaluated for transfer credit (e.g., TRACS, AABC, ATS, etc.). Applicants must request official transcripts to be sent directly from the Registrar(s) of the previous school(s) to the Office of Graduate Admissions. All transcripts must be received before an admission decision will be made.

EVALUATION OF GRADUATE TRANSFER CREDITS
All M.Ed. and Ed.D., graduate transfer credits are subject to approval of the SOE Graduate Committee. Such courses must carry a grade of at least a ‘B’ and be comparable to Liberty University graduate courses. Transfer credit will only be considered from regionally accredited institutions or schools accredited by another accrediting agency recognized by the U.S. Department of Education. With approval, up to six semester hours may be transferred into the M.Ed. and up to nine semester hours of post-master credits may be transferred into the Ed.D. It is the responsibility of each applicant to supply official transcripts along with a request to have the credit applied to the degree program. Transfer credits must have been completed within the previous five years. Courses from a completed degree are not approved for transfer. No correspondence study or life experience credit may be transferred into the SOE graduate program.

Students transferring from regionally accredited schools to the M.A. in Counseling Program may transfer up to six hours to the 36-hour program and up to nine hours to the 48-hour pro-
than two (2) months prior to registration.

Special students in this category may become a candidate for a degree of B or better in the course. The course must overlap one of Liberty’s core courses by at least 80%.

Courses related to psychology and counseling that meet all but the last criterion may be transferred in as elective courses. The last criterion may be submitted for approval to transfer as elective courses. Course work must have been completed within the previous eight (8) years. The following courses will not be accepted for transfer: COUN 606, 640, 642, 645, 660, 661, or 699.

Courses from an earned master degree will not transfer. Credit will not be awarded for life experience or continuing education workshops.

Students entering the M.A. in Religious Studies program may transfer up to six (6) semester hours of coursework in which a grade of B or better was earned.

MBA students may transfer up to six semester hours. The requirements for transferring courses that would replace required core courses are that:

1. the course be at least three semester hours or five quarter hours long,
2. the student must have earned a grade of B or better in the course, and
3. the course must overlap one of our courses by at least 80%.

Courses related to business administration that meet all but the last criterion may be submitted for approval to transfer as elective courses. A student may not transfer the following courses: BUSI 690 or BUSI 695.

Courses will not transfer from a completed degree into the MBA Program.

READMISSION

Students who have withdrawn from the University or who have not been continuously enrolled (no courses taken within the academic year) must apply for readmission through the Office of Graduate Admissions. An application for readmission and a readmission fee are necessary for each applicant for readmission. Admission status is subject to the terms of any previous academic or disciplinary suspension or probation. An applicant who attended another school after Liberty must submit an official transcript from that school.

Anyone applying for readmission who has been dismissed from the University must submit his application NOT LESS THAN TWO (2) MONTHS PRIOR TO REGISTRATION since the student must appeal to the Graduate Council for readmission.

AUDIT

A person who is not a degree candidate and who desires to audit classes must complete a Special Student application for admission. This is obtained through the Office of Graduate Admissions. Only lecture courses may be audited. Courses requiring labs, private instruction, etc., may not be audited.

SPECIAL STUDENTS

Graduate students who are not degree candidates but who meet the necessary academic requirements for admission to the University may enroll in courses as special students. Students may accumulate 9 semester hours (6 semester hours for Education courses) under this status. Continued study as a Special Student will require permission from the Registrar. A special student in this category may become a candidate for a degree only after completing the requirements for graduate admission.

DUALENROLLMENT

Undergraduate students currently enrolled at Liberty may take graduate courses at Liberty as dual enrolled students. Application must occur in the semester in which students have nine (9) semester hours or less remaining prior to graduation. Students must have the cumulative undergraduate GPA requirement for entry into the graduate degree program. Students may be dual enrolled for two semesters only and may take a maximum of 9 semester hours of graduate coursework. Dual enrollment applications may be picked up at the Office of the Registrar or the Office of Graduate Admissions and must be turned in prior to registering for the following semester. Dual enrollment does not constitute admission to the graduate program, but allows students to take graduate courses while applying for admission to the graduate program.

INTERNATIONAL ADMISSION

Liberty is authorized under Federal Law to enroll nonimmigrant alien students. Any person who is not a citizen or permanent resident of the United States and who desires to be admitted to the University must contact the Office of Graduate Admissions concerning the special requirements for admissions. Applications should be made at least six months in advance of the intended date of attendance. Applicants whose native language is not English must take the Test of English as a Foreign Language and have an official score report forwarded to the University before an admission decision can be reached. The minimum acceptable score for admission to Liberty graduate programs is 600 or an equivalent score on the computer-based exam.

Information regarding the TOEFL may be obtained from Test of English as a Foreign Language, Box 899, Princeton, New Jersey 08540, USA.

Unmarried students under the age of twenty-two are required to reside in residence housing provided by the University. Unmarried students who are twenty-two years of age or older may choose to reside off campus; however, it is recommended that a minimum of one semester be spent in campus housing to help them in adjustments to cultural and/or climatic differences. On-campus housing is not available for married students.

International students must supply documentation of health insurance at the beginning of each semester of enrollment.

International resident students must document availability of funds to pay for all University related expenses for the regular nine-month academic semester. Those who intend to remain during the summer must document additional funds for living expenses.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Liberty follows the Family Educational Rights and Privacy Act of 1974. Details about University policies are published in the student handbook, The Liberty Way, which may be found on the Liberty website at www.liberty.edu. Persons desiring additional information about University policies and procedures should call or write the Office of Student Affairs.
Undergraduate Academic Information

SEMESTER CREDIT SYSTEM
The University operates on the semester system. The unit for counting credit is the semester hour. A semester hour of credit consists of the equivalent of one 50 minute period of class work for fifteen weeks, with an assumption of two hours of outside preparation or two 50 minute periods of laboratory work for each semester hour.

GRADES, QUALITY POINTS AND GRADE POINT AVERAGE
All work is graded by letters which are assigned quality points as indicated below:

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<th>Grade</th>
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<th>Quality Points Per SemesterHour</th>
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<td>X</td>
<td>Extension</td>
<td>0</td>
</tr>
<tr>
<td>Z</td>
<td>Unrecorded Grade</td>
<td>0</td>
</tr>
</tbody>
</table>

To determine the grade point average, (GPA) the quality points earned are divided by the semester hours attempted (quality hours). A grade of B, for example, in a course bearing three semester hours of credit would be assigned nine quality points and a grade of C in that course, six quality points. Thus, if a student takes 16 semester hours of work and earns 40 quality points, his GPAs is 2.50. Only courses taken at Liberty are used in the calculation of the GPA. Only grades of A, B, C, D and F are used in computing the GPA.

GRADE APPEAL PROCESS
The appeal process for believed errors on grade reports is as follows:

The appeal process must begin within the first 30 days of the subsequent semester.

The student must contact the instructor. If the instructor believes there has been an error, the instructor will submit a grade change form to the University’s Registrar’s Office. If the instructor states there has been no error and the student does not agree, the student may submit the grievance in writing to the Department Chair.

If the grievance is not resolved within this level, the student may appeal to the Dean of the College/School within one week of the Department Chair’s decision.

If the grievance is not resolved at this level, the student may appeal to the Senate Committee on Academic and Admissions Standards (CAAS) within one week of the prior decision.

The Vice President for Academic Affairs will make the final decision after reviewing CAAS’s recommendation.

INCOMPLETES
Students may not do additional coursework or finish assignments after the last day of classes. Students who are unable to complete coursework by the last day of class due to unavoidable circumstances may appeal to their professor for a temporary course grade of I (Incomplete). The Dean of the College/School must also approve the grade. Approval of the reason given rests with the Registrar’s Office. The professor will establish a new deadline for completing the coursework, based on the circumstances. A maximum of 4 months may be allowed. If the coursework is not submitted by the new deadline, the student will receive the grade designated by the instructor at the time the Incomplete was granted.

Students who are unable to complete coursework by the last day of class due to significant illness or injury may appeal to their professor for a temporary course grade of M (Medical Incomplete). Appeals must be supported by medical documentation signed by a physician, then approved by the professor and the Dean. Medical extensions may be renewed, if the condition warrants, up to a maximum of one year from the beginning of the semester. Supporting documentation must accompany all requests for renewals. If the coursework is not submitted by the new deadline, the student will receive the grade designated by the instructor at the time the Medical Incomplete was granted.

STUDENT CLASSIFICATION
The classification of students at Liberty is based on their degree level and number of earned semester hours.

- First Semester Freshman — 0-11.99 semester hours earned at the undergraduate level
- Second Semester Freshman — 12.00-23.99 semester hours earned at the undergraduate level
- Sophomore — 24.00-47.99 semester hours earned at the undergraduate level
- Junior — 48.00-71.99 semester hours earned at the undergraduate level
- First Semester Senior — 72.00-95.99 semester hours earned at the undergraduate level
- Second Semester Senior — 96.00 + semester hours earned at the undergraduate level

COURSE SELECTION
Each student will be assigned an academic advisor upon acceptance to the University. The advisors will guide students in course selection and in determining class schedules. All questions concerning academic issues should be directed to the advisors. Only later, when a problem remains unsolved should the student petition the Dean of his College/School. Students are encouraged to see their advisor for help with any problem they may encounter during the academic year.

DECLARATION OF UNDERGRADUATE MAJOR
Students will be accepted into their chosen majors upon completion of the 16 hours of Foundational Studies and a cumulative GPA of 2.0 or higher. Students in the General Studies...
with Teacher Licensure (Elementary Education) major and Nursing major must meet additional requirements prior to admission into the major.

Acceptance into a major does not constitute acceptance into the Teacher Licensure Program.

Students who transfer to Liberty with 60 or more hours will be placed into their major of choice upon matriculation.

TRANSFER CREDITS

Only courses and degrees from regionally accredited institutions or those accredited by other accrediting agencies recognized by the Department of Education (e.g., SACS, TRACS, AABC, etc.) will be evaluated for transfer credit. Applicants must request official transcripts to be sent directly from the Registrar(s) of the previous school(s) to the Office of Admissions. These transcripts must be received before an admission decision will be made.

UNDERGRADUATE ADVANCED PLACEMENT

Advanced placement and academic credit toward an undergraduate degree will be awarded to students who receive a grade of 3 or higher on the Advanced Placement Examinations issued by the College Board. Credit is awarded only in those areas applicable to the Liberty curriculum.

<table>
<thead>
<tr>
<th>AP Title</th>
<th>LU Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>HIUS 221-222</td>
<td>6</td>
</tr>
<tr>
<td>Art History</td>
<td>HUMN 101</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL101-103</td>
<td>4</td>
</tr>
<tr>
<td>Calculus BC***</td>
<td>MATH 131-132</td>
<td>5-10</td>
</tr>
<tr>
<td>Calculus AB**</td>
<td>MATH 131-132</td>
<td>5-10</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHEM 121-122</td>
<td>8</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>CSCI 111-112</td>
<td>6</td>
</tr>
<tr>
<td>Economics-Micro</td>
<td>ECNC 213</td>
<td>3</td>
</tr>
<tr>
<td>Economics-Macro</td>
<td>ECNC 214</td>
<td>3</td>
</tr>
<tr>
<td>English*</td>
<td>ENGL101-102</td>
<td>6</td>
</tr>
<tr>
<td>European History</td>
<td>HIEU 201-202</td>
<td>6</td>
</tr>
<tr>
<td>French+</td>
<td>FREN 101-102</td>
<td>6</td>
</tr>
<tr>
<td>American Govt.</td>
<td>GOVT220</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Politics</td>
<td>GOVT330</td>
<td>3</td>
</tr>
<tr>
<td>Calculus EL FUNC*</td>
<td>MATH 131/132</td>
<td>10</td>
</tr>
<tr>
<td>College Algebra*</td>
<td>MATH 121</td>
<td>3</td>
</tr>
<tr>
<td>College Alg/Trig.</td>
<td>MATH 121</td>
<td>3</td>
</tr>
<tr>
<td>Educ. Psychology</td>
<td>PSYC 311</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>ENGL215/216</td>
<td>6</td>
</tr>
<tr>
<td>General Biology</td>
<td>BIOL101/102</td>
<td>6</td>
</tr>
<tr>
<td>General Chemistry*</td>
<td>CHEM 121/122</td>
<td>8</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>PSYC 210</td>
<td>3</td>
</tr>
<tr>
<td>Intro. Psychology</td>
<td>PSYC 200</td>
<td>3</td>
</tr>
<tr>
<td>Intro. Sociology</td>
<td>SOCI 200</td>
<td>3</td>
</tr>
<tr>
<td>Macro Economics</td>
<td>ECNC 214</td>
<td>3</td>
</tr>
<tr>
<td>Management</td>
<td>BUSI 310</td>
<td>3</td>
</tr>
<tr>
<td>Marketing</td>
<td>BUSI 330</td>
<td>3</td>
</tr>
<tr>
<td>Micro Economics</td>
<td>ECNC 213</td>
<td>3</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>MATH 122</td>
<td>3</td>
</tr>
<tr>
<td>Western Civ. I</td>
<td>HIEU 201</td>
<td>3</td>
</tr>
<tr>
<td>Western Civ. II</td>
<td>HIEU 202</td>
<td>3</td>
</tr>
</tbody>
</table>

* Simple hand-held calculators are permitted for these tests only.

<table>
<thead>
<tr>
<th>General Exam</th>
<th>Min. Score</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Comp.</td>
<td>480</td>
<td>ENGL101</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>440</td>
<td>HUMN 101/ ENGL221</td>
<td>6</td>
</tr>
<tr>
<td>Math*</td>
<td>470</td>
<td>MATH 115</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>460</td>
<td>BIOL101/PHSC 101</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>460</td>
<td>HIEU 201/SOCI 200</td>
<td>6</td>
</tr>
</tbody>
</table>

* Simple hand-held calculators are permitted for these tests only.
Students must pay an administrative fee to have this credit added to their Liberty University transcript.

PROFICIENCY EXAMINATION PROGRAM (PEP)
This program may also be used to earn undergraduate credits in certain academic areas. For information write: ACT/PEP Coordinator, ACT Proficiency Examination Program, P.O. Box 168, Iowa City, Iowa 52240. Students must pay an administrative fee to have this credit added to their Liberty University transcript.

DANTES SUBJECT STANDARDIZED TESTS (DSSTs)
Undergraduate college credit may be earned through the DANTES Subject Standardized Tests (DSSTs) program. The DSST program is administered by Educational Testing Services (ETS) in conjunction with DANTES. Examinations are available to both military personnel and civilians. See the CLEP section for a list of subject areas and minimum required scores.

SERVICEMEMBERS OPPORTUNITY COLLEGES (SOC)
Liberty University is a member of the Servicemembers Opportunity Colleges (SOC) network. Members of the armed services and their spouses are eligible for this program. The University may accept transfer credit for courses taken at other member schools.

INSTITUTIONAL CHALLENGE EXAMINATIONS (ICE)
To apply for ICE credit by examination, other than Advanced Placement, CLEP, PEP, or DANTES, the student must submit the request to challenge a course to the department of the University in which the course is offered. Such requests are subject to the following guidelines:

1. Students must submit a request for Institutional Challenge Examinations (ICE) through the Registrar’s Office.
2. Only the following courses may be challenged through ICE:
   - BIBL 105 MUSC 105
   - BIBL 110 MUSC 106
   - BIBL 323 NURS 210
   - BIBL 424 PHED 101
   - BIBL 425 PHED 207
   - BIOL 211 PHED 208
   - BIOL 212 PHED 224
   - BUSI 102 PHED 228
   - CHEM 107 PHED 404
   - CHEM 301 PHYS (ALL)
   - CHHI 301 PSYC 312
   - CHHI 302 PSYC 321
   - CHMN 101 PSYC 331
   - CSCI (ALL) PSYC 341
   - GEOG 200 PSYC 355
   - GNED 101 SMGT 201
   - GNED 102 SMGT 302
   - GREK 201 SMGT 302
   - GREK 202 SMGT 302
   - GREK 301 THEO 201
   - GREK 302 THEO 202
   - MATH (ALL ABOVE 121)
3. The minimum passing score for both upper and lower level undergraduate courses is set at 75% or a grade of C. An exception to this policy may occur if a professional, state, or national organization specifies a higher score for recognition.
4. A maximum of 30 hours of ICE credits can be accepted toward an undergraduate degree, with each department establishing a limit as to the number of credits acceptable in each major.
5. Students may not take the Institutional Challenge Exam if the course is being taken or has been taken at Liberty University.
6. The credits earned do not count toward residency hours.

EXPERIENTIAL LEARNING CREDIT
Credit for life experience may be granted to students who demonstrate that they have already acquired, through life experiences such as job training, non-college courses, etc., course knowledge required for the degree program in which they are enrolled. Credit will be limited to a maximum of 30 hours.

Prior to submitting an Application for Credit by Portfolio, students must receive tentative approval from the Department Chair for each course for which they are seeking credit. A separate portfolio must be submitted for each course. An administrative fee of $100 will be charged for each portfolio submitted for assessment.

Each portfolio must define learning in terms of college-level competencies for specific course credit. All documentation submitted in portfolios will remain in the student’s personal file at the University.

A 3-hour course (GEED 205) is available to assist students with the development of portfolios that demonstrate that the required knowledge has been attained. Students may submit portfolios for experiential learning credit at any time prior to graduation. Credit earned through this process will not be counted toward the required minimum of 30 hours of credit that must be completed through Liberty University. Further information may be found on the Internet at http://members.aol.com/LesnardWP/geedhome.html or in the catalog on Liberty’s web site at www.liberty.edu.

MILITARY EVALUATIONS
Liberty University will evaluate students’ prior military experience and develop a degree plan for each student to follow. Evaluations will be based solely upon the recommendations of the American Council of Education (ACE) guidebook, Guide to the Evaluation of Educational Experiences in the Armed Services. Students will generally find that the Multidisciplinary major maximizes the use of their existing credits.

SEMESTER LOAD
The usual semester load for full-time undergraduate students is 14-17 hours per semester. Students must secure permission to take more than 18 hours in a semester. A student who has established a cumulative GPA of 3.00 or better may, with the approval of the Department Chairman, take up to 20 hours; 21 hours requires the Dean’s signature and a cumulative GPA of 3.50. Students who have not declared a major must request permission from the Dean of the College of General Studies. The maximum load a student may carry is 21 hours per semester. This includes courses from all sources.
DROPPING/ADDING COURSES
Changes are discouraged after a student and advisor have arranged the student’s schedule for the semester.

Students desiring to take an EDP course must enroll in the course during the resident drop/add period. The course must be completed by the last day of the residential semester.

An intensive may be dropped without a grade or tuition charges through the first day of that class up to 4 p.m. An intensive course may be dropped with a grade of W or WF from the second day of class through noon on the last day of that class. The student will pay the tuition and fees for the course.

Remember: Any change in status (i.e. from full-time [12 or more semester hours undergraduate or 9 or more hours graduate] to part-time, etc.) may cause the reduction or cancellation of your financial aid award. In other words, you may have to pay a larger part of your bill than you originally planned.

A 15-week block course may be dropped without a grade, tuition, and fee charges within the first five days of class. From the sixth day of class until the end of the tenth week, a 15 week block course may be dropped with a grade of W or WF. The student will be responsible for the tuition and fees for the course. All drops after the 6th day of classes will be recorded as Wor WF, depending upon the student’s standing at the time the course is dropped. Neither a W nor a WF will be used in calculating a GPA. Courses dropped with grades of W or WF are used in determining a student’s academic load for the semester, upon which tuition charges are based. No course can be added after the first week of classes.

Exceptions to these deadlines may be granted by the Registrar in unusual circumstances, such as extreme illness or other circumstances beyond the student’s control.

No course is considered officially added or dropped until the proper form is submitted to the Registrar so that the schedule of the student may be properly changed. This form requires the written approval of the instructor of the course.

Students who never attend a course for which they are registered will have the course dropped without a grade, and the tuition will be credited. An administrative fee of $25 will be charged to the student’s account for this adjustment.

Note: CLST 101, 102, 103; GNED 101, 102 cannot be dropped without departmental permission.

COURSE REPEAT POLICY
Undergraduate students who want to repeat a course taken at Liberty and have the first grade removed from the cumulative GPA must satisfy each of the following guidelines:

1. The course must be taken at Liberty in order to activate the policy.
2. The second grade of A, B, C, D or F will apply toward the cumulative GPA.
3. A maximum of 16 semester hours may be repeated under this policy.
4. The grade which has been deleted from the computation of the cumulative GPA will not count toward quality hours or hours earned, but will remain on the record as a course attempted.

5. Remedial courses and Christian/Community Service courses may be repeated without counting toward the 16 hour maximum.
6. This policy is retroactive to include any course taken at Liberty.
7. Use of the repeat policy for a prior semester will not affect the academic standing for that semester. Academic standing in a prior semester can be changed only because of a grade reporting error.
8. The repeat policy form must be completed prior to graduation for the policy to be activated.

WITHDRAWAL FROM LIBERTY
Students withdrawing from the University during the semester must process the form provided for this purpose. The form may be obtained from the Registrar’s Office. Since signatures of specified University officials are required on this form, with the Registrar signing last, the effective date of withdrawal shall be the date the Registrar’s signature is affixed. Non-attendance does not constitute withdrawal from the University.

If official withdrawal occurs within the first 21 calendar days of classes, the record will show a date of withdrawal, but no grades will be recorded. If withdrawal occurs after this time, the student will receive grades of “W.”

Withdrawal without prior administrative approval will result in an unofficial withdrawal, which will forfeit any financial refunds otherwise due. Grades of “F” will be recorded in all courses for which the student is officially registered.

An expulsion resulting from violation of the disciplinary system will result in an administrative withdrawal. Grades of “W” will be recorded in all courses for which the individual is officially registered.

A fee will be charged for the processing of an official, unofficial, or administrative withdrawal. This fee will be deducted from any refund due on the student’s account or he will be responsible for payment of this fee.

The last day to withdraw from a semester is the last day of class. A student may not withdraw after finals begin.

CLASS ATTENDANCE
Regular and punctual attendance in classes is expected of all students at Liberty.

The attendance policy for each class will be stated in the course syllabus for that class. The faculty member will be the judge of whether the student has met the stated attendance requirements for the course.

The student alone assumes responsibility for all absences. A student who presents the instructor with an adequate and documented reason for an absence normally will be given an opportunity to make up the work missed. The responsibility for initiating the request to make up class work missed rests with the student.

INDEPENDENT STUDY
Students may request to do an independent study project in a major field or related discipline. This option is limited to graduating seniors or students who have changed majors and have no other course of action. Permission for the independent study will be granted only upon approval by the Departmental Chairman, the Dean of the School, and the Registrar. Forms are available in the Registrar’s Office.

COURSE AUDITS
Students who wish to audit or take a course without credit must
indicate their intention at the time of registration. Auditors will not be expected to take quizzes or examinations. Courses audited cannot be counted toward meeting graduation requirements.

Only lecture courses may be audited. Courses requiring labs, private instruction, etc., may not be audited.

DEAN’S LIST
Undergraduate students who earn 12 or more hours and earn an average of 3.50 or above are placed on the semester honor roll.

SCHOLASTIC REGULATIONS
Warning/Probation/Suspension/Dismissal. Students must maintain satisfactory standing in order to remain at Liberty. Satisfactory scholastic standing for students enrolled in bachelor’s programs are:

- Level 1 (0-23.99 hours) 1.50
- Level 2 (24-47.99 hours) 1.65
- Level 3 (48-71.99 hours) 1.85
- Level 4 (72-95.99 hours) 2.00
- Level 5 (96 or more hours) 2.00

Students in the associate’s program must maintain a GPA of 2.00 for satisfactory scholastic standing.

Academic standing is calculated only at the end of each semester.

Students failing to attain and maintain the scholastic standing required are placed on Academic Warning. During the next semester, undergraduate students are limited to a thirteen-semester-hour course load and are required to take CLST 101, 102, or 103.

At the end of the semester on Academic Warning, students who fail to raise the GPA to a satisfactory level (see above) are placed on Academic Probation. These students are required to sign a contract indicating the grades necessary to remove probation status. During the next semester of attendance, undergraduate students are limited to a thirteen-semester-hour course load, are required to take CLST 101, 102 or 103, and may not represent the University on any team without approval from the appropriate committee.

At the end of the semester on Academic Probation, students who fail to raise their GPA to the required academic level (see above) are placed on Academic Suspension. These courses will not be used in the calculation of the GPA.

At the end of the semester on Academic Suspension, students who fail to raise the GPA to the required academic level (see above) by the end of the semester will be Academically Dismissed, and will not be allowed to return to the University for a period of 5 years.

ACADEMIC AMNESTY
Students who have been Academically Dismissed from the University may ask to be allowed to return under this policy. The following guidelines apply:

1. The student must not have been enrolled at the University for a period of 5 years.
2. The student must be declared eligible to return by the Student Development and Student Accounts offices.
3. The student must submit a written appeal to the Senate Committee for Academic and Admission Standards who must approve re-admission.
4. If approved, the student will be readmitted on Academic Probation status and must follow all stipulations mandated under that policy.
5. Students are allowed a maximum of 16 hours of course repeats; course repeats used prior to academic dismissal will be included in the total.
6. Grades of A, B, and C will remain on the student’s record and will calculate into the GPA.
7. Grades of D and F will be replaced by a grade of Q. These courses will not be used in the calculation of the GPA.
8. If the student had earned a grade of D in a course that is required for graduation, the student must retake the course, take a CLEP exam, or ICE.
9. Students in this category will not be eligible for graduation honors.

COURSEWORK AT OTHER INSTITUTIONS
Students who wish to take a course at another institution must complete the appropriate form prior to registering for the class. Permission to take courses during the summer should be obtained prior to leaving campus in May. The form may be obtained from the Registrar’s Office. All transfer regulations apply.

CREDIT FOR SEMINARS
Credit for seminars or student exposure trips are approved by the Administration for academic credit. Students who wish to obtain credit for such activities must follow the procedures set forth by the Registrar.

ACADEMIC TRANSCRIPTS
Official transcripts are made only at the written, signed request of the student concerned. No transcript will be issued for anyone who has failed to meet all financial obligations to the University. Official transcripts are not released directly to the student. Requests for transcripts are to be made directly to the Registrar. A fee of $5.00 ($10.00 for next-day processing) for each transcript should accompany the request.

RECORDING OF GRADES
All grades will be recorded in the Registrar’s Office as reported by the instructors in charge of the various courses. Requests for grade changes may be submitted in writing only by the instructor.

Any extra credit assignments that are a part of the instructor’s syllabus must be completed prior to the final exam for the course. A student may not submit extra credit assignments after the semester has ended and a final exam has been given.
COURSE SUBSTITUTIONS
(1) A course substitution should not be made from one discipline to another. An exception may be made in cases where the title and description of the course clearly show relationship to another discipline. Each department will develop a list of courses which may fall into this category.
(2) Course substitutions should be made with discretion. Course substitutions are not for the purpose of giving the student a concentration which does not exist at Liberty, nor are they to be utilized merely to enable a student to graduate on time.
(3) Course substitutions within the General Education core (associate and bachelor degree programs) must be approved by the Dean of the College of General Studies. Substitutions specifically mandated by a department must have approval of the department’s Chair and the Dean of the College of General Studies.

Students desiring to use another course in place of a required course must complete a “Request for a Course Substitution” form and submit it to the Registrar’s Office with all required signatures.

GRADUATION HONORS
Honors for graduation will be determined by the cumulative grade point average earned at Liberty. Those Bachelor degree students who have earned 60 or more hours at Liberty must meet the following GPA standards to earn the corresponding academic distinction:

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.500 - 3.674</td>
<td>cum laude</td>
</tr>
<tr>
<td>3.675 - 3.849</td>
<td>magna cum laude</td>
</tr>
<tr>
<td>3.850 and above</td>
<td>summa cum laude</td>
</tr>
</tbody>
</table>

Those who have earned less than 60 hours at Liberty must meet the following GPA standards:

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.600 - 3.774</td>
<td>cum laude</td>
</tr>
<tr>
<td>3.775 - 3.949</td>
<td>magna cum laude</td>
</tr>
<tr>
<td>3.950 and above</td>
<td>summa cum laude</td>
</tr>
</tbody>
</table>

The specific honor calculated on April 1 of the student’s graduation year will be printed in the Commencement program, and the student will wear that particular honor cord. The final cumulative GPA will be determined after all grades have been recorded and that final cumulative GPA will determine the specific honor that will be printed on the diploma and transcript.

Associate degree students who have a 3.50 cumulative GPA will receive honors at Commencement.

Students graduating in the honors program wear a gold medallion during commencement.

To receive the distinction of graduating with honors in the University Honors Program, a student must meet the following requirements in addition to those mentioned above:
(1) Must complete a minimum of thirty-six hours in honors courses, if the student entered the Honors Program at the beginning of his Freshman year. Of these 36 hours, 24 hours are to be taken in the honors sections of General Education courses; 9 have to be taken within the major; and
(2) Must enroll in HONR 495 and complete a 25 page senior honors thesis in the student’s major field of study.

GRADUATION REQUIREMENTS
(1) Undergraduate students must have all courses in the General Education core and in the declared major and minor completed before being considered candidates for graduation.
(2) The bachelor’s degree requires a minimum of 120 semester hours. Of these total hours, a specified number of upper-level (300-400) courses must be completed. Each program differs; therefore, the student must follow the Status Sheet carefully. The Associate of Arts degree requires a minimum of 60 semester hours.
(3) All Christian/Community Service requirements must be satisfied before a degree will be awarded.
(4) Each undergraduate degree program consists of designated General Education requirements, a major, and electives. Electives may be taken from the undergraduate courses offered in any department. A GPA of 2.00 or higher, unless otherwise specified in a particular major or minor, is required for graduation.
(5) To satisfy the requirements for the major and minor fields of study, only grades of C or above in upper-level courses may be included. This includes directed electives. All professional courses in a teacher preparation program require a grade of C or above.
(6) Students who return to Liberty to complete a second major at the undergraduate level, must take a minimum of 30 additional hours of coursework at Liberty to qualify for a second degree.
(7) 30 semester hours of the bachelor’s coursework must be completed in residence at Liberty. 50 percent of the semester hours in the major and minor must be completed in residence, unless otherwise specified on the Status Sheet. 15 semester hours within the associate’s degree must be completed in residence and fifty percent within the religion component of the A.A. in Religion degree must be completed in residence.
(8) External Degree Program students who desire an on-campus degree must be admitted to the desired on-campus program, fulfill admissions criteria of the major, and complete General Education requirements.

GRADUATION CHECKLIST
After the bachelor’s degree candidate has completed seventy-five (75) hours toward graduation, the Registrar will evaluate his academic and Christian/Community Service record using his transcript and any approved exceptions to the program which might have been placed in his file. The associate’s degree student will be evaluated after completing 30 hours toward graduation. Copies of the evaluation will be sent to the student and his advisor. The student is bound by the status sheet in effect at the date the student completed the Foundational Studies. An exception is the student pursuing teacher licensure for elementary education. In this case, the status sheet is determined by the College of General Studies. Every attempt will be made to keep students informed of curricular changes so that time is given for correcting any deficiencies prior to graduation.
Students who break enrollment will be required to follow the status sheet in effect at the time of re-entry to the University.

GRADUATION APPROVAL

All candidates for graduation must be approved by the Faculty and the Board of Trustees. Conditions such as transfer credit and incomplete grades should be removed by the beginning of the candidate’s last semester.

GRADUATION CEREMONY

Degrees are granted at the regular meetings of the Board of Trustees in September, January, and May of each year. All candidates for degrees may participate in the annual graduation exercises which take place in May. All coursework must be completed to participate in the ceremony. If the only remaining requirement for graduation is an internship, a student may be allowed to participate in commencement provided he has requested and paid for that approved internship for the upcoming summer. All CLEP tests must be completed prior to the start of the student’s final semester.

ATTENDANCE AT LIBERTY UNIVERSITY IS A PRIVILEGE AND THIS PRIVILEGE MAY BE FORFEITED BY ANY STUDENT WHO DOES NOT CONFORM TO ITS REGULATIONS AND POLICIES OR WHO IS NOT WILLING TO ADJUST HIMSELF TO ITS ENVIRONMENT.
**Graduate Academic Information**

**SEMESTER CREDIT SYSTEM**

The University operates on the semester system. The unit for counting credit is the semester hour. A semester hour of credit consists of the equivalent of one 50 minute period of class work for fifteen weeks, with an assumption of two hours of outside preparation or two 50 minute periods of laboratory work for each semester hour.

**GRADES, QUALITY POINTS AND GRADE POINT AVERAGE**

All work is graded by letters which are assigned quality points as indicated below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Quality Points Per SemesterHour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>Excellent</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>0</td>
</tr>
<tr>
<td>M</td>
<td>Medical Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>NP</td>
<td>No progress; Withdrawal within first 21 days</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>0</td>
</tr>
<tr>
<td>Q</td>
<td>Academic Amnesty</td>
<td>0</td>
</tr>
<tr>
<td>R</td>
<td>Course Repeated</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdraw Failing</td>
<td>0</td>
</tr>
<tr>
<td>X</td>
<td>Extension</td>
<td>0</td>
</tr>
<tr>
<td>Z</td>
<td>Unrecorded Grade</td>
<td>0</td>
</tr>
</tbody>
</table>

To determine the grade point average (GPA), the quality points earned are divided by the semester hours attempted (quality hours). A grade of B, for example, in a course bearing three semester hours of credit would be assigned nine quality points and a grade of C in that course, six quality points. Thus, if a student takes 16 semester hours of work and earns 40 quality points, his GPA is 2.50. Only courses taken at Liberty are used in computing the GPA. Only grades of A, B, C, D and F are used in the calculation of the GPA.

**GRADE APPEAL PROCESS**

The appeal process for believed errors on grade reports is as follows:

The appeal process must begin within the first 30 days of the subsequent semester.

The student must contact the instructor. If the instructor believes there has been an error, the instructor will submit a grade change form to the University’s Registrar’s Office.

If the instructor states there has been no error and the student does not agree, the student may submit the grievance in writing to the Department Chair.

If the grievance is not resolved at this level, the student may appeal to the Dean of the College/School within one week of the Department Chair’s decision.

If the grievance is not resolved at this level, the student may appeal to the Graduate Council within one week of the prior decision.

The Vice President for Academic Affairs will make the final decision after reviewing Graduate Council’s recommendation.

**INCOMPLETES**

Students may not do additional coursework or finish assignments after the last day of classes. Students who are unable to complete coursework by the last day of class due to unavoidable circumstances may appeal to their professor for a temporary course grade of I (Incomplete). The Dean of the school or college must also approve the grade. Approval of the reason given rests with the Registrar’s Office. The professor will establish a new deadline for completing the coursework, based on the circumstances. A maximum of 4 months may be allowed. If the coursework is not submitted by the new deadline, the student will receive the grade designated by the instructor at the time the Incomplete was granted.

Students who are unable to complete coursework by the last day of class due to significant illness or injury may appeal to their professor for a temporary course grade of M (Medical Incomplete). Appeals must be supported by medical documentation signed by a physician, then approved by the professor and the Dean. Medical extensions may be renewed, if the condition warrants, up to a maximum of one year from the beginning of the semester. Supporting documentation must accompany all requests for renewals. If the coursework is not submitted by the new deadline, the student will receive the grade designated by the instructor at the time the Medical Incomplete was granted.

**STUDENT CLASSIFICATION**

The classification of students at Liberty is based on their degree level and number of earned semester hours.

- **First Year Graduate** — 0-29.99 semester hours earned at the graduate level
- **Second Year Graduate** — 30.00-59.99 semester hours earned at the graduate level
- **Third Year Graduate** — 60.00-89.99 semester hours earned at the graduate level
- **Fourth Year Graduate** — 90.00 + semester hours earned at the graduate level
- **ThM** — Pursuing the ThM degree
- **Doctoral** — Pursuing a doctoral degree

**COURSE SELECTION**

Each student will be assigned an academic advisor upon acceptance to the University. The advisor’s will guide students in course selection and in determining class schedules. All questions concerning academic issues should be directed to the advisors. Only later, when a problem remains unsolved should the student petition the Dean of his School. Students are encouraged to see their advisor for help with any problem they may encounter during the academic year.

**TRANSFER CREDITS**

Only courses and degrees from regionally accredited institutions or those accredited by other accrediting agencies approved by the Department of Education will be evaluated for
transfer credit (e.g., SACS, TRACS, AABC, etc.). Applicants must request official transcripts to be sent directly from the Registrar(s) of the previous school(s) to the Graduate Admissions Office. These transcripts must be received before an admission decision will be made.

See additional information about the evaluation of graduate transfer in the Graduate Admissions Section.

SEMESTER LOAD

All graduate students are considered full-time when the semester’s course load totals 9 or more semester hours. Graduate students must secure permission from the Dean to take more than 12 hours in a semester.

DROPPING/ADDING COURSES

Changes are discouraged after a student and advisor have arranged the student’s schedule for the semester. No course can be added after the first week of classes.

Students desiring to take an EDP course must enroll in the course during the resident drop/add period. The course must be completed by the last day of the residential semester.

An intensive may be dropped without a grade or tuition charges through the first day of that class up to 4 p.m. An intensive course may be dropped with a grade of W or WF from the second day of class through noon on the last day of that class. The student will pay the tuition and fees for the course.

**REMEMBER:** Any change in status (i.e., from full-time [12 or more semester hours undergraduate or 9 or more hours graduate] to part-time, etc.) may cause the reduction or cancellation of your financial aid award. In other words, you may have to pay a larger part of your bill than you originally planned.

A 15-week block course may be dropped without a grade, tuition, and fee charges within the first five days of class. From the sixth day of class until the end of the tenth week, a 15-week block course may be dropped with a grade of W or WF. The student will be responsible for the tuition and fees for the course. All drops will be recorded as W or WF, depending upon the student’s standing at the time the course is dropped. Neither a W nor a WF will be used in calculating a GPA. Courses dropped with grades of W or WF are used in determining a student’s academic load for the semester, upon which tuition charges are based.

Exceptions to these deadlines may be granted by the Registrar in unusual circumstances, such as extreme illness or other circumstances beyond the student’s control.

No course is considered officially added or dropped until the proper form is submitted to the Registrar so that the schedule of the student may be properly changed. This form requires the written approval of the instructor of the course.

Students who never attend a course for which they are registered will have the course dropped without a grade, and the tuition will be credited. An administrative fee of $25 will be charged to the student’s account for this adjustment.

**COURSE REPEAT POLICY**

Guidelines for repeating courses in graduate programs are given in the graduate section of each program.

WITHDRAWAL FROM LIBERTY

Students withdrawing from the University during the semester must process the form provided for this purpose. The form may be obtained from the Registrar’s Office. Since signatures of specified University officials are required on this form, with the Registrar signing last, the effective date of withdrawal shall be the date the Registrar’s signature is affixed. Non-attendance does not constitute withdrawal from the University.

If official withdrawal occurs within the first 21 calendar days of classes, the record will show a date of withdrawal, but no grades will be recorded. If withdrawal occurs after this time, the student will receive grades of “W.”

Withdrawing without prior administrative approval will result in an unofficial withdrawal, which will forfeit any financial refunds otherwise due. Grades of “F” will be recorded in all courses for which the student is officially registered.

An expulsion resulting from violation of the disciplinary system will result in an administrative withdrawal. Grades of “W” will be recorded in all courses for which the individual is officially registered.

A fee will be charged for the processing of an official, unofficial, or administrative withdrawal. This fee will be deducted from any refund due on the student’s account, or he will be responsible for payment of this fee.

The last day to withdraw from a semester is the last day of class. A student may not withdraw after finals begin.

**CLASS ATTENDANCE**

Regular and punctual attendance in classes is expected of all students at Liberty.

The attendance policy for each class will be stated in the course syllabus for that class. The faculty member will be the judge of whether the student has met the stated attendance requirements for the course.

The student alone assumes responsibility for all absences. A student who presents the instructor with an adequate and documented reason for an absence normally will be given an opportunity to make up the work missed. The responsibility for initiating the request to make up class work missed rests with the student.

**INDEPENDENT STUDY**

Students may request to complete an independent study project in a major field or related discipline. This option is limited to graduating seniors or students who have changed majors and have no other course of action. Permission for the independent study will be granted only upon approval by the Departmental Chairman, the Dean of the School, and the Registrar. Forms are available in the Registrar’s Office.

**COURSE AUDITS**

Students who wish to audit or take a course for no credit must indicate their intention at the time of registration. Auditors will not be expected to take quizzes or examinations. Courses audited cannot be counted toward meeting graduation requirements.

Only lecture courses may be audited. Courses requiring labs, private instruction, etc., may not be audited.
SCHOLASTIC REGULATIONS

Warning/Probation/Suspension/Dismissal. Students must maintain satisfactory standing in order to remain at Liberty. Graduate degree candidates must maintain a cumulative GPA of 3.00.

Academic standing is calculated only at the end of each semester.

Students failing to attain and maintain the scholastic standing required are placed on Academic Warning.

At the end of the semester on Academic Warning, students who fail to raise the GPA to a satisfactory level (see above) are placed on Academic Probation.

At the end of the semester on Academic Probation, students who fail to raise their GPA to the required academic level (see above), are placed on Academic Suspension. Students who desire to return to Liberty in the future must contact the Registrar’s Office in writing. The Registrar may determine a plan that will prepare students for re-entry to Liberty. Students should not expect automatic readmission after serving a period of suspension.

Students who are readmitted to Liberty after serving a period of suspension and who fail to raise the GPA to the required academic level (see above) by the end of the semester will be Academically Dismissed and will not be allowed to return to Liberty unless qualifying for Academic Amnesty.

Students who are enrolled for nine or more hours and fail all courses will be Academically Suspended.

Students who are Academically Dismissed may not reenroll in the University as a degree candidate since Academic Dismissal is considered final, but may enroll as Special Students, as described in the Admissions section of this catalog.

At the end of each semester a list of students on Academic Warning, Probation, Suspension and Dismissal will be determined by the Registrar. An appropriate letter will be sent to the students listed.

ACADEMIC AMNESTY

Students who have been Academically Dismissed from the University may ask to be allowed to return under this policy. The following guidelines apply:

1. The student must not have been enrolled at the University for a period of 5 years.
2. The student must have a cumulative GPA of 3.0 or better.
3. The student must submit a written appeal to the Dean of Student Development and Student Accounts.
4. If approved, the student will be readmitted on Academic Probation status and must follow all stipulations mandated under that policy.
5. Course repeats used prior to academic dismissal will be included in the total allowed for the degree.
6. Grades of A and B will remain on the student’s record and will calculate into the GPA.
7. Grades of C, D, and F will be replaced by a grade of Q. These courses will not be used in the calculation of the GPA.
8. Students in this category will not be eligible for graduation honors.

COURSEWORK AT OTHER INSTITUTIONS

Students who wish to take a course at another institution must complete the appropriate form prior to registering for the course. Permission to take courses during the summer should be obtained prior to leaving campus in May. The form may be obtained from the Registrar’s Office. All transfer regulations apply.

CREDIT FOR SEMINARS

As part of the “action-oriented” curriculum at Liberty, certain seminars or student exposure trips are approved by the Administration for academic credit. Students who wish to obtain credit for such activities must follow the procedures set forth by the Registrar.

ACADEMIC TRANSCRIPTS

Official transcripts are made only at the written signed request of the student concerned. No transcript will be issued for anyone who has failed to meet all financial obligations to the University. Official transcripts are not released directly to the student. Requests for transcripts are to be made directly to the Registrar. A fee of $5.00 ($10.00 for next-day processing) for each transcript should accompany the request.

RECORDING OF GRADES

All grades will be recorded in the Registrar’s Office as reported by the instructors in charge of the various courses. Requests for grade changes may be submitted in writing only by the instructor.

Any extra credit assignments that are a part of the instructor’s syllabus must be completed prior to the final exam for the course. A student may not submit extra credit assignments after the semester has ended and a final exam has been given.

COURSE SUBSTITUTIONS

1. A course substitution should not be made from one discipline to another. An exception may be made in cases where the title and description of the course clearly show relationship to another discipline. Each department will develop a list of courses which may fall into this category.
2. Course substitutions should be made with discretion. Course substitutions are not for the purpose of giving the student a concentration which does not exist at Liberty, nor are they to be utilized merely to enable a student to graduate on time.

Students desiring to use another course in place of a required course must complete a “Request for a Course Substitution” form and submit it to the Registrar’s Office with all required signatures.

GRADUATION REQUIREMENTS

The following general guidelines for graduation apply to each candidate for a graduate degree. Any additional requirements are specified in the section which describes a particular program.

1. The complete program of study for the degree, as outlined in the catalog in effect when the student enters the program, must be successfully completed before graduation. The advisor may exercise the option to substitute course requirements whenever necessary.
2. The student must have a cumulative GPA of 3.0 unless otherwise stated.
3. 30 semester hours must be completed through
Liberty, 24 semester hours must be completed in the 30-hour programs.

(4) Every student must be involved in a Christian/Community Service assignment during each semester registered for 9 or more semester hours. Specific guidelines are found in the Christian/Community Service Handbook.

TIME LIMITS FOR DEGREE COMPLETION

All 30-48 semester hour master’s programs must be completed within five years of the date of matriculation. All 49-60 semester hour master’s programs and doctoral programs with fewer than 60 hours must be completed within seven years. Master’s and doctoral programs comprised of 60 or more hours must be completed within ten years of the date of matriculation.

Any student who does not complete coursework within the permissible time limit for any reason, including discontinued enrollment, must apply for re-admission. Readmission may occur only once, and the student is subject to the current standards and curriculum. The respective department chair will determine if any previous courses are time-sensitive and should be repeated. Beginning with the date of readmission, the student’s time limit for degree completion is determined by the number of hours remaining: less than 49, 5 years; 49-60, 7 years; more than 60, 10 years.

GRADUATION CHECK LIST

The Registrar will evaluate the graduate candidate’s academic and Christian/Community Service record every semester using the transcript and any approved exceptions to the program that might be included in the student’s file. Copies of the evaluation will be sent to the student and his advisor.

Students who break enrollment will be required to follow the status sheet in effect at the time of re-entry to the University.

GRADUATION APPROVAL

All candidates for graduation must be approved by the faculty and the Board of Trustees. Conditions such as transfer credit and incomplete grades should be removed by the opening of the candidate’s last semester.

GRADUATION CEREMONY

Degrees are granted at the regular meetings of the Board of Trustees in September, January, and May of each year. All candidates for degrees may participate in the annual graduation exercises which take place in May. All coursework must be completed to participate in the ceremony.

ATTENDANCE AT LIBERTY UNIVERSITY IS A PRIVILEGE AND THIS PRIVILEGE MAY BE FORFEITED BY ANY STUDENT WHO DOES NOT CONFORM TO ITS REGULATIONS AND POLICIES OR WHO IS NOT WILLING TO ADJUST HIMSELF TO ITS ENVIRONMENT.
**Financial Information**

**APPLICATION FEE**
A nonrefundable and nontransferable fee of $35 must accompany the application for admission.

**CONFIRMATION DEPOSIT**
A deposit of $250.00 is to be paid before the fall semester of each year, for both new and returning students, to confirm their intent to matriculate for the upcoming school year. This deposit secures the student’s class schedule, any institutional grants or scholarships, and campus housing. For new students, the completed Confirmation and Housing Form must be submitted with the $250.00 deposit to: Liberty University Admissions Office, 1971 University Blvd., Lynchburg, Virginia 24502. For returning students, this $250.00 deposit and completed Confirmation and Housing Form must be either hand delivered or mailed by May of the current school year to: Liberty University Student Accounts Office, 1971 University Blvd., Lynchburg, Virginia 24502. This deposit is credited to the student’s account toward tuition and fees. For new students, it may be refunded until May 1 of each academic year if Liberty University is notified in writing by this date. For returning students, it may be refunded until August 1 of each academic year if Liberty University is notified in writing by this date. This deposit is non-transferable and after the above refund deadline dates, this deposit is non-refundable. First time students may defer their deposit for up to one academic year.

**FINANCIAL CHECK-IN**
Although students have the opportunity to register for classes at different times, official financial check-in (matriculation) occurs when a student has completed registration and has either paid or completed financial arrangements satisfactory to Liberty University for all tuition and fees, including previous balances.

Students who do not matriculate prior to or during the official, published check-in days (see calendar for dates) will be assessed a $40 late check-in fee.

**DORMITORY FEE**
A student living in University housing is required to pay a dormitory fee of $2,500 each semester which covers room and the basic resident board plan in the University cafeteria.

If a student moves into the dormitory at check-in, and then withdraws or is allowed to move off campus (see regulations in Student Development section of this publication) during the first three weeks of the semester, he will be charged $150 per week for any part of a week in which he resides in the dormitory. There will be no adjustment made for the room portion of the dormitory fee if he moves off campus after the three-week period; however, the meals portion will be rebated at a flat rate of $30 per week for the unused portion of the semester. The three-week adjustment period begins on the first official day of check-in.

**TUITION**
Tuition is $300 per semester hour. MBA, M. Ed., and Ed. D. tuition is $225 per semester hour. Other fees will vary according to course selection.

**BOOKS AND SUPPLIES**
Textbooks and supplies are available at the University Bookstore. Costs will vary according to the student’s course of study and the availability of used books. The cost of textbooks and supplies will average $350 per semester. Books may be charged to the student’s account by permission of the Student Accounts Office, if there is a credit on the account.

**PERSONAL NEEDS**
Laundry, cleaning, spending money, items related to personal grooming, towels, sheets, pillow, off-campus transportation, etc., vary with the individual and are an individual’s responsibility.

**TECHNOLOGY FEE**
All students are required to pay a technology fee each semester to help provide for the modernization of Liberty University’s technological capabilities. These capabilities offer direct and indirect benefits to our students as these funds contribute to improving educational and classroom facilities, information services accessible both on and off campus, student services, and administration. Regardless of residence status, all students are subject to this fee, which is charged at $200 per semester.

**TELEPHONE SERVICES FEE**
All dormitory residents are charged $40.00 per semester. This fee pays for local telephone service and the cost of the on-campus switchboard.

**AUTOMOBILE REGISTRATION FEE**
All students operating a vehicle on campus must register their vehicle with the Liberty University Police Department. The cost of registration is $60.00 per school year, which is normally assessed in the fall. For those students who arrive in the spring wishing to register their vehicle, the charge is $30.00.

### Basic Costs 2001-2002

<table>
<thead>
<tr>
<th>Item</th>
<th>One Time</th>
<th>Per Hour</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee - new student</td>
<td>$35</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Readmission fee</td>
<td>25</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Tuition</td>
<td>300</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Tuition (MBA, M. Ed., and Ed. D.)</td>
<td>225</td>
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<tr>
<td>Dormitory fee</td>
<td>2.500</td>
<td>5.000</td>
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<tr>
<td>Technology fee</td>
<td>200</td>
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<td>Activity fee</td>
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<td>Audit fee</td>
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<td>Books (estimate)</td>
<td>350</td>
<td>700</td>
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<tr>
<td><strong>Conditional Fees</strong></td>
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<tr>
<td>Late Check-In</td>
<td>40</td>
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<tr>
<td>Vehicle registration</td>
<td>40</td>
<td>80</td>
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<tr>
<td>Drop fee (per course)</td>
<td>10</td>
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<tr>
<td>Graduation fee</td>
<td>50</td>
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</tr>
<tr>
<td>Payment plan</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Waived for participants in advance payment programs such as skip or express check-in)</td>
<td></td>
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</tbody>
</table>
FINANCIAL INFORMATION

Administration fee 100
(Experiential learning-per course)
Administration fee 50
(ICE-per course)
Recording Fee 15
(ICE, Experiential learning-per credit)
Administration fee 30
AP, CLEP, PEP
(per course)
Withdrawal fee 30

Fees charged by organizations other than the University for special elective-type courses will be paid by the student in addition to normal credit hour charged.

LOST ID CHARGE
Every student, dormitory or commuting, must have a student identification card issued to him. In the event the card is lost, the student may purchase a duplicate at the cost of $30.

BAD CHECK CHARGES
A student will be charged a $15 fee ($25 fee for stopped payment and/or account closed) for the first and second returned checks. All subsequent checks will be assessed a fee of $25 each. After two bad checks, payments may only be made by cash, money order, debit card or credit card.

LAB FEES
In certain courses, fees will be charged in addition to tuition. This will be noted in each semester’s Class Schedule Bulletin.

PAYMENT PLANS
Students may take advantage of one of two payment plans.
1. Payment in full. The most popular option, payment in full may be made during financial check-in or in advance as part of the Skip Check-In process. Skip Check-In eliminates the requirement to attend financial check-in. Details of Skip Check-In are provided near the end of each semester.
2. Deferred Tuition Payment Plan. Liberty University offers students a deferred tuition payment plan as an alternative to paying the balance in full upon registration. The deferred Tuition Payment Plan (TPP) allows payment of tuition, fees, and on-campus housing charges in three monthly payments during each semester, after having paid one-half of the entire semester charges by the published deadline. A Deferred Payment Fee of $25 is charged for each semester that the student participates in the TPP. The monthly payments are payable through (1) automatic draft from a bank account; or (2) automatic debit from a charge account. An interest charge of 1% per month is charged on the outstanding balance.

REFUND POLICY (ENROLLED STUDENTS)
Refunds are issued upon written request when an overpayment (credit balance) exists. Requests may be submitted by mail, e-mail or in person at the Student Accounts Office in the Student Services Center.

INTEREST FEES
An annual interest rate of 12% (1% per month) will be charged on all outstanding balances 30 days or more past due.

UNPAID ACCOUNTS
Tuition, the dormitory fee (applicable to on-campus students only), and all other costs for the full semester are payable before, or at, the time of financial check-in. Students who do not make payment on their account within a reasonable amount of time will be denied access to the cafeteria and library until such arrangements are made. If a student is 10 or more days delinquent on his account, the student may be removed from classes. Failure to make financial arrangements could ultimately result in removal from the dormitory and administrative withdrawal. Students with unpaid accounts will not be eligible to register for subsequent semesters or to take final examinations. They will also be ineligible to receive an official transcript or diploma until the account is paid in full. The student may be responsible for any collection fees incurred in collecting the account.

WITHDRAWALS
Any student, except for a Title IV aid recipient, who withdraws from the University and completes the official withdrawal procedure, will receive a refund as follows: Tuition:

1. 75% will be credited during the first week of classes
2. 50% will be credited during the second week of classes
3. 25% will be credited during the third week of classes
4. None will be credited after the third week of classes.

If a student officially withdraws from the institution during the first three weeks (beginning with the first day of check-in) of the semester, the dormitory fee will be charged at the rate of $150 per week for any part of a week in which he resides in the dormitory. There will be no rebate for the room portion of the dormitory fee after the first three weeks; however, the meals portion will be rebated at a flat rate of $30 per week for the unused portion of the semester.

A student who withdraws during the first three weeks may not receive State or Federal grants for the semester.

WITHDRAWAL FEE
A fee of $30 will be charged for the processing of an official, unofficial, or administrative withdrawal.

WITHDRAWAL INFORMATION FOR TITLE IV FINANCIAL AID RECIPIENTS
Withdrawing students, who are Title IV Federal Aid recipients, are subject to the Higher Education Act of 1965 as changed by the 1998 Reauthorization of the Higher Education Act. The Act requires a calculation to determine the amount (if any) of the Title IV funds to be returned to the Title IV program(s). The first step in the calculation determines the amount of aid the student earned based upon the period of enrollment. The second step in the calculation determines the amount of unearned aid. Unearned aid must be returned to the appropriate Title IV program.

An example of a common withdrawal reason and calculations is included below:

Example:
A student, because of personal reasons, withdrew on the 28th day of the semester. This particular semester consisted of 105 calendar days.
The student had already received all of his SFA disbursements, consisting of:

- Subsidized Stafford Loan: $1,273
- Pell Grant: $1,000
- Total: $2,273

Charges on his account included:

- Tuition and Fees: $4,375
- Room and board: $2,400
- Other fees: $250
- Total Charges: $7,025

Withdrawal Calculation:

- Total Charges (see above): $7,025.00
- Withdrawal fee: $30.00
- Subtotal Charges: $7,055.00

Less payments and adjustments:

- Financial Aid Earned: -$613.71
- Prorated Room and Board: -$360.00
- Total Amount due from Student: $6,081.29

The percentage of the semester completed is 27%. Applying this percentage to the total amount of SFA funds disbursed yields the amount of Title IV funds earned by the student ($2,273 x 27% = $613.71).

Subtracting this amount from the total amount of Title IV funds disbursed yields the amount of Title IV funds to be returned ($2,273 - $613.71 = $1,659.29).

The amount of funds to be returned by the school and the amount to be returned by the student is then calculated. In this case, the school is responsible for returning the entire $1,659.29. Based on federal guidelines, the Stafford Loan amount would first be returned in full ($1,273) to the lender and the remainder would be returned to the Pell Grant Program ($386.29).

The student account would not be credited for any tuition or room charges because the withdrawal date is past the first three weeks of the semester.

The student account would be credited for the 12 unused weeks of the semester for meals at the rate of $30 per week (12 x $30 = $360).

As a result of the above, the student had unpaid charges of $6,081.29 which must be paid to the University.
Financial Aid Information

The Financial Aid Office coordinates and administers the financial aid programs for the University. The Financial Aid Office provides financial assistance to students who have a financial need and would otherwise be unable to attend Liberty University. The student and the student’s family are primarily responsible for the cost of higher education. A student who needs financial assistance is expected to contribute by working or borrowing a reasonable portion of the funds needed for educational expenses. The student’s family is expected to make a maximum effort to assist in the payment of the expenses involved.

Financial assistance, called financial aid, is available to eligible students to help meet education-related expenses. The types of financial aid available include grants, loans, scholarships, and employment. Grants and scholarships are “gift aid” and need not be repaid. Loans must be repaid to the lender over an extended period, typically after the student leaves school. Employment offered as a type of financial aid is paid at a predetermined rate for work actually performed.

All applicants for financial aid are required to:
1. Apply for admission to the University;
2. Be degree candidates. Auditors and special non-degree students are not eligible for financial aid; and
3. Complete and file a Free Application for Federal Student Aid (FAFSA) with the United States Department of Education by March 15 of each year in which financial aid is desired. Liberty University must be included as an institution to receive a Student Aid Report. Students are urged to apply early for optimum financial aid benefits. (FAFSA forms are available from high school guidance counselors, on the web at http://www.fafsa.gov or from the Financial Aid Office after January 1st of each year. Liberty University school code is 010392).

Once the completed FAFSA is received by the United States Department of Education, information provided by the student on the FAFSA is used to produce a Student Aid Report (SAR). The SAR indicates the amount of money the student’s family is expected to contribute by working or borrowing a reasonable portion of the funds needed for educational expenses. The student’s family is expected to make a maximum effort to assist in the payment of the expenses involved.

Each financial aid recipient is provided an Award Letter, which is the University’s official offer of financial aid. It is the student’s responsibility to return the signed Award Letter indicating acceptance for each specific financial aid offered to the Financial Aid Office for the financial aid to be awarded. In order for a Liberty University student to continue to receive financial aid from any sources, the student must maintain satisfactory academic progress. Liberty University’s policy for determining satisfactory academic progress is stated below.

For more information on financial aid, contact the Financial Aid Office, located in the Student Services Center, at (804) 582-2270 or on the Internet web site at http://www.liberty.edu/admissions/financial.

SATISFACTORY ACADEMIC PROGRESS

Students must maintain satisfactory academic progress to remain eligible for financial aid. Satisfactory academic progress standards require each student to: maintain a specified GPA, complete a specified number of credit hours per academic year, and complete their program within a specified period of time.

Qualitative Standard
To meet the qualitative standard, the student must maintain a minimum cumulative GPA according to the number of credit hours earned. GPAs evaluated at the end of the fall and spring term.

Level 1 (0-12 hours) 1.50
Level 2 (13-23 hours) 1.50
Level 3 (24-47 hours) 1.65
Level 4 (48-71 hours) 1.85
Level 5 (72-95 hours) 2.00
Level 6 (96 or more hours) 2.00

Quantitative Standard
To meet the quantitative standard, the student must complete a specified number of credit hours based upon the number of credit hours attempted. Completion of credit hours is evaluated at the end of the spring term. Full-time students (12 hours or more attempted during a term) must complete 24 hours during the academic year. Three quarter-time students (9 to 11.99 hours attempted during a term) must complete 9 hours for each term enrolled. Half-time students (6 to 8 hours attempted during a term) must complete 6 hours for each term enrolled.

For example, if a student registered for 15 hours (full-time) in the fall term and 11 hours (three quarter time) in the spring term, the student must complete at least 21 hours (12 hours during fall term + 9 hours during spring term = 21 hours) for the academic year.

Maximum Time Frame
The maximum period for which a student may be eligible to receive Title IV aid may not exceed 150% of the normal expected time for degree completion based upon credit hours attempted.

For example, if a degree program requires 120 hours, the student may not exceed 180 attempted hours. (120 hours x 150% = 180 hours).

Transferred Hours
Transfer credit hours are included in the total credit hours completed, and used in determining the maximum timeframe, as well as other financial aid eligibility.

Withdrawals
Courses from which a student withdraws will be included in
total credit hours attempted, and could affect the maximum time frame requirement as well as the quantitative standard. For example, if the student attempts 12 hours in fall semester and 12 hours in spring semester, but withdraws (officially or unofficially) from a 3 credit hour course in either semester, then the student will not meet the quantitative standard required for satisfactory academic progress. (12 hours attempted in the fall term + 12 hours attempted in the spring term = 24 hours attempted. However, only 9 hours completed [(12 hours attempted – 3 hours withdrawal)] in the fall term + 12 hours completed in the spring term = 21 hours completed. The quantitative standard (see above) requires completion of 24 hours for full-time students as defined by the number of credit hours attempted.)

Incomplete
Courses for which a grade of incomplete is recorded are included in total credit hours attempted and could affect the maximum time frame requirement. This follows the same principle for withdrawals as explained above.

Repeated Courses
Enrolling in any course for the purpose of repeating the course will not affect eligibility for financial aid. The original grade and credit hours received will remain on record until after the repeated course is completed. The repeated course will be included in total credit hours attempted and could affect the maximum time frame requirement.

Failure to Maintain Satisfactory Academic Progress
If a student fails to meet the GPA requirement at the end of the fall term, the student will be placed on "Warning" for the spring term. If the student does not satisfy the GPA requirement at the end of the spring term, the student will be placed on "Probation" for the fall term. If the student does not satisfy the GPA requirement at the end of the fall term, the student will be placed on "Suspension" for the spring term. The student will not be eligible to receive aid for the spring term or any subsequent term until the GPA requirement is met.

If a student fails to meet the credit hour requirement at the end of the spring term, the student will be placed on "Warning" for the next academic year. If the student fails to meet the credit hour requirement after one year, the student will be placed on "Probation" for the next academic year. If the student fails to meet the credit hour requirement after one year of "Probation", the student will be placed on "Suspension" for the next academic year, and will not be eligible to receive aid until the credit hour requirement is met.

Satisfactory academic progress is evaluated separately for each standard. For example, a student may be in a warning status for the GPA requirement and in a probation status for the credit hour requirement.

Appeals
A student who becomes ineligible for financial aid because they are not maintaining satisfactory academic progress may appeal the decision in writing to the Director of Financial Aid. The appeal request must include the reason(s) why satisfactory academic progress was not maintained and why aid should not be terminated.

TRANSFER STUDENTS
Financial aid awards do not automatically transfer when students transfer from one school to another, particularly scholarships and federal financial aid. Transfer students should check with the Financial Aid Office to find out the types of aid that will be available. A financial aid transcript may be required for mid-year transfer students to indicate the types of aid accepted at the school previously attended.

Students’ Rights and Responsibilities

STUDENT RIGHTS
Every student has the right to:
- The financial aid that is available (including information on all federal, state, and institutional financial aid programs);
- The deadlines for submitting applications for each of the financial aid programs;
- The cost of attendance, and the policies regarding refunds to students who drop out of school;
- The criteria used to select financial aid recipients;
- How financial need is determined (including the consideration of costs for tuition, room and board, fees, books and supplies, transportation, and miscellaneous expenses);
- The resources (such as parental contribution, assets, other financial aid, etc.) that are considered in the calculation of need;
- The details regarding various programs in the financial aid award package. (The student may request reconsideration of the award which was offered should he/she believe he/she was treated unfairly);
- The portion of the financial aid received which must be repaid, and the portion which is grant aid;
- The interest rate, total amount to be repaid, when repayments must begin, and the length of time allowed to repay loan funds;
- Terms and conditions of any employment that is a part of the financial aid package;
- How the University distributes financial aid among students;
- How and when financial aid is disbursed;
- How the University’s refund policy and order of financial aid refund distribution;
- How the school determines whether a student is making satisfactory progress, the consequences of not meeting those standards, and how to reestablish satisfactory academic progress;
- The academic programs offered by the University;
- The office designated for providing financial aid information and for administering financial aid programs or general institutional issues;
- University retention and completion rates;
- Information regarding accreditation and licensing organizations;
- Special facilities and services available to disabled students;
- About University facilities;
- University faculty and other instructional personnel;
- About campus security from an annual campus security report also upon request from the University’s Police Department;
- Actions taken by the University for any violation (and to prevent violation) of the provision of the Drug-Free Workplace Act of 1988;
- Data for the general student body, and data related to the awarding of athletically related student aid;
- Equity in athletes;
- Program participation agreement (PPA) requirements; and
- Students rights and responsibilities as financial aid recipients.

STUDENT RESPONSIBILITIES
It is the student’s responsibility to:
- Complete all applications for student financial aid carefully and accurately, and to submit these applications to the appropriate agency or office prior to the deadline. Errors may delay the receipt of financial aid. Intentional misreporting of infor-
mation on the application for aid forms is a violation of law and considered a criminal offense subject to penalties under the U.S. Criminal code;
• return and submit all additional documentation, verification, corrections, and/or information requested by the Financial Aid Office or other agency in a timely manner;
• read, understand, and keep copies of all forms that are submitted;
• accept responsibility for all agreements signed;
• keep the Financial Aid Office and the lender informed of any changes in address, name, marital status, financial situation, or any change in enrollment or student status;
• report to the Financial Aid Office any additional assistance from non-University sources such as scholarships, loans, fellowships, and educational benefits;
• maintain satisfactory academic progress;
• attend an exit interview upon graduation, withdrawing, or whenever a break in enrollment occurs; and
• re-apply for financial aid each academic year.

Federal Title IV Student Aid Programs

ELIGIBILITY FOR FEDERAL AID

To receive federal aid, a student must: not be in default on a Perkins Loan, a National Direct Student Loan, or a Stafford Student Loan;
• not owe a refund on a Pell Grant or a Federal Supplemental Educational Opportunity Grant (FSEOG)
• sign a statement stating that the funds will be used only for education related expenses; and
• be making satisfactory academic progress toward the completion of his/her course of study.

FEDERALPELLGRANT

Federal Pell Grant awards range from $400 to $3,300 per year. These funds are “gift aid” and do not have to be repaid by the student. Award amounts are based on cost of attendance, enrollment status (full-time or part-time), and need analysis information provided on the Student Aid Report (SAR).

FEDERALSUPPLEMENTAL EDUCATIONAL OPPORTUNITYGRANT (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) is available for undergraduate students with extreme financial need. The maximum award amount is $1,000 per academic year for a full time student.

STAFFORD STUDENT LOANS (SSL)

Stafford Student Loans (SSL) are low interest loans available to students who are enrolled at least halftime. Students demonstrating sufficient need (as reflected on their Student Aid Report, which is sent to the University by the U.S. Department of Education) may be eligible for subsidized funds, in which the government pays interest accrued while they are in school and during their grace period. Repayment begins 6 months after students graduate, withdraw, break enrollment, or drop below half-time status.

To apply for a Stafford Student Loan, a student must:
• Return the Award Letter indicating acceptance of the loan;
• Complete and return the Master Promissory Note (MPN). The MPN is a multi-year promissory note. This means that once you sign the MPN, you do not need to sign another note for future years’ Stafford Loan borrowing.

Loans for subsequent years will be processed upon receipt of the Award Letter indicating acceptance of the loan.

Undergraduate dependent students are eligible for up to $2,625 per year as a freshman, $3,500 per year as a sophomore, and $5,500 per year as a junior or senior. These students may borrow up to $23,000 in SSLfunds during their undergraduate years. Undergraduate independent students are eligible for up to an additional $4,000 unsubsidized funds per year as freshmen and sophomores. Juniors and seniors are eligible for up to an additional $5000 unsubsidized funds per year. These students may borrow up to $46,000 in total SSLfunds during their undergraduate years; only $23,000 of this total may be subsidized.

Graduate students are eligible for up to $8,500 subsidized funds and $10,000 unsubsidized funds per year. These students may borrow up to $138,000 during their academic career; only $65,500 of this total may be subsidized. SSLfunds borrowed as an undergraduate are included in the maximum limit.

Students who plan to have SSL funds on hand by the beginning of the fall semestermust return their award letter by June 1.

PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)

Parent Loans for Undergraduate Students (PLUS) are low interest loans available to parents of dependent undergraduate students who are enrolled at least half-time. Credit-worthy parents may borrow up to the full cost of attendance minus all other aid. The borrower is responsible for all interest accrued from the date of each disbursement. Repayment on the full loan amount begins approximately 60 days after the loan is fully disbursed.

FEDERAL WORK STUDY (FWS)

The Federal Work Study program provides employment opportunities for students who have a financial need. Students are paid on an hourly basis; pay will be at least the current federal minimum wage. The total amount of aid a student receives from both federal and non-federal sources cannot exceed financial need.

Virginia Student Aid Programs

TUITION ASSISTANCE GRANT PROGRAM (TAGP)

The Tuition Assistance Grant Program (TAGP) was established in 1973 to help narrow the “tuition gap” between the higher cost of private institutions and the lower tuition charged by state-supported institutions.

Applications must be submitted to the Financial Aid Office before the published annual deadline in order to be considered for the maximum award amount.

Full-time students enrolled in an approved program of study, who have been Virginia domiciliary residents for at least 12 consecutive months by the beginning of the fall term for the current academic year, are eligible for an award. Applicants must also be a citizen or permanent resident of the United States. If enrolled in an undergraduate program, students must not have previously received a bachelor’s degree. The Tuition Assistance Grant award may be received for no more than 8 semesters undergraduate and 6 semesters graduate.

COLLEGE SCHOLARSHIP ASSISTANCE PROGRAM (CSAP)

Full-time undergraduate students who have been Virginia domiciliary residents for at least one year are eligible to apply for the CSAP award. Financial need must be demonstrated. Early applicants will be given priority consideration.
**Military Financial Assistance**

**Department of Veterans Affairs (VA) Educational Assistance**

Students may receive benefits under one of the following programs: Selected Reserve Educational Assistance Program, Post-Vietnam Era Veterans’ Educational Assistance Program (VEAP), Active Duty Educational Assistance Program, GI Bill, Vocational Rehabilitation, and Dependent’s Educational Assistance (Chapter 35).

For further information, contact the nearest VA regional office or the EDP Military Education Office at Liberty University.

**CERTIFICATION**

Certification to the VA will be submitted on a VA 22-1000 after the drop period for the semester in which the student is enrolled. All discounts and scholarships applied to the student’s account will be subtracted from the tuition and fees submitted to the VA. Any changes during the semester (hours and tuition) will be reported to the VA for adjustment.

**PAYMENT**

The VA will send payment directly to the student in a lump sum or a monthly check. If payment has not been received within a reasonable amount of time after certification, it is the student’s responsibility to contact the VA directly to determine the cause. Questions concerning the amount of payment should also be directed to the VA. The VA may be contacted by phone at 888-442-4551 (888-GI BILL) or by email at buffpro@va.va.gov. The VA’s web site is www.va.gov.

**APPLYING FOR VA BENEFITS**

Students who have previously used their VA educational benefits should complete a VA 22-1995 and submit it to Liberty’s Military Education Office. Chapter 30 students who have never used their educational benefits need to submit an original or certified copy of their DD 214. Students who have never used VA educational benefits should complete a VA 22-1990 also. Both forms may be obtained from any local VA office, printed from the VA website, or they can be mailed from the University upon request.

Reservists under Chapter 106 (New GI Bill for Selected Reservists) should obtain an approved DD 2384 and submit it to Liberty with the VA 22-1990. The DD 2384 may be obtained from the unit commander or the unit education counselor. Active duty personnel may obtain these forms from the Education Services Officer on base.

Certificate of eligibility from the VA will be mailed to the student approximately 6–8 weeks after the application has been processed. The student should then forward copies of the certificates to Liberty’s Military Education Office. The VA will notify the student in writing if the student is not eligible for benefits.

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**Tuition Assistance Program for Active Duty Military, National Guard, and Reservists Eligibility**

Active duty military and reservists interested in obtaining Tuition Assistance must check with their Education Services Officer to determine whether they are eligible. Students are encouraged to visit their Education Office at least 30 days prior to their anticipated enrollment date.

Students in the Army, Navy, or National Guard who are deemed ineligible for Up-Front Tuition Assistance may be eligible for DANTES reimbursement.

**UP-FRONT TUITION ASSISTANCE (TA)**

Students requesting Up-Front Tuition Assistance must request an application from their base Education Office. If the application is approved, the student must submit to Liberty University’s Military Education Office the original copy of the official TAFORM and all other forms required by the base. All required original signatures must be on the TAFORM. Students are encouraged to keep copies of all forms for their records.

Students who are eligible for Up-Front Tuition Assistance are required to pay the portion of their tuition that is not covered by TA. An invoice for the amount approved on the TA form will be sent to the student’s Education Office 21 days after the student enrolls in a course. The Education Office should send payment directly to the University.

TAFORM generally covers 75% of tuition, although some branches of the military may pay a different percentage. Payment is applied to tuition only.

A grade report will be submitted to the base Education Office after the student completes the course(s). Students consent to the release of their grade(s) by signing the Tuition Assistance form.

**DANTES**

Students requesting DANTES tuition reimbursement must submit to Liberty University’s Military Education Office one DANTES Form 1562/31 for each course in which they intend to enroll. Liberty will submit a DANTES Grade Card to DANTES upon course completion. Eligible students will receive their tuition reimbursement checks directly from the DANTES Agency in Pensacola, Florida.

Liberty University’s school code is 1039. All students using DANTES military tuition assistance must make financial arrangements with an Academic Advisor in order to activate enrollment. Students using DANTES are required to submit payment for 50% of their tuition in order to activate enrollment. The remaining 50% may be submitted after the student is reimbursed by DANTES. DANTES will not reimburse students for application fees.

**Liberty University Scholarships**

**GENERAL SCHOLARSHIP REGULATIONS**

A full scholarship includes tuition and on-campus room and board. A partial scholarship provides a specific sum, which is applied to the recipient’s account as designated by the area’s scholarship manager.

All recipients of Liberty University Scholarships must complete and file a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education by March 15 for the next academic year. Virginia residents must also apply.
for the Tuition Assistance Grant Program (TAGP) through the Financial Aid Office by March 15 of each year for the next academic year. In addition, each Liberty University Scholarship recipient must accept all federal and state grants for which they are eligible as a condition of awarding the Liberty University scholarships. All scholarships are awarded for a period of one year, unless otherwise noted. Some specified scholarships may be renewed annually, subject to the approval of the Scholarship Manager and the meeting of all requirements set by the University. THE UNIVERSITY RESERVES THE RIGHT TO NOT EXTEND SCHOLARSHIP AID TOWARD OFF-CAMPUS EXPENDITURES.

A scholarship recipient must complete and properly file all forms necessary in applying for federal and/or state grants.

A scholarship recipient must meet the academic standards of Liberty University as outlined in this catalog. Any scholarship may be revoked or reduced at any time for dismissal from the University because of failure to meet academic standards, failure to abide by the rules, regulations, and policies of the University, voluntary or administrative withdrawal, or misrepresentation of information on an application or other documents presented to the University.

University scholarships or grants awarded to residence hall students may be reduced by one half if the student moves off campus. Some scholarships may not be combined with other Liberty University Scholarships or grants.

ADMISSIONS SCHOLARSHIPS
Academic Achievement
Scholarships are based on GPA and SAT or ACT scores. For further information, please contact the Office of Admissions at 1-800-543-5317 (option #2).

OTHER SCHOLARSHIPS
Athletic
Athletic grant-in-aid is available in most intercollegiate sports programs for qualified athletes. Inquiries should be addressed to the Director of Intercollegiate Athletics.

Endowment
After one semester of attendance at Liberty, students who meet specific requirements may be eligible for endowment scholarships. For more information contact, the Scholarship Office.

Honors Program
Academic Scholarships are available to students who demonstrate scholastic ability in high school and have maintained at least a 3.50 GPA, top 10% in class, and SAT Score of 1270 or ACT composite of at least 29. This scholarship is also available for students currently enrolled at Liberty who maintain a cumulative GPA of 3.50. Character, service and cooperation are also considered. Inquiries should be addressed to the Honors Program Office.

Music
These scholarships require membership in either an instrumental (marching band or pep band) or a vocal group. For more information, contact the Chair of the Department of Fine Arts.

National Merit
Any high school senior who has been awarded honors as a National Merit finalist may qualify for a scholarship. Inquiries should be addressed to the Honors Program Office.
Student Affairs

ORIENTATION
In order to assist new students in adjusting to university life and in planning their academic programs, an orientation is scheduled prior to the first day of classes. Attendance is required. Many activities are planned to acquaint the students with the basic purpose and spirit of Liberty and to assist in their adjustment to the university environment.

BASIC REGULATIONS
The Administration and Faculty have committed Liberty to the highest standards of moral and ethical conduct. No one will become spiritual merely by observing rules; nonetheless, the spiritual student will desire to abide by the rules, regulations, and policies. The student who is not prepared to accept instruction will never be prepared to give instruction. Liberty holds as one of its foremost goals the development of men and women of strong character. Firm moral conviction and dependable self-discipline are as important as academic competence.

Students are expected to conduct themselves according to the rules of the University at all times. The specific rules, regulations, and policies which govern student behavior are outlined in this catalog and The Liberty Way, which is available on the internet at www.liberty.edu.

OFF-CAMPUS HOUSING
Specific regulations for off-campus living are explained in detail in the section of The Liberty Way titled “Off-Campus Living.” The policy states that single students must be 22 years of age or older, living with or under the supervision of an immediate family member who is 22 years of age or older. The student and parent/immediate family member must complete an Off-Campus Living Contract each semester until the student is eligible to live off-campus according to the qualifications set forth in The Liberty Way. No student who is 30 years or older may live in the dormitory.

While the University has no housing facilities for married students, the Office of Commuting Students maintains a listing of houses, apartments, and mobile homes available for rent or sale in the vicinity of the campus. Rental fees generally range from $300 to $500 per month.

SOCIAL LIFE
Social life at Liberty is designed to encourage students to develop their potential in accordance with the general offerings of the University. Students are encouraged to accept every legitimate opportunity to engage in social functions. The Faculty and Administration emphasize the value of growth through well-directed social activities. The social life includes informal fellowship, residence hall parties, hikes, intramural and team sports, concerts, plays, and many other activities. All social functions are subject to the rules and regulations of the University.

AUTOMOBILES
At the time of Check-In, students who have automobiles must obtain a parking permit by completing an automobile registration card and paying a vehicle registration fee. A parking permit must be displayed by every vehicle that is parked on the campus. In addition, students who drive or possess a car must furnish proof that the automobile is covered by adequate liability insurance (as defined by the University) from a legal underwriting agency.

INTERCOLLEGIATE AND INTRAMURAL ATHLETICS
Intercollegiate athletic programs are an integral part of American college life. At Liberty, athletics constitutes a vital segment of the area of physical education and an integral part of the total University program. Liberty offers an intercollegiate athletic program for both men and women who wish to live in an environment that encourages personal growth while using their athletic skills in an exemplary manner. Liberty’s goal is to provide a program in which men and women can compete at the highest possible level. The Flames are members of the National Collegiate Athletic Association.

Sports Offerings
MEN
Baseball Indoor and Outdoor Track
Basketball Golf
Cross Country Soccer
Football Tennis

WOMEN
Basketball Softball
Cross Country Tennis
Indoor and Outdoor Track Volleyball
Soccer

The men’s and women’s programs offer scholarship aid according to NCAA Division I standards. All interested students are encouraged to contact the head coach of the sport of their interest.

During the fall and spring semester, a program of competitive intramural sports is sponsored that opens the way for wide participation on the part of both men and women.

The University believes that sports, both intercollegiate and intramural, have definite educational value, and that few other agencies offer so much that is potentially good for character building in American youth.

Convocation and Campus Church
As a dynamic institution vitally interested in the whole person, Liberty provides for physical, social, intellectual, and spiritual needs of the Liberty community. To meet these needs, Liberty provides opportunities for students to gather and serve as a community through convocations, campus church services, and Christian/Community Service.

CONVOCATION
Convocation is an assembly of the University community for the purposes of building unity within the community, disseminating information, and providing forums for the socio-political issues of the day and other educational topics of diverse interest for the benefit of students, faculty and staff. Guest speakers from the worlds of business, politics, education, the sciences and religion, talented faculty and staff members, music and timely messages from our Chancellor and President help make Convocation a refreshing and challenging time. All students are required to attend all convocations.

CAMPUS CHURCH SERVICES
The Sunday and Wednesday campus church services are designed to meet the spiritual needs of students. Complementing the instruction provided in the classroom is the spiritual exhortation provided in campus services, which is primarily the application of truth to life. Students are encouraged to attend Sunday morning, Sunday evening, and Wednesday evening campus services.
Academic Programs

Liberty University’s educational philosophy is based on the integration of fundamental Christian beliefs and the liberal arts tradition. Its programs are designed to prepare students to assume leadership roles in society.

An undergraduate curriculum of required basic General Education courses serves as a foundation for later specialization. All undergraduate students are admitted to the College of General Studies. After the foundational studies courses have been completed a student may be admitted to a chosen major field of study.

Computing Competencies

Because it is important for students to have appropriate computer competencies in order to be academically successful, all freshmen and transfer students are required to demonstrate adequate technological skills by passing a computer competencies test, or by completing INFT 101 and 102 (Information Technology courses). Offered by the College of General Studies, these classes ensure that students have the appropriate set of competencies to succeed in today’s rigorous academic environment.

General Education Requirements

The General Education Requirements for some majors may vary; however, the General Education Requirements for most majors leading to the Bachelor of Science are:

<table>
<thead>
<tr>
<th>Foundational Studies*</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENGL101 Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL102 Composition and Literature</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110 or higher</td>
<td>3</td>
</tr>
<tr>
<td>COMS 101 Speech Communication</td>
<td>3</td>
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<td>GNED 101 Contemporary Issues I</td>
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<tr>
<td>GNED 102 Contemporary Issues II</td>
<td>1</td>
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<tr>
<td>CHMN 101 Evangelism and Christian Life</td>
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<tr>
<th>Investigative Studies**</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ENGL 201, 202, 215, 216, 221, or 222</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science with lab</td>
<td>4</td>
</tr>
<tr>
<td>Natural Science, Math, or BUSI 102</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
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<tr>
<td>HUMN 101 or Language</td>
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</tr>
<tr>
<td>GOVT 200/PSYC 200 or 210/SOCI 200 or 201</td>
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<tr>
<td>Social Science/History elective</td>
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<tr>
<td>General Education elective***</td>
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<tr>
<td>PHIL201 Philosophy and Contemporary Ideas</td>
<td>3</td>
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<tr>
<td>THEO 201 Theology Survey I</td>
<td>3</td>
</tr>
<tr>
<td>THEO 202 Theology Survey II</td>
<td>3</td>
</tr>
<tr>
<td>BIBL 105 or 205**</td>
<td>3</td>
</tr>
<tr>
<td>BIBL 110 or 210**</td>
<td>3</td>
</tr>
</tbody>
</table>

* Must be completed within the first 45 hours of a student’s program. Transfer students must complete these within their first year at Liberty.
** Options in Old and New Testament studies are available to qualifying students.
*** Must be selected from the approved list and taken after the student has completed 60 hours.

Not required if 6 hours of one language is completed.

The General Education Requirements for a Bachelor of Arts are:

<table>
<thead>
<tr>
<th>Foundational Studies*</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL101 Grammar and Composition</td>
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<td>ENGL102 Composition and Literature</td>
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<td>MATH 110 or higher</td>
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<td>COMS 101 Speech Communication</td>
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<td>GNED 101 Contemporary Issues I</td>
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<td>GNED 102 Contemporary Issues II</td>
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<tr>
<td>CHMN 101 Evangelism and Christian Life</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Investigative Studies**</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ENGL 201, 202, 215, 216, 221, or 222</td>
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</tr>
<tr>
<td>Natural Science with lab</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
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<tr>
<td>HUMN 101 Humanities in Western Culture</td>
<td>3</td>
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<tr>
<td>Social Science (non-history)</td>
<td>3</td>
</tr>
<tr>
<td>PHIL201 Philosophy and Contemporary Ideas</td>
<td>3</td>
</tr>
<tr>
<td>THEO 201 Theology Survey I</td>
<td>3</td>
</tr>
<tr>
<td>THEO 202 Theology Survey II</td>
<td>3</td>
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<tr>
<td>BIBL 105 or 205**</td>
<td>3</td>
</tr>
<tr>
<td>BIBL 110 or 210**</td>
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</table>

<table>
<thead>
<tr>
<th>Integrative Studies***</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
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</tbody>
</table>

* Must be completed within the first 45 hours of a student’s program. Transfer students must complete these within their first year at Liberty.
** Options in Old and New Testament studies are available to qualifying students.
*** Must be selected from the approved list and taken after the student has completed 60 hours.

Twelve hours of one language must be completed in addition to the major and general education core.

Creation Studies

The Center for Creation Studies is an interdisciplinary education and research institute committed to the study of the origin of the universe, the earth, life, and species. This study draws upon knowledge from religion, science, philosophy, and history. The primary educational activity of the Center is the presentation of APOL 290, History of Life. This course is required of all Liberty students and is designed to provide them with a thorough understanding of the creation-evolution controversy.

Exhibits, currently located in the A. Pierre Guillermin Library, teach concepts of the creation model, describe creationist research, and glorify the Creator of earth and life.

International Studies

The philosophy of International Studies is that on-site experiences greatly enhance the educational process. Classroom lectures are enriched with first-hand learning opportunities.

The University Honors Program

The University Honors Program is designed to provide highly motivated students the opportunity to develop their highest personal and intellectual potential through a combina-
tion of specially designed general education honors courses and independent honors projects within the students’ major fields of study. Qualified students may apply for admission to Liberty University and the Honors Program simultaneously, although application to the Honors Program must be made directly to that office. If admitted to the program, students must begin taking honors courses in their first semester at Liberty.

Criteria for admission to the Honors Program include the following:

1. score at least 1270 on SATI or 29 on the ACT;
2. official high school or college transcripts indicating a GPA of at least 3.50 on an unweighted 4.0 scale;
3. rank in the top 10% of one’s high school class (an exception is made for home schooled students, but they must successfully complete the GED test);
4. submission of an expository essay of four and one-half to five typed pages on the topic, “What I Hope to Gain From an Education at Liberty University;” and
5. submission of three letters of recommendation from present or former teachers.

Transfer and foreign students will be considered for admission to the program upon the basis of their performance at previous institutions. These students, as well as Liberty students who were not admitted to the Honors Program upon initial enrollment at Liberty, may apply to the program any time between entering the University and the end of the second semester of their sophomore year. The minimum GPA requirement is 3.50.

Applications are reviewed annually on a competitive basis by the Director of the Honors Program after the first day of March. The application deadline is June 17. Invitations to enter the Honors Program are offered only by the Director of the program.

Scholarships are available to Honors Program scholars. Each honors student must be enrolled in the appropriate number of honors courses each semester to be eligible for an honors scholarship. A student must maintain a minimum GPA of 3.50 and continue as a full-time student in good standing with the University to remain in the Honors Program. Further information concerning the Honors Program and honors scholarships may be obtained from the Director of the Honors Program through the Honors Program Office at (804) 582-2345.

Programs of Study

The requirements for graduation for all programs are listed in this catalog and on status sheets which are available after a student arrives on the campus. Undergraduate students may be admitted to their major when they have completed the Foundational Studies courses of the General Education requirements.

The majors and minors offered at Liberty are listed on the following page. Specializations within given majors are listed under the major. Unless published in this catalog, no other undergraduate degree programs or major and minor fields can be offered by Liberty and students must be aware that Liberty has no responsibility to offer any degree program, major or minor unless such information is found in this publication.
Sport Management
Teaching English as a Second/Foreign Language*

**Bachelor of Arts**
 Majors
  English
  General Studies**
  History
    International Studies
    Interdisciplinary Studies**
 Religion
  Biblical Studies
  Philosophy

**Bachelor of Music**
 Music*
  Choral
  Instrumental

**Bachelor of Science in Nursing**
 Nursing

**Associate of Arts**
 General Studies
 Religion

**Minors**
 Accounting
 Athletic Training
 Aviation
 Biblical Greek
 Biblical Studies
 Biology
 Business
 Chemistry*
 Coaching
 Communication Studies - Journalism*
 Communication Studies - Speech*
 English
 Exercise Science
 Family and Consumer Sciences
 French
 Government
 Health Promotion
 History
 Mathematics
 Missions
 Music
 Philosophy
 Physical Education
 Psychology
 Spanish
 Sport Management
 Theatre Arts*
 Theology
 Youth Ministries

* Requires Approval (Contact Director)
** Option Available For Add-on Teacher Licensure Endorsement

NOTE: For Elementary, Secondary, and Special Education Licensure Programs, see School of Education

**Courses of Instruction**

**NUMBERING OF COURSES**
Each course is identified by a four-letter prefix and a three digit number. The letters represent the academic area. The first digit will be 1, 2, 3, or 4 to indicate that the course is a freshman, sophomore, junior, or senior level course, respectively. Graduate course numbers begin with 5 and above.

**Course Prefixes**
ACCT    Accounting
ANTH    Anthropology
APOL    Apologetics
ARTS    Art
ATHL    Athletics
ATTR    Athletic Training
AVIA    Aviation
BIBL    Biblical Studies
BIFO    Biblical Foundations
BIOL    Biology
BUSI    Business
CHEM    Chemistry
CHHI    Church History
CHMN    Church Ministries
CLST    College Learning Strategies
COMS    Communication Studies
COUN    Counseling
CSCI    Computer Science
CSER    Christian/Community Service*
DRAM    Drama
ECNC    Economics
EDMN    Educational Ministries
EDUC    Education
ENGL    English
ESOL    English as a Second Language
FACS    Family and Consumer Sciences
FREN    French
FRSM    Freshman Seminar
GEED    General Education (EDP)
GEOG    Geography
GNEV    General Education
GOVT    Government
GREK    Greek
HIEU    European History
HIST    History Research and Methods
HITW    Third World History
HIUS    United States History
HLTH    Health
HONR    Honors
HUMN    Humanities
INFT    Information Technology
INTL    International Studies
MATH    Mathematics
MCCS    Missions and Cross-Cultural Studies
MLAN    Modern Languages and Linguistics
MUSC    Music
NURS    Nursing
PATH    Pastoral Theology
PHED    Physical Education
PHIL    Philosophy
PHSC    Physical Science
PHYS    Physics
PSYC  Psychology
SMGT  Sport Management
SOCI  Sociology
SPAN  Spanish
SPED  Special Education
THEO  Theology
YOUT  Youth Ministries

* Not listed in this publication. See the Christian/Community Service Handbook.
College of Arts and Sciences

Dean, College of Arts & Sciences
Professor of Counseling
B.A., Barrington College; M.Div., Gordon-Conwell Theological Seminary; Ed.S., Lynchburg College; D.Min., Westminster Theological Seminary; Ed.D., Virginia Polytechnic Institute and State University; additional graduate work at Tweksbury State Hospital and Worcester State Hospital. Licensed Professional Counselor. At LU 1978-1995, 2000 to present.

PURPOSE
The College of Arts and Sciences provides learning opportunities in the academic disciplines relating to man’s cultural, social and scientific achievements. Through general education courses in the College of Arts and Sciences, all Liberty students receive instruction in the humanities, social sciences, natural sciences, and mathematics and thereby, are better prepared to respond effectively to the issues of contemporary life.

The College offers instruction in art, aviation, biology, chemistry, computer science, counseling, family and consumer sciences, fine arts, geography, health sciences, history, mathematics, nursing, physical science, physics, psychology and sociology.

AIMS
The College of Arts and Sciences, through its various departments, aims to provide:

1. a coherent academic program in each discipline in which a major is offered utilizing a selection of developmental and honors courses taught by faculty who are knowledgeable and effective communicators;
2. a breadth of offerings in the liberal arts which integrate human knowledge across traditional disciplinary lines and partially fulfills the general education requirements of the University;
3. an assessment of the student’s academic growth through standardized tests, academic portfolios or other appropriate means together with one or more of the following: a senior exit interview, senior seminar or capstone course, senior thesis/project, or senior exit examination;
4. a faculty advisor who can assist students in making wise academic decisions and offer accurate advice on career opportunities in the major disciplines;
5. a number of opportunities to refine their communication skills; and
6. a clearly articulated set of expectations with respect to academic responsibility and accountability as a vital part of preparation for citizenship and Christian living.

TEACHER LICENSURE
Liberty University offers teacher licensure programs which are approved by the State of Virginia Department of Education. Among the options available to students through the College of Arts and Sciences are courses of study leading to licensure in biology, chemistry, family and consumer sciences, health/physical education, history/social science, mathematics, and music (choral or instrumental).

Those who enter the teacher licensure program must complete the academic major, be subject to the same general education requirements as all other students, and complete academic and practicum experiences related to professional teacher training.

Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education.

Aviation
Faculty
John M. Borek, Jr., B.B.A., M.B.A., Ph.D.
President
Professor of Aviation and Business
B.B.A., M.B.A., Ph.D., Georgia State University. At LU since 1997.
Nathan R. Boyle, B.S.
Adjunct Instructor of Aviation
B.S., Moody Aviation. At LU since 2000.

PURPOSE
Liberty University offers an aviation minor through a contractual arrangement with Virginia Aviation. Faculty members are jointly approved by the University and Virginia Aviation. Students must pay a lab fee for the instruction and use of the aircraft.

The aviation minor is designed to prepare students to take the Federal Aviation Administration examination for the Commercial Pilot’s license with an instrument rating. Students interested in preparing to take the FAA examination for a Private Pilot’s license may do so by completing AVIA 110, 115, 120, and 125.

Program of Study

<table>
<thead>
<tr>
<th>Aviation Minor</th>
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<tbody>
<tr>
<td>AVIA 110 Private Pilot Ground I</td>
<td>2</td>
</tr>
<tr>
<td>AVIA 115 Private Pilot Ground II</td>
<td>2</td>
</tr>
<tr>
<td>AVIA120 Private Flight I</td>
<td>1</td>
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<tr>
<td>AVIA125 Private Flight II</td>
<td>1</td>
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<tr>
<td>AVIA200 Instrument Flight</td>
<td>2</td>
</tr>
<tr>
<td>AVIA210 Instrument Pilot Ground I</td>
<td>2</td>
</tr>
<tr>
<td>AVIA215 Instrument Pilot Ground II</td>
<td>2</td>
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<tr>
<td>AVIA220 Instrument Pilot Flight I</td>
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<tr>
<td>AVIA225 Instrument Pilot Flight II</td>
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<tr>
<td>AVIA310 Commercial Pilot Ground</td>
<td>3</td>
</tr>
<tr>
<td>AVIA320 Commercial Flight I</td>
<td>2</td>
</tr>
<tr>
<td>AVIA325 Commercial Flight II</td>
<td>2</td>
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</tbody>
</table>

Course Descriptions

AVIA 110 Private Pilot Ground I Two hours
A solid foundation in aerodynamics, aircraft systems and servicing, airport operations and communication, regulations, meteorology, weight and balance, as well as description of primary flight maneuvers.
AVIA 115  Private Pilot Ground II  Two hours
Prerequisite: AVIA 110.
Continuation of AVIA 110 to include cross country navigation methods, flight physiology and meteorology to prepare the student for the FAA Private Written Exam.

AVIA 120  Private Flight I  One hour
Prerequisite: Taken simultaneously with AVIA 110.
Primary flight training in fundamental pilot operations, including ground reference maneuvers, traffic patterns, emergency procedures and takeoffs and landings. Approximately 20 flight hours.

AVIA 125  Private Flight II  One hour
Prerequisite: Taken simultaneously with AVIA 115.
Continuation of AVIA 120 to include basic flight maneuvers, maximum performance takeoffs and landings, cross country flights and introduction to high density airport operations. Will prepare student for FAA Private Pilot Flight Test. Approximately 25 flight hours.

AVIA 200  Intermediate Flight  Two hours
Prerequisite: AVIA 125.
Extensive cross country flights to provide the experience required before beginning AVIA 215, Instrument Pilot Ground II. Approximately 50 flight hours.

AVIA 210  Instrument Pilot Ground I  Two hours
Prerequisite: AVIA 115.
FAA regulations, radio communications, air traffic control procedures and meteorology as it relates to flight instruments and use of radio navigation instruments.

AVIA 215  Instrument Pilot Ground II  Two hours
Prerequisite: AVIA 200.
Comprehensive study of departure, enroute and approach phases of IFR cross country flight including charts, weather, flight planning and emergencies. Prepares student for FAA Instrument Pilot Written Exam.

AVIA 220  Instrument Pilot Flight I  One hour
Prerequisite: AVIA 200 or equivalent.
Basic instrument flight training including air traffic control clearances, and orientation to radio navigation techniques. Use of simulator for introduction to each phase. Approximately 20 hours.

AVIA 225  Instrument Pilot Flight II  One hour
Prerequisite: AVIA 220.
Advanced instrument flight training, including instrument approach procedures, departure and enroute cross country procedures, and preparation for the FAA Instrument Flight Test. Approximately 20 hours.

AVIA 310  Commercial Pilot Ground  Three hours
Prerequisite: AVIA 200 or equivalent.
Will prepare the student for the FAA Commercial Pilot Written Exam by acquiring advanced aeronautical knowledge in aerodynamics, regulations, meteorology, aircraft systems, and airspace operations.

AVIA 320  Commercial Flight I  Two hours
Prerequisite: AVIA 225.
Introduction in basic commercial pilot flight maneuvers and complex/high performance aircraft systems and operations. Approximately 55 flight hours.

AVIA 325  Commercial Flight II  Two hours
Prerequisite: AVIA 320.
Continuation of AVIA 320 to include advanced commercial flight maneuvers and thorough preparation for the FAA Commercial Pilot Flight Test. Approximately 55 flight hours.

AVIA 495  Directed Research  One to three hours

Biology and Chemistry

Faculty

Lois B. Borek, B.S., M.Ed.
Professor of Biology
B.S., M.Ed., Georgia State University. At LU since 1999.

Randall D. Davy, B.S., M.S., Ph.D.
Associate Professor of Biology
B.S., Case Western Reserve University; M.S., Bowling Green State University; Ph.D., Texas A&M University. At LU since 1990.

Charles R. Detwiler, B.S., M.S., Ph.D.
Professor of Biology
B.S., Houghton College; M.S., Bucknell University; Ph.D., Cornell University. At LU since 1991.

David A. DeWitt, B.S., Ph.D.
Assistant Professor of Biology
Associate Director, Center for Creation Studies
B.S., Michigan State University; Ph.D., Case Western Reserve University. At LU since 1996.

A. Garth McGibbon, B.S., M.S.
Assistant Professor of Chemistry
B.S., University of Waterloo; M.S., University of Colorado; Additional graduate work at McMaster University, University of Virginia, and Temple University. At LU since 1977.

Stephen Perry, B.S., M.S.
Assistant Professor of Biology
B.S., Walsh University; M.S., University of Akron. At LU since 1995.

Norman G. Reichenbach, B.S., M.S., Ph.D.
Associate Professor of Biology
B.S., M.S., Ph.D., Ohio State University. At LU 1990-91 and 1997 to present.

Eugene Sattler, B.S., M.S., Ph.D.
Assistant Professor of Biology
B.S., University of Toledo; M.S., Ohio State University; Ph.D., University of Maryland. At LU since 1996.

Paul Walter Sattler, B.S., M.S., Ph.D.
Chair, Department of Biology & Chemistry
Professor of Biology
B.S., University of Toledo; M.S., Miami University; Ph.D., Texas Tech University. At LU since 1985.

R. Terry Spohn, B.A., M.S., Ph.D.
Professor of Biology
Director, Center for Creation Studies
B.A., M.S., Miami University; Ph.D., Texas Tech University. At LU since 1987.

Alexander Varkey, B.S., M.S., Ph.D.
Professor of Biology
B.S. University of Kerala, India; M.S., University of Agra, India; Ph.D. Louisiana State University; additional graduate work at the University of Minnesota and the University of Wisconsin. At LU since 1977.

Gordon L. Wilson, B.S., M.S.
Assistant Professor of Biology
Associate Director, Center for Creation Studies
B.S., M.S., University of Idaho. At LU since 1992.
PURPOSE
The Department of Biology and Chemistry provides a baccalaureate program in biology and service courses in biology and chemistry for Resident and External Degree Programs. Our program seeks both to transmit and expand knowledge as well as to provide opportunities for research and service. The Department is a community of persons who are voluntarily linked in the pursuit of knowledge, providing a reasoned presentation of the academic discipline in relation to the Christian faith. The Department’s mission is to communicate academic content, Christian values, and requisite skills — all of which prepare persons for a lifetime process of learning and service.

LEARNING OUTCOMES
1. Describe how living systems function at all levels of organization, from molecules, to cells and organs, to populations of organisms.
2. Describe the structure, function, and systemics of living organisms.
3. Describe and analyze how organisms, populations, and communities interact with their environment and each other.
4. Describe and analyze the structure, regulation, and transmission of genes.
5. Describe and analyze the molecular and cellular interactions of living organisms, and how they are regulated and interrelated.
6. Be able to communicate scientific data effectively.

PRE-MED HONOR SOCIETY
The purpose of the Pre-Med Honor Society is to give recognition to students who have excelled in the biology and chemistry curricula or any other Liberty University major. Members of the Pre-Med honor society are exemplary for their high academic achievement, strong personal characteristics and their deep commitment to helping others.

Criteria for membership:
Must have:
1. maintained a GPA of at least 3.5 in any major field of study, and
2. a deep interest in becoming medical doctors.

TEACHER LICENSURE
Teacher preparation and endorsement in Biology and Chemistry is available through the Department of Biology and Chemistry. Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education.

Career Opportunities
Chemical Technician Medical School
Chiropractic School Medical Technologist
Dental Hygienist National Park Ranger
Dental School Osteopathic School
Environmental Biology Pharmacy School
H.S. Biology Teacher Physician Assistant
Junior Toxicologist Veterinary School
Laboratory Technician

Graduate School and Research in:
Biochemistry Microbiology
Biology Molecular Biology
Ecology Physiology
Genetics Wildlife Management
Marine Biology

Program of Study

<table>
<thead>
<tr>
<th>Biology Major (B.S.)</th>
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<tr>
<td>BIOL200 Foundations of Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL207 General Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIOL208 General Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL301 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL415 Cell Biology</td>
<td>4</td>
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<tr>
<td>BIOL310 Ecology</td>
<td>4</td>
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<tr>
<td>BIOL400 Biology Seminar</td>
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<tr>
<td>BIOL Electives (300-400 level)*</td>
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</table>

Directed Electives

| CHEM 121 General Chemistry I | 4 |
| CHEM 122 General Chemistry II | 4 |
| CHEM 301 Organic Chemistry I | 4 |
| CHEM 302 Organic Chemistry II | 4 |
| MATH 201 Introduction to Probability and Statistics | 3 |
| or MATH 211 Introduction to Statistical Analysis | 3 |

* Those seeking teacher licensure must take BIOL 303, Microbiology.

A grade of C is the minimum acceptable grade for any biology or chemistry course used in a major, minor or concentration.

Teacher Licensure Requirements

Endorsement: Biology (6-12)

<table>
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<tr>
<th>General Education</th>
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<tbody>
<tr>
<td>MATH 131</td>
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<th>Professional Education</th>
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<tbody>
<tr>
<td>EDUC 125/126</td>
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<tr>
<td>EDUC 235/236</td>
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<tr>
<td>EDUC 360</td>
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<tr>
<td>PSYC 311</td>
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<tr>
<td>HLTH 440/441</td>
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Student Teaching Semester

| EDUC 425 | 3 |
| EDUC 435/436 | 2+1 |
| EDUC 458 | 2 |
| EDUC 460/461 | 3+3 |

Specific Course in Major

| BIOL303 | 4 |

Suggested Course Sequence - B.S. Biology

First Year - First Semester 18 hours

| BIOL200 Foundations of Biology | 4 |
| CHEM 121 General Chemistry I | 4 |
| MATH 131 Calculus I | 4 |
| MATH 133 Computer Algebra System Lab | 1 |
| ENGL101 Grammar and Composition | 3 |
| GNED 101 Contemporary Issues I | 1 |
| FRSM 101 Freshman Seminar | 1 |

First Year - Second Semester 17 hours

| BIOL207 General Botany | 4 |
| CHEM 122 General Chemistry II | 4 |
| MATH 132 Calculus II | 5 |
| ENGL102 Composition and Literature | 3 |
| GNED 102 Contemporary Issues II | 1 |
Second Year - First Semester 16 hours
BIOL208 General Zoology 4
CHEM 301 Organic Chemistry I 4
COMS 101 Speech Communication 3
CHMN 101 Evangelism and Christian Life 2
BIBL105 Old Testament Survey 3
or
BIBL205 Old Testament Life and Literature
CSER

Second Year - Second Semester 16 hours
BIOL301 Genetics 4
CHEM 302 Organic Chemistry II 4
BIBL 110 New Testament Survey 3
or
BIBL210 New Testament Life and Literature
GEN ED Elective 3
APOL290 History of Life 2
CSER

Third Year - First Semester 16 hours
BIOL 307/415/416 CHEM 305 4
PHYS 201 General Physics I 4
BIOL Elective 4
THEO 201 Theology Survey I 3
BIOL400 Biology Seminar 1
CSER

Third Year - Second Semester 14 hours
BIOL Elective 4
PHYS 202 General Physics II 4
HUMN 101/LANG Elective 3
CSER

Fourth Year - First Semester 16 hours
BIOL310 Ecology 4
PHIL201 Philosophy and Contemporary Ideas 3
HIST 3
SOC SCI/HIST Elective 3
Elective 3
CSER

Fourth Year - Second Semester 15 hours
ENGL/LLTSURVEY 3
BIOL Elective 3
GOV/PSYC 200/210, SOCI 200/201 3
THEO 202 Theology Survey II 3
Electives 3
CSER

Course Descriptions

BIOL101 Principles of Biology Three hours
An examination of the fundamental characteristics common among living things. Emphasis is placed upon studies of the cell, energy, metabolism, reproduction, heredity, ecology, phylogeny and the diversity of life.

BIOL102 Principles of Human Biology Three hours
An examination of structure, function, development and homeostatic interaction in higher organisms with special emphasis on human body systems.

BIOL103 Principles of Biology Laboratory One hour
(Meets two hours)
Prerequisite: Concurrent or previous enrollment in BIOL 101.
Laboratory exercises selected to demonstrate basic biological concepts. Emphasis is on cell composition, structure and function, plant and animal organization, genetics, and biological diversity. Lab fee.

BIOL104 Principles of Human Biology Laboratory One hour
(Meets two hours)
Prerequisite: Concurrent or previous enrollment in BIOL 102.
Laboratory exercises selected to demonstrate basic biological concepts. Emphasis is placed on structure and function in higher organisms, development, behavior, parasitism, and the history of life. Lab fee.

BIOL 110 General Biology Four hours
(Three lecture, two hours lab)
An introductory survey of biology. Topics covered include: molecular biology, cellular biology, cellular respiration, cellular reproduction, genetics, ecology, origins of living diversity, plant growth and development, and circulatory, respiratory, digestive, excretory, nervous, and reproductive systems. Lab fee.

BIOL200 Foundations of Biology Four hours
(Three hours lecture; three hours lab)
An introduction to the fundamental principles of Biology. Emphasis is placed upon scientific methodology; molecular, cellular and energetic bases of life; major metabolic processes; cellular and organismic reproduction; Mendelian and population genetics; speciation; phylogenetic reconstruction; ecological interactions; and a brief survey of organisms. Lab fee. Restricted to Biology and pre-professional students.

BIOL203 Introductory Microbiology Four hours
(Three hours lecture; three hours lab)
An examination of the fundamental principles of microscopic organisms. Microorganisms are examined with regard to cell structure, metabolism, heredity, diversity and taxonomy. The basic concept of genetic engineering, pathogenicity, human disease, and immunology are presented. Restricted to Family and Consumer Sciences and health-related majors. Lab fee.

BIOL207 General Botany Four hours
(Three hours lecture; three hours lab)
Prerequisite: BIOL 200
A survey of the diversity of organisms in the Prokaryote, Fungi, Protista, and Plantae kingdoms. Emphasis is placed upon the morphology, physiology, anatomy, taxonomy, reproduction and phylogeny of plants. Restricted to Biology and pre-professional students. Lab fee.
### BIOL 208 General Zoology
- **Description**: A systematic survey of the animal kingdom, including all of the major phyla. The emphasis is on taxonomy, physiology, morphology, and life histories. Lab fee.
- **Prerequisite**: BIOL 200
- **Credit**: Four hours (Three hours lecture; three hours lab)

### BIOL 211 Human Anatomy and Physiology I
- **Description**: An introduction to the structure and function of the human body with emphasis on cells, tissues, skin, and the coordination and control of body movements. Lab fee. May not be used for general education credit except in conjunction with BIOL 212.
- **Prerequisite**: BIOL 211
- **Credit**: Four hours (Offered fall semester) (Three hours lecture; two hours lab)

### BIOL 212 Human Anatomy and Physiology II
- **Description**: A continuation of BIOL 211. Emphasis is on the interactions of the endocrine, cardiovascular, respiratory, digestive, urinary and reproductive systems and the maintenance of metabolism and fluid and electrolyte balance of the human body. Lab fee.
- **Prerequisite**: BIOL 211
- **Credit**: Four hours (Offered spring semester) (Three hours lecture; two hours lab)

### BIOL 301 Genetics
- **Description**: A study of the principles of heredity with emphasis on inheritance in individuals and populations. Lab fee.
- **Prerequisite**: BIOL 211
- **Credit**: Four hours (Offered spring semester) (Three lecture hours; three lab hours)

### BIOL 303 Microbiology
- **Description**: An introduction to micro-organisms with emphasis on principles and techniques of culture and identification, life processes, and diversity of micro-organisms. Lab fee.
- **Prerequisite**: BIOL 200, 207 and 208
- **Credit**: Four hours (Offered fall semester) (Three lecture hours; four lab hours)

### BIOL 305 Parasitology
- **Description**: A study of major protozoan, helminth, and insect parasites, dealing with their form, function, life cycle, pathology, epidemiology, classification, geographical distribution, treatment and control. Lab fee.
- **Prerequisite**: BIOL 200, 207 and 208
- **Credit**: Four hours (Three lecture hours; three lab hours)

### BIOL 307 Plant Physiology
- **Description**: A study of the biochemical and biophysical processes of plants. Emphasis is given to plant-soil water and mineral relations, nutrient cycling, photosynthesis and carbon metabolism, and plant growth and development. Lab fee.
- **Prerequisite**: BIOL 200, 207, 208 and CHEM 301
- **Credit**: Four hours (Three lecture hours; three lab hours)

### BIOL 310 Ecology
- **Description**: An examination of the interrelationships between organisms and biotic and abiotic factors in their environment. Lab fee.
- **Prerequisite**: BIOL 200, 207, 208 and MATH 201 or 211
- **Credit**: Four hours (Offered fall semester) (Three lecture hours; four lab hours)

### BIOL 320 Introduction to Entomology
- **Description**: An introduction to the study of insects including structure, physiology, life histories, ecology and taxonomy with a special emphasis on those insects of medical and economic importance. Lab fee.
- **Prerequisite**: BIOL 200, 207 and 208
- **Credit**: Four hours (Three lecture hours; three lab hours)

### BIOL 321 Comparative Anatomy of the Vertebrates
- **Description**: A comparative study of the structure and relationships of vertebrate animals. Lab fee.
- **Prerequisite**: BIOL 200, 207 and 208
- **Credit**: Four hours (Three lecture hours; three lab hours)

### BIOL 399 Laboratory Assisting
- **Description**: Consent of Instructor
- **Credit**: No hours

### BIOL 400 Biology Seminar
- **Description**: The preparation and presentation of a paper, discussion of presentations, and/or the discussion of articles in the scientific literature. This course can be repeated and up to four hours can be applied toward the major. Restricted to Biology majors and minors.
- **Credit**: One hour (Offered spring semester)

### BIOL 403 Embryology
- **Description**: Fundamentals of early development and experimental analysis of development systems and a descriptive and comparative study of organogenesis with emphasis on vertebrates. Lab fee.
- **Prerequisite**: BIOL 200, 207 and 208
- **Credit**: Four hours (Three lecture hours; three lab hours)

### BIOL 408 Animal Behavior
- **Description**: An introduction to the mechanisms and functional significance of animal behavior. Topics include: the role of genes, development, the nervous system, and the endocrine system in the expression of behavior; learning communication, orientation and navigation, and habitat selection; feeding, reproductive, and parenting strategies; mating systems and social behavior. Labs will employ both observational and experimental methods in the lab and in the field. Lab fee.
- **Prerequisite**: BIOL 200, 207, and 208
- **Credit**: Four hours (Three lecture hours; three lab hours)

### BIOL 410 Environmental Biology
- **Description**: Field and lab methods used by government and industry to assess the impact of a pollutant upon an ecosystem including toxicity testing, in stream evaluations of macroinvertebrates and fish, exposure and risk assessment modeling. Lab fee.
- **Prerequisite**: BIOL 200, 207, 208, 301 and CHEM 301
- **Credit**: Four hours (Three lecture hours; three lab hours)

### BIOL 415 Cell Biology
- **Description**: Astudy of the organization and function of living matter at the cellular level. Lab fee.
- **Prerequisite**: BIOL 200, 207, 208, 301 and CHEM 301
- **Credit**: Four hours (Three lecture hours; three lab hours)

### BIOL 416 Comparative Animal Physiology
- **Description**: A comparative study of the differences and similarities in the functional processes of animals belonging to various animal
groups in a variety of environmental settings. Recommended for pre-med students. Lab fee.

**B I O L . 4 1 8  V e r t e b r a t e  N a t u r a l  H i s t o r y**  Four hours
(Three hours lecture; three hours lab)
Prerequisites: BIOL200, 207 and 208
A study of the life history of the vertebrates with special emphasis on their taxonomy, life cycles, and ecological relationships. Vertebrates native to central Virginia will receive special attention. Lab fee.

**B I O L . 4 1 9  O r n i t h o l o g y**  Four hours
(Three hours lecture; three hours lab)
Pre-requisites: Successful completion of BIOL 200, 207, and 208
An introduction to the study of birds including anatomy, physiology, life cycle, behavior, population biology, ecology, and taxonomy. The emphasis of lab will be on field techniques of identification and study of species native to Virginia. Lab fee.

**B I O L . 4 9 5  S p e c i a l  P r o b l e m s  i n  B i o l o g y**  One to four hours
Prerequisites: Sixteen (16) hours of Biology and consent of instructor and Department Chairman.
The preparation of a paper based on library, laboratory, and/or field research of a problem selected after consultation with the Biology faculty. Limited to students planning to pursue graduate studies in Biology. Only four hours may count toward the Biology major.

**B I O L . 4 9 7  S p e c i a l  T o p i c s  i n  B i o l o g y**  One to three hours
**B I O L . 4 9 9  I n t e r n s h i p**  One to six hours
Prerequisite: BIOL200, 207 and 208.
A directed practical work experience under the supervision of the chairman of Biology, in the student’s area of career interest.

**B I O L . 6 9 5  D i r e c t e d  R e s e a r c h**  One to three hours

**C H E M . 1 0 3  C h e m i s t r y  a n d  S o c i e t y**  Four hours
(Three hours lecture; two hours lab)
A study of the fundamentals of chemistry for application to questions and problems in our society including pollution, acid rain, energy and food supplies.

**C H E M . 1 0 5  E l e m e n t s  o f  G e n e r a l  C h e m i s t r y**  Four hours
(Three hours lecture; two hours lab)
Prerequisite: An intermediate level algebra course
A study of the basic areas of general chemistry at an introductory level for the nonscience major, including atomic and molecular structure; bonding, stoichiometry; and acids, bases and salts. Lab fee.

**C H E M . 1 0 7  E s s e n t i a l s  o f  G e n e r a l  a n d  O r g a n i c  C h e m i s t r y**  Four hours
(Three lecture hours; two hours lab)
A study of the basics of general and organic chemistry at an introductory level, including atomic structure, bonding, acids and bases, organic functional groups and selected organic reactions. Lab fee.

**C H E M . 1 2 1  G e n e r a l  C h e m i s t r y  I I**  Four hours
(Offered fall semester)
(Three hours lecture, two hours lab)
Prerequisites: MATH 121 and CHEM 105 or high school chemistry.
A study of the basic foundations of chemistry including stoichiometry, atomic structure, chemical periodicity, covalent and ionic bonding, inorganic nomenclature, molecular orbital theory, chemical reactions, gas laws, and behavior of solutions. Lab fee.

**C H E M . 1 2 2  G e n e r a l  C h e m i s t r y  I I I**  Four hours
(Offered spring semester)
(Three hours lecture; two hours lab)
Prerequisite: CHEM 121
A study of acids, bases, salts, redox reactions, introductory thermodynamics, kinetics, chemical equilibrium, ionic equilibrium, electrochemistry, qualitative analysis, and an introduction to organic chemistry and biochemistry. Lab fee.

**C H E M . 3 0 1  O r g a n i c  C h e m i s t r y  I**  Four hours
(Offered fall semester)
(Three hours lecture; three hours lab)
Prerequisites: CHEM 121 and 122
A study of alkanes, alkenes, and alkynes, including nomenclature; optical activity; stereochemistry; substitution and elimination reactions; and ring systems. Lab fee.

**C H E M . 3 0 2  O r g a n i c  C h e m i s t r y  I I**  Four hours
(Offered spring semester)
(Three hours lecture; three hours lab)
Prerequisite: CHEM 301
A study of the nomenclature and reactions of alcohols, ethers, epoxides, ketones, aldehydes, esters and acids, aromatic systems; and numerous name reactions in synthesis. Lab fee.

**C H E M . 3 0 5  B i o c h e m i s t r y**  Four hours
(Three hours lecture; three hours lab)
Prerequisites: CHEM 301, BIOL200, 301 and 415
A study of the structure, reactions and effects of carbohydrates, lipids, proteins, vitamins, hormones, and enzymes. Special emphasis will be given to protein interactions, enzyme kinetics and metabolism. Lab fee.

**C H E M . 4 9 5  S u p e r v i s e d  R e s e a r c h  i n  C h e m i s t r y**  One to four hours
Prerequisite: A minimum of 24 hours of chemistry
Original research carried out under the direct supervision of faculty.

**Counseling Faculty**

**Cary Lantz, A.B., M.A., Ph.D.**
Professor of Counseling
Coordinator, EDP Counseling
A.B., Wheaton College; M.A., Fuller Theological Seminary; Ph.D., Fuller Graduate School of Psychology. At LU since 1995.

**David Lawson, B.A., M.A., Psy.D.**
Assistant Professor of Counseling
B.S., Radford University; M.A., Biola University. At LU since 1995.

**Gene Mastin, B.A., M.A., Ph.D.**
Associate Professor of Counseling
B.A., Taylor University; M.A., Pepperdine University; Ph.D., United States International University. At LU since 1996.

**Kenneth Reeves, B.S., M.S., Ed.D.**
Assistant Professor of Counseling
B.S., The Colorado College; M.S., Shippensburg University of Pennsylvania; Ed.D., Northern Illinois University. At LU since 1997.
Executive Director of EDP

Academic and Administrative Affairs

outcomes. The methodologies used to attain these outcomes to adult students who would not be able to attend a residential setting.

The department of counseling seeks to educate the whole person, developing the knowledge, values, and skills necessary for effective professional service, within the framework of a reasoned Christian worldview. For external students, the mission is carried out in a format which makes this training accessible and comprehensive to student development services in a college or university setting.

The 36-hour program typically takes four semesters (two years) to complete, and the 48-hour program typically takes two and one-half years to complete.

Each student should pick up a Student Guidebook from the Executive Assistant for the Counseling Department before they begin their studies, and should acquaint themselves with the latest revision when they register each semester. Failure to take courses in their optimal sequence can prolong one’s course of study.

Students are encouraged to contact the licensing board in the state where they wish to be licensed to obtain a copy of the state licensing regulations so they can ensure that they take all courses necessary for licensure in that state.

Students enrolled in the 36-hour program who wish to transfer to the 48-hour program may do so at any time before graduation by notifying the Registrar’s Office in writing.

All residential students will take COUN 501 during their first semester. This course incorporates psychological testing (for which a $50 lab fee is collected to cover the cost of processing the tests) and faculty observation of each student’s ability to interact effectively within a group setting. Normally, following the successful completion of this evaluation process and 12 hours of coursework, the student will be admitted to candidacy for the degree.

It is possible that problems may appear in a student’s behavior after admission to candidacy that could affect his or her ability to be an effective counselor. The Counseling Department reserves the right to require counseling or other corrective activities if it becomes aware of such issues at any time during the student’s academic program.

Students may transfer six (6) hours for the 36-hour degree program and nine (9) hours for the 48-hour degree program. A student may not transfer in the following courses: COUN 501, 606, 642, 645, 660, 661, or 699.

The coursework must have been completed within the previous eight years. Courses in a completed master’s degree program are not transferable.

LEARNING OUTCOMES

1. Students will understand and appreciate the importance of counselor professional identity.
2. Students will evaluate counseling information and acquire knowledge to become professional counselors or to pursue more advanced graduate studies.
3. Students will integrate Christian faith and values with counseling theories and practice.
4. Students will apply counseling techniques, skills, and assessment tools.

COURSE REQUIREMENTS

There are two tracks in the counseling program: a 36-hour track and a 48-hour track. Students who wish to become certified or licensed should enroll in the 48-hour track. Several states already require that candidates for licensure graduate from a 45 or 48-hour program, and this number is expected to increase significantly in the next decade.

The 36-hour track is intended for those who use psychological information or do some counseling in their work but who will not be seeking licensure as professional counselors. This includes pastors, personnel directors, and those who plan to work in student development services in a college or university setting.

The 36-hour program typically takes four semesters (two years) to complete, and the 48-hour program typically takes two and one-half years to complete.

Each student should pick up a Student Guidebook from the Executive Assistant for the Counseling Department before they begin their studies, and should acquaint themselves with the latest revision when they register each semester. Failure to take courses in their optimal sequence can prolong one’s course of study.

Students are encouraged to contact the licensing board in the state where they wish to be licensed to obtain a copy of the state licensing regulations so they can ensure that they take all courses necessary for licensure in that state.

Students enrolled in the 36-hour program who wish to transfer to the 48-hour program may do so at any time before graduation by notifying the Registrar’s Office in writing.

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The coursework must have been completed within the previous eight years. Courses in a completed master’s degree program are not transferable.

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**Programs of Study**

**Master of Arts Degree**

<table>
<thead>
<tr>
<th>Counseling (Traditional Track)</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 501 Counselor Professional Identity, Function and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COUN 520 Human Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 585 Introduction to Research and Statistics</td>
<td>3</td>
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<tr>
<td>COUN 600 Individual Appraisal</td>
<td>3</td>
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<tr>
<td>COUN 601 Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 606 Group Process</td>
<td>3</td>
</tr>
<tr>
<td>COUN 612 Theories of Counseling and Psychotherapy I</td>
<td>3</td>
</tr>
<tr>
<td>COUN 642 Theories of Counseling and Psychotherapy II</td>
<td>3</td>
</tr>
<tr>
<td>COUN 645 Integration of Psychology and Theology</td>
<td>3</td>
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<tr>
<td>COUN 650 Career and Guidance Counseling</td>
<td>3</td>
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<tr>
<td>COUN 660 Counseling Techniques and the Helping Relationship</td>
<td>3</td>
</tr>
<tr>
<td>COUN 661 Counseling Practicum: Clinical Diagnosis and Treatment Planning</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
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<table>
<thead>
<tr>
<th>Counseling (Certification Track)</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 501 Counselor Professional Identity, Function and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>
These courses adhere to the content requirements of CACREP, NBCC and most states, so that by taking the 48-hour program students will meet the academic licensing requirements for most states. There are a few states which require 60 hours of course work, in which case 12 hours of post-graduate electives can be added to the program. Most states will also require two years of post-graduate experience under supervision before a student can be licensed.

Any student whose state requires different coursework than that of the 48-hour program may request course substitutions, for one or more of the following courses COUN 615, 646 and 699 with those courses required by their state. These may be taken as electives, as independent study (COUN 699), or taken at another institution and transferred in.

COMPREHENSIVE EXAMINATION

The Master’s program requires a comprehensive exam in the area of professional counseling. This exam is offered four times per year:

1. January, one week prior to the beginning of the semester
2. Spring break
3. August, one week prior to the beginning of the semester
4. Fall break

The comprehensive exam must be taken no less than one month prior to the month of anticipated graduation. The student should register for the comprehensive exam no less than twelve weeks prior to the administration of the exam. Registration for the exam and information on exact dates when it will be offered can be obtained at the Registrar’s Office.

Study questions and exam guidelines are available from the Comprehensive Examination Coordinator.

GRADUATION REQUIREMENTS

To graduate, a student in the Counseling program must:

1. Complete all required coursework with a cumulative grade point average of 3.0. Coursework with a grade below C will not count toward the degree. A student may petition the Graduate Council for permission to retake any course in which he or she received a grade of C or below. The most recent grade will be recorded on the transcript.

2. Be admitted to candidacy for the degree.

3. Successfully pass the comprehensive examination in professional counseling.

Course Descriptions

COUN 501 Counselor Professional Identity, Function and Ethics

Course introduces students to concepts regarding the professional functioning of counselors, including history, roles, professional organizations, ethics, legalities, standards, and credentialing. Current issues in therapeutic practice in a variety of professional settings are explored.

COUN 520 Human Development

Three hours

Course introduces students to concepts regarding the development of personality. Seeks to understand what makes a person distinctively different along with a critical evaluation of various theories of personality development, particularly as they relate to questions of values and religious commitment.

COUN 585 Introduction to Research and Statistics

Three hours

Students learn to conceptualize research problems and develop hypotheses. Emphasis is on defining and measuring the important variables, design of research strategies, analysis of data, interpretation and inference, and writing and implementing a research proposal.

COUN 600 Individual Appraisal

Three hours

Course surveys appraisal methods in counseling, providing students with a fundamental understanding of individual and group approaches to assessment and evaluation. Basic psychometric properties of tests are examined along with issues related to the use and interpretation of tests.

COUN 601 Marriage and Family Counseling

Three hours

A consideration of the dynamics of marriage and family relationships is given. The emphasis is on understanding the structure and function of marriage, the various aspects of the marital relationship, family systems, and ways the counselor may approach marriage and family counseling as a creative, preventative, and healing ministry.

COUN 602 Marriage and Family Counseling II

Three hours

This course is an experiential exploration of selected, major treatment approaches utilized in premarital, marital and family counseling. Development of practical skills, interventions and techniques constitute the primary focus.

COUN 604 Crisis Counseling and Brief Therapy

Three hours

An examination of the theory and practice of crisis intervention and approaches to brief therapy.
COUN 606  Group Process  Three hours
Course enables students to understand the types of
groups, their purpose, development and dynamics, counseling
theories, and group counseling methods and skills. Ethical and legal considerations of group counseling are also explored. This course is taught in one-week residency format only. Students are requested to participate in small groups for the purposes of departmental assessment and their increasing of self-understanding.

COUN 610  Human Sexuality  Three hours
An analysis of the anatomical, psychological, cultural, and
religious aspects of a wide range of topics in the area of human sexuality. Emphasis is on the development of an understanding and appreciation of the role of sexuality throughout the various phases of the life cycle.

COUN 611  Counseling the Child  Three hours
The developmental and psychological needs and problems of children are examined through the analysis of personality types and family structure. Counseling techniques (e.g. play therapy) for children are also examined.

COUN 612  Theories of Counseling and Psychotherapy I  Three hours
This course provides an intensive look at selected theories of counseling and psychotherapy. The major concepts of each theory are reviewed and critiqued in light of current research and theory. Students are encouraged to begin to define their own theoretical approach.

COUN 615  Ethnicity, Families and Counseling  Three hours
This course focuses on the contribution of ethnic background to family makeup and functioning. Major ethnic minorities are studied along with the counseling approaches appropriate to each.

COUN 620  Counseling the Adolescent  Three hours
This course examines the transitions of adolescence emphasizing family, social, spiritual/moral, and physical issues. Counseling theories and practices for working with adolescents are explored. Opportunities for application of theory are provided.

COUN 630  Gerontology and Counseling  Three hours
This course acquaints the counselor with the issues and problems unique to the elderly in American society. Topics such as suffering, societal attitude, and family structure are examined.

COUN 642  Theories of Counseling and Psychotherapy II  Three hours
An examination of the content, comprehensiveness and validity of several counseling theories that have been developed by prominent Christian counselors.

COUN 645  Integration of Psychology and Theology  Three hours
This course prepares students to counsel with a variety of religious clients, particularly religious clients who would define themselves as evangelical Christians. The course provides a systematic overview of Christian doctrines, a discussion of various theological viewpoints regarding those doctrines, and an examination of how psychological and theological concepts relate to each other.

COUN 646  Psychopathology and Counseling  Three hours
A study of behavioral deviations, determining factors and differential diagnoses of behavior considered to deviate from normal patterns. Special attention is given to the DSM.

COUN 650  Career Guidance and Counseling  Three hours
Course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information. Emphasis is placed on understanding the interrelationships between career development and career decision-making and such factors as God’s calling, family, socio-economic status, leisure, individual interests and abilities, and other life roles.

COUN 660  Counseling Techniques and the Helping Relationship  Three hours
An intensive counseling experience designed to enhance self-awareness, promote personality exploration, and provide case discussion and analysis. Fundamentals of the therapeutic relationship and essential skills are examined.

COUN 661  Counseling Practicum: Clinical Diagnosis and Treatment Planning  Three hours
Prerequisites: (1) 18 hours of graduate coursework in Counseling, including COUN 501, 600, 606, 612, 646, and 660 (Exception: If you are in the 36 hour program, COUN 646 is not required prior to COUN 661.) (2) Admission to candidacy
This course is a clinical practicum focusing on diagnosis and treatment planning. The student will actively participate in counseling situations under professional supervision. Case presentations and discussions help to refine the student’s abilities and awareness of ethical and professional issues.

COUN 690  Thesis  Three hours

COUN 695  Directed Research in Counseling  One to three hours
Prerequisite: Offered to M.A. and Th.M. students or by permission of instructor and advisor.
Designed for advanced students in good standing who have demonstrated an ability to work on their own. Students will work with the instructor in developing a proposal for guided research in a specified area of counseling.

COUN 697  Seminar in Counseling  Three hours
An intensive study of a specific subject in counseling. This course allows variation in the approach and content of the regular curriculum.

COUN 698  Non-Resident Thesis  No hours

COUN 699  Counseling Internship  Six hours
Prerequisites: Advanced student with consent of faculty
This course offers student participation in a clinical experience under supervision in an approved agency along with supervision by a university faculty member.

Family and Consumer Sciences Faculty
Treva Babcock, A.A., B.S., M.S., Ph.D.
Chair, Department of Family & Consumer Sciences
Professor of Family & Consumer Sciences
A.A., Yakima Valley College; B.S., Washington State University; M.S., Winthrop College; Ph.D., University of North Carolina. At LU since 1983.
Ruth Gomes, B.S., M.S.
Instructor of Family & Consumer Sciences
B.S., Framingham State College; M.S., Indiana State University. At LU since 1996.

Susan Lovett, B.S., M.S.
Assistant Professor of Family & Consumer Sciences
B.S., M.S., University of Alabama. At LU since 1995.

PURPOSE
The purpose of the Department of Family and Consumer Sciences (FACS) is the amelioration of societal problems through prevention, remediation, and intervention. The Department prepares Christian professionals for leadership roles in today’s society. Professionals in FACS are synthesizers and transmitters of knowledge who work to improve the quality of living for individuals and families in the following content areas: human development/family, interior design/housing, foods/nutrition, clothing/textiles, and consumer economics/management.

LEARNING OUTCOMES
Students will:
1. integrate the Biblical perspective as it relates to each FACS content area;
2. compare and contrast the historical, current and future development of the discipline of FACS;
3. comprehend the historical movement of the family from its inception to current social practices, and apply that knowledge to improve the quality of family life;
4. communicate effectively in written and oral presentation in academic and business settings;
5. develop economic literacy and consumer competencies in a changing society; and
6. delineate and initiate the process of career development.

OMICRON GAMMAPHI HONOR SOCIETY
Omicron Gamma Phi is an Honor Society which seeks to recognize excellence among Family and Consumer Science students on Christian campuses.

The purpose of the society is symbolized in its name, OMICRON GAMMAPHI. Omicron represents the first letter in the Greek word for family. Gamma is the first letter in the word for science. Phi is the first letter in the word for light. Omicron Gamma signifies that Family and Consumer Sciences is an applied science. The Phi signifies the Christian aspect of the Honor Society.

The purpose of the society is threefold. First, Omicron Gamma Phi encourages and recognizes excellence in scholastic achievement. Second, it seeks to maintain a Christian world view through the integration of Biblical principles with academic content. Third, the society encourages service by the membership.

Criteria for membership:
1. Must have a 3.0 cumulative GPA.
2. Must have 45 hours completed.
3. Must be a FACS major.

Career Opportunities
Human Development/Family
Commission of Aging Worker/Director
Elder/Child Day Care Administrator
Nanny
Social Service Worker: City, State Federal

Work and Family Teacher: Middle School, High School
Youth Services Administrator: Substance Abuse

ConsumerEconomics/Management
Consumer Education Consultant
Free-Lance Journalist
Manufacturer’s Representative in Industry
Public Relations Specialist
Research Specialist

Interior Design/Housing
Commercial Interior Designer
Residential Interior Designer
Furniture Designer
Housing Analyst or Consultant
Real Estate Property Manager/Sales Associate

Foods/Nutrition
Cafeteria Supervisor
Dining Room Manager
Director of Quality Control
Food Service Director
Restaurant Manager

Clothing/Textiles
Designer or Assistant Designer
Fashion Coordinator
Manager of Apparel Store
Manufacturer Representative
Owner of an Alterations and Sewing Service

Program of Study
Family and ConsumerSciences Major (B.S.)
FACS 105 Introduction to Family and Consumer Sciences 3
FACS 205 Development of Contemporary Families 3
FACS 220 Clothing Management 3
or
FACS 330 Human Nutrition 3
FACS 230 Meal Management 3
FACS 350 Family Economics and Management 3
FACS 355 Program Planning and Evaluation 3
FACS Electives 18
FACS 355 3
FACS 440/441 2 + 1
Student Teaching Semester
EDUC 458 2
EDUC 460/461 3 + 3

TeacherLicensure Requirements
Endorsement: Work and Family Studies (6-12)

General Education
MATH 227 3
PSYC 210 3

Professional Education
EDUC 125/126 1 + 1
EDUC 221 2
EDUC 235/236 1 + 2
EDUC 360 2
PSYC 311 3
FACS 355 3
FACS 440/441 2 + 1

Student Teaching Semester
EDUC 458 2
EDUC 460/461 3 + 3
### Suggested Course Sequence - Family and Consumer Science

<table>
<thead>
<tr>
<th>First Year - First Semester</th>
<th>13 hours</th>
</tr>
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<tbody>
<tr>
<td>ENGL101 Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>FACS105 Introduction to Family and Consumer Sciences</td>
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<tr>
<td>PSYC210 Developmental Psychology</td>
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<td>or BIBL105 Old Testament Survey</td>
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<tr>
<td>or BIBL205 Old Testament Life and Literature</td>
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<td>or BIBL210 New Testament Life and Literature</td>
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<td>FACS230 Meal Management</td>
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<td>or FACS330 Human Nutrition</td>
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### Minors

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<thead>
<tr>
<th>Family and Consumer Sciences Minor - General</th>
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<tr>
<td>FACS105 Introduction to Family and Consumer Sciences</td>
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<tr>
<td>FACS230 Meal Management</td>
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<tr>
<td>FACS240 Concept in Interior Design</td>
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<td>FACS330 Human Nutrition</td>
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<td>FACS350 Family Economics and Management</td>
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<table>
<thead>
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<td>FACS330 Human Nutrition</td>
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<td>FACS430 Gourmet Foods</td>
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<td>FACS220 Clothing Management</td>
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<td>FACS320 Textiles: Fibers and Fabrics</td>
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<tr>
<td>FACS420 Apparel Illustration and Design</td>
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### Course Descriptions

**FACS105 Introduction to Family and Consumer Sciences**

Survey of the field of family and consumer sciences including the history, philosophy, career opportunities and trends.

**FACS205 Development of Contemporary Families**

Origin and description of contemporary American patterns in response to changes in society and technology.

**FACS220 Clothing Management**

Development and application of management and aesthetic principles in wardrobe selection, construction and maintenance. Lab fee.

**FACS230 Meal Management**

Economic factors and managerial practices related to planning, preparation and service of meals of various types. Aesthetic and cultural values associated with nutritious family meals are emphasized.

**FACS240 Concept in Interior Design**

Development of criteria for designing residential, commercial and institutional interiors. Emphasis is on analyzing special needs of individuals and families and implementing appropriate designs to fulfill those needs.

**FACS310 Parenting**

Explores the theories, trends, concepts, strategies and realities of effective parenting beginning with conception and continuing throughout the lifecycle.

**FACS315 Daycare Administration**

Functions and responsibilities involved in developing and implementing daycare programs for children and adults.
FACS 320 Textiles: Fibers and Fabrics Three hours
Study of the manufacturing processes involved in the production of fabrics from raw to finished form for use in clothing and home furnishing. The cost and care to the consumer is also analyzed.

FACS 325 Dimensions in Clothing Three hours
Study of the cultural, social, economic, psychological and physical factors which influence clothing decisions in historical and contemporary settings.

FACS 330 Human Nutrition Three hours
Chemical structure, function, digesting, metabolism and biochemical interrelationships of nutrients relating to life cycle, current issues and diet selection.

FACS 340 Housing; Consumer and Community Three hours
Sociological, psychological, economical and technological aspects of shelter are explored from both historical and contemporary perspectives.

FACS 350 Family Economics and Management Three hours
Theory and application of management related to the family throughout the life cycle. Place and function of decision-making in realizing values and goals in the use of the family resources.

FACS 355 Program Planning and Evaluation Three hours
Theories and procedures for program planning, implementation and evaluation of educational programs. Examination of issues and trends is covered.

FACS 420 Apparel Illustration and Design Three hours
Drawing the fashion figure and apparel using a variety of media. The study of design principles as they relate to apparel. Development of a line of clothing.

FACS 425 Clothing Construction Strategies Three hours
(4 hours lecture; two hours lab)
Techniques for producing high-quality garments. Emphasis on analysis of construction methods to enable one to select correct techniques for the fabric and application. Contemporary and traditional tailoring concepts are covered. Lab fee.

FACS 430 Gourmet Foods Three hours
(4 hours lecture; two hours lab)
Study and application of food theory and the cultural and sociological aspects of food. Recipe, product development and quality standards are included. Lab fee.

FACS 440 Teaching Work and Family Studies Two hours
Strategies, planning, developing, presenting and evaluating curriculum in work and family studies. The course covers leadership development and the management of a co-curricular student organization.

FACS 441 Teaching Work and Family Studies Practicum One hour
Prerequisite: Must be taken concurrently with FACS 440
The planning, presenting, and evaluation of a unit in middle school or secondary school setting.

FACS 450 Consumer Issues Three hours
In-depth look at issues which impact families, including health care, investment, retirement and taxation. The study of consumer laws and agencies that deal with consumer problems.

FACS 470 Balancing Work and Family Three hours
The management of resources in balancing the multiple roles and responsibilities of family members. Includes the application of critical thinking to resolve issues, prioritize and set goals.

FACS 495 Directed Research One to three hours
An independent study in a selected area mutually agreed upon by instructor and student.

FACS 497 Professional Seminar One to three hours
In-depth examination in selected content areas of Family and Consumer Sciences. A wide range of rotating topics is covered.

FACS 499 Family/Consumer Internship Three hours
Prerequisite: Senior standing, Family/Consumer major
An individually selected and directed practical work experience under the direction of a professional. The work experience must be closely related to the individual’s career objective.

Fine Arts

Faculty

Michael Babcock, B.A., M.F.A., Ph.D.
Assistant Professor of Humanities
B.A., M.F.A., University of North Carolina; Ph.D., University of Minnesota. At LU since 1997.

Pamela B. Beasley, B.M.E., M.M.
Assistant Professor of Music
B.M.E., University of Montevallo; M.M., Southwestern Baptist Theological Seminary. At LU since 1999.

David Ehrman, B.M., M.M.
Keyboard Area Coordinator
Professor of Music

Ruth Foley, B.A., B.Ed., M.M., D.M.A
Assistant Professor of Music
A.R.C.T., University of Toronto; A.M.S., University of Saskatchewan; L.M.M., University of Manitoba; B.A., B.Ed., University of Winnipeg; M.M., University of North Dakota; D.M.A., University of Nebraska-Lincoln. At LU since 1992.

Linda Granger, B.A., M.M.
Associate Professor of Music
B.A., Hollins College; M.M., James Madison University. At LU since 1984.

John W. Hugo, B.Mus., M.M., M.M., D.M.A.
Chair, Department of Fine Arts
Associate Professor of Music

Stephen Kerr, B.S., M.A.
Assistant Professor of Music
B.S., Liberty University; M.A., Virginia Polytechnic Institute and State University. Additional graduate studies at Florida International University; doctoral studies at University of North Carolina at Greensboro. At LU since 1990.

Wayne Kompelien, B.M.E., M.M., D.M.A.
Associate Professor of Music
B.M.E., Oral Roberts University; M.M., D.M.A., University of Kansas. At LU since 1986.

Sandra L. Matthes, B.A., M.M., Ph.D.
Associate Professor of Music
B.A., Bryan College; M.M., University of Tennessee; Ph.D., Florida State University, additional work at the University of Virginia. At LU since 1976.

**David P. Randlett, B.M., M.M.E., D.Mus.**

Associate Professor of Music

B.M. Eastern Nazarene College; M.M.E., George Peabody College for Teachers of Vanderbilt University; D.Mus., California Graduate School of Theology. At LU since 1973.


Instrumental Area Coordinator

Associate Professor of Music

B.F.A., University of South Dakota; M.M., West Virginia University; D.M., Florida State University. At LU since 1985.

**Samuel E. Wellman, B.A., M.M., D.M.**

Associate Professor of Music


**PURPOSE**

The purpose of the Department of Fine Arts is to provide academic study and training for students seeking careers in music and students wishing to pursue music courses on an elective basis. Specifically, the department seeks to prepare individuals to function as ministers of music, instrumental and choral directors, performers, and music educators. Further, the department programs are designed to prepare students for graduate training. Instructional goals seek to develop student’s music knowledge, performing skills, and aesthetic sensitivity.

**LEARNING OUTCOMES**

**CORE CURRICULUM**

1. The student will demonstrate comprehension and skills related to music theory.
2. The student will demonstrate skills in ear training and sight singing.
3. The student will demonstrate an understanding of important events, people, and styles encompassing the history of Western Music.
4. The student will demonstrate cognitive and psychomotor skills in conducting and rehearsing choral and instrumental ensembles.
5. The student will demonstrate acceptable performance skills at the piano keyboard.
6. The student will demonstrate acceptable performance technique, knowledge, and expressive musicianship in the principal performance area.
7. The student will demonstrate functional computer skills as they relate to the discipline of music.

**CHORAL SPECIALIZATION**

1. The choral specialization student will demonstrate skills in the singing pronunciation of different languages.
2. The choral specialization student will have the ability to arrange music for choral ensembles.
3. The choral specialization student will demonstrate the skills necessary for successful participation in choral ensembles.
4. The choral specialization student will demonstrate a basic understanding of the techniques of instrumental music performance.

**INSTRUMENTAL SPECIALIZATION**

1. The instrumental specialization student will demonstrate the basic skills and understanding of pedagogical knowledge related to string, woodwind, brass, and percussion performance.
2. The instrumental specialization student will have the ability to arrange music for instrumental ensembles.
3. The instrumental specialization student will demonstrate the skills necessary for successful participation in instrumental ensembles.
4. The instrumental specialization student will demonstrate a basic understanding of the techniques of vocal music performance.

**CHORAL AND INSTRUMENTAL TEACHER LICENSURE**

1. The teacher licensure student will demonstrate an understanding of child development and a familiarity with the methods and materials necessary for successful music teaching in elementary school general music.
2. The teacher licensure student will demonstrate an understanding of pedagogical techniques used in the direction of middle school and high school choral and instrumental ensembles.
3. The teacher licensure student will demonstrate an understanding of the basic principles related to classroom management.
4. The teacher licensure student will demonstrate a knowledge of standardized music tests used in the assessment and recruitment of music students.

**TEACHER LICENSURE**

Teacher preparation and endorsement in choral or instrumental music is available through the Department of Fine Arts in cooperation with the Teacher Education Department. Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education.

A student who does not desire to obtain teacher licensure may choose to complete 30 hours of elective courses in addition to the requirement for the music major.

**Career Opportunities**

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<tr>
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### Programs of Study

#### Music Major (B.M.) - Choral Specialization

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<td>Music Theory II</td>
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<td>MUSC 108</td>
<td>Music Theory II Lab</td>
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<tr>
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<td>Music Theory IV</td>
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<td>MUSC 207</td>
<td>Music Theory III Lab</td>
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<td>MUSC 208</td>
<td>Music Theory IV Lab</td>
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<tr>
<td>MUSC 311</td>
<td>Music History to 1600</td>
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<tr>
<td>MUSC 316</td>
<td>Choral Conducting</td>
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<td>MUSC 317</td>
<td>Instrumental Conducting</td>
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<tr>
<td>MUSC 318</td>
<td>Choral Arranging</td>
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<td>MUSC 393</td>
<td>Vocal Diction</td>
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<td>MUSC 498</td>
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<td>MUSC 309</td>
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<td>MUSC 311</td>
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<td>MUSC 316</td>
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<td>Brass Class</td>
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<td>String Class</td>
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#### Teacher Licensure Requirements

**Endorsement: Music: Choral or Instrumental (PreK-12)**

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<td>EDUC 235/236</td>
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<td>MUSC 390</td>
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<td>MUSC 457/458</td>
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<td>EDUC 463/464</td>
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### Suggested Course Sequence - Bachelor of Music

#### First Year - First Semester 15/14.5 hours

- ENGL 101 Grammar and Composition 3
- CHMN 101 Evangelism and Christian Life 2
- BIBL 105 Old Testament Survey 3

#### Second Year - First Semester 15/17.5 hours

- PHIL 201 Philosophy and Contemporary Ideas 3
- COMS 101 Speech Communication 3
- MUSC 205 Music Theory III 3
- MUSC 207 Music Theory III Lab 1
- MUSC 307 Orchestration 2
- MUSC 316 Choral Conducting 2
- MUSC 335 Brass Class 2
- MUSC 363 Percussion Class 1
- MUSC 374 String Class 2
- MUSC 498 Senior Recital 1

#### Second Year - Second Semester 15/14.5 hours

- GOVT 200/PSYC 200/210/SOCI 200/201 3
- HUMN 101/LANG 3
- MUSC 206 Music Theory IV 3
- MUSC 208 Music Theory IV Lab 1
- MUSC 357 Orchestration 2
- MUSC 363 Instrumental 1
- MUSC 363 Woodwind Class 2
- MUSC 363 Percussion Class 1
- MUSC 374 String Class 2
- MUSC 398 Senior Recital 1

#### Third Year - First Semester 13.5/13.5 hours

- ENGL 102 Composition and Literature 3
- MATH 3
- MUSC 106 Music Theory II 3
- MUSC 108 Music Theory II Lab 1
- PRIMARY PERFORM .5
- SECONDARY PERFORM (Choral) .5
- ENSEMBLE 1
- Elective 3
- CSER

#### Third Year - Second Semester 15/14.5 hours

- GOVT 200/PSYC 200/210/SOCI 200/201 3
- HUMN 101/LANG 3
- MUSC 206 Music Theory IV 3
- MUSC 208 Music Theory IV Lab 1
- PRIMARY PERFORM .5
- SECONDARY PERFORM (Choral) .5
- ENSEMBLE 1
- Elective 3
- CSER

#### Fourth Year - First Semester 13.5/13.5 hours

- ENGL 102 Composition and Literature 3
- MATH 3
- MUSC 106 Music Theory II 3
- MUSC 108 Music Theory II Lab 1
- PRIMARY PERFORM .5
- SECONDARY PERFORM (Choral) .5
- ENSEMBLE 1
- Elective 3
- CSER

#### Fourth Year - Second Semester 15/14.5 hours

- GOVT 200/PSYC 200/210/SOCI 200/201 3
- HUMN 101/LANG 3
- MUSC 206 Music Theory IV 3
- MUSC 208 Music Theory IV Lab 1
- PRIMARY PERFORM .5
- SECONDARY PERFORM (Choral) .5
- ENSEMBLE 1
- Elective 3
- CSER

### General Education

- MATH 227 3
- PSYC 210 3

### Professional Education

- EDUC 125/126 1+1
- EDUC 221 2
- EDUC 235/236 1+2
- EDUC 360 2
- PSYC 311 3
- MUSC 380 or 390 2
- MUSC 437/438 3+1

### Student Teaching Semester

- MUSC 490/491 1+1
- EDUC 458 2
- EDUC 463/464 4+4
### Third Year - Second Semester 14.5/16.5 hours

- **HISTORY**  
  3
- **THEO 201 Theology Survey I**  
  3
- **MUSC 299 Music History Since 1600**  
  3
- **MUSC 317 Instrumental Conducting**  
  2
- **MUSC 309 (Instrumental)**  
  2
- **PRIMARY PERFORM**  
  .5
- **ENSEMBLE**  
  1
- **APOL290 History of Life**  
  2
- **MUSC 498 Senior Recital**

### Fourth Year - First Semester 16.5/13.5 hours

- **THEO 202 Theology Survey II**  
  3
- **MUSC 311 Music History to 1600**  
  3
- **MUSC 318 (Choral)**  
  2
- **MUSC 355 (Instrumental)**  
  2
- **PRIMARY PERFORM**  
  .5
- **ENSEMBLE**  
  1
- **Electives**  
  7/4
- **CSER**

### Fourth Year - Second Semester 15/14 hours

- **SOC SCI/HIST**  
  3
- **MUSC 393 (Choral)**  
  3
- **MUSC 374 (Instrumental)**  
  2
- **MUSC 498 Senior Recital**  
  1
- **Electives**  
  8
- **CSER**

### Music Minor- Church Music

- **MUSC 105 Music Theory I**  
  3
- **MUSC 106 Music Theory II**  
  3
- **MUSC 107 Music Theory I Lab**  
  1
- **MUSC 108 Music Theory II Lab**  
  1
- **MUSC 302 Church Music Methods and Materials**  
  3
- **MUSC 307 Church Music Administration**  
  3
- **MUSC 316 Choral Conducting**
- **MUSC 400 Hymnology**

*Performance must be in one instrument only.*

**NOTES:** All students pursuing a major in music must complete a piano proficiency exam and attend a total of 56 approved concerts and/or recitals before graduation. See the Department of Music Student Handbook for further explanation. All students pursuing a music minor are required to attend a total of 24 approved concerts and/or recitals before graduation.

### Course Descriptions

**ARTS 105 Art Appreciation**  
Three hours  
Development of the satisfying discourse between the student and the work of art, employing a selective survey of major achievements and movements in the visual art of Western civilization.

**ARTS 110 Drawing I**  
Three hours  
Introduction to the rendering in pencil of simple subjects with attention to problems of edges/contours, positive/negative space, sighting/perspective, proportion, and light/shade. Lab fee.

**ARTS 210 Drawing II**  
Three hours  
Intermediate level of study of compound subjects in pencil, charcoal, and ink, continued attention to problems of ARTS 110, plus elementary composition. Lab fee.

**ARTS 220 Painting I**  
Three hours  
Prerequisite: ARTS 110 or consent of instructor.  
Introduction of acrylic painting. Classwork includes panel and canvas preparation, exercises exploring color properties, modeling of tone and illumination. Supplies will be purchased by the student.

**ARTS 320 Painting II**  
Three hours  
Prerequisites: ARTS 110 and ARTS 220  
The use of oils in the modeling of tone and illumination and the use of acrylics on chromatic studies with emphasis on individual creative development on the part of the student. Supplies will be purchased by the student.

**ARTS 495 Directed Research**  
One to three hours  

**DRAM 101 Theatre Appreciation**  
Three hours  
An introduction to the theatrical arts for the general student. The focus of the course is on theatre in our modern culture in light of its tradition in and contribution to Western civilization. The elements which compose the art of theatre will also be examined.

**DRAM 200 Play Production I**  
One hour  
Prerequisites: Audition or consent of the instructor.  
Managerial, performance, or technical aspects of major pro-
MUSC 100 Music Fundamentals Three hours
(Offered spring semester)
A preparatory course in the rudiments of music which stresses the reading and writing of music notation. This course is elective and may not be used to meet requirements in general studies or for any major. Preparation for MUSC 105.

MUSC 105 Music Theory I Three hours
(Offered fall semester)
This course is the foundation of the student’s entire musical experience and comprehension. It includes instruction in the fundamental rhythmic, melodic, and harmonic principles of tonal music. The understanding of these principles is demonstrated through partwriting exercises and the analysis of tonal music. Basic note reading in bass and treble clef is prerequisite. Placement examination given.

MUSC 106 Music Theory II Three hours
(Offered spring semester)
Prerequisite: MUSC 105
Instruction in the elements of tonal music. Principles to be learned include: seventh chords, modulation, secondary dominant and leading tone chords. Applications of these principles is made through analysis of tonal music and partwriting exercises.

MUSC 107 Aural Skills I One hour
(Offered fall semester)
The drill and development of music-reading and aural perception skills. Must be taken concurrently with MUSC 105.

MUSC 108 Aural Skills II One hour
(Offered spring semester)
Continuation of the development of music-reading and aural perception skills. Must be taken concurrently with MUSC 106.

MUSC 111 Piano Class I One hour
(Meets one hour per week.)
(Offered fall semester)
A beginning course in keyboard skills for students with little or no experience in piano and for students needing remedial study to support MUSC 105, 120 or 121. Lab fee.

MUSC 112 Piano Class II One hour
(Meets one hour per week.)
(Offered spring semester)
Prerequisite: MUSC 111
Continuation of MUSC 111. Lab fee.

MUSC 120 Voice Class One hour
Study of the voice in a class situation for the beginning vocalist. Included is a look at the physical aspects of singing, performance standards, and vocal hygiene and technique. Memorization of three songs is required. Lab fee.

MUSC 121 Voice (Freshman) One-half or one hour
Private lessons in singing, based on department policies. Admission by audition. Lab fee.

MUSC 141 Keyboard Instruments (Freshman) One-half or one hour
Private lessons in piano, organ or harpsichord performance, based on department policies. Admission by audition. Lab fee.

MUSC 151 Strings, Brass, Woodwinds, Percussion (Freshman) One hour
Private lessons in the instruments of the band and orchestra, based on department policies. Lab fee.

MUSC 180 University Chorale One hour
Prerequisite: Audition by conductor
The University Chorale is a large mixed choir ensemble which stresses the development of strong choral skills. Activities include a major concert and may also include other performances both on and off campus.

MUSC 181 Concert Choir I One hour
Prerequisite: Satisfactory vocal and sight reading skills
An auditioned choir with a repertoire of music drawn from all periods of music, both sacred and secular.

MUSC 182 Chamber Choir I One hour
An auditioned choir which performs sacred and secular music of all music periods, focusing on advanced choral repertoire.

MUSC 183 Sounds of Liberty I One hour
An auditioned ensemble. The repertoire consists of choral music, predominantly sacred, from all periods of music. Special attention is given to “gospel music” of the last 40 years to the present.

MUSC 184 Band I One hour
Open to any student with previous experience on a woodwind, brass or percussion instrument. No audition is necessary for marching band. During the fall semester, the band marches at home and selected away football games and in various parades. In the spring, the band prepares for a concert tour and its annual spring concert. Placement audition is required. Lab fee.

MUSC 185 Orchestra I One hour
Prerequisite: Consent of instructor
Open to faculty, staff and students. Auditions not required except for principal chairs. Qualified members will be invited to participate in the Liberty Chamber Orchestra and other chamber ensembles.

MUSC 186 Brass Choir I One hour
An auditioned ensemble comprised of brass instruments. Repertoire includes music from the Renaissance through the present. The purpose is to develop the proficiency and musical understanding of the student through small ensemble rehearsal and performance, including appearances on campus, presentation in schools and concerts at local churches.

MUSC 188 Woodwind Choir I One hour
An auditioned ensemble of woodwind instruments. Their varied repertoire from Renaissance to the present is performed in LU recitals, area schools and churches.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Offered</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>MUSC 205</td>
<td>Music Theory III</td>
<td>Three hours</td>
<td>Fall</td>
<td>MUSC 105, 106, 107, 108</td>
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<td></td>
<td>Instruction in musical materials including</td>
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<td>chromatic harmony of eighteenth and nineteenth</td>
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<td>century tonal practices and stylistic trends</td>
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<td>from the late nineteenth century to the present.</td>
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<td>MUSC 206</td>
<td>Music Theory IV</td>
<td>Three hours</td>
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<td>MUSC 105, 106, 107, 108, 205, 207</td>
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<td>Instruction in principles of the analysis of</td>
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<td>small and large musical forms and procedures;</td>
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<td>including binary, ternary, fugue,</td>
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<td>variation, sonata and rondo.</td>
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<tr>
<td>MUSC 207</td>
<td>Aural Skills III</td>
<td>One hour</td>
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<td>MUSC 105, 106, 107 and 108</td>
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<td>Continuation of the development of music reading</td>
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<td>and aural perception skills.</td>
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<td>Must be taken concurrently with MUSC 205.</td>
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<td>NOTE:</td>
<td>Both MUSC 211 and 212 may be completed to fulfill</td>
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<td>.5 credit hour of study in piano performance</td>
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<td>(private lessons) for either a music major or</td>
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<td>MUSC 211</td>
<td>Piano Proficiency Preparation I</td>
<td>One hour</td>
<td>Fall</td>
<td>MUSC 211. Lab fee</td>
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<tr>
<td></td>
<td>Preparatory instruction for Music Majors who are</td>
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<td>attempting the Piano Proficiency Examination</td>
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<td>required for graduation. Lab fee.</td>
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<td>MUSC 212</td>
<td>Piano Proficiency Preparation II</td>
<td>One hour</td>
<td>Spring</td>
<td>MUSC 211. Lab fee</td>
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<td>Continuation of MUSC 211.</td>
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<td>MUSC 221</td>
<td>Voice (Sophomore)</td>
<td>One-half or</td>
<td>Spring</td>
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<td>MUSC 241</td>
<td>Keyboard Instruments (Sophomore)</td>
<td>One-half or</td>
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<td>MUSC 251</td>
<td>Strings, Brass, Woodwinds, Percussion (Sophomore)</td>
<td>One-half or</td>
<td>Spring</td>
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<td>MUSC 299</td>
<td>Music History Since 1600</td>
<td>Three hours</td>
<td>Spring</td>
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<td>MUSC 302</td>
<td>Church Music Methods and Materials</td>
<td>Three hours</td>
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<td></td>
<td>Astudy of church music repertoire and pedagogy.</td>
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<td>The patterns of learning as applied to children’s</td>
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<td>to publishers and suppliers.</td>
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<td>MUSC 304</td>
<td>Keyboard Pedagogy</td>
<td>Three hours</td>
<td>Fall</td>
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<td>Analysis and teaching of piano technique.</td>
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<td>Evaluation of private class teaching methods</td>
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<td>and materials. Brief survey of piano history,</td>
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<td>construction and maintenance. Introduction to</td>
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<td>keyboard bibliography. A survey of keyboard</td>
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<td>literature styles and performance practices.</td>
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<td>MUSC 307</td>
<td>Church Music Administration</td>
<td>Three hours</td>
<td>Spring</td>
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<td>Principles and administration of church music.</td>
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<td>Includes organization, the church school,</td>
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<td>seasonal programming. Development of a music</td>
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<td>philosophy based on the Bible. Useful to the</td>
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<td>musician and pastor.</td>
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<tr>
<td>MUSC 309</td>
<td>Orchestration</td>
<td>Two hours</td>
<td>Fall</td>
<td>MUSC 105, 106, 205, 206</td>
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<td></td>
<td>Instrumentation for orchestra and symphonic</td>
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<td>band. Course assignments are primarily scoring</td>
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<td>for the various instrumental sections, culminating</td>
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<td>in a setting for full orchestra or band of a</td>
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<td>selected keyboard work.</td>
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<td>MUSC 311</td>
<td>Music History to 1600</td>
<td>Three hours</td>
<td>Fall</td>
<td>MUSC 105, 106, 205 and 206</td>
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<td>Asurvey of Western European art and music from</td>
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<td>500 B.C. to 1600 A.D.</td>
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<tr>
<td>MUSC 316</td>
<td>Choral Conducting</td>
<td>Two hours</td>
<td>Fall</td>
<td>MUSC 105 and 106</td>
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<td>Expressive approach to directing choral</td>
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<td>ensembles. Development of basic conducting</td>
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<td>techniques with emphasis on musical interpretation</td>
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<td>MUSC 317</td>
<td>Instrumental Conducting</td>
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<td>Expressive approach to directing instrumental</td>
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<td>ensembles. Development of baton and left-hand</td>
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<td>techniques with emphasis on musical interpretation</td>
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<td>of selected works. In-depth discussion of</td>
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<td>personal study, rehearsal techniques and</td>
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<td>performance.</td>
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<tr>
<td>MUSC 318</td>
<td>Choral Arranging</td>
<td>Two hours</td>
<td>Fall</td>
<td>MUSC 105, 106, 205, 206</td>
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<td>Astudy of the techniques and procedures required</td>
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<td>in arranging and composing for voices through</td>
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<td>extensive written assignments.</td>
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<td>MUSC 319</td>
<td>Choral Literature</td>
<td>Two hours</td>
<td>Fall</td>
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<td>Astudy of sacred and secular choral literature,</td>
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<td>medieval to the present; emphasis on the</td>
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<td>madrigal, oratorio, contemporary British and</td>
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<td>American music.</td>
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<td>MUSC 321</td>
<td>Voice (Junior)</td>
<td>One-half or</td>
<td>Spring</td>
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<td>MUSC 341</td>
<td>Keyboard Instruments (Junior)</td>
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<td>to publishers and suppliers.</td>
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</table>
A survey of the nature and function of the hymn since ancient times. Attention is given to related forms such as psalmody, popular religious songs of the Renaissance, fuguing tunes, and the gospel song.

**MUSC 401 Art of Accompaniment** Two hours  
(Offered on demand)  
Vocal and instrumental, solo and ensemble literature from various periods of music history will be studied from the viewpoint of the accompanist.

**MUSC 407 Solo Vocal Literature** Three hours  
(Offered spring semester, odd numbered years)  
Prerequisite: MUSC 206  
A survey of solo literature for the voice from the Baroque period to the present. Emphasis on the German Lied and French melodie. Required for all voice majors.

**MUSC 408 Vocal Pedagogy** Three hours  
(Offered spring semester, even numbered years)  
Prerequisite: Consent of instructor  
Acquainting the prospective vocal instructor with the complex psychophysical phenomena of the vocal act, with the hope that scientific facts, linguistic knowledge and aesthetic understandings will provide one with tools to diagnose vocal problems, understand the voice of the student and guide him to beautiful interpretation of song.

**MUSC 411 Marching Band Techniques** Two hours  
(Offered on demand)  
A study of the methods and materials utilized in the development of marching band drill design. Students will demonstrate the ability to create idea sketches, analyze music and movement, and transform ideas into detailed movement on the field, computerized drill design, computer software, and the mechanics of charting are discussed.

**MUSC 421 Voice (Senior)** One-half or one hour  
Continuation of private lessons in singing, based on department policies. May be repeated as needed. Lab fee.

**MUSC 437 Music Methods and Materials** Three hours  
(Offered fall semester)  
Prerequisite: Admission to the Teacher Licensure Program  
A study of the methods and materials used in the development of music programs on the elementary, middle and secondary grade levels. In the study of elementary school methods, emphasis is placed on curriculum and instruction design and the Orff and Kodaly methods. The development of general music studies and vocal and instrumental programs in the middle and secondary grade levels are discussed. Tests and measurements and discipline strategies for all grade levels are examined.

**MUSC 438 Music Methods and Materials Practicum**  
One hour  
Prerequisite: to be taken concurrently with MUSC 437  
The student will be required to prepare a unit, teach in a classroom setting and evaluate the experience.

**MUSC 441 Keyboard Instruments** One-half or one hour  
Prerequisite: Admission of two semesters of MUSC 341  
Continuation of private lessons in piano or organ, based on department policies. May be repeated as needed. Lab fee.

**MUSC 451 Strings, Brass, Woodwinds** One-half  
Percussion (Senior) or one hour

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 351</td>
<td>Strings, Brass, Woodwinds</td>
<td>One-half or one hour</td>
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<td>Percussion (Junior)</td>
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<td>Prerequisites:</td>
<td>A minimum of two semesters of MUSC 251 and a pass on the Degree Candidacy Audition. Continued of private lessons in the instruments of the band and orchestra, based on department policies. Lab fee.</td>
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| MUSC 355    | Brass Class                    | Two hours |
| Prerequisites: | (Offered spring semester) |
| Preparation for teaching brass instruments. Emphasis on teaching technique and actual playing of brass instruments. |

| MUSC 357    | Woodwind Class                 | Two hours |
| Prerequisites: | (Offered fall semester) |
| Preparation for teaching woodwind instruments. Emphasis on teaching technique and actual playing of woodwind instruments. |

| MUSC 363    | Percussion Class               | One hour |
| Prerequisites: | (Offered spring semester) |
| Preparation for teaching the basic percussion instruments and traps. Development of demonstration and playing abilities. |

| MUSC 374    | String Class                   | Two hours |
| Prerequisites: | (Offered spring semester) |
| Preparation for teaching the string instruments. Emphasis on teaching technique and actual playing of string instruments. |

| MUSC 375    | String Pedagogy                | Three hours |
| Prerequisites: | (Offered on demand) |
| Prerequisite: | MUSC 374 or consent of instructor |

| MUSC 380    | Instrumental Overview          | Two hours |
| Prerequisites: | (Offered fall semester) |
| Attendance of the instructional techniques of woodwind, brass, string and percussion instruments for vocal music teachers. This course is designed to prepare vocal music teachers for teaching musical instruments at the basic skills level. Teaching skills involved in holding the instrument, embouchure, various aspects of technique, and ensemble playing principles are stressed. Lab fee. |

| MUSC 390    | Foundations of Vocal Technique  | Two hours |
| Prerequisites: | (Offered spring semester) |
| Attendance of the instructional techniques of woodwind, brass, string and percussion instruments for vocal music teachers. This course is designed to prepare vocal music teachers for teaching musical instruments at the basic skills level. Teaching skills involved in holding the instrument, embouchure, various aspects of technique, and ensemble playing principles are stressed. No lab fee. |

| MUSC 393    | Vocal Diction                  | Three hours |
| Prerequisites: | (Offered fall semester) |
| The study of Latin, Italian, German and French pronunciation (enunciation and articulation) as applied to vocal texts in these languages, through use of the International Phonetic Alphabet. |

| MUSC 400    | Hymnology                      | Two hours |
| Prerequisite: | (Offered spring semester) |
| Prerequisite: | MUSC 311 or consent of instructor |

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Prerequisites: A minimum of two semesters of MUSC 351
Continuation of private lessons in the instruments of the
band and orchestra, based on department policies. May be
repeated as needed. Lab fee.

MUSC 470 Opera Workshop One hour
A synthesis of performance practice and stage movement
related to opera. The course culminates in a performance of a
work rehearsed during the semester. Entrance based on an
audition.

MUSC 480 University Chorale II One hour
Prerequisite: Four semesters of MUSC 180
Continuation of MUSC 180.

MUSC 481 Concert Choir II One hour
Prerequisite: Four semesters of MUSC 180, 181 and/or 182
Continuation of MUSC 181.

MUSC 482 Chamber Choir II One hour
Prerequisite: Four semesters of MUSC 180, 181 and/or 182
Continuation of MUSC 182.

MUSC 483 Sounds of Liberty II One hour
Prerequisite: Four semesters of MUSC 183
Continuation of MUSC 183.

MUSC 484 Band II One hour
Prerequisite: Four semesters of MUSC 184 and/or 185
Continuation of MUSC 184. Lab fee.

MUSC 485 Orchestra II One hour
Prerequisite: Four semesters of MUSC 184 and/or 185
Continuation of MUSC 185.

MUSC 486 Brass Choir II One hour
Prerequisite: Four semesters of MUSC 186
Continuation of MUSC 186.

MUSC 488 Woodwind Choir II One hour
Prerequisite: Four semesters of MUSC 188
Continuation of MUSC 188.

MUSC 490 Advanced Methods and Materials Practicum One hour
Prerequisite: Admission to Student Teaching
Taken simultaneously with Student Teaching. Readings and
discussions appropriate to the student teaching experience.
Questions and problems encountered during Student Teaching
will be given special attention.

MUSC 491 Advanced Methods and Materials Practicum One hour
Prerequisite: Admission to Student Teaching
A one-hour practicum taken simultaneously with Student
Teaching. Taken along with MUSC 490, it enables the students
to observe various methods used in area music programs.

MUSC 495 Directed Research One to three hours
Directed research into musicological topics, such as music
history, theory, sociology, iconography or any of the other major
areas of music research. The research will be presented as a
completed research paper, lecture or lecture-recital. Students
will be directed individually or in small seminar groups, as may
be appropriate. Directed research may also be done in practical
aspects of music performance and administration.

MUSC 497 Special Topics in Music One to three hours
In-depth study of music materials used by the participant in
preparation and presentation of senior recital. Lab fee.

MUSC 498 Senior Recital One hour
Orientation to music teaching in the church, survey of cur-
rent practices, observation of live rehearsal situations.
Opportunity to rehearse a choir for presentation to the public.

Health Sciences
Faculty
Chair, Department of Health Sciences
Associate Professor of Health Sciences
B.S., The King's College; M.Ed., Ed.D., University of
Massachusetts-Amherst. At LU since 1994.

Joseph Mix, B.S., D.M.D.
Associate Professor of Health Sciences
B.S., Dickinson College; D.M.D., University of Pittsburgh.
At LU since 1995.

Judy Sandlin, B.S., M.S., Ph.D.
Associate Professor of Health Sciences
B.S., Louisiana Tech; M.S., Baylor University; Ph.D., Texas
A&M. At LU since 2000.

PURPOSE
The Department of Health Sciences prepares students for
employment as Health Educators in community agencies,
health care providers, industry, and schools or in partial prepa-
ration for a health profession career.

LEARNING OUTCOMES
HEALTH PROMOTION MAJOR
1. Students will develop a working knowledge of
human anatomy, physiology, nutrition and disease
pathology.
2. Students will develop an appreciation for person-
al health advocacy concerning prevention and
behavior modification techniques.
3. Students will develop the communication skills
necessary to perform as health educators.
4. Students will develop the knowledge and skill
base to assess individual and community needs
for health education.
5. Students will develop the skills necessary to plan,
implement and evaluate effective health education
programs.
6. Students will develop the skills necessary to per-
form as professional health educators.

TEACHER LICENSURE
Teacher preparation and endorsement in health/physical edu-
cation is available through the Department of Health Sciences
in cooperation with the Sport Sciences Department and the
Teacher Education Department. Those wishing to pursue teach-
ing-related programs should seek information from the Teacher
Licensure Office in the School of Education.

Career Opportunities
Cooperation Extension Service Educator (nutrition and com-
municable disease background helpful)
Drug Rehabilitation Administrator or Counselor (counseling
background helpful)
Exercise/Fitness Leader at health spa or center (fitness back-
ground needed)
Fitness or Wellness Coordinator in corporation (exercise phys-
ology background needed)
Grant Writer in government agency or health department
Health Educator in public health departments and disease
specific agencies
Health Educator in voluntary agency
Health Materials Writer (journalism or communications background helpful)
Hospice or Nursing Home Counselor/Educator (gerontology background helpful)
Insurance Company Underwriter or Loss Control Analyst
International health work in WHO, Peace Corps, USAID, etc. (community development skills required)
Missions and cross-cultural planning and community development
Patient Educator in hospital or clinic
Product Sales Representative in pharmaceutical company
Teaching in public and Christian schools (state teacher license required)
Wellness or Inservice Education Coordinator in hospital or medical care facility
Youth or Senior Citizen Program Coordinator (recreation background helpful)

### Program of Study

#### Health Promotion Major (B.S.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FACS 330</td>
<td>Human Nutrition</td>
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<tr>
<td>HLTH 105</td>
<td>Introduction to the Health Profession</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 216</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 252</td>
<td>Drugs in Society</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 350</td>
<td>Introduction to Public and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 420</td>
<td>Principles of Behavior Change and Health Counseling</td>
<td>3</td>
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<tr>
<td>HLTH 444</td>
<td>Principles of Epidemiology and Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 452</td>
<td>Methods and Materials for Community Health Education</td>
<td>3</td>
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<tr>
<td>HLTH 453</td>
<td>Health Planning and Promotion</td>
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<td>HLTH 491</td>
<td>Grantsmanship</td>
<td>3</td>
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<td>HLTH 499</td>
<td>Professional Practice in Health Science</td>
<td>3</td>
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<tr>
<td>HLTH Electives</td>
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<tr>
<td>BIOL 203, 211, 212 and CHEM 107 or 121 are required.</td>
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#### Teacher/Licensure Requirements

**Endorsement: Health/Physical Education (PreK-12)**

**General Education**

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<tr>
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<td>MATH 227</td>
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<td>PSYC 210</td>
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**Major: Physical Education**

**Professional Education**

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<td>EDUC 125/126</td>
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<td>EDUC 235/236</td>
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<td>EDUC 360</td>
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<td>PSYC 311</td>
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<td>HLTH 440/441</td>
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<td>PHED 245</td>
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<td>PHED 313</td>
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<td>PHED 450/322</td>
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<td>PHED 451/326</td>
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**Student Teaching Semester**

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<td>EDUC 469/470</td>
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### Suggested Course Sequence - B.S. Health Promotion

#### First Year - First Semester 15 hours

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 101</td>
<td>Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>CHMN 101</td>
<td>Evangelism and Christian Life</td>
<td>2</td>
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<tr>
<td>HUMN 101/LANG</td>
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<td>3</td>
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<tr>
<td>BIBL 105</td>
<td>Old Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>or BIBL 205</td>
<td>Old Testament Life and Literature</td>
<td>3</td>
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<tr>
<td>HLTH 105</td>
<td>Introduction to the Health Profession</td>
<td>3</td>
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<tr>
<td>GNEP 101</td>
<td>Contemporary Issues I</td>
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#### First Year - Second Semester 16 hours

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<td>ENGL 102</td>
<td>Composition and Literature</td>
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<tr>
<td>MATH</td>
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<td>COMS 101</td>
<td>Speech Communication</td>
<td>3</td>
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<td>GEN ED ELEC</td>
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<tr>
<td>BIBL 110</td>
<td>New Testament Survey</td>
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<tr>
<td>or BIBL 210</td>
<td>New Testament Life and Literature</td>
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<tr>
<td>GNEP 102</td>
<td>Contemporary Issues I</td>
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<tr>
<td>ENGL 110</td>
<td>Survey of Literature</td>
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<td>BIOL 211</td>
<td>Human Anatomy and Physiology I</td>
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<td>CHEM 107/121</td>
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<td>APOL 290</td>
<td>History of Life</td>
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<td>SOC SCI/HIST</td>
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<td>THEO 201</td>
<td>Theology Survey I</td>
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<tr>
<td>FACS 330</td>
<td>Human Nutrition</td>
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<td>Elective</td>
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<tr>
<td>THEO 202</td>
<td>Theology Survey II</td>
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<td>HLTH 350</td>
<td>Introduction to Public and Community Health</td>
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<td>BIOL 203</td>
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#### Third Year - Second Semester 15 hours

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<tbody>
<tr>
<td>HISTORY</td>
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<tr>
<td>PHIL 201</td>
<td>Philosophy and Contemporary Ideas</td>
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<td>HLTH 252</td>
<td>Drugs in Society</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 452</td>
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<tr>
<td>Electives</td>
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#### Fourth Year - First Semester 15 hours

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<tr>
<td>HLTH 453</td>
<td>Health Planning and Promotion</td>
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<tr>
<td>HLTH 491</td>
<td>Grantsmanship</td>
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<tr>
<td>GOVT 200/PSYC 200/210/SOC II 200/201</td>
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<tr>
<td>PSYC 361</td>
<td>Marriage and Family</td>
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<td>HLTH 444</td>
<td>Principles of Epidemiology and Biostatistics</td>
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Course Descriptions

**Fourth Year - Second Semester**

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<th>Course Title</th>
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<tbody>
<tr>
<td>HLTH 420</td>
<td>Principles of Behavior Change and Health Counseling</td>
<td>3</td>
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<td>HLTH 499</td>
<td>Professional Practice in Health Science</td>
<td>6</td>
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<tr>
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<td>CSER</td>
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**Minors**

- Health Promotion Minor
  - BIOL211 Human Anatomy and Physiology I 4
  - BIOL212 Human Anatomy and Physiology II 4
  - HLTH 350 Introduction to Public and Community Health 3
  - HLTH 420 Principles of Behavior Change and Health Counseling 3
  - HLTH 453 Health Planning and Promotion 3

**Health Endorsement**

(With Physical Education major)

- HLTH 205 Accident Prevention and Care 3
- HLTH 216 Personal Health 3
- HLTH 402 School Health Program 3
- HLTH 440/441 Methods and Resources in Teaching Applied Sciences in Schools/Practicum 2+1
- FACS 330 Human Nutrition 3

**Minors**

- Health Promotion Minor
  - BIOL211 Human Anatomy and Physiology I 4
  - BIOL212 Human Anatomy and Physiology II 4
  - HLTH 350 Introduction to Public and Community Health 3
  - HLTH 420 Principles of Behavior Change and Health Counseling 3
  - HLTH 453 Health Planning and Promotion 3

**Health Endorsement**

(With Physical Education major)

- HLTH 205 Accident Prevention and Care 3
- HLTH 216 Personal Health 3
- HLTH 402 School Health Program 3
- HLTH 440/441 Methods and Resources in Teaching Applied Sciences in Schools/Practicum 2+1
- FACS 330 Human Nutrition 3

**Fourth Year - Second Semester (13 hours)**

- HLTH 420 Principles of Behavior Change and Health Counseling 3
- HLTH 499 Professional Practice in Health Science 6
- Electives 4

**Course Descriptions**

**HLTH 105** Introduction to the Health Professions

A survey of the health professions and requirements for educational, job and market demands in selected health careers, including health promotion philosophy, goals, history and development.

**HLTH 205 ** Accident Prevention and Care (First Aid)

Principles of accident prevention and personal safety with emphasis upon development of knowledge and skills needed for dealing with emergencies which may be faced in a variety of settings. First aid and CPR certification is included. Lab fee.

**HLTH 216 ** Personal Health

A study of considerations and current trends in the areas of personal and community health. Emphasis is given to personal responsibility for healthy lifestyle management.

**HLTH 252 ** Drugs in Society

An examination of alcohol, tobacco and other drugs’ effects upon individual, school and community.

**HLTH 350 ** Introduction to Public and Community Health

Prerequisite: HLTH 105, 216 or consent of instructor
An introduction to public and community health issues or problems at the local, state and national levels.

**HLTH 380 ** Health Problems of the Aged

Prerequisite: Junior/Senior standing or consent of instructor
The study of major health problems and issues concerning older adults. Emphasis will be placed on prevention of disease and health promotion among older adults.

**HLTH 400 ** Contemporary Health Issues

(Offered fall semester)
An examination of selected topics and principles in health instruction, promotion and professions as they relate to current health trends and philosophy. An integrative study course.

**HLTH 402 ** The School Health Program

(Offspring spring semester)
Prerequisite: Junior standing
A study of school health programs, their philosophy and curriculum content from elementary through high school grades. Methods and procedures for the teaching of health education are emphasized.

**HLTH 420 ** Principles of Behavior Change and Health Counseling

(Offered spring semester)
Prerequisites: HLTH 105, 216
A study of theory and practice of behavioral change or verification that leads to a healthy lifestyle. Group and individual intervention techniques with follow-up health counseling theory and application will be emphasized.

**HLTH 440/441 ** Methods and Resources in Teaching Applied Sciences in Schools

Prerequisite: Introduction to Teacher Licensure Program
A study of classroom related instruction in applied sciences with an emphasis on delivery system, student needs and materials that can be utilized.

**HLTH 441 ** Methods and Resources in Teaching Applied Sciences in School Practicum

Prerequisite: to be taken concurrently with HLTH 440
The student will be required to prepare a unit, teach in a secondary classroom setting and evaluate the experience.

**HLTH 444 ** Principles of Epidemiology and Biostatistics

(Offered fall semester)
Pre-requisites: MATH 201, BIOL 203, or consent of the instructor
A study of epidemiology, the basic science of public health. Epidemiology will be viewed as: 1) a quantitative basic science built on sound research methods; 2) a method of causal reasoning based on developing and testing hypotheses pertaining to the occurrence and prevention of morbidity (disease) and mortality (death); and 3) a tool for public health action to promote and protect the public’s health.

**HLTH 452 ** Methods and Materials in Community Health Education

Prerequisite: HLTH 105 and 216, or consent of instructor
Development, usage and evaluation of print and non-print materials and methods for health educators in the community setting.

**HLTH 453 ** Health Planning and Promotion

(Offered fall semester)
An introduction to organizational strategies relevant to business or government employment as Directors of Health Promotion and/or Employee Assistance Programs.

**HLTH 491 ** Grantsmanship

An introduction to the world of public, corporate and private foundations. Topic research, organizational communications,
protocol, budget development and grant writing are empha-
sized skill areas.

**HLTH 495** Directed Research  
One to three hours

**HLTH 497** Health Seminar  
One to three hours

A comprehensive study of health promotion principles and problems in selected areas of health science which may include: stress management, weight control, environment, smoking cessation, family life education, human diseases, etc. (May be repeated to a total of six hours in different content areas.)

**HLTH 499** Professional Practice in Health Science  
Two to twelve hours

Prerequisites: Consent of instructor. Cumulative GPA of 2.35 and CPR/First Aid Certification.

Practical work experience in an approved health agency, supervised by a qualified health specialist.

**History**

**Faculty**

**Homer Blass, B.A., M.A., Ph.D.**  
Associate Professor of History  
B.A., Tulsa University; M.A. University of Illinois-Urbana; Ph.D., University of Missouri-Columbia; additional work at United States Military Academy, West Point. At LU since 1983.

**John W. Donaldson, B.S., B.S. in Ed., A.M., Ph.D.**  
Professor of Geography and Education  
B.S. Cedarville College; B.S. in Ed., Central State University; A.M., Ph.D., University of Michigan; post-graduate work at the University of Virginia, Old Dominion University and Virginia Tech. At LU since 1978.

**Cline E. Hall, B.A., M.A., M.Div., Ph.D.**  
Chair, Department of History  
Associate Professor of History  
B.A., M.A., M.Div., University of Richmond; M.Div., Southern Baptist Theological Seminary; Ph.D., University of Tennessee. At LU since 1977.

**William E. Matheny, B.S., M.Div., M.A., Ph.D.**  
Professor of History and Missions, Cross Cultural Studies  
Diploma, Institute of Spanish Studies; Diploma, Alfalet, Institute for Literacy Studies; B.S., University of Illinois at Urbana; M.Div., Southwestern Baptist Theological Seminary; M.A., Ph.D., Texas Christian University. At LU from 1978 to 1985, 1987 to present.

**Stephen Putney, B.S., M.A.**  
Assistant Professor of History  
B.S., Olivet Nazarene College; M.A., Ball State University; Ph.D. Candidate, University of Illinois. At LU since 1995.

**Boyd C. Rist, B.A., M.A., Ph.D.**  
Vice President for Academic Affairs  
Professor of History  
B.A., University of South Dakota; M.A., University of Minnesota; Ph.D., University of Virginia; additional graduate study at the University of Minnesota. At LU since 1973.

**Mark W. Steinhoff, B.A., M.A., Ph.D.**  
Associate Professor of History  
B.A., Columbia University; M.A., Johns Hopkins University; Ph.D., New York University. At LU since 1977.

**PURPOSE**

The History Department exists for the purpose of offering courses in the study of humanity which would present to them an understanding of their relationship on society.

**LEARNING OUTCOMES**

Students will:

1. develop a Christian world view by studying God’s revelation in history.
2. learn about American cultural distinctives, including the democratic process and the free enterprise system.
3. demonstrate knowledge in research methodology that can be used in many vocations.
4. enhance communication skills.
5. apply methods of data analysis which can be used in various vocations relating to the liberal arts.
6. realize the many career opportunities available to history and social science majors.
7. gain knowledge about other cultures so that a student can break the ties of provincialism.
8. acquire a global perspective so as to understand world societies and cultures.

**PHI ALPHA THETA HONOR SOCIETY**

PHI ALPHA THETA is dedicated to recognizing and encouraging excellence in the study of history. Chapter activities provide members with opportunities for sharing and advancing their professional interests. Lectures and field trips are designed to awaken historical interest, and to promote interaction between students and faculty. An annual regional meeting builds rapport with chapters at neighboring institutions.

Criteria for membership:

An undergraduate student must have completed at least twelve semester hours in history with a grade in all history courses averaging above the second highest grade on the working scale, must have a general average of at least the second highest grade in the working scale in at least two-thirds of the remainder of his/her work, and must rank in the highest 35% of the class.

**TEACHER LICENSURE**

Teacher preparation and endorsement in history/social studies is available through the Department of History in cooperation with the Teacher Education Department. Those wishing to pursue teaching-related programs should seek information from the Teacher Licensure Office in the School of Education.

**Career Opportunities**

Archaeologist  
Architectural Historian  
Archival Management  
Bibliographer  
Data Processor for Investment Firms  
Diplomat  
Genealogist  
Historian for Government Agencies  
Historian for Business Corporations  
Historical Editor  
Historical Preservationist  
Historical Site Interpreter  
Information Consultant  
Lawyer  
Manager of Historical Societies  
Market Researcher  
Museum Curatorship  
Oral Historian  
Public Policy Director  
Records and Information Manager  
Research Assistant  
Research/Reference Librarian  
Researcher/Writer for Historical Films  
Researcher/Writer for Media  
Social Scientist  
Teacher
Programs of Study

History Major (B.A. or B.S.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIUS 221</td>
<td>Survey of American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIUS 222</td>
<td>Survey of American History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST300</td>
<td>Introduction to the Study of History</td>
<td>3</td>
</tr>
<tr>
<td>HIST Electives (300-400 level)*</td>
<td>27</td>
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</tr>
</tbody>
</table>

* At least one course to be selected from five clusters in early Europe, modern Europe, United States before 1865, United States after 1865 and Third World. See History advisors for specifics.

Directed Electives -- Choose two of the following: ECNC 213, 214, GOVT 220, GEOG 200

History Major (B.A.)

International Studies Specialization

<table>
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<tr>
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<tr>
<td>GOVT340</td>
<td>International Relations</td>
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<tr>
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<td>Survey of American History I</td>
<td>3</td>
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<tr>
<td>HIUS 222</td>
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</tr>
<tr>
<td>HIST300</td>
<td>Introduction to the Study of History</td>
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Choose eight electives (at least two from each group):

1. GOVT 403, 425, GEOG 410, HIUS 370 or 480
3. GOVT 338, HITW471, 472, 441 or 450
3. GOVT 330, 332, HIEU 370, 380, 390, 450, 460 or 485

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Teacher Licensure Requirements

Endorsement: Social Sciences (6-12)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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| General Education
| MATH 227     |                                            | 3       |
| PSYC 210    |                                            | 3       |

Professional Education

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<td>EDUC 235/236</td>
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<td>EDUC 360</td>
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<td>EDUC 419/420</td>
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Student Teaching Semester

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<tr>
<td>EDUC 425</td>
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<tr>
<td>EDUC 435/436</td>
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<td>EDUC 458</td>
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Suggested Course Sequence - History B.A.

First Year - First Semester 15 hours

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<tr>
<td>ENGL101</td>
<td>Grammar and Composition</td>
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<tr>
<td>COMS 101</td>
<td>Speech Communication</td>
<td>3</td>
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<tr>
<td>CHMN 101</td>
<td>Evangelism and Christian Life</td>
<td>2</td>
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<tr>
<td>BIBL105</td>
<td>Old Testament Survey</td>
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or

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Second Year - First Semester 16 hours

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<tr>
<td>ENGL102</td>
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<td>MATH</td>
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<tr>
<td>HUMN 101/LANG</td>
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<tr>
<td>HIEU 202</td>
<td>History of Western Civilization II</td>
<td>3</td>
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<tr>
<td>BIBL 110</td>
<td>New Testament Survey</td>
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or

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<td>GNED 102</td>
<td>Contemporary Issues II</td>
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Second Year - Second Semester 17 hours

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<tr>
<td>HIUS 222</td>
<td>Survey of American History II</td>
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<tr>
<td>GEOG 200</td>
<td>Introduction to Geography</td>
<td>3</td>
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<tr>
<td>THEO 202</td>
<td>Theology Survey II</td>
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<td>APOL290</td>
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Third Year - First Semester 15 hours

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<tr>
<td>PHIL201</td>
<td>Philosophy and Contemporary Ideas</td>
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<td>LANGUAGE</td>
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<td>HIST300</td>
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Third Year - Second Semester 15 hours

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Fourth Year - First Semester 15 hours

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Fourth Year - Second Semester 13 hours

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<tr>
<td>SPECIALIZATION</td>
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<td>Electives</td>
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Suggested Course Sequence - History B.S.

First Year - First Semester 15 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>ENGL101</td>
<td>Grammar and Composition</td>
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<td>CHMN 101</td>
<td>Evangelism and Christian Life</td>
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<td>HUMN 101/LANG</td>
<td></td>
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<td>HIEU 201</td>
<td>History of Western Civilization I</td>
<td>3</td>
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<tr>
<td>BIBL105</td>
<td>Old Testament Survey</td>
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or

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<tbody>
<tr>
<td>BIBL 110</td>
<td>Old Testament Life and Literature</td>
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<td>GNED 101</td>
<td>Contemporary Issues I</td>
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### Program of Study

**Social Sciences Major (B.S.)**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ECNC 213</td>
<td>Principles of Economics I (Micro)</td>
<td>3</td>
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<tr>
<td>ECNC 214</td>
<td>Principles of Economics II (Macro)</td>
<td>3</td>
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<tr>
<td>GEOG 200</td>
<td>Introduction to Geography</td>
<td>3</td>
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<td>GEOG Elective (300-400 level)</td>
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<tr>
<td>GOVT200</td>
<td>Constitutional Government and Free Enterprise</td>
<td>3</td>
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<tr>
<td>GOVT220</td>
<td>American Government</td>
<td></td>
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<tr>
<td>GOVT Electives (300-400 level)</td>
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<td>6</td>
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<tr>
<td>HIUS 221</td>
<td>Survey of American History I</td>
<td>3</td>
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### Suggested Course Sequence - Social Sciences

#### First Year - First Semester
- **ENGL101** Grammar and Composition: 3 units
- **CHMN 101** Evangelism and Christian Life: 2 units
- **HIEU 201** History of Western Civilization I: 3 units
- **HUMN 101/LANG 3** Old Testament Survey: 3 units

#### Second Year - First Semester
- **NAT SCI/MATH BUSI 102** Principles of Economics I (Micro): 3 units
- **HIEU 202** History of Western Civilization II: 3 units
- **HUMN 101/LANG 3** Old Testament Survey: 3 units
- **GOVT 200/PSYC 200/210/SOCI 200/210** American Government: 3 units

#### Third Year - First Semester
- **ECNC 213** Principles of Economics I (Micro): 3 units
- **HUMN 101/LANG 3** Old Testament Survey: 3 units
- **GOVT 210** History of Western Civilization II: 3 units
- **HUMN 101/LANG 3** Old Testament Survey: 3 units
- **GOVT 200/PSYC 200/210/SOCI 200/210** American Government: 3 units

#### Fourth Year - First Semester
- **ECNC 213** Principles of Economics I (Micro): 3 units
- **HUMN 101/LANG 3** Old Testament Survey: 3 units
- **GOVT 210** History of Western Civilization II: 3 units
- **HUMN 101/LANG 3** Old Testament Survey: 3 units
- **GOVT 200/PSYC 200/210/SOCI 200/210** American Government: 3 units
- **ECNC 213** Principles of Economics I (Macro): 3 units
- **HUMN 101/LANG 3** Old Testament Survey: 3 units
- **GOVT 210** History of Western Civilization II: 3 units
- **HUMN 101/LANG 3** Old Testament Survey: 3 units
- **GOVT 200/PSYC 200/210/SOCI 200/210** American Government: 3 units

*At least one course to be selected from five clusters in early Europe, modern Europe, United States before 1865, United States after 1865 and Third World. See History advisors for specifics.*
Fourth Year - First Semester 15 hours
ENGL LIT SURVEY 3
HIST (300/400) 3
GOVT(300/400) 3
Electives 6
CSER

Fourth Year - Second Semester 16 hours
HIST(300/400) 6
GOVT(300/400) 3
Electives 7
CSER

Minor
History Minor
History Survey (200 level) 3
HIST300 Introduction to the Study of History 3
HIST Electives (300-400 level) 9 15

Course Descriptions
GEOG 200 Introduction to Geography Three hours
An introduction course in the physical and cultural phenomena of the earth, stressing spatial distribution of these phenomena.

GEOG 410 Global Issues in Geography Three hours
(Offered spring semester, odd numbered years)
Prerequisite: Junior standing with at least one course from the following areas: international business or government, or biology
A course dedicated to showing the interrelationships between geography and fields of study supportive of geography in such issues as national security, environmental crises, and global interdependence. Extensive writing and communication skills can be expected.

GEOG 420 Regional Studies in Geography Three hours
(Offered spring semester, even numbered years)
Prerequisites: Junior or senior standing
A geographic approach to a specific region of the world through historic, cultural, economic, political and physical geography. Course may be repeated as topics vary.

GEOG 495 Directed Research One to three hours

GEOG 497 Special Topics in Geography One to three hours

EUROPEAN HISTORY
HIEU 201 History of Western Civilization I Three hours
A survey of the major currents in Western civilization from its beginnings in the ancient Near East through the Enlightenment.

HIEU 202 History of Western Civilization II Three hours
A survey of the major currents in Western civilization since the Age of Louis XIV.

HIEU 321 Greek Civilization Three hours
(Offered fall semester, odd numbered years)
Prerequisite: HIEU 201
A survey of the ideas and institutions of the Greeks from their arrival to Alexander the Great, emphasizing the rise of the city-state, the birth of philosophy, the flowering of the arts and the interaction with oriental culture.

HIEU 322 Roman Civilization Three hours
(Offered fall semester, even numbered years)
Prerequisite: HIEU 201
A history of the Roman state and culture from Romulus to Justinian, emphasizing territorial expansion, the republic, the Roman revolution, maintenance of autocracy, the thrust of Christianity into the Roman world, the fall of the empire and the heirs of Rome.

HIEU 360 The Medieval Experience Three hours
(Offered spring semester, odd numbered years)
Prerequisite: HIEU 201
An introduction to the main events and achievements of the period 300-1500 in the Latin, Byzantine and Muslim worlds.

HIEU 366 Foundations of the Modern Western World Three hours
(Offered spring semester, even numbered years)
Prerequisite: HIEU 201
An integrative study of Europe during the years 1450-1650: developments in literature, art, architecture, music, religion, political structures, and foundations for modern western culture.

HIEU 370 Eighteenth Century Europe Three hours
(Offered fall semester, odd numbered years)
Prerequisite: HIEU 201 or 202
The political, social, economic and intellectual developments in selected European countries from the Age of Louis XIV to the end of the Napoleonic Era. Topics include the Old Order, Enlightenment and French Revolution, and Napoleon.

HIEU 380 Nineteenth Century Europe Three hours
(Offered fall semester, even numbered years)
Prerequisite: HIEU 202 or 370
The political, social, economic and intellectual developments in selected European countries, 1815-1914. Topics include the Industrial Revolution, Unification of Germany, Imperialism and Origins of WWI.

HIEU 390 Twentieth Century Europe Three hours
(Offered fall semester, even numbered years)
Prerequisite: HIEU 202 or 380
The political, social, economic and intellectual developments in selected European countries since WWI. Topics include Versailles Peace, Rise of Fascism and Communism, Origins of WWII, Cold War and Decolonization.

HIEU 450 Twentieth Century Germany Three hours
(Offered fall semester, even numbered years)
Prerequisite: HIEU 202 or 390
Survey of German history since WWI. Topics include Versailles Peace, Weimar Republic and Culture, Rise of Nazism, Holocaust and West Germany, and Origins of the Cold War.

HIEU 460 Modern England Three hours
(Offered spring semester, odd numbered years)
Prerequisite: HIEU 201 or 202
The political, social and economic developments in England with emphasis on the era of English political, economic and diplomatic supremacy since the Industrial Revolution.
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIUS 221</td>
<td>Survey of American History I</td>
<td>Three</td>
<td>A survey of the political, social and economic developments of America from the colonizing experience through the Civil War with emphasis on the development of the American democratic tradition.</td>
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<tr>
<td>HIU 485</td>
<td>History of Russia</td>
<td>Three</td>
<td>(Offered spring semester, odd numbered years)</td>
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<td></td>
<td>Prerequisite: HIU 202 or consent of instructor</td>
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<tr>
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<td></td>
<td>A history of Russia beginning in the ninth century through the Empire, the Soviet State from its inception in 1917 to 1991, and modern Russia.</td>
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<tr>
<td>HIU 495</td>
<td>Directed Research</td>
<td>One to  three hours</td>
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<tr>
<td>HIU 497</td>
<td>Special Topics in European History</td>
<td>One to three hours</td>
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<tr>
<td>HIST 300</td>
<td>Introduction to the Study of History</td>
<td>Three</td>
<td>(Offered fall semester) An invitation to explore the historical discipline. Students will be grounded in the meaning and interpretation of history, methodology, research techniques and career opportunities. Required of all History majors and minors. Must be taken no later than the first semester of the junior year.</td>
</tr>
<tr>
<td>HIST 497</td>
<td>History Seminar</td>
<td>Three</td>
<td>(Offered on demand) An in-depth study offered by members of the faculty on a selected topic of historical interest.</td>
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<tr>
<td>HIST 499</td>
<td>Field Research (Internship)</td>
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<td>HIST 695</td>
<td>Directed Research (Internship)</td>
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**THIRD WORLD HISTORY**

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<td>HITW 441</td>
<td>Modern Islamic Civilization</td>
<td>Three</td>
<td>(Offered spring semester, even numbered years)</td>
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<td>A survey of Muslim Civilization and history since 1453, including the development of the modern Islamic state, Muslim philosophy and mysticism, religious practices, arts and literature.</td>
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<tr>
<td>HITW 450</td>
<td>East Asian Civilization</td>
<td>Three</td>
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<td>An in-depth study offered by members of the faculty on a selected topic of historical interest.</td>
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<td>HITW 471</td>
<td>Latin American Civilization: Colonial Period</td>
<td>Three</td>
<td>(Offered fall semester, even numbered years)</td>
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<tr>
<td></td>
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<td></td>
<td>Iberian and Amerindian backgrounds with special emphasis on Aztec, Maya and Inca cultures; the epoch of European conquest and colonization; a description and analysis of the development of colonial institutions; the independence movements.</td>
</tr>
<tr>
<td>HITW 472</td>
<td>Latin American Civilization: National Period</td>
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<td>(Offered fall semester, odd numbered years)</td>
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<td>The colonial inheritances which influenced national development; political, economic and religious trends of the nineteenth century; revolutionary trends in the twentieth century.</td>
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<tr>
<td>HITW 495</td>
<td>Directed Research</td>
<td>One to three hours</td>
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<td>HITW 497</td>
<td>Special Topics in Third World History</td>
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**UNIVERSITY HISTORY**

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<tr>
<td>HIUS 222</td>
<td>Survey of American History II</td>
<td>Three</td>
<td>A survey of American history from Reconstruction to the present, stressing interpretation and analysis of major eras and trends.</td>
</tr>
<tr>
<td>HIU 310</td>
<td>American Colonial History</td>
<td>Three</td>
<td>(Offered spring semester, odd numbered years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: HIUS 221 Political, economic, cultural and military developments from the founding of the thirteen colonies to the American Revolution.</td>
</tr>
<tr>
<td>HIU 312</td>
<td>Era of the American Revolution</td>
<td>Three</td>
<td>(Offered fall semester) The growth of ideas and institutions which led to American independence, the creation of an American union and a distinctive culture.</td>
</tr>
<tr>
<td>HIU 314</td>
<td>Jeffersonian America, 1789-1815</td>
<td>Three</td>
<td>(Offered spring semester, even numbered years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: HIUS 221 The history of the United States from the Presidency of George Washington through the War of 1812, with particular attention to the rise of political and constitutional conflict between Federalists and Jeffersonian Republicans.</td>
</tr>
<tr>
<td>HIU 316</td>
<td>Jacksonian America</td>
<td>Three</td>
<td>(Offered spring semester, odd numbered years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: HIUS 221 American history from the rise of Jackson through the Mexican war; emphasis will be on the market revolution and how it shaped politics, society and the economy during the era.</td>
</tr>
<tr>
<td>HIU 340</td>
<td>Industrial America, 1877-1917</td>
<td>Three</td>
<td>(Offered fall semester, even numbered years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: HIUS 222 A study of American political development from the Gilded Age to World War I with emphasis on the political and social consequences of urbanization, industrialization and immigration.</td>
</tr>
<tr>
<td>HIU 351</td>
<td>Twentieth Century America, 1917-1945</td>
<td>Three</td>
<td>(Offered fall semester, odd numbered years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: HIUS 222 The history of the United States from the Presidency of George Washington through the War of 1812, with particular attention to the rise of political and constitutional conflict between Federalists and Jeffersonian Republicans.</td>
</tr>
<tr>
<td>HIU 350</td>
<td>American Colonial History</td>
<td>Three</td>
<td>(Offered spring semester, odd numbered years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: HIUS 222 American colonial history from the rise of Jackson through the Mexican war; emphasis will be on the market revolution and how it shaped politics, society and the economy during the era.</td>
</tr>
<tr>
<td>HIU 360</td>
<td>American Economic History</td>
<td>Three</td>
<td>(Offered spring semester, odd numbered years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: ECON 213 or three hours of American History Survey The growth of the American economy from the eighteenth century to the present. The interaction between government, business and labor will be analyzed with emphasis on the development of the modern business corporation.</td>
</tr>
<tr>
<td>HIU 370</td>
<td>American Foreign Relations</td>
<td>Three</td>
<td>(Offered fall semester, odd numbered years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: HIUS 221 American diplomatic activities and foreign relations from the Revolutionary War and early national period to the present.</td>
</tr>
<tr>
<td>HIU 395</td>
<td>The Ante-Bellum South</td>
<td>Three</td>
<td>(Offered fall semester, odd numbered years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: HIUS 221 A study of all aspects of Southern life and civilization from the colonial period to secession with special emphasis on the effects of the institution of slavery.</td>
</tr>
</tbody>
</table>
HIUS 396 The New South
(Offered fall semester, even numbered years)
Prerequisite: HIUS 222
A study of the South during the Civil War, the Reconstruction Era, the growth of the segregation and racial animosity, Southern demagogues, as historical background to an understanding of the contemporary South.

HIUS 420 Civil War and Reconstruction
(Offered spring semester, even numbered years)
Prerequisite: HIUS 221
A study of the political and social disintegration of the 1850’s; the causes and nature of the Civil War; the crises during Reconstruction.

HIUS 430 Minorities, Ethnicities, and Social Movements in America
(Offered spring semester, even numbered years)
Prerequisite: Six Hours History
Selected topics relating to race, religion, social mobility, ethnic groups, women, family and social groups.

HIUS 452 Recent America
(Offered spring semester, even numbered years)
Prerequisite: HIUS 222
An in-depth study of American society and politics from the end of World War II to the challenges on the contemporary scene.

HIUS 480 Modern American Military History
(Offered spring semester, odd numbered years)
An in-depth study of United States military history in the twentieth century.

HIUS 495 Directed Research
One to three hours
HIUS 497 Special Topics in United States History
One to three hours

Mathematics and Computer Science

Faculty
Beth Cory, B.S., M.S.
Instructor of Mathematics
B.S., Liberty University; M.S., Florida Statue University. At LU since 1999.

David Dinsmore, B.S., M.E.
Associate Professor of Mathematics
B.S., USMA; M.E. University of California at Berkeley. At LU since 1998.

Mary Beth Grayson, B.S., M.A.
Assistant Professor of Mathematics
B.S., Liberty University; M.A., University of Pittsburgh. At LU since 1993.

Monty C. Kester, B.A., M.S., Ed.D.
Professor of Mathematics
B.A., McMurray College; M.S., Ed.D., Oklahoma State University. At LU since 1980.

Lloyd J. Matthes, B.S., M.Ed., Ed.D.
Professor of Mathematics
B.S., Bryan College; M.Ed., Northeastern Illinois State College; Ed.D., University of Tennessee. At LU since 1976.

Honore P. Mavinga, B.S., M.S., Ph.D.
Associate Professor of Mathematics
B.S., Faculte Polytechnique Lovenian (Congo); M.S., Ph.D., Universite Catholique de Louvain (Belgium); Diploma of Advanced Graduate Study at the Universite de Paris (France). At LU since 1994.

Terry Metzgar, B.S., Ph.D.
Associate Professor of Computer Science
B.S., Bob Jones University; Ph.D., University of Tennessee. At LU since 1996.

Joshua Y. Moon, B.S., M.S.
Instructor of Mathematics
B.S., Mary Washington College; M.S., Virginia Polytechnic Institute and State University; Ph.D. Candidate, VPI&SU. At LU since 1995.

Sandra V. Rumore, A.A., B.S., M.Ed., Ph.D.
Professor of Mathematics
A.A., Prince George Community College; B.S., University of Maryland; M.Ed., Western Maryland College; Ph.D., University of Maryland. At LU since 1984.

Evangelos Skoumbourdis, B.S., M.S., Ed.D.
Professor of Physics and Mathematics
B.S., M.S., Tennessee Technical University; M.S., Ed.D., Oklahoma State University. At LU since 1986.

Kathy Spradlin, B. S., M. S.
Instructor of Mathematics
B.S., M.S., Virginia Polytechnic Institute and State University. At LU since 2000.

James Van Eaton, B.A., M.S.T., Ph.D.
Professor of Physical Science
B.A., University of Northern Iowa; M.S.T., Middle Tennessee State University; Ph.D., University of Wyoming. At LU since 1978.

Glyn Wooldridge, B.S., M.S.T., Ph.D.
Chair, Department of Mathematics and Computer Science
Professor of Mathematics
B.S., Midwestern State University; M.S.T., University of Missouri at Columbia; Ph.D., University of Texas at Austin; additional graduate work at Stanford University. At LU since 1980.

PURPOSE
The Department of Mathematics and Computer Science offers majors in mathematics and computer science. Minors are also available in mathematics and computer science. In addition, courses for general education credit are offered in physical science and physics, as well as mathematics and computer science.

The purpose of the department is to:
1. provide general education courses and support courses for all students, resident and non-resident,
2. provide education in both the theory and applications of the mathematical and computing sciences for its majors,
3. provide an appreciation of the importance of the role the mathematical and computer sciences play in society, and
4. provide experience in the use of a Computer Algebra System (CAS) in a laboratory setting.

LEARNING OUTCOMES

CORE COURSES

Students will:
1. apply the concepts and principles of differential and integral calculus as the basis of further study in mathematics and computer science.
2. apply the calculus to develop the concepts and principles of statistics necessary to analyze data and to advance in the study of statistics and probability.
3. use linear algebra concepts to develop skills in matrix operations.
LEARNING OUTCOMES

MATHEMATICS MAJOR

Students will:

1. acquire and demonstrate skills in High-Level and Object-Oriented programming languages as the basis for further study in other Computer Science courses.
2. demonstrate an understanding of data structure and algorithm topics, including resource requirements and performance considerations, as the basis for solving typical computer problems.
3. acquire an understanding of key computer components and how they are organized to perform the functions of a computer and an understanding of key concepts associated with typical operating systems' structure, performance, and provided services.
4. demonstrate an understanding of basic database concepts, including various data models, organizational methods, implementation considerations, and access languages.
5. demonstrate an understanding of the software development process as applied in the creation of large software systems.
6. demonstrate an understanding of the theory of programming languages, including language design, application issues, and implementation considerations arising from machine limitations.

LEARNING OUTCOMES

COMPUTER SCIENCE MAJOR

Students will:

1. demonstrate proficiency in the application of automated mathematical tools and in the use of programming languages.
2. use concepts and skills relating to infinite series, multiple integration, and vector functions.
3. demonstrate an understanding of topological and algebraic properties of the complex number system, its differences and similarities with the real number system; develop skills in complex differentiation and integration and their applications.
4. demonstrate a depth of understanding necessary for a rigorous treatment of the real number system and the topology of $\mathbb{R^3}$.
5. demonstrate an understanding of the mathematical theory of probability distribution functions and functions of random variables.
6. construct proofs of the various principles of group theory and other abstract algebraic structures such as rings and fields.

KAPPA MU EPSILON HONOR SOCIETY

Kappa Mu Epsilon is a specialized honor society in Mathematics. Each chapter is encouraged to be a working organization throughout the academic year, functioning as an integral part of the mathematics department in the promotion of a number of worthwhile extra-curricular activities. The objective of KME since its inception has been the fulfillment of its motto: which is to "develop an appreciation for the beauty of mathematics." The purposes of KME are to further the interests of mathematics in those schools which place their primary emphasis on the undergraduate program and to recognize and honor outstanding scholastic achievement among undergraduate students in mathematics.

Criteria for membership:

Amember:

1. must be or have been a faculty member or a regularly enrolled student at an institution where a Kappa Mu Epsilon chapter is installed;
2. must have completed at least three semesters (or five quarters) of the college course and rank in the upper 35% of his/her class;
3. must have completed at least three college courses in mathematics including at least one semester (or two quarters) of calculus and attained an average of B or better in all mathematics courses;
4. must have completed at least one semester (one quarter) at the institution, if having transferred from another institution, and have completed at least one mathematics course with a B or better at the institution prior to his/her induction into membership.

Election to membership shall be irrespective of membership in any other organization, and no person shall be excluded on the grounds of sex, race, creed, or color.

TEACHER LICENSURE

Teacher preparation and endorsements in mathematics and computer science are available through the Department of Mathematics and Computer Science. Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education.

Career Opportunities

Graduate School

Business and Management Sciences (medical and non-medical)
Government and Politics
Teaching (university level)

Job Market

Any industry requiring problem solving and computer use
Computer Science Operations Research
Data Processing Financial and Insurance Industries

Teaching

Private Schools Public Schools

Programs of Study

Mathematics Major(B.S.) -

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 131</td>
<td>Calculus and Analytic Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 132</td>
<td>Calculus and Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 133</td>
<td>Computer Algebra System (CAS) Lab</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Geometry II</td>
<td></td>
</tr>
<tr>
<td>MATH 211</td>
<td>Introduction to Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>Calculus and Analytic Geometry III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 321</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 331</td>
<td>Complex Variables</td>
<td>3</td>
</tr>
</tbody>
</table>
| MATH 401     | Introduction to Mathematical Statistics | 3 | 36
| MATH 421     | Elementary Abstract Algebra I        | 3     |
| MATH 431     | Real Analysis                        | 3     |
| MATH Electives (300-400 level) | 6    |
Students seeking secondary licensure must include MATH 305, PHYS 231 and 232, and six hours from CSCI 111, 112, 211 are required.

**Teacher Licensure Requirements**

**Endorsement: Mathematics (6-12)**

**General Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MATH 131</td>
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<td>PSYC 210</td>
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**Professional Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 125/126</td>
<td></td>
</tr>
<tr>
<td>EDUC 221</td>
<td></td>
</tr>
<tr>
<td>EDUC 235/236</td>
<td>1+2</td>
</tr>
<tr>
<td>EDUC 360</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 311</td>
<td>3</td>
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<tr>
<td>MATH 419/420</td>
<td>2+1</td>
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**Student Teaching Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 425</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 435/436</td>
<td>2+1</td>
</tr>
<tr>
<td>EDUC 458</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 460/461</td>
<td>3+3</td>
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</table>

Specific Course in Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MATH 305</td>
<td>3</td>
</tr>
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</table>

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**Suggested Course Sequence - B.S. Mathematics**

**First Year - First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENGL 101  Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 131  Calculus and Analytic Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 133  Computer Algebra System (CAS) Lab</td>
<td>1</td>
</tr>
<tr>
<td>COMS 101  Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>CHMN 101  Evangelism and Christian Life</td>
<td>2</td>
</tr>
<tr>
<td>BIBL 105 Old Testament Survey</td>
<td>3</td>
</tr>
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</table>

**First Year - Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENGL 102  Composition and Literature</td>
<td>3</td>
</tr>
<tr>
<td>MATH 132  Calculus and Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 111  Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>HISTORY</td>
<td></td>
</tr>
<tr>
<td>BIBL 205 Old Testament Life and Literature</td>
<td>1</td>
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</table>

**Second Year - First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MATH 211  Introduction to Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231  Calculus and Analytic Geometry III</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 231  University Physics I</td>
<td>4</td>
</tr>
<tr>
<td>CSCI Elective</td>
<td>3</td>
</tr>
<tr>
<td>THEO 201 Theology Survey I</td>
<td>3</td>
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<tr>
<td>CSER</td>
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**Second Year - Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>THEO 202 Theology Survey II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 321 Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 232 University Physics II</td>
<td>4</td>
</tr>
<tr>
<td>APOL 290 History of Life</td>
<td>2</td>
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<tr>
<td>DIRECTED ELECTIVE</td>
<td>3</td>
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<td>CSER</td>
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**Third Year - First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MATH 401 Introduction to Mathematical Statistics</td>
<td>3</td>
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<tr>
<td>HUMN 101/LANG</td>
<td>3</td>
</tr>
<tr>
<td>MATH Elective</td>
<td>3</td>
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<tr>
<td>DIRECTED ELECTIVE</td>
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<td>Elective</td>
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**Third Year - Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENGL/IT SURVEY</td>
<td>3</td>
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<tr>
<td>GOVT 200/PSYC 200/210/SOCI 200/201</td>
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<tr>
<td>MATH Elective</td>
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<td>Electives</td>
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**Fourth Year - First Semester**

<table>
<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>MATH 431</td>
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<td>Electives</td>
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**Fourth Year - Second Semester**

<table>
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<tr>
<td>GEN ED ELECTIVE</td>
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<td>MATH 431</td>
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<td>Electives</td>
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<td>CSER</td>
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**Program of Study**

**Computer Science Major (B.S.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 111  Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 112  Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 215  Algorithms and Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 342  Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 415  Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 434  Theory of Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 443  Computer Organization and Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>MATH 350  Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSCI Elective</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 300/400 Elective</td>
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<tr>
<td>CSCI 300/400, MATH 300/400, or BUSI 350</td>
<td>33</td>
</tr>
<tr>
<td>BUSI 351, BUSI 450, or BUSI 451</td>
<td>3</td>
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</table>

**Directed Electives:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MATH 131 Calculus and Analytic Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 132 Calculus and Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 133 Computer Algebra System (CAS) Lab</td>
<td>1</td>
</tr>
<tr>
<td>MATH 211 Intro. To Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 321 Linear Algebra</td>
<td>3</td>
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</table>

**Teacher Licensure Requirements**

**Endorsement: Computer Science (6-12)**

**General Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MATH 123</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>3</td>
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</table>

**Professional Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 125/126</td>
<td>1+1</td>
</tr>
<tr>
<td>EDUC 221</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 235/236</td>
<td>1+2</td>
</tr>
<tr>
<td>EDUC 360</td>
<td>2</td>
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</tbody>
</table>
Suggested Course Sequence -

**B.S. Computer Science**

**First Year - First Semester**
- ENGL101 Grammar and Composition 3
- MATH 123 Introduction to Discrete Math 3
- COMS 101 Speech Communication 3
- CHMN 101 Evangelism and the Christian Life 2

- BIBL 105 Old Testament Survey 1
- BIBL205 Old Testament Life and Literature 3
- GNED 101 Contemporary Issues I 1

First Year - Second Semester
- ENGL102 Composition and Literature 3
- MATH 131 Calculus and Analytic Geometry I 4
- MATH 133 Computer Algebra System (CAS) Lab 1
- CSCI 111 Computer Science I 3
- CSCI 110 New Testament Survey 1

- BIBL 210 New Testament Life and Literature 3
- GNED 102 Contemporary Issues II 1

**Second Year - First Semester**
- HUMN 101/LANG 3
- MATH 132 Calculus and Analytic Geometry II 4
- CSCI 112 Computer Science II 3
- THEO 201 Theology Survey I 3
- Elective 3

- CSER

Second Year - Second Semester
- GOVT 200/PSYC 200/210/SOCI 200/201 3
- MATH 211 Introduction to Statistical Analysis 3
- MATH 321 Linear Algebra 3
- CSCI 215 Algorithms and Data Structures 3
- THEO 202 Theology Survey II 3

**Third Year - First Semester**
- General Education Elective 3
- PHYS 231 University Physics I 4
- CSCI 342 Computer Architecture 3
- CSCI 443 Computer Organization and Operating Systems 3

- Elective 3

- CSER

**Third Year - Second Semester**
- PHYS 232 University Physics II 4
- ENGL111/LIT Survey 3
- History 3
- CSCI 434 Theory of Programming Language 3
- MATH 350 Discrete Mathematics 3

- CSER

**Fourth Year - First Semester**
- SOC SCI/HIST 3

**Fourth Year - Second Semester**
- APOL290 History of Life 2
- CSCI Elective 3
- CSER

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**Minors**

**Computer Science Minor**
- CSCI 111 Computer Science I 3
- CSCI 112 Computer Science II 3
- CSCI 215 Algorithms and Data Structures 3
- CSCI Electives (upper level) 9

**Mathematics Minor**
- MATH 131 Calculus and Analytic Geometry I 4
- MATH 132 Calculus and Analytic Geometry II 4
- MATH 133 Computer Algebra System (CAS) Lab 1
- MATH 211 Introduction to Statistical Analysis 3
- MATH (MATH 231 and 6 hours upper level) 9
- or 9 hours upper level

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**Course Descriptions**

**CSCI 111 Computer Science I**
Three hours
Prerequisites: Knowledge of basic computer skills
Introduction to structured programming and algorithms with an object-oriented language. Topics include input/output, flow of control, functions, and an introduction to software engineering. Programming assignments are required.

**CSCI 112 Computer Science II**
Three hours
Prerequisites: CSCI 111 or approval of instructor
Continuation of CSCI 111. Further development of discipline in program design, especially for larger programs. Introduction of pointers, simple data structures, recursion, internal sort/search methods. Programming assignments are required.

**CSCI 211 High Level Languages**
Three hours
Prerequisite: Knowledge of one programming language or CSCI 111
An introduction to a high-level language other than Pascal or C++. Typical offerings include Smalltalk, Prolog and Ada. The chosen language will be used as a vehicle for developing the discipline of modern programming techniques and software engineering. Several programming assignments are required. May be repeated for credit when the languages vary. Lab fee.

**CSCI 215 Algorithms and Data Structures**
Three hours
Prerequisites: MATH 123 and CSCI 112 or approval of the instructor.
Study of data structures such as linked lists, stacks, queues, trees, and graphs. Algorithms for manipulating such structures will be introduced and analyzed. Static and dynamic memory allocation. Access methods for sorting/searching, such as hashing and tree searching.
CSCI 244  Assembly Language  Three hours
Prerequisite: Knowledge of one high-level language or CSCI 111
A detailed development of the tools and techniques of assembly language on a particular computing system. Several programming assignments are required. Lab fee.

CSCI 342  Computer Architecture and Organization  Three hours
Prerequisites: CSCI 215 or approval of instructor
Introduction to architecture and organization of computer systems. Data and instruction representations. Arithmetic and logical operations. Processor and memory implementations.

CSCI 415  Software Engineering  Three hours
Study of the software development process. Topics include: phases of a software project, life-cycle models, metrics, tools, ethical and professional issues. Participation on team projects is required.

CSCI 424  File Processing and Data Base Structures  Three hours
Prerequisite: CSCI 215 or approval of instructor
File organization and management. Data structures, access methods, storage devices. Data definition and manipulation languages. Study of data base models and techniques.

CSCI 434  Theory of Programming Languages  Three hours
Prerequisite: CSCI 215
A theoretical study of programming languages. Introduction to grammars and parsers. Language design issues and practical applications.

CSCI 443  Operating Systems  Three hours
Prerequisite: CSCI 215

CSCI 495  Directed Research  One to three hours
Prerequisite: Permission of instructor
Study of advanced topics in computer science on an individual basis. Periodic meetings with instructor.

CSCI 497  Topics in Computer Science  Three hours
(Offered on demand)
Prerequisite: Permission of instructor.
Selected topics in various areas of computer science. May be repeated for credit when topic varies.

CSCI 499  Internship  One to six hours
NOTE: No credit for graduation may be granted for a math course which is prerequisite material for a course the student has already completed with a grade of C or better.

MATH 100  Fundamentals of Mathematics  Three hours
A review of basic arithmetic and elementary algebra. Open to all students but required of students based on low scores on national tests in Liberty University placement tests and preparation of mathematics. A grade of C or better is required in order to go on to a higher-numbered mathematics course. This course may not be used in meeting General Education requirements in mathematics.

MATH 110  Intermediate Algebra  Three hours
Prerequisite: MATH 100
For students not prepared for MATH 121. Review of exponents, polynomials, factoring, roots and radicals, graphing, rational expressions, equations and inequalities, systems of linear equations and problem solving.

MATH 115  Mathematics for Liberal Arts  Three hours
Prerequisite: MATH 100
A survey course for liberal arts majors including a review of algebra and an introduction to logic, probability and statistics, mathematical structure, problem solving, number theory, geometry and consumer applications.

MATH 121  College Algebra  Three hours
Prerequisite: MATH 110 or equivalent
Fundamental concepts of college algebra including sets, equations and inequalities, functions and graphs, polynomials, rational functions, exponential and logarithmic functions.

MATH 122  Trigonometry  Three hours
Prerequisite: MATH 121
Emphasizes the circular functions, their graphs and their inverses. Study of the trigonometric functions and their applications is included.

MATH 123  Introduction to Discrete Mathematics  Three hours
Prerequisite: MATH 110
Set theory, relations, functions, graph theory, planar graphs, trees, mathematical induction and recursion, combinatorial analysis, matrices, propositional calculus, Boolean logic.

MATH 125  Finite Mathematics  Three hours
Prerequisite: MATH 110 or equivalent
An introduction to symbolic logic, principles of counting, elementary probability, matrices, vector spaces and linear programming.

MATH 126  Elementary Calculus for Business and Science  Three hours
Prerequisite: MATH 121 or equivalent
An introduction to differential and integral calculus with emphasis on applications in the areas of business and science. For non-mathematics majors only.

MATH 128  Elementary Functions and Coordinate Geometry  Three hours
Prerequisite: Three years of high school mathematics or the equivalent.
Apre-calculus course that includes the study of elementary functions, their graphs and applications including polynomial, rational, algebraic functions, exponential, logarithmic and circular or trigonometric functions. For students with strong high school preparation in mathematics but who are not ready for calculus.

MATH 131  Calculus and Analytic Geometry I  Five hours
Prerequisites: MATH 121 and 122 or MATH 128 or the equivalent
Functions and graphs, limits, the derivative, techniques of differentiation, continuity, applications of differentiation, the integral. (Concurrent enrollment in MATH 133 is required.

MATH 132  Calculus and Analytic Geometry II  Five hours
Prerequisite: MATH 131 or the equivalent
A continuation of MATH 131. Applications of integration, exponential and logarithmic functions, inverse trigonometric, hyperbolic and inverse hyperbolic functions, techniques of integration, limits involving infinity, improper integrals, infinite series.
MATH 133  **Computer Algebra System (CAS) Lab**  One hour
Prerequisites: Concurrent enrollment in MATH 131 or credit for MATH 131.
This is intended to be an introductory Mathematica lab in which the topics of arithmetic, algebra, plotting, preparation of notebooks, limits, derivatives, related rates, optimization, integration, and other topics will be investigated. Lab fee.

**NOTE:** Only one of MATH 201 or 211 may be taken for credit.

MATH 201  **Introduction to Probability and Statistics**  Three hours
Prerequisite: MATH 110 or the equivalent
Introduction to descriptive statistics and probability, probability distributions, estimation, tests of hypotheses, chi-square tests, regression analysis and correlation with applications in business and science.

MATH 211  **Introduction to Statistical Analysis**  Three hours
Prerequisites: MATH 131 and 132
An introduction to statistical analysis for students with some background in calculus. Included in the topics covered are probability distributions, expectation, statistical inference, regression and correlation.

MATH 217  **Elementary Geometry**  Three hours
Prerequisite: MATH 110 or the equivalent
A development of basic concepts of elementary geometry including area, volume, compass and straight-edge constructions, polygons, tessellations, motions in the physical world, transformations, congruence and similarity.

MATH 227  **Number Systems and Geometry**  Three hours
Prerequisite: MATH 110 or the equivalent
A conceptual development of the number systems through the real numbers using the mathematical structure of an ordered field, relations and functions. An investigation of a development of geometry which will include an analysis of the beginning geometric concepts through an informal deductive study of congruence, similarity and transformations. There will be a continuing emphasis on problem solving and applications throughout the course.

MATH 231  **Calculus and Analytical Geometry III**  Three hours
Prerequisite: MATH 132
A continuation of MATH 132. Infinite series, power series, geometry of the plane and space, vectors, functions of several variables, multiple integrals, and an introduction to differential equations.

MATH 301  **Methods of Operations Research**  Three hours
Prerequisites: MATH 211
Optimization (linear programming, Lagrange multipliers, etc.), transportation problems, applied probability (queuing theory, Markov chains, elementary theory of simulations), theory of games, decisions under uncertainty.

MATH 302  **Introduction to Experimental Design in Statistics**  Three hours
Prerequisite: MATH 211 or permission of instructor
Analysis of variance and block designs; simple linear regression, correlation and multiple regression; nonparametric statistics, chi-squared tests.

MATH 305  **Modern Geometry**  Three hours
Prerequisite: Junior standing or permission of the instructor.
A treatment of the foundations of modern Euclidean geometry and an introduction to non-Euclidean geometry with emphasis on hyperbolic geometry. Especially recommended for prospective high school mathematics teachers.

MATH 307  **Introductory Number Theory**  Three hours
Prerequisite: Junior standing or permission of the instructor
Divisibility, the Euclidean algorithm, greatest common divisor, primes and unique factorization, congruences, residue classes, the Euler-Format Theorem, power residues, primitive roots, introduction to Diophantine equations, the Gaussian integers, number theoretic functions.

MATH 321  **Linear Algebra**  Three hours
Prerequisite: MATH 132 or equivalent
A beginning course in linear algebra and its applications with emphasis on matrix operations. It includes systems of linear equations, null space and rank of matrices, determinants, eigenvectors and diagonalization, reduction to quadratic forms. Introduction to vector spaces over the real number and linear mappings.

MATH 331  **Complex Variables**  Three hours
Prerequisite: MATH 231
A first course in Complex Analysis including: the field of complex numbers, Argand plane, polar representation and DeMoivre formula, differentiation, Cauchy-Riemann equations, path integrals, Cauchy theorem and Cauchy integral formula. Taylor and Laurent series, poles and residues. Applications.

MATH 332  **Advanced Calculus**  Three hours
Prerequisite: MATH 231
Topological properties of the real line, limits, sequences, continuity, functions of several real variables, vector-valued functions, derivatives, gradient, curl, transformations, Jacobian, Green’s theorem, Stokes’ theorem, line integrals.

MATH 334  **Differential Equations**  Three hours
Prerequisites: MATH 231 and PHYS 231 or permission of the instructor
Differential equations of the first order and first degree, linear equations, variation of parameters, methods of undetermined coefficients, inverse operators, Laplace transforms, systems of differential equations, applications.

MATH 350  **Discrete Mathematics**  Three hours
Prerequisite: Permission of instructor
Mathematical formalism, sets and binary relations, graphs, algebraic structures, Boolean algebras, logic, linearly ordered sets, elementary number theory, algorithms, and computations.

MATH 352  **Numerical Analysis**  Three hours
Prerequisites: MATH 321
Introduction to numerical techniques for problems such as interpolation, approximation, numerical differentiation and integration, differential equations, zeros of functions, solutions of linear systems, error analysis. Lab fee.

MATH 400  **History of Mathematics**  Three hours
Prerequisite: At least one upper-level mathematics course
The development of mathematics from ancient to modern times (19th Century BC - 19th Century AD). Special emphasis is given to the period of the Greeks (600 BC - 200 AD), the development of the calculus (17th Century), and the “modern” period (19th Century).

MATH 401  **Introduction to Mathematical Statistics**  Three hours
Prerequisites: MATH 211 and 231
Probability concepts, probability distributions, expectations, functions of random variables, sampling distributions, point
estimation, interval estimation, hypotheses testing; theory and applications and regression analysis.

**MATH 419 Teaching Mathematics in Secondary Schools**

(Two hours)
(Offered fall semester)
Prerequisite: At least one upper level mathematics course and admission to the Teacher Licensure Program

As the students are developing facility in planning for mathematics instruction, evaluating and learning, they will also gain practical experiences by delivering instruction in a peer setting and/or regular school setting with video taping. Each presentation is to be critiqued by the “teacher,” the course instructor and the student peers.

**MATH 420 Teaching Mathematics in Secondary Schools Practicum**

(One hour)
(Offered fall semester)
Prerequisite: to be taken concurrently with MATH 419

A continuation of MATH 419. The theory of rings and fields, integral domains, and the theory of polynomials.

**MATH 421 Elementary Abstract Algebra I**

(Three hours)
Prerequisite: Permission of instructor

Mathematical induction, elementary number theory, the theory of groups, sets and mappings, isomorphisms and homomorphisms of groups, and a brief introduction to rings and fields.

**MATH 422 Elementary Abstract Algebra II**

(Three hours)
Prerequisite: MATH 421

A continuation of MATH 421. The theory of rings and fields, integral domains, and the theory of polynomials.

**MATH 431 Real Analysis**

(Three hours)
Prerequisite: Permission of instructor

The real number system, sequences and limits, infinite series, continuous functions, uniform continuity and convergence, functions of several real variables.

**MATH 495 Independent Research**

(One to three hours)

Preparation of a mathematical paper in the student’s area of concentration.

**MATH 695 Directed Research**

(One to three hours)

A study of the basic concepts of physics for non-science majors. Included topics: Mechanics (motion, energy, simple machines, momentum, gravity), heat and thermodynamics, electricity and magnetism, sound and light, history and methodology of science.

**PHSC 101 Elements of Physics**

(Three hours)

A study of the basic concepts of chemistry and physics for non-science majors. Topics covered include structure and properties of matter; physical and chemical changes; motions and forces; sources, transfer, and conservation of energy; electricity and magnetism; sound and light.

**PHSC 102 Elements of Physical Science**

(Three hours)

An optional lab to accompany PHSC 101. Attention will be given to laboratory procedures of physics, safety, mathematics, measurement, and data manipulation and everyday uses of physics. Lab fee.

**PHSC 103 Elements of Physics Lab**

(One hour)

An optional two-hour weekly laboratory experience to accompany PHSC 102. Attention will be given to laboratory procedures in chemistry and physics, safety, mathematics, measurement, and data manipulation, and everyday uses of chemistry and physics. Lab fee.

**PHSC 201 General Physics I**

(Four hours)
(Three hours lecture; two hours lab)
Prerequisite: MATH 121 and some knowledge of trigonometry

A study of mechanics, gravitation, waves, sound, heat, light, electricity and magnetism, optics and modern physics using calculus-based mathematics as a tool in problem solving. Lab fee.

**PHSC 202 General Physics II**

(Four hours)
(Three hours lecture; two hours lab)
Prerequisite: PHYS 201

A continuation of PHYS 201. Lab fee.

**PHYS 201 University Physics I**

(Four hours)
(Three hours lecture; two hours lab)
Prerequisite: MATH 131 or taking concurrently

A study of mechanics, gravitation, waves, sound, heat, light, electricity and magnetism, optics and modern physics using calculus-based mathematics as a tool in problem solving. Lab fee.

**PHYS 202 University Physics II**

(Four hours)
(Three hours lecture; two hours lab)
Prerequisite: PHYS 231

A continuation of PHYS 231. Lab fee.

**PHYS 495 Directed Research**

(One to three hours)

Nursing

**Faculty**

**Cherie Brickhill, R.N., B.A., B.S.N., M.S.N., CCRN**

Assistant Professor of Nursing


**Deanna C. Britt, R.N., B.S.N., M.S.N., Ph.D.**

Chair, Department of Nursing

Associate Professor of Nursing

R.N., Louise Obici School of Nursing; B.S.N., Liberty University; M.S.N., University of Virginia; Ph.D., Virginia Polytechnic and State University. At LU since 1987.

**Cynthia Goodrich, R.N., B.S.N. M.S.N.**

Assistant Professor of Nursing

R.N., Hudson River Psychiatric Center; B.S.N., Russell Sage College; M.S.N., University of Virginia; Gerontology Graduate Certificate; Lynchburg College; Additional graduate work at Sarasota University. At LU since 1996.

**Linda Gregory, R.N., B.S.N., M.S.N.**

Assistant Professor of Nursing

B.S.N., Liberty University; M.S.N., University of Virginia. At LU since 1990.

**Catherine Kay, R.N., A.A., B.S.N., M.S.N.**

Assistant Professor of Nursing

R.N., A.A., Golden West College; B.S.N., George Mason University; M.S.N., University of Virginia. At LU since 1995.

**Pinkerton Dawn McKay, B.A., B.S.N., M.S.N.**

Assistant Professor of Nursing

B.A., Mary Baldwin College; B.S.N., M.S.N., University of Virginia. At LU since 1998.

**SoonBok Park, B.S.N., M.S., Ph.D.**

Assistant Professor of Nursing

B.S.N., Liberty University; M.S., Radford University; Ph.D., Virginia Commonwealth University. At LU since 2000.
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Tamra Rasberry, R.N., B.S.N., M.S.N.
Assistant Professor of Nursing
B.S.N., Liberty University; M.S.N., University of Virginia. At LU since 1997.

Lynne Sanders, R.N., B.S.N., M.S.N.
Assistant Professor of Nursing
Diploma, Lynchburg General Hospital School of Nursing; B.S.N., Liberty University; M.S.N., University of Virginia; additional graduate work at Sarasota University. At LU since 1993.

Hila J. Spear, R.N., A.D.N., B.S.N., M.S.N., Ph.D.
Associate Professor of Nursing
A.D.N., Kellogg Community College; B.S.N., Liberty University; M.S.N., University of Virginia, Ph.D., University of Virginia. At LU since 1989.

Jean St. Clair, R.N., B.S.N., M.S.N.
B.S.N., Radford University; M.S.N., University of North Carolina, Chapel Hill; doctoral candidate at Virginia Commonwealth University. At LU since 2000.

PURPOSE
The purpose of the Liberty University Department of Nursing is to prepare baccalaureate level nurses who are committed to Christian ethical standards and view nursing as a ministry of caring based on the Benner theoretical framework. The nursing curriculum is built upon a foundation from the arts, sciences, and the Bible, and focuses on the use of the nursing process to guide the acquisition of nursing knowledge, build strong clinical skills, and develop the foundation necessary for a sound work ethic.

LEARNING OUTCOMES
The graduate will:
1. demonstrate beginning leadership skills while interacting with clients, nurses, and members of the health care team.
2. utilize the nursing process to guide the delivery of optimal nursing care for each client.
3. apply the critical thinking skills of reasoning, analysis, research, and decision making in the practice of professional nursing.
4. practice effective written, oral, non-verbal, and technological communication skills.
5. view nursing as an avenue for ministry to others.

ACCREDITATION AND LICENSURE
The Department of Nursing is fully accredited by the National League for Nursing (NLN), American Association of Colleges of Nursing (AACN), and approved by the Virginia State Board of Nursing.

APPLICATION TO THE DEPARTMENT OF NURSING
A prospective student applies for candidacy to the nursing major during the second semester of the freshman year. Applicants are considered for candidacy to the nursing major following enrollment in CHEM 107, BIOL 211, 212, NURS 101 and NURS 105. Students must complete BIOL 211, 212, CHEM 107, NURS 101 and 105 with grades of C or better, have a minimum cumulative GPA of 2.75, and a combined SAT score of 900 or better or an ACT complete score of 19 or better. A personal interview with a nursing faculty member may also be required. The faculty reserve the right to refuse admission into the program. Acceptance by Liberty University does not guarantee acceptance into the nursing major.

RETENTION AND PROGRESSION
Policies related to retention and progression are outlined in the annual Liberty University Nursing Student Handbook.

CLINICAL PREREQUISITES
Each student must secure uniforms, name pin, stethoscope, liability insurance, immunizations, and current CPR certification prior to the first clinical experience.

TRANSPORTATION
Nursing students are responsible for transportation to and from clinical settings. Car pools are encouraged as a means of defraying transportation costs for the individual student.

PHYSICAL EXAMINATION
A physical examination including a TB test and Rubella Titer documentation is required prior to the first clinical experience.

ADVANCED PLACEMENT
Registered nurses and Licensed Practical Nurses may obtain advanced placement by applying to the RN track of the program. A registered nurse student is a nurse who has:
1. graduated from a NLN accredited program leading to an associate’s degree or a hospital diploma;
2. three months of nursing practice as a registered nurse within the past five years or completion of a refresher course before the senior year;
3. current licensure to practice as a registered nurse in Virginia and;
4. been admitted to Liberty University.

Career Opportunities
Hospital Nursing
Critical Care Orthopedics
Emergency Department Out Patient Surgery
Flight Nurse Pediatrics
Medical Rehabilitation
Obstetrics Surgical
Oncology

Community Nursing
Home Health Physicians Office
Missionary Nursing Public Health
Occupational Health Red Cross
Outpatient Clinics

Armed Services
Army Navy
Air Force

With Additional Education
Clinical Nurse Specialist Nurse Educator
Nurse Anesthetist Nurse Practitioner

Program of Study
Nursing Major (B.S.N.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 101</td>
<td>Introduction to Nursing</td>
<td>1</td>
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<td>or</td>
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<tr>
<td>NURS 325</td>
<td>Nursing Concepts</td>
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<tr>
<td>NURS 105</td>
<td>Medical Terminology</td>
<td>1</td>
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<tr>
<td>NURS 210</td>
<td>Health Assessment</td>
<td>2</td>
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<tr>
<td>NURS 215</td>
<td>Sciences in Nursing</td>
<td>3</td>
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<tr>
<td>NURS 221</td>
<td>Fundamentals of Nursing</td>
<td>4</td>
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<tr>
<td>NURS 301</td>
<td>Strategies for Adult Health</td>
<td>6</td>
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<tr>
<td>Health Care I</td>
<td></td>
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<tr>
<td>NURS 302</td>
<td>Strategies for Adult Health</td>
<td>6</td>
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<tr>
<td>Health Care II</td>
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NURS 305 Pharmacology  2  
NURS 350 Advanced Nursing Communication  2  
NURS 352 Caring for the Childbearing Family I  4  
NURS 353 Caring for the Childbearing Family II  4  
NURS 415 Cross Cultural Nursing  3  
NURS 416 Preceptorship in Nursing  3  
NURS 417 Crisis Nursing  3  
NURS 418 Gerontological Nursing  4  
NURS 440 Strategies of Community Health Care  5  
NURS 451 Strategies for Mental Health Care  3  
NURS 460 Advanced Strategies for Adult Health Care  4  
NURS 475 Research in Nursing  3  
NURS 490 Leadership/Management in Nursing  3  
NOTE: BIOL 203, 211, AND 212, CHEM 107, FACS 330 and PHIL 380 are required.  
RN Students must take NURS 325 and 350.

<table>
<thead>
<tr>
<th>Suggested Course Sequence - B.S. Nursing</th>
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<tbody>
<tr>
<td><strong>First Year - First Semester</strong></td>
<td><strong>15 hours</strong></td>
</tr>
<tr>
<td>ENGL 101 Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 211 Human Anatomy and Physiology I</td>
<td>4</td>
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<tr>
<td>COMS 101 Speech Communications</td>
<td>3</td>
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<tr>
<td>MATH 110 Intermediate Algebra</td>
<td>3</td>
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<td>or</td>
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<tr>
<td>MATH 201 Introduction to Probability and Statistics</td>
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<tr>
<td>NURS 101 Introduction to Nursing</td>
<td>1</td>
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<td>or</td>
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<tr>
<td>NURS 325 Nursing Concepts</td>
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<tr>
<td>GNED 101 Contemporary Issues I</td>
<td>1</td>
</tr>
<tr>
<td><strong>First Year - Second Semester</strong></td>
<td><strong>15 hours</strong></td>
</tr>
<tr>
<td>ENGL 102 Composition and Literature</td>
<td>3</td>
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<tr>
<td>CHEM 107 Essentials of General and Organic Chemistry</td>
<td>4</td>
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<tr>
<td>NURS 105 Medical Terminology</td>
<td>1</td>
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<tr>
<td>CHMN 101 Evangelism and Christian Life</td>
<td>2</td>
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<tr>
<td>GNED 102 Contemporary Issues II</td>
<td>1</td>
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<tr>
<td><strong>Second Year - First Semester</strong></td>
<td><strong>15 hours</strong></td>
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<tr>
<td>NURS 210 Health Assessment</td>
<td>2</td>
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<tr>
<td>NURS 215 Sciences in Nursing</td>
<td>3</td>
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<tr>
<td>PSYC 200 General Psychology</td>
<td>3</td>
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<tr>
<td>BIBL 105 Old Testament Survey</td>
<td>3</td>
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<td>or</td>
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<tr>
<td>BIBL 110 Old Testament Life and Literature</td>
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<tr>
<td>BIOL 203 Introductory Microbiology</td>
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<tr>
<td>CSER 537</td>
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<tr>
<td><strong>Second Year - Second Semester</strong></td>
<td><strong>16 hours</strong></td>
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<tr>
<td>NURS 221 Fundamentals of Nursing</td>
<td>4</td>
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<td>FACS 330 Human Nutrition</td>
<td>3</td>
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<tr>
<td>NURS 302 Strategies for Adult Health Care II</td>
<td>6</td>
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<tr>
<td>NURS 352 Caring for the Childbearing Family I</td>
<td>4</td>
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<tr>
<td>NURS 353 Caring for the Childbearing Family II</td>
<td>4</td>
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<tr>
<td>APOL 290 History of Life</td>
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<td>or</td>
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<tr>
<td>BIBL 210 New Testament Life and Literature</td>
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<tr>
<td>ENGL Lit Survey</td>
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<tr>
<td>CSER 537</td>
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<tr>
<td><strong>Third Year - First Semester</strong></td>
<td><strong>14 hours</strong></td>
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<tr>
<td>PSYC 210 Developmental Psychology</td>
<td>3</td>
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<tr>
<td>BIBL 110 New Testament Survey</td>
<td>3</td>
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<tr>
<td>NURS 352 Caring for the Childbearing Family I</td>
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<td>or</td>
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<tr>
<td>NURS 353 Caring for the Childbearing Family II</td>
<td>4</td>
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<td>or</td>
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<tr>
<td>NURS 415/416/417/418/419 Strategies for Adult Health Care</td>
<td>3</td>
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<td>or</td>
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<tr>
<td>HUMAN 101/102 History of Life</td>
<td></td>
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<tr>
<td>PHIL 201 Philosophy and Contemporary Ideas</td>
<td>3</td>
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<tr>
<td>CSER 537</td>
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<tr>
<td><strong>Fourth Year - First Semester</strong></td>
<td><strong>17 hours</strong></td>
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<tr>
<td>NURS 451 Strategies for Mental Health Care</td>
<td>3</td>
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<td>NURS 460 Advanced Strategies for Adult Health Care</td>
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<td>NURS 490 Leadership/Management in Nursing</td>
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<td>THEO 202 Theology Survey II</td>
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<td><strong>Fourth Year - Second Semester</strong></td>
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<td>NURS 451 Strategies for Mental Health Care</td>
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<td>CSER 537</td>
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**Course Descriptions**

NURS 100 **Critical Thinking in Nursing**  One hour  
Prerequisite: Acceptance into the Nursing Major  
This course focuses on an introduction to nursing education, nursing process, principles of teaching and learning, the current roles of nurses in health care delivery systems as well as historical, ethical, political, social and legal aspects of nursing. This information is related to the curriculum requirements and career opportunities in nursing. Content also includes an introduction to nursing theory and theorists (with emphasis on Roy, Benner and Gordon) as well as theories of adaptation, caring, systems, communication, health-illness, and caring as a ministry. Presentations include discussion of professional ethics and factors which motivate and influence nurses.

NURS 101 **Introduction to Nursing**  One hour  
Prerequisite: Acceptance into the Nursing Major  
Provides basic understanding of medical terms and abbreviations. Includes study of prefixes, suffixes, word stems, and technical terms with emphasis on proper spelling, pronuncia-
principles of pre-, intra-, and post-operative management, establishment of effective communication skills, adaptation techniques, self and one client in the clinical setting. Lab fee.

NURS 210  Health Assessment  Two hours  
(One hour lecture; three hours clinical)  
Prerequisite: Admission to the Nursing Major  
This course focuses on the development of a body systems approach to health assessment of individuals emphasizing normal growth and developmental responses across the lifespan. Content includes an introduction to the knowledge and skills of health assessment through a variety of methodologies in the classroom, opportunities to practice skills in the nursing laboratory and experiences in the clinical settings. Students apply communication techniques in eliciting comprehensive health histories and perform physical examinations in evaluating health status. Lab fee.

NURS 215  Sciences in Nursing  Three hours  
(One hour lecture; three hours clinical)  
Prerequisite: Admission to the Nursing Major  
The focus of this course is on physiological changes resulting from imbalances in the man-environment interaction throughout the life span. The emphasis is on application of general concepts of adaptation and homeostasis to each of the body’s systems and on relationship of these concepts to the practice of clinical nursing. The course provides the student with a scientific knowledge base applicable to the more advanced clinical practice of nursing.

NURS 221  Fundamentals in Nursing  Four hours  
(Two hours lecture; six hours clinical)  
Prerequisite: Admission to Nursing Major  
This course focuses on the provision of safe and effective care related to common nursing technologies and the basic time and self management as well as concepts regarding the establishment of effective communication skills, adaptation techniques, patient teaching techniques and specific age-related considerations in the provision of nursing care are also discussed. The nursing laboratory, acute and long-term care settings provide the opportunity for the development of basic skills including medications. Lab fee.

NURS 301  Strategies for Adult Health Care I  Six hours  
(Three hours lecture; nine hours clinical)  
Prerequisites: NURS 210 and 215, 221  
In-depth exploration of bodily system dysfunction throughout the adult lifespan provides the focus of this course. Principles of pre-, intra-, and post-operative management, infection and wound management will be discussed. Discussions of dysfunctions of the respiratory, cardiac, vascular, hematologic, gastrointestinal, genitourinary and endocrine systems will also be included in the course content. With each topic covered, principles of care designed to most effectively maintain or restore homeostatic mechanisms are addressed. Aspects of patient teaching and discharge planning are incorporated into each system. Assessment, analysis, planning, implementation and evaluation are emphasized as the nursing process is applied to the clinical learning experience in the acute care setting. Legal, ethical, political and economical issues are addressed in the theoretical and clinical component of this course. The student will be responsible for the management of self and one client in the clinical setting. Lab fee.

NURS 302  Strategies for Adult Health Care II  Six hours  
(Three hours lecture; nine hours clinical)  
Prerequisites: NURS 210, 221, 305  
Continued in-depth exploration of bodily system dysfunction throughout the adult lifespan provides the focus of this course. Discussion of the musculoskeletal system, eye and ear, hepatobiliary and pancreatic systems, male and female reproductive systems, and neurological systems are included in the course. Cancer and therapeutic treatment of cancer, death and dying, and gerontology are also addressed in the course content. Principles of care designed to most effectively maintain or restore homeostatic mechanisms are discussed. Family involvement, coping and education are discussed with each system. Assessment, analysis, planning implementation and evaluation are emphasized as the nursing process is applied to the clinical learning experience in the acute care setting. Legal, ethical, political and economical issues are addressed in the theoretical and clinical components of the course. The student will be responsible for the management of the total patient/family needs of one or more patients each week in the clinical setting. Lab fee.

NURS 305  Pharmacology  Two hours  
(One hour lecture; three hours clinical)  
Prerequisite: Admission to the Nursing Major  
Introduction to clinical drug therapy with emphasis on the knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of drugs. Major content areas include basic concepts of pharmacology, groups of therapeutic drugs, prototypes of drug groups, commonly prescribed individual drugs, drug effects on body tissue, human responses to drug therapy, and applying nursing process in relation to prescribed drug therapy regimens.

NURS 325  Nursing Concepts  One hour  
Prerequisite: Restricted to Registered Nurses only  
This course is designed to assist the registered nurse student through the transition between basic nursing preparation and a more advanced level of nursing practice. Focus is on concepts and issues related to the professional nurse, the nature and scope of professional nursing and selected theoretical models for nursing practice.

NURS 350  Advanced Nursing Communication  Three hours  
Prerequisite: Restricted to Registered Nurses only  
It is essential that the professional nurse have communication skills that are effective in promoting optimal interaction with others in a variety of situations. This course focuses on developing expert communications skills when communicating with other health care providers and patients and when communicating professional information through writing and speaking.

NURS 352  Caring for the Childbearing Family I  Four hours  
(Two hours lecture; six hours clinical)  
Prerequisites: NURS 210, 215, and 221  
The pregnant family through early infancy will be the unit of study. Discussion of political, economic, social, religious and health care influences on reproduction and family life and the counter influences of pregnancy and the birth of children in communities and societal systems will be included. The course focuses on the pregnant family’s interaction with the environment. The stages of pregnancy, fetal development and adaptation of the newborn to extrauterine life are the major topics of discussion. Normal and minor disruptions of the physiological
and psychological functioning of the mother, the newborn and various family members will be emphasized through theory and practice. Lab fee.

**NURS 353 Caring for the Childbearing Family II**

(Two hours lecture; six hours clinical)

Prerequisites: PSYC 210, NURS 210, 215 and 221

This course provides a comprehensive overview of child health problems from infancy to adolescence. Discussion of political, economic, social, religious and health care influences on child rearing families will be included. Study of the needs of the ill child and the hospitalized child and the resulting affects on the child’s family will be emphasized through theory and practice. Lab fee.

**NURS 415 Cross-Cultural Nursing**

(Three hours)

Prerequisite: NURS 301 or concurrent enrollment

The student utilizes the nursing process while gaining an understanding of the delivery of health care in a culture outside the United States or a subculture within the United States. The experience provides the student with an opportunity to examine personal values and beliefs as they are related to health practices of people from other cultures. It provides opportunity to experience the stress resulting from linguistic differences and the adaptation required to adjust professional and personal practices to a different cultural environment. Issues and view of health and illness are included in the student’s analysis of the practices of people from other cultures. It provides opportunity to experience the stress resulting from linguistic differences and the adaptation required to adjust professional and personal practices to a different cultural environment. Issues and view of health and illness are included in the student’s analysis of the relationship between cultural considerations and personal and health behavior. Students develop and practice communication skills and caring as a ministry with individual and family members of another culture.

**NURS 416 Preceptorship in Nursing**

(Three hours)

Prerequisite: NURS 301, 302, 352, 353 and recommendation of faculty

This elective course focuses on the nursing process in the care of adults and children with multiple and complex nursing problems. Secondary and tertiary health care settings will be utilized. Students will be given the opportunity to select an area of concentration and to be associated with preceptors of experience in the field of choice. The course will include 15 hours of classroom time and 90 hours of clinical experience. The clinical experience will be guided by a learning contract, the preceptor and the instructor.

**NURS 417 Crisis Nursing**

(Three hours)

Prerequisite: NURS 301 or concurrent enrollment

This course focuses on care of individuals and families in crisis. Theories of adaptation as well as situational and maturational crisis will be discussed and applied through use of the nursing process. Students have opportunities for communication and client teaching in a variety of crisis situations. Secondary and tertiary health centers as well as community support agencies will be utilized as clinical settings.

**NURS 418 Gerontological Nursing**

(Three hours)

Prerequisite: Completion of one clinical course

This course will focus on the nursing care of the elderly, with special emphasis on health and wellness. Issues surrounding the aging process will be discussed. Students will have the opportunity to utilize knowledge and skills in a variety of facilities serving older adults.

**NURS 440 Strategies for Community Health Care**

(Five hours)

(Three hours lecture; six hours clinical)

Prerequisite: BIOL 203, NURS 301, 302, 352 and 353

This course focuses on the application of the nursing process to a population or community group. Emphasis is placed on community assessment process and the development of nursing strategies to assist multi-problem families, considering health on a continuum, throughout the lifespan. Family systems theory, theories of adaptation and educational needs of various populations will be addressed. The clinical focus is on the development of a broader perspective of the nurse’s role in a variety of clinical and environmental settings. In addition, the nurse’s role on the community health team and an understanding of health care needs of different cultural groups will be studied. Lab fee.

**NURS 451 Strategies for Mental Health Care**

(Three hours)

(Two hours lecture; three hours clinical)

Prerequisites: NURS 301, 302, 352 and 353

This course focuses on the psychosocial needs of an individual/family. Biological, psychological and spiritual systems will be emphasized. Development of nursing knowledge and skill for intervention with social-emotional balances and imbalances in the lifespan will be explored. Stress, adaptation, communication and personality development are emphasized. Behavioral concepts and mental health theories are integrated. In- and out-patient mental health agencies will serve as practice areas. Lab fee.

**NURS 460 Advanced Strategies for Adult Health Care**

(Four hours)

(One and one-half hours lecture; four and one-half hours clinical)

Prerequisites: NURS 301, 302, 352 and 353

This course focuses on application of the nursing process in highly complex and/or life threatening situations, including the effect of crises on the patient and family systems. Knowledge from previous courses is expanded upon to provide a deeper understanding of the pathophysiology and the advanced health care needed in this highly technological setting. Clinical experiences focus on the management of total patient care of individuals with multi-system dysfunction, in collaboration with the involved nursing staff and physicians. Legal, ethical, political, historical and economic issues are addressed in the theoretical and clinical components of this course. Lab fee.

**NURS 475 Research in Nursing**

(Three hours)

Prerequisite: NURS 210, 215, 221, 301 and 305

This course provides a comprehensive overview of the research process including methodology, design and interpretation of findings. It focuses on the acquiring of knowledge and skills essential for critical evaluation of research reports as well as guidance in developing a formal research proposal. Previous learning related to theories of adaptation, nursing, human growth and development, education, health on a continuum, systems, caring and environment are incorporated into the research process with an emphasis on improvement of client care.

**NURS 490 Leadership/Management in Nursing**

(Three hours)

(One hour lecture; six hours clinical)

Prerequisites: NURS 301, 302, 352 and 353

NOTE: Must be taken the last semester of nursing major
Health Care organizations and the leadership/management skills required in various nursing care delivery systems are explored in this course. Emphasis is in the leadership roles of the nurse as an individual and a group member. While caring for groups of patients and individuals, students will explore a variety of nursing roles such as associate nurse, primary nurse, medication administrator and patient caregiver. Students are expected to synthesize previously learned knowledge in complex nursing situations and to expand their abilities to use the problem solving and decision making processes. Lab fee.

**NURS 495 Directed Research**

One to three hours

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**Psychology Faculty**

**Larry D. Anderson, B.A., M.A.B.S., M.Ed., Ph.D.**

Associate Professor of Psychology

- B.A., Azusa Pacific University; M.A.B.S., Dallas Theological Seminary; M.Ed., Ph.D., North Texas State University. At LU since 1988.

**Nancy A. Anderson, B.A., M.S., Ph.D.**

Associate Professor of Psychology

- B.A., Texas Tech University; M.S., Murray State University; Ph.D., Texas Tech University. At LU since 1989.

**Philip A. Captain, B.A., M.A., Ph.D.**

Professor of Psychology

- B.A., Taylor University; M.A., Ph.D., Biola University; additional graduate study at Garrett Theological Seminary. At LU since 1980.

**Robert DeLong, B.R.E., M.A.**

Assistant Professor of Psychology

- B.R.E., Brainerd Theological Seminary; M.A., Liberty University. At LU since 1995.

**Marilyn L. Gadomski, A.B., M.A., Ph.D.**

Chair, Department of Psychology

Associate Professor of Psychology

- A.B., Marshall University; M.A., West Virginia College of Graduate Studies; Ph.D., Virginia Polytechnic Institute and State University. At LU since 1991.

**Victor Hinson, B.A., M. Div., M.A.**

Assistant Professor of Psychology


**Timothy Houts, B.S., M.A.**

Instructor of Psychology

- B.S., M.A., Liberty University. At LU since 1991.

**Beverly D. Lowry, B.S., M.Ed.**

Assistant Professor of Psychology

- B.S., Liberty University; M.Ed., Lynchburg College; additional graduate studies at the University of Virginia. At LU since 1988.

**Larry Nelson, B.S., M.Ed., Ph.D.**

Associate Professor of Psychology

- B.S., M.Ed., Wayne State University; Ph.D. University of South Carolina. At LU since 1985.

**Gene Sale, B.A., M.A., Ed.D.**

Assistant Professor of Psychology

- B.A., University of Arkansas; M.A., International School of Theology, Liberty University. Ed.D., University of Sarasota. At LU since 1996.

**June Vess, B.S., M.A.**

Assistant Professor of Psychology

Coordinator, EDP Psychology

- B.S., Belhaven College; M.A., Liberty University. At LU since 1991.

**P U R P O S E**

The Psychology Department provides a baccalaureate degree for both the resident and external programs. These programs seek both to transmit and expand knowledge, as well as to provide opportunities for research and service. The Department consists of a community of persons who are voluntarily linked in the pursuit of knowledge, providing a reasoned presentation of the academic disciplines in relation to the Christian faith. The Department’s mission is to communicate Christian values, academic content and requisite skills -- all of which prepare persons for a life-long process of learning and serving.

The mission is carried out for resident students, all of whom have indicated their agreement with Liberty’s purpose, through a rigorous academic program and a structured socio-religious environment. It is carried out for external students, who may or may not espouse Liberty’s purpose, in a comparable academic program but without the socio-religious structure of the resident community.

**LEARNING OUTCOMES**

1. Develop a conceptual framework that embraces relevant facts and concepts of human behavior as well as an understanding of the history of the discipline that goes beyond knowledge of major figures and their contributions, and includes the sociocultural context in which psychology emerged.

2. Develop familiarity with qualitative as well as quantitative methods leading to a disciplined curiosity about human behavior and experience.

3. Learn to think critically about themselves and their differences and similarities with others, and to know how gender, race, ethnicity, culture, and class effect all human perspectives and experiences.

4. Comprehend the language of the discipline found in textbooks and scientific journal articles, and be able to present written arguments in the terminology of the discipline using elements of style and presentation of scientific information described in the most recent Publication Manual of the American Psychological Association.

5. Develop the skills of gathering information from a library including: computerized information sources, bibliographic systems, computerized literacy skills in word processing in APA format, conducting internet/electronic searches, and utilization of various statistical packages, as well as other sources from which one can present a persuasive argument.

6. Develop growing sophistication about research strategies and their limitations, including such issues as the drawing of causal conclusions from experimental vs. correlational results within the context of the Ethical Principles of Psychologists (APA, 1990) and the desire to adhere to those principles in psychological theory, practice, and research.
PSI CHI HONOR SOCIETY
PSI CHI is the National Honor Society in Psychology. The Liberty University chapter was formed in 1988 to promote scholarship and fellowship among Psychology Majors. PSI CHI attempts to nourish and stimulate professional growth through sponsoring invited speakers at general meetings, through field trips, and through participation in professional conferences.

Criteria for membership:
1. Completion of at least 3 semesters of the college course.
2. Completion of 9 semester hours of psychology.
3. Registration for major standing in psychology.
4. Undergraduates who are elected to Psi Chi must have at least an overall grade point average 3.0 and rank in the upper 35 percent of their class (sophomore, junior, senior) in general scholarship. They must also demonstrate superior scholarship in psychology, earning a minimum GPA in psychology courses of at least 3.5. Psi Chi accepts the policy of the institution regarding grades.
5. High standards of personal behavior.
6. Two-thirds affirmative vote of those present at a regular meeting of the chapter.

Career Opportunities
Clinical/Experimental Specialization
Graduate school preparation for a professional career in Psychology
Human Development Specialization
Kindergarten through university levels of Christian/public schools
Child development clinics
Child/adolescent/adult treatment centers
Private professional practice

Human Service/Counseling Specialization
Group home settings
Crisis intervention centers
Church counseling centers

Programs of Study
Psychology Major (B.S.) - Human Services Counseling Specialization
PSYC 200 General Psychology 3
PSYC 210 Developmental Psychology 3
PSYC 321 Psychology of Childhood 3
or
PSYC 331 Psychology of Adolescence 3
or
PSYC 335 Psychology of Adulthood 3
PSYC 341 Psychology of Personality 3
PSYC 355 Statistics In Psychology 3
PSYC 361 Marriage and Family 3
PSYC 371 Theories in Counseling and Psychotherapy 3
PSYC 405 Group Dynamics 3
PSYC 430 Abnormal Psychology 3
PSYC Electives 9
36

Psychology Major (B.S.) - Child/Adolescent Development Specialization
PSYC 200 General Psychology 3
PSYC 210 Developmental Psychology 3

Suggested Course Sequence - B.S. Psychology
First Year - First Semester 16 hours
ENGL101 Grammar and Composition 3
COMS 101 Speech Communication 3
BIBL105 Old Testament Survey 3
or
BIBL 110 Old Testament Life and Literature 3
HUMN 101/LANG 3
PSYC 200 General Psychology 3
GNED 101 Contemporary Issues I 1
First Year - Second Semester 15 hours
ENGL102 Composition and Literature 3
MATH 3
CHMN 101 Evangelism and Christian Life 2
GEN ED ELEC 3
PSYC 210 Developmental Psychology 3
GNED 102 Contemporary Issues II 1
Second Year - First Semester 16 hours
NAT SCI 3
LAB 1
HISTORY 3
THEO 201 Theology Survey I 3
BIBL 110 New Testament Survey 3
or
BIBL 210 New Testament Life and Literature 3
PSYC 341 Psychology of Personality 3
CSER
Second Year - Second Semester 14 hours
- NAT SCI/MATH/BUSI 102 3
- SOC SCI/HIST 3
- THEO 202  Theology Survey II 3
- APOL.290  History of Life 2
- PSYC 3
- CSER 3

Third Year - First Semester 15 hours
- GOVT 200/SOCI 200/201 3
- PHIL.201  Philosophy and Contemporary Ideas 3
- PSYC 3
- Electives 6
- CSER 2

Third Year - Second Semester 15 hours
- ENGLLIT/SURVEY 3
- PSYC 355  Statistics in Psychology 3
- PSYC 3
- Electives 6
- CSER 2

Fourth Year - First Semester 15 hours
- PSYC 371  Theories in Counseling and Psychotherapy 3
- PSYC 3
- Electives 6
- CSER 2

Fourth Year - Second Semester 14 hours
- PSYC 430  Abnormal Psychology 3
- PSYC 3
- Electives 8
- CSER 2

**Minor**
**Psychology Minor**
- PSYC 200  General Psychology 3
- PSYC 210  Developmental Psychology 3
- PSYC Electives (300-400 level) 9
- 15

**Course Descriptions**

**ANTH 201  Cultural Anthropology** Three hours
The nature of man and his culture with special emphasis on cross-cultural communications.

**ANTH 203  World Religions** Three hours
(Offered fall semester.)
An introduction to the tribal, ethnic, and major religions of the world. A study is made of the origin and the history of beliefs of major world religions and of their influence upon the people who practice them.

**PSYC 200  General Psychology** Three hours
Designed to introduce students to the field as a scientific discipline concerned with the study of behavior. Consideration will be given to such topics as human development, motivation, emotion, perception, learning, personality, intelligence, measurement and applied areas.

**NOTE:** PSYC 200 or 210 is a prerequisite for all upper level Psychology courses.

**PSYC 210  Developmental Psychology** Three hours
An overview of the human life span from conception through senescence. Continuity of development as well as critical periods faced by the maturing human will be emphasized using contemporary theories and research as foundation materials.

**PSYC 311  Educational Psychology** Three hours
Acquaints the student with various learning theorists and models of learning. Focus is on the generation of practical solutions to problems associated with the teaching-learning process.

**PSYC 312  Social Psychology** Three hours
Prerequisite: PSYC 200 or SOCI 200
A study of the social basis of human behavior, interpersonal response, traits, personality, social status and social roles, perception, attitudes, socialization, self-motivation, language, interaction and group structure.

**PSYC 315  Applied Psychology** Three hours
An introduction to the wide variety of positions psychologists fill in government, industry, education and the social services. Students are given information on the various applications of psychological theories, principles and practices as they relate to different career fields.

**PSYC 320  Behavior Management** Three hours
Prerequisite: PSYC 200 or 210
The application, implementation, measurement, and evaluation of behavior management techniques in various settings including hospitals, institutions, and schools.

**PSYC 321  Psychology of Childhood** Three hours
A study of child growth and development from birth to puberty. Examination of the basic principles and practices of childhood training and education.

**PSYC 331  Psychology of Adolescence** Three hours
An investigation of the psychological and environmental factors related to puberty, peer identification and identity conflict in the adolescent. Emphasis will be upon the development of self-identity and the problems faced by the American adolescent.

**PSYC 335  Psychology of Adulthood** Three hours
The focus will be on viewing adult development as an integrative, dynamic and continuous process terminated only at death. The whole span of adulthood will be examined, including retirement and old age.

**PSYC 336  Gerontology** Three hours
This course seeks to introduce the facts of demography describing the background and present status of elderly people in the United States. Then the biological, psychological and sociological factors in aging will be studied to promote an in-depth understanding of the dynamics of aging.

**PSYC 341  Psychology of Personality** Three hours
The major historical and contemporary theories of the origin and development of personality are explored, emphasizing the role of the dynamics of personality.

**PSYC 345  Exceptional Child** Three hours
Exceptional child is designed to provide undergraduate students with a first contact with the field of exceptionalism. The focus is cognitive content-based rather than experiential. Students will master a major textbook in the field and be evaluated on content matter. All major areas of exceptionality will be surveyed.
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<th>Course Code</th>
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<tr>
<td>PSYC 401</td>
<td>History and Systems of Psychology</td>
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<tr>
<td>PSYC 355</td>
<td>Statistics in Psychology</td>
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<td>PSYC 361</td>
<td>Marriage and Family</td>
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<td>PSYC 365</td>
<td>Psychological Foundations</td>
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<td>PSYC 371</td>
<td>Theories in Counseling and Psychotherapy</td>
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<td>PSYC 380</td>
<td>Physiological Psychology</td>
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<td>PSYC 405</td>
<td>Group Dynamics</td>
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<td>PSYC 421</td>
<td>Psychological Measurement</td>
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<td>PSYC 430</td>
<td>Abnormal Psychology</td>
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<td>PSYC 440</td>
<td>Experimental Design in</td>
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<td>PSYC 450</td>
<td>Research: Application and Construction</td>
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<td>PSYC 460</td>
<td>Counseling Processes and Techniques</td>
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<td>PSYC 465</td>
<td>Psychological Measurement</td>
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<td>PSYC 471</td>
<td>Directed Research</td>
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<tr>
<td>PSYC 497</td>
<td>Psychology Seminar</td>
<td>3</td>
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<td>SOCI 200</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<td>SOCI 201</td>
<td>Social Problems</td>
<td>3</td>
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<td>SOCI 313</td>
<td>Social Operations</td>
<td>3</td>
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<td>SOCI 340</td>
<td>World Population Trends and Problems</td>
<td>3</td>
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<tr>
<td>SOCI 495</td>
<td>Directed Research</td>
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<tr>
<td>SOCI 497</td>
<td>Special Topics in Sociology</td>
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Introduction to statistical methodology in the social sciences, particularly as related to psychological measurement and development of scientific research studies involving quantitative investigation.

Contemporary American marriage and family patterns are viewed in historical and cross-cultural perspective and interpreted against the modern urbanized environment in light of current value systems.

A study of learning, including examination of conditioning, problem solving, and transfer. Models of behavioristic, psychodynamic, psychophysiological and self theories will be evaluated.

The principal current theoretical approaches to counseling and psychotherapy represented and evaluated. Exploration of techniques and methods in group and individual counseling.

Designed for counselor students and others who intend to further their study in psychology or related fields. Major objectives: developing appreciation for the complex functioning of the human body, acquiring basic understandings of the primary mechanisms of behavior and investigating medical advances affecting these areas.

The history of psychology from its beginnings in early philosophical thought to the present. Emphasis is on the last century of developments in the field, the life, and works of historically eminent psychologists.

The study of human personality in relationship to other persons, singularly and in groups. The application of the principles of group dynamics to business, industry, public and private life will be examined in theory and demonstrated with exercises.

A study of standardized tests in psychology, counseling and education. Includes personality, aptitude, general ability, achievement and interest tests. Elementary statistics necessary to test usage and interpretation will be a part of the course.

A study of neurotic and psychotic behavior including origin, classification, symptoms and also a survey of diagnosis, therapy and prevention.

An examination and evaluation of moral and ethical concepts and principles as they relate to the field of psychology. A wide range of subjects will be discussed including counseling intervention systems, the exceptional child, vocational development and human development.

A study of social theories, their histories, social structures, functions, and conflict emphasizing human, institutional, and group interactions. The course provides an overview of political, economic and other cultural phenomena and methodologies of the results of scientific social research. In addition, it seeks to expand ideas, concepts, theoretical, and practical orientations by utilizing a comparative perspective.

A study of social dilemmas as crime, pollution, war, poverty, drug addiction, and racial discrimination. Course content is both theoretical and practical.

An analytical investigation of the management and understanding of the various interrelationships of large and small groups of people and social institutions from the theoretical perspectives of structural-functionalism, conflict, and symbolic interactionism theories.

In the first part of the course, the sociological perspective is applied to the population explosion; the population implosion; population diversification; and the accelerating speed of technological and social change. Hunger and the worldwide implications of this major problem for the present and the future are discussed.

Delves into population issues in depth: origins; definitions; measures; population size and growth; world population trends and problems; population distribution and related social problems; demographic structure and population groups; and world population trends and problems.
College of General Studies

Pauline Donaldson, B.A., M.A., Ed.D.
Dean, College of General Studies
Director, Interdisciplinary and General Studies
Professor of Education
B.A., Northwestern College; M.A., University of Michigan; Ed.D., University of Virginia. At LU since 1979.

PURPOSE
The College of General Studies is designed to maximize student success, to enhance the undergraduate experience, and to help the student achieve a greater breadth of learning and a deeper understanding of human experience through the liberal arts. All applicants who meet admission criteria are admitted to Liberty University through the College of General Studies. Students will take General Education courses, as well as introductory courses in their major during the first two years. The College staff manages academic testing and advising, General Education, the Bruckner Learning Center, the Career Center, the Interdisciplinary Studies Degree program, the General Studies Degree program, and the Liberty University Honors Program.

Faculty
Barbara A. Boothe, B.S., M.A.
Director of Planning, Research, and Assessment
Assistant Professor of Education
B.S., M.A., Liberty University; additional graduate work at Liberty University, Lynchburg College and the University of Virginia. At LU since 1977.

Associate Professor of Education

Mary Lou Garlock, B.S., M.A.
Assistant Professor of Education
B.S., Bob Jones University; M.A., Azusa Pacific University; additional graduate work at Liberty University, Lynchburg College, Point Loma College, Virginia Polytechnic Institute and State University, and the University of Virginia. At LU since 1979.

Wilbur E. Groat, B.S., M.A., Ed.S., Ed.D.
Associate Professor of Education
Coordinator of Advising
B.S., Wheaton College; M.A., Michigan State University; Ed.S., Central Michigan University; Ed.D., Nova University. At LU from 1981 to 1986, 1989 to present.

Connie Hansen, B.S., M.A.
Assistant Professor of Education
B.S., Liberty University; M.A., Lynchburg College. At LU since 1995.

William Denton McHaney, B.S., M.Ed.
Director, Office of Academic Disability Support
Faculty Advisor, Learning Disabled Students
Associate Professor of Education
B.S., Liberty University; M.Ed., Lynchburg College; additional graduate work at the University of Virginia. At LU since 1985.

Leonard W. Parker, B.A., M.S., Ed.D.
Assistant Coordinator of Special Programs
Director of Experiential Learning, External Degree Program
Assistant Professor of Education
B.A., Tennessee Temple University; M.S., Pensacola Christian College; Ed.D., Nova University. Additional work at Florida International University and Luther Rice Seminary. At LU since 1986.

Elizabeth Ann Rowlette, B.S., M.A.
Assistant Professor of Information Technology
B.S., Berea College; M.Ed., Lynchburg College; additional coursework at Liberty University. At LU since 1999.

M. Susan Shade, B.S., M.Ed.
Instructor of Education
B.S., Grace College; M.Ed., Lynchburg College; additional graduate work at Liberty University. At LU since 1997.

Barbara Sherman, A.A., B.A., M.Ed., M.A.
Director, Bruckner Learning Center
Associate Professor of Education
A.A., Potomac State College; B.A., Fairmount State Teacher’s College; M.Ed., Lynchburg College; M.A., Liberty University; additional work at Appalachian State University. At LU since 1982.

James D. Wagner, B.A., M.A.
Assistant Professor of Education
Coordinator of Testing
B.A., The King’s College; M.A., Liberty University. At LU since 1985.

ORIENTATION
Prior to beginning the freshman year, all first-time college students are required to attend New Student Orientation and complete FRSM 101, Freshman Seminar. These sessions are designed to give an overview of policies that govern life at Liberty. During orientation students are introduced to the various services of the University. Emphasis is placed on services that will assist students in adjustment to university life: academically, socially, and spiritually.

ACADEMIC ADVISING
Students receive personalized, individual advising through the cooperative effort of departments within Liberty University. Faculty advisors are assigned to work closely with students in scheduling courses and fulfilling requirements for their intended majors. In addition, upperclassmen in all colleges may seek advising in the College of General Studies when their questions touch on university-wide issues.

Students in the College of General Studies are encouraged at entry to follow the requirements of degree programs as outlined in this catalog. All students, with the exception of those pursuing the RN to BSN programs, are required to meet the General Education requirements. The Foundational Studies component of the General Education requirements must be successfully completed prior to declaring a major.
Requirements for this degree are:
1. fulfill institutional General Education Requirements;
2. complete a forty-five (45) hour major which must be drawn from at least two, but not more than three, academic disciplines with no more than thirty (30) hours and no less than 15 from any one discipline. The courses may be in any field offered by the University;
3. complete 15 hours of electives in any disciplines, including areas that are covered in the major. Since the program crosses disciplines, six (6) of the 15 hours in the B.S. must include two integrative courses;
4. at least thirty (30) hours must be taken at the 300-400 level.
5. fifty percent of each specialization must be completed at Liberty; and
6. thirty (30) hours must be completed following admission to the program.

Students seeking admittance into the program must meet with the Dean of the College of General Studies who will assist the student in developing a course and program plan to meet the requirements of the degree.

Students interested should meet with the Dean as early as possible in their undergraduate program and prior to commencing the senior year. The major must be approved by the Department Chairmen of the disciplines involved. The General Studies proposal is then submitted to the Dean of the College of General Studies. The course and program plan, when accepted, becomes the student’s contract for graduation and may be modified only upon written request to the Dean of the College of General Studies.

Programs of Study

GENERAL STUDIES MAJOR

PURPOSE
The Bachelor of General Studies major is designed for those students who desire a degree offering the opportunity to have breadth; thus, enabling students to use both intercollege and interdepartmental combinations of courses that will provide a broad pattern of educational experience.

LEARNING OUTCOMES
In support of the institutional mission and aims, the General Studies Program seeks to:
1. demonstrate university level competencies in writing, speaking, reading, appreciation of the arts, analytical reasoning, computer literacy, and library research.
2. demonstrate acquisition of core competencies in at least two, but not more than three, content areas.
3. assess the moral dimensions and ethical implications in at least two disciplines.
4. generate a paper and/or project which integrates knowledge across the disciplines.
5. evidence the synthesis of academic knowledge and Christian values in order that there might be a maturing of spiritual, intellectual, social, and physical behavior.
5. evidence the synthesis of academic knowledge and Christian values in order that there might be a maturing of spiritual, intellectual, social, and physical behavior.

The requirements are as follows:
1. minimum GPA of 3.0;
2. fulfill institutional General Education requirements;
3. complete two specializations of at least twenty (20) hours. One concentration must be composed of courses from a single major area, while the second may combine related courses from different departments;
4. complete twenty (20) hours of directed electives;
5. at least thirty (30) hours must be taken at the 300-400 level; and
6. fifty percent of each specialization must be completed at Liberty.

Those interested in the Interdisciplinary Studies Program should meet with the Dean of the College of General Studies as early as possible in the undergraduate program and prior to commencing the Junior year. To qualify for the program, a student must have a minimum grade point average of 3.0.

To gain admission, the student must complete the application process. Proposed specializations must be approved by the respective departmental chairmen. Final approval for admission to the program is granted by the Dean of the College of General Studies.

The Interdisciplinary Proposal and Status Sheet are used to determine compliance for degree requirements, and may not be changed without the approval of the Dean and the respective department chairmen.

MULTIDISCIPLINARY STUDIES MAJOR

PURPOSE
The Bachelor of Science in Multidisciplinary Studies degree program is designed for the adult learner with a multidisciplinary history attained through academic and/or work experience. Academic instruction is structured within a Christian worldview.

LEARNING OUTCOMES
In support of the institutional mission and aims, the Multidisciplinary Studies degree program seeks to enable students to:
1. demonstrate university level competencies in writing, public speaking, reading comprehension, appreciation of the arts, analytical reasoning, computer literacy, and educational research.
2. demonstrate acquisition of core competencies in each chosen area of concentration
3. assess moral dimensions and ethical implications in each chosen area of concentration.

APPLICATION PROCESS
1. Complete the Application for Multidisciplinary Studies Major.
2. Complete the Proposed Concentrations and Rationale Form.
3. Review of the application/proposed concentration is made by a Transfer Evaluator or Graduation Coordinator in the Registrar’s Office. Students who have not completed enough hours in a specific area to develop a concentration will be sent a letter encouraging them to pursue a specific program area.
4. Approval is granted by the Dean of the College of General Studies or the Assistant to the Vice President for Academic Affairs.
5. Students may not declare a Multidisciplinary Studies Major during their final semester of coursework.
6. Students who break enrollment must renegotiate the proposal.

This program is not available for those pursuing teacher licensure.

Pre-approved Concentrations for the Multidisciplinary Studies Major

BUSINESS (available through EDP also)
ACCT211
ECNC 213
BUSI 301
BUSI 310
BUSI 330

PSYCHOLOGY (available through EDP also)
PSYC 210
PSYC 341
PSYC 371
PSYC 430
PSYC 321, 331, or 355

RELIGION (available through EDP also)
BIBL 350 (required)
BIBL 424 (recommended)
BIBL 450 (recommended)
PHIL 240 (recommended)
THEO 250 (recommended)

BIOLOGY
BIOL 207
BIOL 208
BIOL Upper Level Electives (8 hrs)

COMPUTER SCIENCE
CSCI 112
CSCI 211
CSCI Upper Level Electives (9)
ENGLISH
ENGL 2_ (Literature Survey)
ENGL 350 or 351 or 352
ENGL (genre, author, period)
ENGL 333 or linguistics, philosophy or history of English language
ENGL Upper Level Elective (3) May not use ENGL methods courses

FAMILY/CONSUMER SCIENCE
FACS 205
FACS 330
FACS 350
Choose two: FACS 310, 315, 450, 497

FRENCH
FREN 202
FREN 301
FREN 304
FREN 321
FREN 495

HEALTH/PE
HLTH 205
HLTH 216
HLTH 350
HLTH 402
PHED 224
PHED 313
PHED 352

HISTORY
GEOG 200
HIUS 312
HIUS 310 or 330
HITW 371, 372, 441, or 450
GEOG Upper Level Elective (3) or HIUS 352 or HIUS 430

SPANISH
SPAN 202
SPAN 301
SPAN 304
SPAN 321
SPAN 495

Other concentrations may be developed in any field offered by the University. Credit awarded based on the American Council on Education (ACE) Guide to Educational Experience in the Armed Services may be applied. The major must be drawn from either 2 or 3 academic disciplines with 15-30 hours in each discipline, with the majority of the coursework for each concentration having the same course prefix.

Bruckner Learning Center
The Bruckner Learning Center provides a wide range of programs to enhance the academic success of Liberty University students. Incoming freshmen will find particularly helpful CLST 101, a one credit hour course, College Learning Strategies. Other classes are offered for intensive study skills preparation, college reading, and individualized lab work in study techniques. Students placed on Academic Warning/Probation will be required to complete a CLST course to assist them in their academic progress. In such instances, a grade of C or better must be earned, or the course must be retaken in the subsequent semester. The course may not be dropped without permission from the Bruckner Learning Center. In addition, free Study Skills Seminars are provided each fall and spring for the entire student body. Topics include: Organization and Time Management, Reading Speed/Comprehension, Overcoming Test-Taking Anxiety and Memory Improvement.

CENTER FOR PROFESSIONAL AND CONTINUING EDUCATION
The Liberty University Center for Professional and Continuing Education offers professional development and personal enrichment courses to meet community and individual needs. The Professional and Continuing Education component consists of instructional services, consultation, technical assistance, and community education interests. The principal unit awarded for participation in these non-degree credit activities is the Continuing Education Unit (CEU).

TUTORING/TESTING CENTER
Free peer tutoring is offered in over fifty courses for students encountering difficulties in individual academic subjects. Make-up testing is also provided at the site at the direction of individual professors. The Tutoring/Testing Center supervisor also serves as the official on-campus proctor for the External Degree Program.

OFFICE OF DISABILITY ACADEMIC SUPPORT
Academic support services are provided for students with documented disabilities. A student who has a disability may be assigned to a Bruckner Learning Center faculty advisor who has had training in accommodation of disabled students. That faculty member advises students concerning their academic load, and acts as a liaison between instructors and the individual regarding classroom accommodations. With the student’s permission, each instructor is provided information regarding the student’s specific disability and suggestions for appropriate accommodations are made, as needed and desired.

Career Center
The Career Center provides services that help students fulfill one of their main objectives for earning a degree — obtaining professionally satisfying employment upon graduation. Services are also available to alumni seeking a change in employment or career path.

Several programs are available to assist students in determining career goals and implementing appropriate educational plans. Through an informative website, online job listings, career library, and a computerized interest assessment, students are encouraged to explore various occupational fields, develop job-hunting skills, and research graduate education programs. Local employers conduct training workshops on topics such as resume writing, interviewing techniques, and job search strategies. Further networking opportunities are provided through Career Fairs and on-campus interviewing.

Students are also encouraged to participate in experiential education programs such as externships and internships, which provide practical work experience. The Career Center assists students with the externship and internship registration and placement process.
The Career Center equips students with the knowledge and tools to make a smooth transition from the classroom to the professional world. The vocational success of Liberty graduates is the Career Center’s highest goal.

Course Descriptions

CLST100 Foundations for Academic Success
Three hours

Designed to assist students in their academic adjustment from high school to college. It is part of a special program which includes a selected group of first-time freshmen college students. Attention is given to goal-setting, organizing for study, time management, textbook mastery, reading comprehension and rate, listening, memory, note taking, motivation for study, test taking, study strategies in other classes and orientation to University services.

CLST101 College Learning Strategies
One hour

Designed to train students in study strategies needed for success in college. Course includes organizing for study, time management, textbook mastery, listening, memory, note taking, motivation for study, reading comprehension and rate, test taking, and special study strategies for other classes. Open to all students but required of students who have low scores on placement tests or who are placed on academic warning or probation.

CLST102 College Reading Improvement
One hour

Designed to teach students essential reading skills necessary to truly comprehend the material contained in college textbooks. The course includes such areas as vocabulary development, textbook organization, main ideas, significant details, analytical reading, and critical reading. The course is structured to meet the needs of students with varying levels of reading competency.

CLST103 Individualized Laboratory in Reading and Study Strategies
One hour

Provides individualized help in reading and study strategies. May be elected by any Liberty student desiring to improve his reading and study skills. May be required of students who have completed CLST100 or CLST101 and who still need help in basic skills and students who are placed on academic warning/probation.

CLST 301 Advanced Reading/Vocabulary Development
One hour

Focus is on building vocabulary and accelerating reading speed while developing higher level critical reading skills needed for upper division and graduate courses.

FRSM 101 Freshman Seminar
One hour

Designed to facilitate academic, spiritual and social development, the understanding of Judeo-Christian ethics and values within a Christian university setting and provide interaction between faculty and students which establishes high academic expectations. Lab fee.

GEED 205 Learning Theory and Portfolio Development
Three hours

An introduction to learning theories with an emphasis on experiential learning. There will also be a focus on Kolb’s Learning Style Inventory. A major part of the course is the preparation of a student’s portfolio documenting prior learning. (Open to students in the External Degree Program only.)

HONR 495 Senior Honors Thesis
Three hours

This individually designed thesis will be directed by a faculty member from the honor student’s major department in consultation with the department chairperson and the Director of the Honors program.

INFT101 Computer Concepts
One hour

An introduction to the terminology and basic use of computers in today’s society. This course will cover the following in a lecture setting: Essential Computer Concepts, Software and Multimedia Applications, Computer Files and Data Storage, Computer Architecture, Networks and Email, Internet and the Information Super Highway, Data Security and Control, and Communication Systems Infrastructure and Data Representation.

INFT102 Computer Applications
Two hours

An introduction to operating systems and software applications, specifically, word processing spreadsheets, and the internet. Provides an introduction to basic file procedures editing and formatting of professional documents, and accessing and evaluating fundamental worksheet development resources available on the internet. Lab fee.

INFT103 Software Applications
One hour

An introduction to software applications, specifically, an operating system and spreadsheets. Provides an introduction to basic features such as creating, saving, printing, finding and managing file structuring information on a disk, and developing a professional worksheet. Lab fee.

INFT104 Word Processing Applications
One hour

An introduction to word processing inclusive of features such as the planning and creating of professional documents, the editing and formatting of documents, the constructing of a desktop publishing document, and the generating of reports and tables. Lab fee.

INFT 105 The Internet
One hour

An introduction to the Internet and e-mail. Introduces procedures used in accessing and evaluating resources available on the Internet and basic e-mail components. Lab fee.

INTL 460 Holy Land Studies
Three hours

On-site instruction in Palestinian geography, topography, history and archaeology. Conducted in conjunction with the Institute of Holy Land Studies in Jerusalem, this program provides a firsthand look at the land of the Bible. Archaeological sites of importance are viewed and explained in detail. Places relative to the life of Christ are visited with special attention given to Jerusalem, Bethlehem, Capernaum, Nazareth, Jericho, and the cities of Samaria and Galilee.

INTL 495 Directed Research
One to three hours

INTL 497 Special Topics in International Studies
One to three hours
School of Business and Government

Bruce Bell, B.A., M.A., Ph.D.
Dean, School of Business and Government
Professor of Business
B.A., M.A., Penn State, Ph.D., Walden University. At LU since 1996.

**PURPOSE**

The School of Business and Government educates students, within a Christian context, in the professional competencies needed for them to serve as the business and government leaders of tomorrow.

The School offers degrees in accounting, business and government with specializations available in economics, finance, management, management information systems, marketing, administration of justice, general government, and pre-law.

**Business Faculty**

John M. Borek, Jr., B.B.A., M.B.A., Ph.D.
President
Professor of Aviation and Business
B.B.A., M.B.A., Ph.D., Georgia State University. At LU since 1997.

Michael J. Garcia, B.A., M.S.
Associate Professor of Business
B.S., University of Florida; M.S., Stanford University. At LU since 1991.

John George, B.S., M.A., M.B.A., Ph.D.
Associate Dean
Professor of Business
Coordinator, EDPM.B.A. Program
B.S., U.S. Military Academy, West Point; M.A., Liberty University; M.B.A., Ph.D., University of Alabama. At LU since 1990.

JoAnn Gilmore, B.S., M.B.A., C.P.A.
Assistant Professor of Accounting
B.S., Eastern Michigan University; M.B.A., Liberty University. At LU since 1995.

Associate Professor of Business
Coordinator, EDP Business
B.B.A., M.B.A., University of Michigan; doctoral studies at Nova University. At LU since 1980.

Tsung-Hui Lai, B.A., M.A., Ph.D.
Associate Professor of Business
B.A., National Cheng Chi University, Taipei, Taiwan; M.A., Ph.D., Ohio State University. At LU since 1985.

Larry L. Lilley, A.A., B.G.S., M.S., D.B.A.
Chair, Department of Business Management
Professor of Business
A.A., B.G.S., George Washington University; M.S., Radford University; D.B.A. Nova University. At LU since 1999.

Robert N. Mateer, B.A., M.B.A.
Chair, Department of Economics, Finance and Management Information Systems
Professor of Business

Director of Center for Business and Government
B.A., Middlebury College; M.B.A., Tulane University; additional graduate studies at Stanford University and New York University. At LU since 1984.

Associate Professor of Business
A.S., Palm Beach Junior College; B.B.A., Georgia State College; M.B.A., Fairleigh Dickinson University. At LU since 1991.

Chair, Department of Marketing
Associate Professor of Business
B.A., Washington Bible College; B.B.A., Northwood University; M.B.A., Liberty University; D.B.A., University of Sarasota. At LU since 2000.

James B. Shelton, B.A., M.A., Ph.D., C.P.A.
Professor of Business
B.A. University of Maryland; M.A. Virginia Polytechnic Institute and State University; Ph.D., Virginia Commonwealth University. At LU since 1995.

Gene Sullivan, B.S., M.S., M.R.E., C.P.A.
Chair, Department of Accounting
Associate Professor of Accounting
B.S., M.S., Virginia Commonwealth University; M.R.E., Liberty Baptist Theological Seminary. Doctoral Study at Regent University. At LU since 1987.

Nancy Torrence, B.A., M.B.A.
Associate Professor of Business

Paul E. Young, B.A., M. Ad.
Assistant Professor of Business

Maurice J. Zaffke, B.A., M.P.A.
Associate Professor of Business and Government
Executive Director, Information Services
B.A., Bethel College; M.P.A., Harvard University; doctoral studies at George Mason University. At LU since 1988.

Virginia Zaffke, B.A., M.A.
Assistant Professor of Business
B.A., Bethel College; M.A., College of St. Thomas. At LU since 1995.

The School of Business and Government offers baccalaureate degrees in Accounting and Business with specializations in Economics, Finance, Management, Management Information Systems, and Marketing. Each student is given the opportunity to become proficient in management techniques and administrative skills that are important in business.

**BUSINESS INTERNSHIP PROGRAM**

Integration of theory and practice is the purpose of the Business Internship Program at Liberty. Hands-on learning, in addition to classroom learning, gives the student a perspective that most will not have upon graduation. The internship experience provides a basis for career decisions, as well as experience that will assist the student in securing employment.
Juniors and Seniors who wish to be considered for the internship program should contact the Business Internship Director to discuss qualifications for and the methods of obtaining internships.

SIGMA BETA DELTA HONOR SOCIETY
Sigma Beta Delta is an honor society for students of business, management, or administration. The principles of the Society include wisdom, honor, and the pursuit of meaningful aspirations. The Society recognizes these three qualities as being important for success in the academic realm as well as providing guidelines which will lead to a fulfilling personal and professional life and a life distinguished by honorable service to humankind.

Membership is open to all accounting and business majors who rank in the upper 20 percent of the class.

Career Opportunities
Accounting
Auditor International Banking Office
Bank Officer Managerial Accounting
Budget Analyst Certified Public Accountant
Controller Tax Accountant
Cost Accounting Treasurer
Credit Manager Government Accountant
Internal Auditor Internal Revenue Service Agent

Economics (usually requires graduate degree)
Bank Economist Economics Planner
Corporate Economist Educator
Consulting Economist Government Economist

Finance
Appraiser/Assessor Loan Officer
Credit Manager Management Consultant
Financial Analyst Real Estate Agent/Broker
Insurance Adjuster Securities Analyst
Insurance Agent/Broker Securities Broker
Internal Revenue Agent Treasurer
Investment Banker Trust Officer

Management
Branch Manager Merchandising Manager
City Manager Personnel Manager
Data Processing Manager President
Department Manager Retail Manager
Management Consultant Vice President

Management Information Systems
Computer Programmer MIS Consultant
Data Base Manager Systems Analyst
Data Processing Manager

Marketing
Account Executive Market Research Analyst
Advertising Executive Merchandise Manager
Branch Sales Manager Product/Brand Manager
Buyer Purchasing Agent
Convention Manager Real Estate Agent/Broker
Director of Marketing Retail Manager
Hotel/Motel Manager Sales Manager
Insurance Agent/Broker Securities Broker
Manufacturer Sales Rep.

LEARNING OUTCOMES
ACCOUNTING
1. Develop students with competencies in financial, managerial, governmental and not for profit accounting, auditing and taxation.
2. Develop students with the ability to use critical thinking skills to integrate generally accepted accounting principles in evaluating, synthesizing, and analyzing complex accounting problems and theoretically acceptable alternatives.
3. Develop students who are proficient in communication and computer application skills necessary to evaluate, synthesize, and analyze complex accounting problems and to present accounting information.
4. Develop students with the ability of accounting students to identify, evaluate, and appropriately deal with ethical dilemmas from a sound moral and biblical perspective.

Program of Study
Accounting Major (B.S.)
ACCT211 Principles of Accounting I 4
ACCT212 Principles of Accounting II 4
ACCT301 Intermediate Accounting I 3
ACCT302 Intermediate Accounting II 3
ACCT311 Cost Accounting I 3
ACCT312 Cost Accounting II 3
ACCT401 Taxation I 3
ACCT402 Advanced Accounting I 3
ACCT403 Advanced Accounting II 3
ACCT404 Auditing 3
ACCT412 Taxation II 3
BUSI 300 Business Communications 3
BUSI 301 Business Law 3
BUSI 310 Principles of Management 3
BUSI 320 Corporate Finance 3
BUSI 330 Marketing 3
BUSI 400 Strategic Planning/Business Policy 3
ECNC 214 Principles of Economics II (Macro) 3

Suggested Course Sequence - B.S. Accounting
First Year - First Semester 15 hours
ENGL101 Grammar and Composition 3
HUMN 101/LANG 3
BIBL105 Old Testament Survey 3
or
BIBL 110 Old Testament Life and Literature 3
BUSI 102 Introduction to Organizational Computer Applications 3
CHMN 101 Evangelism and Christian Life 2
GNED 101 Contemporary Issues I 1

First Year - Second Semester 15 hours
ENGL102 Composition and Literature 3
MATH 125/126/131 3
GOVT200 Constitutional Government and Free Enterprise 3
LEARNING OUTCOMES

ECONOMICS
Students will:
1. students will have a Biblical world-view of economics and free markets.
2. have an understanding of both microeconomics and macroeconomics.
3. demonstrate knowledge in the areas of economic theory, markets, investments, forecasting, government intervention in economies, and international trade.
4. demonstrate the ability through analysis, synthesis, and evaluation to integrate the above for appropriate application.

LEARNING OUTCOMES
FINANCE
Students will:
1. understand the fundamentals of financial institutions, financial instruments, and financial management.
2. demonstrate the application of various financial analytical and decision-making methods utilized by financial managers.
3. be prepared for careers in the various areas of finance, such as banking, investments, real estate, insurance, and organizational financial management.
4. be able to integrate the above skills for appropriate application through analysis, synthesis and evaluation.

LEARNING OUTCOMES
MANAGEMENT
Students will:
1. demonstrate managerial competence in moral-ethical decision making and adopt a lifestyle of moral-ethical excellence. (Ethical Maturity)
2. demonstrate ability to qualitative and quantitative planning, organizing, critical thinking, and problem solving. (Critical Thinking)
3. demonstrate understanding of the servant-leadership model, its Scriptural foundation, and its application in a team environment. (Servant Leadership)
4. demonstrate awareness of self as both follower and leader and the ability to improve organizational effectiveness through understanding and motivating people’s behavior. (Team Expertise)
5. demonstrate competency in managerial and administrative application of the socio-technical model, balancing efficiency and effectiveness while accommodating both people and task. (Socio-Technical Expertise)
LEARNING OUTCOMES
MANAGEMENT INFORMATION SYSTEMS
1. Students will demonstrate computer systems operational competencies and skills.
2. Demonstrate knowledge of information processing, systems analysis, and the design of management information systems and database systems.
3. Demonstrate computer problem-solving and decision-making skills.
4. Through analysis, synthesis and evaluation be able to integrate the above skills for appropriate application.

LEARNING OUTCOMES
MARKETING
Students will:
1. Indicate understanding and application of a Christian world-view of the role of marketing in a free enterprise and market economy.
2. Demonstrate an in-depth knowledge of marketing as the revenue-raising and customer-satisfying function of all organizations.
3. Demonstrate marketing management decision making competencies in utilizing the methods of marketing in analyzing and synthesizing information.

Programs of Study

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<tr>
<th>Business Major(B.S.) - Economics Specialization</th>
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<td>ACCT211 Principles of Accounting I</td>
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<td>BUSI 405 Business and Economic Forecasting</td>
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<td>BUSI 434 International Business</td>
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<td>BUSI 472 Organizational Ethics</td>
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<td>ECNC 214 Principles of Economics II (Macro)</td>
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<td>GOVT302 Modern Political and Economic Ideas</td>
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<td>BUSI 310 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 320 Corporate Finance</td>
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<tr>
<td>BUSI 321 Money and Banking</td>
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<tr>
<td>BUSI 322 Managerial Accounting</td>
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<tr>
<td>BUSI 330 Marketing</td>
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<tr>
<td>BUSI 400 Strategic Planning/Business Policy</td>
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<tr>
<td>BUSI 405 Business and Economic Forecasting</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 422 Real Estate</td>
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</tr>
<tr>
<td>BUSI 420 Investments</td>
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</tr>
<tr>
<td>BUSI 434 International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 472 Organizational Ethics</td>
<td>3</td>
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<tr>
<td>ECNC 214 Principles of Economics II (Macro)</td>
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<thead>
<tr>
<th>Business Major(B.S.) - Management Information Specialization</th>
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<tbody>
<tr>
<td>ACCT211 Principles of Accounting I</td>
<td>4</td>
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<tr>
<td>ACCT212 Principles of Accounting II</td>
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<tr>
<td>BUSI 300 Business Communications</td>
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<td>BUSI 301 Business Law</td>
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<td>BUSI 310 Principles of Management</td>
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<td>BUSI 320 Corporate Finance</td>
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<tr>
<td>BUSI 411 Operations Management</td>
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<td>BUSI 434 International Business</td>
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<td>BUSI 441 Organizational Behavior II</td>
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<td>BUSI 472 Organizational Ethics</td>
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<td>BUSI 440 Compensation Administration</td>
<td>3</td>
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<td>BUSI 400 Strategic Planning/Business Policy</td>
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<tr>
<td>BUSI 351 Systems Analysis and Design of Computer Information Systems</td>
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<table>
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<tr>
<th>Business Major(B.S.) - Marketing Specialization</th>
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<td>ACCT212 Principles of Accounting II</td>
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<td>BUSI 300 Business Communications</td>
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<td>BUSI 301</td>
<td>Business Law</td>
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<td>BUSI 310</td>
<td>Principles of Management</td>
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<tr>
<td>BUSI 320</td>
<td>Corporate Finance</td>
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<td>BUSI 330</td>
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<td>BUSI 331</td>
<td>Marketing Research</td>
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<td>BUSI 400</td>
<td>Strategic Planning/Business Policy</td>
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<td>BUSI 430</td>
<td>Promotion Strategy</td>
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<td>BUSI 435</td>
<td>Small Business Entrepreneurship</td>
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<td>BUSI 433</td>
<td>Marketing Management</td>
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<td>BUSI 434</td>
<td>International Business</td>
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<td>BUSI 472</td>
<td>Organizational Ethics</td>
</tr>
<tr>
<td>ECNC 214</td>
<td>Principles of Economics II</td>
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### Suggested Course Sequence - B.S. Business

#### First Year - First Semester  
15 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>ENGL101</td>
<td>Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>HUMN 101/LANG</td>
<td>Old Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>BIBL105</td>
<td>Old Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 102</td>
<td>Introduction to Organizational Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>CHMN 101</td>
<td>Evangelism and Christian Life</td>
<td>2</td>
</tr>
<tr>
<td>GNED 101</td>
<td>Contemporary Issues I</td>
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#### First Year - Second Semester  
16 hours

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<tr>
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<tbody>
<tr>
<td>ENGL102</td>
<td>Composition and Literature</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125/126/131</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
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<tr>
<td>COMS 101</td>
<td>Speech Communication</td>
<td>3</td>
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<tr>
<td>BIBL 110</td>
<td>New Testament Survey</td>
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<tr>
<td>BIBL 210</td>
<td>New Testament Life and Literature</td>
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<tr>
<td>GOVT 200</td>
<td>Constitutional Government and Free Enterprise</td>
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<tr>
<td>GNED 102</td>
<td>Contemporary Issues II</td>
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#### Second Year - First Semester  
16 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACCT211</td>
<td>Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ECNC 213</td>
<td>Principles of Economics I (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL2</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
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<tr>
<td>THEO 201</td>
<td>Theology Survey</td>
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#### Second Year - Second Semester  
14 hours

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<tbody>
<tr>
<td>ACCT212</td>
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<tr>
<td>ECNC 214</td>
<td>Principles of Economics II (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>THEO 202</td>
<td>Theology Survey II</td>
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</tr>
<tr>
<td>NAT SCI</td>
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<td></td>
</tr>
<tr>
<td>LAB</td>
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<tr>
<td>CSER</td>
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#### Third Year - First Semester  
15 hours

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<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BUSI 300</td>
<td>Business Communications</td>
<td>3</td>
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<td>BUSI 301</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 310</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Philosophy and Contemporary Ideas</td>
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<td>Elective</td>
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### Third Year - Second Semester  
14 hours

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<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BUSI 320</td>
<td>Corporate Finance</td>
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<tr>
<td>BUSI 330</td>
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<td>3</td>
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<tr>
<td>SPECIALIZATION</td>
<td></td>
<td>3</td>
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<tr>
<td>HISTORY</td>
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<tr>
<td>APOL 290</td>
<td>History of Life</td>
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<td>CSER</td>
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### Fourth Year - First Semester  
15 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BUSI 434</td>
<td>International Business</td>
<td>3</td>
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<tr>
<td>SPECIALIZATION</td>
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<td>Electives</td>
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### Fourth Year - Second Semester  
15 hours

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BUSI 400</td>
<td>Strategic Planning/Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 472</td>
<td>Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SPECIALIZATION</td>
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<td>3</td>
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<tr>
<td>Electives</td>
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<td>CSER</td>
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</table>

### Course Descriptions

#### ACCT211 Principles of Accounting I  
Four hours  
Prerequisite: BUSI 102  
A study of basic transactions, general ledger accounts, books of original entry, closing and adjusting entry processes, trial balances, financial statements, accounting for assets, liabilities, sole proprietorship, equity, revenues, and expenses.

#### ACCT212 Principles of Accounting II  
Four hours  
Prerequisite: ACCT211  
A study of the fundamentals of partnership and corporate accounting, financial statement analysis, income tax, branch accounting and cost accounting.

#### ACCT301 Intermediate Accounting I  
Three hours  
(Offered fall semester)  
Prerequisite: ACCT212  
A study of the theoretical foundation for financial reporting for corporations, the tools of accounting, and asset accounting.

#### ACCT302 Intermediate Accounting II  
Three hours  
(Offered spring semester)  
Prerequisite: ACCT301  
A study of liability and stockholders’ equity accounting and additional financial reporting issues.

#### ACCT311 Cost Accounting I  
Three hours  
(Offered fall semester)
**Prerequisites:** ACCT212

A study of the principles and procedures used in the collection, recording and reporting of costs, and the uses of this information by managers in making decisions. Terminology, cost flows with related journal entries, and inventory costing per GAAP, as well as using variable costing are introduced in this course.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT312</td>
<td>Cost Accounting II</td>
<td>Three</td>
</tr>
<tr>
<td>(Offered spring semester)</td>
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<tr>
<td>Prerequisite: ACCT311</td>
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The second course in a two-course sequence emphasizing standard costing, variance analysis, transfer pricing, budgeting, quality control, capital investment decisions, performance evaluation and special topics.

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<th>Course Title</th>
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<tr>
<td>ACCT401</td>
<td>Taxation I</td>
<td>Three</td>
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<tr>
<td>(Offered fall semester)</td>
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<tr>
<td>Prerequisite: ACCT212</td>
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A study of the legal and accounting aspects of federal taxation with an emphasis on individuals and unincorporated businesses.

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<tbody>
<tr>
<td>ACCT402</td>
<td>Advanced Accounting I</td>
<td>Three</td>
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<tr>
<td>(Offered fall semester)</td>
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<tr>
<td>Prerequisite: ACCT302</td>
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Advanced problems, involving partnerships, home office and branches, business and combinations, consolidations, and consolidated financial statements.

<table>
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<tbody>
<tr>
<td>ACCT403</td>
<td>Advanced Accounting II</td>
<td>Three</td>
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<td>(Offered spring semester)</td>
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<tr>
<td>Prerequisite: ACCT402</td>
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Advanced problems involving government and non-profit organizations, estates and trusts, financially distressed entities, translation and consolidation of foreign entities and segment reporting.

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<tr>
<td>ACCT404</td>
<td>Auditing</td>
<td>Three</td>
</tr>
<tr>
<td>(Offered fall semester)</td>
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<td></td>
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<tr>
<td>Prerequisite: ACCT402</td>
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A study of auditing standards and related auditing procedures. Topics include evaluation of internal control and preparation of the audit program, examination of financial statements and preparation of working papers, and auditors' reports and opinions.

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<tr>
<td>ACCT412</td>
<td>Taxation II</td>
<td>Three</td>
</tr>
<tr>
<td>(Offered spring semester)</td>
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<tr>
<td>Prerequisite: ACCT401</td>
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The second course in a two-course sequence dealing with corporate income taxes, taxes on corporate distributions, other corporate tax levies; partnership information, operation and special issues; S. corporations, gift and estate taxes; the income taxation of trusts and estates and IRS administrative procedures.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ACCT495</td>
<td>Directed Research</td>
<td>One to three</td>
</tr>
<tr>
<td>Prerequisite: Written permission of department chair and consent of instructor</td>
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</table>

A study of the principles and procedures used in the collection, recording and reporting of costs, and the uses of this information by managers in making decisions. Terminology, cost flows with related journal entries, and inventory costing per GAAP, as well as using variable costing are introduced in this course.

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<tbody>
<tr>
<td>ACCT497</td>
<td>Special Topics in Accounting</td>
<td>One to three</td>
</tr>
<tr>
<td>Topics will vary and are offered on demand. Course may be repeated for credit, when topics differ.</td>
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<tr>
<td>ACCT499</td>
<td>Internships</td>
<td>One to six</td>
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<tr>
<td>Prerequisites: Junior or Senior standing and required GPA. Directed applicable work experience under supervision of the Director of Business Internships and an accounting or business professional at the place of employment.</td>
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**BUSI 101 Introduction to Business** Three hours

The student will study all of the major aspects of operating a modern business. Emphasis is given to business practice for both small business and large corporate enterprises.

**BUSI 102 Introduction to Organizational Computer Applications** Three hours

Prerequisites: INFT101 and INFT102 or equivalent

This laboratory experience offers the student a hands-on introduction to an electronic spreadsheet, a database program, and a presentation program. Upon this foundation, intermediate database and intermediate and advanced spreadsheet skills are taught. Throughout the course, there is an emphasis on the integration of the applications as they are applied to organizational tasks. This course provides the informational technology foundations for the accounting, government, and business curriculums.

**BUSI 223 Personal Finance** Three hours

Budgets, borrowing funds, stock ownership, savings, real estate as investments, and related tax matters are among the topics covered.

**BUSI 297 Seminar** One to three hours

Elective course covering various basic areas common to most businesses and organizations. May be repeated when topics differ. Open to all students; pass/fail graded.

**BUSI 300 Business Communications** Three hours

Prerequisite: ENGL102 and BUSI 102

Essential to all business professionals is a sound understanding of the theories and practice of organizational communication. This dynamic course presents the fundamentals of written, verbal, nonverbal, and technological communication. As individuals and in groups, students will prepare business memos, letters, and formal reports, deliver presentations, conduct Internet research, and employ new technologies for communication. Lab fee.

**BUSI 301 Business Law** Three hours

Prerequisite: Sophomore standing

Designed to increase the understanding of those legal principles which apply to normal business transactions. Contracts, labor-management responsibilities, property, insurance partnerships, corporations, wills and trusts, torts and business crimes are among the topics discussed.

**BUSI 310 Principles of Management** Three hours

Prerequisite: Junior standing, BUSI 102

Management requires a balance between social (people) and technical (quantitative) perspectives, as well as between efficiency and effectiveness. This course emphasizes the application of these perspectives in each of the planning, organizing, leading and controlling functions.

**BUSI 320 Corporate Finance** Three hours

Prerequisites: ACCT 212, ECNC 214 and Junior standing

A study of the financial forms of business organization, with special attention to the corporation and its advantages and disadvantages; capital stocks and bonds; budgeting; dividend policy; failure and reorganization; financial accounting; and cash flows.

**BUSI 321 Money and Banking** Three hours

(Offered fall semester)

Prerequisites: BUSI 320 or consent of instructor

Fundamental economic theories and practices in money, banking and investment, and monetary policy are discussed.
Studies and interpretation of statistical data used in banking; relationship of banking and financial institutions to business, business procedure, and economics are presented.

**BUSI 322 Managerial Accounting** Three hours  
(Offered fall semester.)  
Prerequisites: ACCT 212 and BUSI 320  
Emphasis is upon utilization of cost data in planning and controlling activities. Internal and external data are woven into the planning models. Specific areas are: process job order, standing, functional relationships, and budgeting. Emphasis is placed upon the present value model for capital budgeting and decision making.

**BUSI 330 Marketing** Three hours  
Prerequisites: Junior standing  
The study of the system of activities that constitute marketing with emphasis on the principles, policies and strategies utilized to identify and satisfy the needs and wants of consumers. The universal application of marketing in all forms of organizations is stressed.

**BUSI 331 Marketing Research** Three hours  
Prerequisites: BUSI 330 and MATH 201  
Theory and practice of marketing research will be covered with emphasis on development and evaluation of research projects. Students develop a research proposal and carry out a field project.

**BUSI 340 Organizational Behavior I** Three hours  
Prerequisites: BUSI 310 or consent of instructor  
This introductory course in organizational behavior integrates the management and behavioral principles, techniques, and concepts associated with the productivity of organizational resources. It focuses on human behavior in organizations and is primarily concerned with improving organizational efficiency and effectiveness through increased understanding of the behavior of people at work.

**BUSI 342 Human Resources Management** Three hours  
(Offered on demand only)  
Prerequisites: BUSI 310 or consent of instructor  
Introduces the student to the human resources/personnel functions. Topics covered include recruitment, assessment, compensation, motivation, appraisal, development, legal environment, labor relations, employee relations, etc. Emphasis on how managers can deal with and utilize the human resources function.

**BUSI 343 Collective Bargaining and Labor Relations** Three hours  
(Offered on demand only)  
Prerequisites: BUSI 310 or consent of instructor  
A comprehensive study of collective bargaining, the negotiation process and the scope of labor contracts to include the day-to-day administration of contracts, the major substantive issues in bargaining to include their implication for public policy; and the problem of dealing with labor conflict.

**BUSI 350 Business Information Processing** Three hours  
(Offered fall semester)  
Prerequisites: BUSI 102, MATH 201 and ACCT212  
Development of computer and programming skills, problem solving methods, and selected applications. The programming language COBOL is taught. Lab fee.

**BUSI 351 System Analysis and Design of Computer Information Systems** Three hours  
(Offered spring semester)  
Prerequisite: BUSI 350  
An overview of the systems development life cycle with emphasis on techniques and tools of system documentation and logical system specification.

**BUSI 400 Strategic Planning/ Business Policy** Three hours  
Prerequisites: Senior standing and completion of all sophomore and junior required business courses  
This capstone course for all business majors seeks to integrate the concepts, techniques, and knowledge of all areas of business administration. Its focus is strategic management which is studied in theory and then rigorously applied in static cases and then a capstone dynamic computer simulation case. This course is designed for final semester seniors.

**BUSI 405 Business and Economic Forecasting** Three hours  
(Offered on demand only)  
Prerequisites: MATH 201, ECNC 214  
Factors producing and study of cyclic movements, analysis of their causes and methods of forecasting as well as study of seasonal, erratic and other movements. Lab fee.

**BUSI 409 Non-Profit Management** Three hours  
Management principles and techniques for the administration of a non-profit organization, including churches, charities, hospitals, and government organizations. (Open to students in the External Degree Program only.)

**BUSI 410 Managerial Economics** Three hours  
Prerequisites: MATH 201, ECNC 214  
Use of economic theory and decision making techniques in business management. Economic forecasting, profit management, capital budgeting, cost and demand analysis and pricing theory are covered.

**BUSI 411 Operations Management** Three hours  
Prerequisites: BUSI 102, 310 and MATH 201  
A study of the challenges and opportunities facing managers of the operational functions of business, the value added areas where resources are transformed into goods and services. The wide ranging implications and applications of the concept of employee/team driven, customer-centered continuous improvement will be examined, as well as Total Quality Management principles. The study of operations management will involve some complexity as various quantitative management tools are examined and applied.

**BUSI 420 Investments** Three hours  
(Offered spring semester)  
Prerequisites: BUSI 320 and BUSI 321, or consent of instructor  
A survey of corporate securities, financial securities, security markets, investment and portfolio analysis and administration. Investment companies, commodity markets and the stock exchange are also examined.

**BUSI 421 Risk Management/Insurance** Three hours  
(Offered on demand only)  
Prerequisites: BUSI 320 and ECNC 214, or consent of instructor  
An introduction to the basic principles of all insurance. Designed to give a working knowledge of the major kinds of insurance utilized to protect both business and consumers from financial loss. Policy costs and services are analyzed.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 422</td>
<td>Real Estate</td>
<td>Three</td>
</tr>
<tr>
<td></td>
<td>(Offered spring semester)</td>
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<tr>
<td></td>
<td>Prerequisite: BUSI 301 and BUSI 320, or consent of instructor</td>
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<tr>
<td>BUSI 430</td>
<td>Promotion Strategy</td>
<td>Three</td>
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<td></td>
<td>Prerequisite: BUSI 331</td>
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<td></td>
<td>The exploration of promotion strategies within the marketing function. Emphasis is on planning, creating and evaluating advertising, sales promotion and publicity programs to communicate among producers, intermediaries and final consumers. The societal impact and ethical aspects of promotion are considered.</td>
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<tr>
<td>BUSI 431</td>
<td>Sales Management and Professional Selling</td>
<td>Three</td>
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<td></td>
<td>Prerequisites: ACCT 212 and BUSI 331</td>
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<td></td>
<td>The study of the management of the personal selling component of an organization's marketing function. Included are the development of objectives, strategies and plans for the sales force; organizing, staffing and training the sales force; directing, controlling and evaluating the sales performance; and the art and science of professional selling.</td>
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<tr>
<td>BUSI 433</td>
<td>Marketing Management</td>
<td>Three</td>
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<td>Prerequisite: BUSI 331 and senior status</td>
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<td></td>
<td>Advanced study of the role and responsibilities of marketing executives. As the capstone course for students concentrating in marketing, emphasis will include analysis of marketing opportunities and problems, planning of objectives and strategies, development of organizational structure and policies, and implementation, control and evaluation of marketing programs. The case method will be used extensively and students will be required to develop a formal marketing plan for an organization.</td>
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<tr>
<td>BUSI 434</td>
<td>International Business</td>
<td>Three</td>
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<td>Prerequisite: Junior or senior standing</td>
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<td></td>
<td>The principles and methods of planning and operating a business organization internationally. The environmental forces that create significant differences as compared to domestic firm planning and operations are emphasized.</td>
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<tr>
<td>BUSI 435</td>
<td>Small Business Entrepreneur</td>
<td>Three</td>
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<td>Prerequisites: ACCT 212 and BUSI 331 or consent of instructor</td>
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<td></td>
<td>A practical study in how to plan for, determine markets, organize, finance, staff, and manage an entrepreneurship business or to acquire an existing business. The course will include the development of a thorough, realistic business plan and the study of many actual cases of small business entrepreneurship.</td>
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<tr>
<td>BUSI 440</td>
<td>Compensation Management</td>
<td>Three</td>
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<td></td>
<td>Prerequisite: BUSI 310 or consent of instructor</td>
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<td></td>
<td>This course develops the philosophy and fundamental guiding principles for wages and salaries in business institutions. This comprehensive study of compensation management also includes job analysis, administrative job evaluation, basis compensation plans, executive compensation and administrative controls. An experiential, skill-building approach to compensation decision making is enhanced through the use of a computer simulation.</td>
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<tr>
<td>BUSI 441</td>
<td>Organizational Behavior II</td>
<td>Three</td>
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<td></td>
<td>Prerequisite: BUSI 340</td>
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<td></td>
<td>This capstone course, for those concentrating in management, studies national, business, and personal productivity from a socio-technical perspective. It concludes with an organizational behavior intervention.</td>
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<tr>
<td>BUSI 450</td>
<td>Database Management Systems</td>
<td>Three</td>
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<td></td>
<td>(Offered fall semester)</td>
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<td></td>
<td>Prerequisite: BUSI 102, Junior/Senior status or permission of instructor</td>
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<td>Database management focuses on managing data as an organization resource. The course will examine the database environment, database architecture, database design and database administration and implementation. Students will learn how to create, change, integrate, manage database, extract information, create reports from database and how to design database management systems.</td>
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<tr>
<td>BUSI 451</td>
<td>Management Information Systems</td>
<td>Three</td>
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<td></td>
<td>(Offered spring semester)</td>
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<tr>
<td></td>
<td>Prerequisite: BUSI 102, Junior/Senior status or permission of instructor</td>
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<td></td>
<td>This course will give students a good understanding of how the manager can use the computer in problem solving. Students will have hands-on experience with various software and understand the role of the computer as a problem-solving tool.</td>
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<tr>
<td>BUSI 472</td>
<td>Organizational Ethics</td>
<td>Three</td>
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<td></td>
<td>This course, using an ethical decision making model, integrates social responsibilities of business and government, traditional ethical systems, and stakeholder issues with Biblical standards and principles of conduct.</td>
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<tr>
<td>BUSI 495</td>
<td>Directed Research</td>
<td>One to three</td>
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<td>Prerequisite: Written permission of the chairman of the department in area of concentration and consent of instructor</td>
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<td></td>
<td>Designed to encourage students to broaden their understanding of contemporary business and to give them an opportunity to propose, conduct and report a major piece of individual research in his area of specialization.</td>
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<tr>
<td>BUSI 497</td>
<td>Special Topics in Business</td>
<td>One to three</td>
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<td></td>
<td>Topics will vary and are offered on demand. Course may be repeated for credit when topics differ.</td>
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<tr>
<td>BUSI 499</td>
<td>Business Internship</td>
<td>One to six</td>
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<td>Prerequisites: Junior or Senior standing and required GPA</td>
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<td>A selected directed practical work experience under the supervision of the Director of the Business Internship program and a business manager/professional in the student’s area of career interest.</td>
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<tr>
<td>ECNC 213</td>
<td>Principles of Economics I (Micro)</td>
<td>Three</td>
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<td>An introduction to the theory and history of free exchange and economic inquiry. Free market thought will be scrutinized from the perspective of the Christian understanding of human behavior and contrasted with other paradigms. Specific topics include examination of the “economic question,” the tools of economic analysis with focus on the applicability to the study or human behavior, the market process, demand and the consumer, cost and supply, market structure, government regulation, and resource demand and supply.</td>
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<tr>
<td>ECNC 214</td>
<td>Principles of Economics II (Macro)</td>
<td>Three</td>
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<td></td>
<td>Prerequisite: ECNC 213 or concurrent registration</td>
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<tr>
<td></td>
<td>This course is an introductory continuation of Principles of Economics I. Topics include supply and demand for the public</td>
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</tbody>
</table>
sector, financial institutions, and aggregated economic behavior. The latter includes discussions of national income accounting, and an inquiry into the origins and dynamics of inflation, unemployment and economic growth.

ECNC 495 Directed Research One to three hours

**Master of Business Administration (MBA)**

**PURPOSE**

The Master of Business Administration provides master’s level training to prepare persons for business leadership. In accordance with the mission of Liberty University, the graduate faculty seeks to educate the whole person, developing the values, knowledge, and skills individuals need to impact tomorrow’s business world. The context for all instruction is the Christian worldview. For external students, the mission is extended to include discussions of national income accounting, and an inquiry into the origins and dynamics of inflation, unemployment and economic growth.

In pursuit of this purpose, the MBA faculty seeks the following student learning outcomes:

**LEARNING OUTCOMES**

Students will:

1. demonstrate the ability to evaluate and manage internal business operations.
2. demonstrate the ability to evaluate the competitive forces that determine the relationship of an organization to its external environment.
3. demonstrate the ability to strategically analyze, synthesize, and evaluate knowledge of internal and external business operations to gain sustained competitive advantage.
4. demonstrate the ability to manage information technology and effectively communicate business decisions.
5. appreciate corporate responsibility from a Christian worldview.

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BUSI 500</td>
<td>Organizational Behavior</td>
<td>3</td>
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<tr>
<td>BUSI 501</td>
<td>Executive Leadership and Management</td>
<td>3</td>
<td></td>
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<tr>
<td>BUSI 512</td>
<td>Managerial Information Technology*</td>
<td>3</td>
<td></td>
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<tr>
<td>BUSI 520</td>
<td>Strategic Marketing Management</td>
<td>3</td>
<td></td>
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<tr>
<td>BUSI 530</td>
<td>Managerial Finance</td>
<td>3</td>
<td></td>
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<tr>
<td>BUSI 560</td>
<td>Corporate Responsibility</td>
<td>3</td>
<td></td>
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<tr>
<td>BUSI 601</td>
<td>Accounting for Decision Making</td>
<td>3</td>
<td></td>
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<tr>
<td>BUSI 604</td>
<td>International Business</td>
<td>3</td>
<td></td>
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<tr>
<td>BUSI 620</td>
<td>Global Economic Environment</td>
<td>3</td>
<td></td>
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<tr>
<td>BUSI 690</td>
<td>Policy and Strategy in Global Competition*</td>
<td>3</td>
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<tr>
<td><strong>Elective Courses (two of the following)</strong></td>
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<tr>
<td>BUSI 550</td>
<td>Effective Executive Communication</td>
<td>3</td>
<td></td>
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<tr>
<td>BUSI 603</td>
<td>Entrepreneurship</td>
<td>3</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Descriptions</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 500 Organizational Behavior</td>
<td>Three hours</td>
</tr>
<tr>
<td>This course develops managerial competence in understanding the human output of organizations from the viewpoints of individual, group, and organizational systems levels.</td>
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<tr>
<td>BUSI 501 Executive Leadership and Management</td>
<td>Three hours</td>
</tr>
<tr>
<td>This study is integral to preparing students for “tomorrow’s business world,” their world. Hence, there is a strong component of applied management built upon traditional theories of leadership and management. This component emphasizes the problems and opportunities students face and how they can effectively meet them.</td>
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<tr>
<td>BUSI 512 Managerial Information Technology</td>
<td>Three hours</td>
</tr>
<tr>
<td>Offered only in residence. This course focuses on what the manager personally does with information technology. The pre-course readings expose the student to the range of management issues that challenge the organizational world in the wake of the digital revolution. During the on campus experience, the emphasis will be on how the manager uses IT individually. The student will learn the basics of spreadsheet modeling and the communication of quantitative information.</td>
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<tr>
<td>BUSI 520 Strategic Marketing Management</td>
<td>Three hours</td>
</tr>
<tr>
<td>Marketing management is the strategic use of a firm’s resources to take advantage of and create marketing opportunities. The global environment will be emphasized as students learn to analyze markets and develop and implement marketing plans that will deliver solutions to the market segments targeted.</td>
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<tr>
<td>BUSI 530 Managerial Finance</td>
<td>Three hours</td>
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<tr>
<td>This course presents an advanced treatment of the theory and practice of financial decision making in the firm. Topics include efficient markets, portfolio theory, capital-market theory, capital-structure theory, the cost of capital, capital budgeting, and dividend policy.</td>
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</tr>
<tr>
<td>BUSI 550 Effective Executive Communication</td>
<td>Three hours</td>
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<tr>
<td>Ultimately, MBA students must not simply make excellent business decisions, they must also communicate them effectively. Knowledge of the pervasive impact of the computer, internet, intranet, and other communications modalities will be integrated with time-honored communications principles to enable students to maximize their effectiveness in technologically dynamic business environments.</td>
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</tr>
<tr>
<td>BUSI 560 Corporate Responsibility</td>
<td>Three hours</td>
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</tbody>
</table>
| The course has been designed to provide the MBA student with a working knowledge of the ethical and social areas of corporate responsibility. That is, it presents the "non-economic-
ic” strategy that a company must have to survive in tomorrow’s business world. It is “the other side of the coin” of the capstone Policy and Strategy in Global Competition course. At its essence, it presents a reasoned and ethical approach of a corporation’s responsibilities to its many stakeholders. Major emphasis will also be given to personal character and the Christian worldview.

BUSI 601 Accounting for Decision Making Three hours

This study links business activities to accounting reports and business decisions. Accrual and cash flow relationships are emphasized to enable students to understand how businesses operate so that they can use accounting information to make efficient and effective decisions.

BUSI 603 Entrepreneurship Three hours

This course is directed toward preparing those considering starting or acquiring a business. In-depth studies of the entrepreneurial requirements for success and the methods of entering a business are covered. Students will analyze actual cases of entrepreneurship and will prepare detailed business feasibility studies and plans for launching businesses of their own.

BUSI 604 International Business Three hours

The major purpose of the course is to prepare managers to compete successfully in the global economy. The rapidly changing economic, political, technological and cultural environments will be studied as a foundation for understanding how to compete in differing environments, utilizing the resources available to the enterprise in managing the various functional areas of business.

BUSI 620 Global Economic Environment Three hours

This course combines basic elements of a traditional managerial economics course with a comparison of market-oriented economic systems to state-oriented systems. Thus, a microeconomic approach tailored for managers is enhanced by giving special attention to the effects of different economic systems on human welfare and the conduct of business in the modern era. The economies of particular nations provide examples of how various systems of property rights and government activity meet specific human needs.

BUSI 642 Contemporary Issues in Human Resource Management Three hours

Prerequisites: BUSI 500 and 501

In every organization, people make the difference. Because people have such an impact on productivity, all managers need to understand human resources issues. While most HRM courses are designed for current and future HRM professionals, this course will provide a knowledge base in basic human resource topics and an in-depth review of the important current issues in the field. Through text readings, case studies, experiential exercises, Internet activities, and research, students will learn to integrate theory and application in the effective management of an organization’s human resources.

BUSI 690 Policy and Strategy in Global Competition Three hours

This capstone course integrates the concepts, techniques, and knowledge of all areas of business administration. Therefore, it may be taken only after the student has completed twenty-seven hours in the program. Its focus is strategy to gain a competitive advantage in national and international competitive environments. Offered only in residence, this course features a capstone dynamic computer simulation case that also provides numerous opportunities for students to demonstrate their written, oral, and computer literacy skills. This course may not be substituted for or transferred in from another institution.

BUSI 695 Business Research and Application (by permission) Three hours

This opportunity to gain real-world experience during the MBA program includes field studies, individual projects, and faculty-sponsored research in areas of mutual interest. Students participate in field studies, apply their course knowledge to the workplace, and contribute to the knowledge in their field through faculty supervised research.

Government Faculty

Kevin L. Clauson, B.A., B.S., M.A., J.D.
Chair, Department of Government
Associate Professor of Government
Intern Director (Government)
Pre-Law Advisor
B.A., B.S., M.A., Marshall University; J.D., West Virginia University; graduate and post-graduate work at University of Pittsburgh and Slippery Rock University. At LU since 1985.

Linda Groome, B.S., J.D.
Associate Professor of Government
B.S. Virginia Polytechnic Institute and State University; J.D., College of William and Mary. At LU since 1995.

Steven A. Samson, B.A., M.A., Ph.D.
Associate Professor of Government
B.A., M.A., University of Colorado; Ph.D., University of Oregon. At LU since 1998.

Stephen P. Witham, B.A., M.A.
Associate Professor of Government
B.A., Lehigh University; M.A., University of Notre Dame; M.A., Maranatha Baptist College; additional graduate work at the University of Notre Dame and the University of Virginia. At LU since 1977.

Maurice J. Zaffke, B.A., M.P.A.
Associate Professor of Business and Government
Executive Director, Information Services
B.A., Bethel College; M.P.A. Harvard University; doctoral studies at George Mason University. At LU since 1988.

PURPOSE

The Government major offers specializations in Administration of Justice, General Government, and Pre-Law. The curriculum is designed to give students a strong foundation in the study of government, politics, law, public economics, public administration, and public policy. The curriculum is also action-oriented, as described in the Internship program below.

WASHINGTON INTERNSHIPS

The centerpiece of the Government program is the Washington internship. Students spend a semester in the nation’s capitol, working in the executive branch, Congress or leading political organizations. Past placements have included the White House, the U.S. Department of Education (Office of the Secretary), the Justice Department and many others. The internship program offers students the opportunity to engage in
political activism, which will aid in the job search after graduation. Applications for the internship are welcome from all majors. Internships are also available in state and local governments and criminal justice agencies. Juniors and Seniors who meet the GPA requirements will be considered by the Government Internship Director.

**Career Opportunities**

**Administration of (Criminal) Justice**
- Criminologist
- Customs Service Inspector
- Customs Special Agent
- Detective
- Federal Agent (various: CIA, DEA, FBI, Marshals, Secret Service, etc.)
- Sheriff (County)
- Police Officer
- Parole/Probation Officer
- Prosecutor’s Office Investigator

**Government (general)**
- Chamber of Commerce Manager
- City Manager
- Diplomat
- Foreign Service Office
- Legislative Analyst

**Pre-Law**
- FBI Agent
- Judge
- Political Consultant
- Political Scientist
- Public Administrator
- Urban Planner

**LEARNING OUTCOMES**

**GOVERNMENT**
Students will:
1. demonstrate a competence in a Christian Worldview as the foundation for all endeavors of civil government.
2. demonstrate a competence in a philosophy of limited Constitutional government, including an interpretivist view of the American Constitution.
3. demonstrate a competence in a philosophy of free market processes in society (as opposed to “excessive political intervention”).
4. demonstrate a competence in a “non-revisionist” history of the “founding era” the constitutional era, and the early period of the U.S.
5. demonstrate a competence in the intellectual/philosophical forces which have brought America to the present.
6. demonstrate competency in information technology and its application to decision-making.

**LEARNING OUTCOMES**

**GENERAL GOVERNMENT**
Students will:
1. demonstrate a readiness for employment or graduate school in public administration, politics, or public policy.
2. demonstrate basic competence in all areas of government.
3. demonstrate preparation for graduate school in Political Science/Government, Public Policy, or Public Administration.

**LEARNING OUTCOMES**

**P R E - L A W**
Students will:
1. demonstrate preparation for the study of law and legal profession careers.
2. demonstrate basic competence in all areas of government.

**LEARNING OUTCOMES**

**ADMINISTRATION OF JUSTICE**
Students will:
1. demonstrate preparation for law enforcement careers, including administrative positions.
2. develop a broad foundation in government.

**Programs of Study**

**Government Major (B.S.) - General Specialization**
- GOVT220 American Government 3
- GOVT301 Ancient Political and Economic Ideas 3
- GOVT302 Modern Political and Economic Ideas 3
- GOVT320 American Executive Development 3
- GOVT322 American Legislative System 3
- GOVT327 State and Local Government 3
- GOVT340 International Relations 3
- GOVT345 Jurisprudence 3
- GOVT349 Political Decision Theory 3
- GOVT350 Political Economy and Public Policy 3
- GOVT360 Introduction to Public and Police Administration 3
- GOVT425 American Foreign Policy Formulation and Execution 3
- GOVT458 Public Policy Development in the Political Environment 3
- GOVT Electives 6

**Government Major (B.S.) - Pre-Law Specialization**
- BUSI 301 Business Law 3
- COMS 335 Argumentation and Debate 3
- ENGL 350 Advanced Expository Writing 3
- GOVT 220 American Government 3
- GOVT 301 Ancient Political and Economic Ideas 3
- GOVT 302 Modern Political and Economic Ideas 3
- GOVT 345 Jurisprudence 3
- GOVT 349 Political Decision Theory 3
- GOVT 350 Political Economy and Public Policy 3
- GOVT 360 Introduction to Public and Police Administration 3
- GOVT 401 Advanced Criminal Law, Procedure and Evidence 3
- GOVT 421 American Constitutional Development 3
- GOVT 422 American Constitutional Law 3
Suggested Course Sequence -  
**B.S. Government**

**First Year - First Semester**  
15 hours  
ENGL101 Grammar and Composition 3  
HUMN 101/LANG 3  
BIBL105 Old Testament Survey 3  
or BIBL205 Old Testament Life and Literature 3  
GOVT200 Constitutional Government and Free Enterprise 3  
CHMN 101 Evangelism and Christian Life 2  
GNED 101 Contemporary Issues I 1

**First Year - Second Semester**  
16 hours  
ENGL102 Composition and Literature 3  
MATH 121/125/126 or higher 3  
COMS 101 Speech Communication 3  
BIBL 110 New Testament Survey 3  
or BIBL210 New Testament Life and Literature 3  
BUSI 102 Introduction to Organizational Computer Applications 3  
GNED 102 Contemporary Issues II 1

**Second Year - First Semester**  
16 hours  
NAT SCI 3  
LAB 1  
HISTORY 3  
GOVT 220 American Government 3  
GOVT345 Jurisprudence 3  
ECNC 213 Principles of Economics I (Micro) 3  
CSER

**Second Year - Second Semester**  
14 hours  
ENGL 2__ 3  
GOVT 349 Political Decision Theory 3  
THEO 201 Theology Survey I 3  
APOL 290 History of Life 2  
MATH 201 Introduction to Probability and Statistics 3  
CSER

**Third Year - First Semester**  
15 hours  
SPECIALIZATION 6  
THEO 202 Theology Survey II 3  
Electives 6  
CSER

**Third Year - Second Semester**  
15 hours  
SPECIALIZATION 6  
GOVT 350 Political Economy and Public Policy 3  
PHILO 201 Philosophy and Contemporary Ideas 3  
Elective 3  
CSER

**Fourth Year - First Semester**  
15 hours  
GOVT 360 Introduction to Public and Police Administration 3  
SPECIALIZATION 9  
Elective 3  
CSER

**Fourth Year - Second Semester**  
14 hours  
GOVT 425 American Foreign Policy Formulation and Execution 3  
SPECIALIZATION 6  
Electives 5  
CSER

**Minor**  
Government Minor  
GOVT 200 Constitutional Government and Free Enterprise 3  
GOVT 220 American Government 3  
GOVT Electives (300-400 level) 9

**Course Descriptions**  
**GOVT 200 Constitutional Government and Free Enterprise**  
Three hours  
Diverse introduction to political and economic ideas, government institutions, free market processes, public issues, economic policy and political and economic activity, emphasizing the close relationship between a system of limited constitutional government and the free enterprise economy and providing an overview of the Christian world view with regard to government and economics.

**GOVT 220 American Government**  
Three hours  
The issues, interest and institutions of American politics, emphasizing the struggle between liberalism and conservatism.

**GOVT 200 or GOVT 220 is a prerequisite to all upper level government courses.**

**GOVT 301 Ancient Political and Economic Ideas**  
(Offered fall semester)  
Political and economic thought of pagan antiquity, contrasting the ideas of Greece and Rome with religious precepts. The
political and economic organization of European feudalism will also be examined.

GOVT302  Modern Political and Economic Ideas
(Offered spring semester)
Survey of political and economic thought since the 16th century including the Christian influence in the development of modern Western freedom and justice. Emphasis will be placed on the emergence and scope of the disciplines of economics, political science, public administration and public policy.

GOVT320  American Executive
(Offered fall semester, even numbered years)
The office and legal powers of government executives, especially the President, including trends in the Presidency during periods of conservative and liberal dominance.

GOVT322  American Legislative System
(Offers spring semester, odd numbered years)
The U.S. Congress and state legislatures, their powers and organization, and how liberal and conservative forces exert influence through lobbying and elections.

GOVT327  State and Local Government
(Offers fall semester, odd numbered years)
Issues, interest and institutions of American state and local government in the framework of federalism.

GOVT330  Introduction to Comparative Politics
An introduction to a variety of concepts and approaches to the study of the domestic politics of other countries.

GOVT332  Politics of Europe
(Offers fall semester, odd numbered years)
A survey of the political systems of Britain, France, Germany and Russia, comparing how various forms of government provide for the requirements of their citizens and the tasks of governing.

GOVT338  Politics of the Third World
(Offers fall semester)
An analysis of the common problems of the developing countries -- Africa, Asia, the Middle East and Latin America.

GOVT340  International Relations
(Offered spring semester, even numbered years)
Techniques for managing and resolving conflict in international relations. Emphasis is on current international issues like U.S. Arms policy and U.S. policy in the Middle East.

GOVT345  Jurisprudence
(Offered fall semester)
An introduction to law and philosophy of law, including categories of law, some legal terminology, justice, liberty, crime and punishment.

GOVT349  Political Theory
(Offered fall semester)
An application of methodological individualism to the study of collective decision making. The behavior of voters, bureaucrats and elected political agents will be examined. Special attention will be given to group theory, constitutional theory and the economic reasons for limiting the size and growth of government.

GOVT350  Political Economy and Public Policy
(Offered spring semester)
Application of social ethics and economic theory to government, politics, social institutions, law and public policy questions. Topics include the role of a worldview in public policy, the role of civil government versus the role of the market, constitutional and legal decision-making, the morality of capitalism, the problems of special interest groups and public bureaucracies, the theory of regulation and specific public policy issues.

GOVT360  Introduction to Public and Police Administration
(Offers fall semester)
Prerequisite: BUSI 102, GOVT 200 and 220
An introduction to the history and theory of public administration. These ideas will be applied within a variety of public institutional contexts.

GOVT400  Government Colloquium
One hour
This experience includes all government faculty members. Government majors should enroll for a minimum of three semesters. Students and faculty will participate in a series of events in which they will be exposed to current policy issues, politicians, graduates of the department and the research interests of faculty members and students through paper presentations, speeches, debates and films.

GOVT401  Advanced Criminal Law, Procedure and Evidence
(Offers spring semester)
Elements of criminal law including proof, intent, conspiracy and defenses; review of judicial and constitutional procedural limitations in criminal cases; proper criminal investigations; and a study of legal rules relating to the admissibility of testimony, objects and documents into a court of law.

GOVT402  American Political Ideas: The Founders
Three hours
The political thought of the Pilgrims, the Puritans, and the Founding Fathers, emphasizing the impact of Christianity upon American political ideas.

GOVT403  International Economics
Three hours
Principles of foreign trade and its impact on the domestic economy, means of restricting trade, the influence of the monetary systems and exchange and role of U.S. in underdeveloped areas.

GOVT421  American Constitutional History
(Offers fall semester)
A survey of American constitutional development from British and colonial origins to the present, emphasizing the history of the Supreme Court and the development of the constitutional framework.

GOVT422  American Constitutional Law
(Offers spring semester)
Prerequisite: Six hours of American history or consent of instructor
An in-depth historical analysis of American constitutional law, emphasizing landmark Supreme Court decisions, especially in the field of civil liberties.

GOVT424  Judicial Process
(Offered fall semester)
A study of the functioning of courts, judges, lawyers and law enforcement agencies, including judicial decision-making and the impact of court decisions on the American Republic.
GOVT425  American Foreign Policy Formulation and Execution Three hours
(Offered spring semester)
A course on U.S. Foreign policy since 1945. Emphasis is not
on a detailed examination of events but rather on the practical
use of history for public policy-making and management.

GOVT430  Comparative Economic and Political Ideas Three hours
(Offered spring semester, odd numbered years)
A comparison of capitalism, socialism and communism,
emphasizing the ideas and ideologies that are struggling today
across the world.

GOVT451  Social Policy Three hours
(Offered spring semester, even numbered years)
Prerequisite: GOVT350 or consent of instructor
A survey of American social policy development with an
emphasis on religion, education, information, civil rights and
health/reproduction policies. The social policy development
process will be examined within the context of contemporary
political institutions.

GOVT458  Public Policy Development in the Political Environment Three hours
(Offered spring semester)
Prerequisites: ECNC 213, 214, GOVT 451
This capstone course for public policy concentrators will
emphasize the application of foreign, social and economic pol-
icy concepts. The student will be exposed to contemporary
cases for which they will be required to build policy responses
and political implementation strategies.

GOVT462  Public Finance and Budgeting Three hours
(Offered fall semester)
Prerequisites: ECNC 213 and 214 or consent of instructor
Fiscal and monetary policy, taxation and the budget process
in government.

GOVT470  Government Regulation of Business Three hours
(Offered spring semester)
Prerequisite: Junior or senior standing
The sources and impact of various forms of government
intervention in the private business sector, including the eco-
nomic effects of regulation, the legal functions of various
agencies, and rulemaking and regulatory powers and limita-
tions of government administrative agencies.

GOVT475  Advanced Public Administration Three hours
(Offered spring semester)
Prerequisite: Senior standing; BUSI 310, GOVT 360, 462
and 470
This course is a synthesis course for government majors.
The course will apply and integrate broad concepts including
the application of economic theory, management theory,
administrative law, and political theory in the resolution of
public sector management cases.

GOVT495  Directed Research One to three hours
GOVT497  Special Topics in Government One to three hours
Topics will vary from semester to semester. Course may be
repeated for credit as topics vary.

GOVT499  Field Research (Internship) One to six hours
Prerequisite: Junior or senior standing and required GPA
Directed applicable work experience under supervision of
the Director of Government Internships and an administrator
or professional at the place of employment in government,
political campaigns or political action organizations.
School of Communications

William G. Gribbin, B.S., M.Ed., Ph.D.
Dean, School of Communications
Professor of English
B.S., M.Ed., Edinboro State University; Ph.D., Pennsylvania State University. At LU since 1980.

PURPOSE
The School of Communications is comprised of the Departments of Communication Studies and English and Modern languages and offers undergraduate degrees in English, English as a Second/Foreign Language; and Communication Studies, with specializations in Print and Electronic Journalism, Advertising/Public Relations/Media Management, Media Graphic Production, and Speech Communication. The School strives to educate students, as competent, committed Christians, in the art, theory and technology of communication.

TEACHER LICENSURE
Teacher preparation and endorsement is available in English and teaching English as a second language. Add-on endorsements in journalism, speech communication, and theatre arts are available through the School of Communications in cooperation with the Teacher Education Department. Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education.

PRE-UNIVERSITY ENGLISH LANGUAGE PROGRAM
The English program includes a number of pre-university level courses for non-native speakers of English. Students without appropriate levels of English proficiency should enroll in ESOL 050 through 090. These courses do not count in a student’s GPA, but do count as elective credit. Enrollment is determined by placement testing and by teacher recommendation.

Communication Studies

Faculty
Associate Professor of Communication Studies
B.A., Asbury College; M.Div., M.A., Methodist Theological School in Ohio; Ed.D., Nova University. At LU since 1977.
Scott Baker, B.A., M.A.
Assistant Professor of Communication Studies
B.A., M.A., University of North Carolina at Greensboro; doctoral studies at University of Maryland. At LU since 1995.
Lynnda S. Beavers, B.A., M.A., Ph.D.
Associate Professor of Communication Studies
B.A., Emory & Henry College; M.A., Ph.D., University of Kentucky. At LU since 1996.
Associate Professor of Communication Studies
B.A., Cedarville College; M.Div., Grace Theological Seminary; M.A., University of Arkansas; Ed.D., Nova University. At LU since 1978.
Michael Hall, B.S., M.A.
Instructor of Communication Studies
Associate Debate Coach

Daniel J. Henrich, B.A., M.A.
Assistant Professor of Communication Studies
B.A. California State University; M.A., Regent University. At LU since 1998.

Deborah Huff, B.A., M.B.A.
Assistant Professor of Communication Studies
B.A., Morehead State University; M.B.A., Xavier University. At LU since 1995.

Cecil V. Kramer, Jr., B.S., M.A., M.Div., D.Min.
Associate Professor of Communication Studies
Chair, Department of Communication Studies
B.S. North Dakota State University; M.A., University of North Dakota; M.Div., Liberty Baptist Theological Seminary, D.Min., Bethel Seminary. At LU since 1981.

Robert J. Lyster, B.B.A., M.S., Ph.D.
Associate Professor of Communication Studies
B.B.A., Baylor University; M.S., East Texas State University; Ph.D., Texas A & M University. At LU since 2000.

Constance J. Nuske, B.A., M.Ed., Ph.D.
Associate Professor of Communication Studies

Brett O’Donnell, B.S., M.A., Ph.D.
Associate Professor of Communication Studies
Forensic and Debate Coach
B.S., Liberty University; M.A., Ph.D., Pennsylvania State University. At LU from 1988 to 1991; 1993 to present.

Sandra Day Oughton, B.F.A., M.A.
Assistant Professor of Communication Studies

David Sprague, B.A., M.A., Ph.D.
Professor of Communication Studies
B.A., M.A., California State University; Ph.D., Southern Illinois University. At LU since 1985.

Steven Richard Troxel, B.A., M.A., Ph.D.
Associate Professor of Communication Studies
B.A., Oklahoma Baptist University; M.A., Wheaton College; Ph.D., University of Virginia. At LU since 1985.

Sheri Whalen, B.A., M.S.
Instructor of Communications
B.A., M.S., State University of New York at Buffalo. At LU since 2000.

Carl D. Windsor, A.A., B.A., M.A., Ph.D.
Professor of Communication Studies
Diploma, Liberty Home Bible Institute; A.A., North Central Michigan College; B.A., M.A., Michigan State University; Ph.D., Ohio State University. At LU since 1979.

PURPOSE
The purpose of the Department of Communication Studies is to provide students with a theoretical understanding of various communication processes, and the ability to make practical application of knowledge in a multiplicity of professional and personal contexts.
LEARNING OUTCOMES:
1. Students will develop an understanding of theory and processes of communication.
2. Students will develop various skills necessary for effective communication.
3. Qualified students will be prepared for graduate work in a communications discipline.

LEARNING OUTCOMES:
BY SPECIALIZATION
Print and Electronic Journalism.
Students will be able to:
1. develop story ideas;
2. gather pertinent information from a variety of sources;
3. synthesize that information and prepare it for the print and electronic media; and
4. use the Judeo-Christian ethic as the basis for effective, accurate, and objective treatment of information.

Advertising / Public Relations/Media Management
Students will learn to:
1. research and develop communication strategies;
2. create and evaluate persuasive messages;
3. disseminate those messages through a variety of media; and
4. manage communication campaigns, programs and organizations.

Media Graphic Production.
Students will learn to:
1. prepare and evaluate effective visual materials in print and electronic format as well as audio presentations, all through the use of electronic technology;
2. generate an idea;
3. develop the idea into a production project;
4. manage the production process; and
5. produce a final product that meets professional standards.

Speech Communication.
Students will develop the ability to:
1. prepare and present effective messages;
2. evaluate communication critically; and
3. comprehend various theoretical perspectives of communication processes.

Career Opportunities

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<tr>
<th>Communication Studies</th>
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<tbody>
<tr>
<td>Advertising</td>
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<td>Film</td>
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<td>Journalism</td>
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Programs of Study
Communication Studies Major(B.S.) - Print and Electronic Journalism Specialization
- COMS 110 Introduction to Mass Communication 3
- COMS 200 Digital Production 3
- COMS 210 Communication Perspectives 3
- COMS 220 Mass Communication Writing 3
- COMS 234 Editing for Print and Electronic Media 3
- COMS 333 Electronic Equipment and Production 3

or
- COMS 374 Magazine Writing and Editing 3
- COMS 341 Graphic Design 3
- COMS 354 News Writing for Print and Electronic Media 3
- COMS 360 Professional Communication 3
- COMS 399 Communication Practicum (3 @ 1 hour each) 3
- COMS 473 Electronic News Production 3
- COMS 484 Communication Law 3

Communication Studies Major(B.S.) - Media Graphic Specialization
- COMS 110 Introduction to Mass Communication 3
- COMS 200 Digital Production 3
- COMS 210 Communication Perspectives 3
- COMS 220 Mass Communication Writing 3
- COMS 301 Basic Photography 3

or
- COMS 334 Audio Production 3
- COMS 333 Electronic Equipment and Production 3
- COMS 341 Graphic Design 3
- COMS 360 Professional Communication 3
- COMS 371 Advanced Graphic Design 3
- COMS 399 Communication Practicum (3 @ 1 hour each) 3
- COMS 473 Electronic News Production 3
- COMS 482 Specialized Publications 3

or
- COMS 483 Special Productions 36

Communication Studies Major(B.S.) - Advertising/Public Relations/ Media Management Specialization
- COMS 110 Introduction to Mass Communication 3
- COMS 200 Digital Production 3
- COMS 210 Communication Perspectives 3
- COMS 220 Mass Communication Writing 3
- COMS 341 Graphic Design 3
- COMS 346 Advertising Copywriting 3
- COMS 357 Public Relations Communications 3
- COMS 360 Professional Communication 3
- COMS 368 Media Sales & Audience Measurements 3
- COMS 371 Advanced Graphic Design 3
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<td>ENGL101</td>
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<td>Digital Production</td>
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**Communication Studies Major(B.S.) - Speech Communication Specialization**

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**Suggested Course Sequence - B.S. Communication Studies**

**First Year - First Semester** 15 hours
- ENGL101 Grammar and Composition 3
- COMS 110 Introduction to Mass Communication 3
- CHMN 101 Evangelism and Christian Life 2
- GOVT 200/PSYC 200/210/SOCI 200/201 3
- BIBL 105 Old Testament Survey 3
- BIBL 110 Old Testament Life and Literature 3
- GNED 101 Contemporary Issues I 1

**First Year - Second Semester** 16 hours
- ENGL102 Composition and Literature 3
- MATH 3
- COMS 101 Speech Communication 3
- BIOL 110 New Testament Survey 3
- BIBL 210 New Testament Life and Literature 3
- COMS 200 Digital Production 3
- GNED 102 Contemporary Issues II 1

**Second Year - First Semester** 16 hours
- NAT SCI 3
- LAB 1
- THEO 201 Theology Survey I 3
- HUMN/LANG 3
- COMS 210 Communication Perspectives 3
- COMS Elective 3
- CSER 3

**Second Year - Second Semester** 14 hours
- APOL 290 History of Life 2
- ECNC 213 Principles of Economics I (Micro) 3
- THEO 202 Theology Survey II 3
- COMS 220 Mass Communication Writing 3
- Elective 3
- CSER 3

**Third Year - First Semester** 15 hours
- ENGL 101 Grammar and Composition 3
- PHIL 201 Philosophy and Contemporary Ideas 3
- COMS Elective 3
- Electives 6
- CSER 3

**Third Year - Second Semester** 15 hours
- HISTORY 3
- GEN ED ELEC 3
- COMS 360 Professional Communication 3
- COMS Elective 3
- Elective 3
- CSER 3

**Fourth Year - First Semester** 15 hours
- NAT SCI/MATH/BUSI 102 3
- COMS Elective 6
- Electives 6
- CSER 3

**Fourth Year - Second Semester** 14 hours
- COMS Elective 6
- Electives 8
- CSER 3

**Minors**

**Communications Studies Minor - Speech Specialization**
- COMS 335 Argumentation and Debate 3
- COMS 345 Persuasion 3
- COMS 455 Communication Theory 3
- COMS 465 Rhetorical Theory 3

**Communications Studies Minor - Journalism Specialization**
- COMS 335 Argumentation and Debate 3
- COMS 345 Persuasion 3
- COMS 360 Professional Communication 3
- COMS 399 Communication Practicum 3

**Course Descriptions**

**COMS 101 Speech Communication** Three hours
Prerequisite: ENGL 100 or advanced standing on the English placement test.
Study and practice in communicating ideas competently in public speaking. Students are also given a foundation for development of communication skills in other human communication contexts, including dyadic and small group communication.

**COMS 110 Introduction to Mass Communication** Three hours
An overview of the role of print and electronic media in the dissemination of information to a mass audience.
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<td>COMS 234</td>
<td>Editing for Print and Electronic Media</td>
<td>Three</td>
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<tr>
<td>COMS 299</td>
<td>Communications Workshop</td>
<td>One to six</td>
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<tr>
<td>COMS 301</td>
<td>Basic Photography</td>
<td>Three</td>
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<td>Electronic Equipment and Production</td>
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<td>Audio Production</td>
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<td>COMS 337</td>
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<td>COMS 355</td>
<td>Audience Measurements</td>
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<td>COMS 360</td>
<td>Media Sales and Audience Measurements</td>
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**COMS 200 Digital Production**
- Three hours
- An introduction to graphics hardware and software through the use of tutorials and individual projects in word processing, desktop publishing and drawing programs and introduction to video production equipment and use. Portfolio preparation. Lab fee.

**COMS 210 Communication Perspectives**
- Three hours
- As a broad-based communication theory course, this course surveys various perspectives of communication and evaluates them. Issues of communication of special concern may be discussed: freedom of speech, language development, ethical and legal standards of communication, and human communication process.

**COMS 220 Mass Communication Writing**
- Three hours
- Introduction to the basics of print and electronic copy preparation with attention to advertising, public relations, and news writing. Includes practice in both print and audio presentations. Lab fee.

**COMS 225 Oral Interpretation**
- Three hours (Offered fall semester)
- Study and practice of the art of using speech to communicate literature to an audience.

**COMS 234 Editing for Print and Electronic Media**
- Three hours (Prerequisite: COMS 220)
- A writing course that emphasizes advanced grammar skills, copy editing, and proofreading, as well as a reporting and headline writing, tease and tag writing. Lab fee.

**COMS 299 Communications Workshop**
- One to six hours (Offered fall semester)
- A course designed for non-majors and community members who wish to broaden their horizons with introductions to subjects such as Desktop Publishing.

**COMS 301 Basic Photography**
- Three hours (Prerequisite: Permission of the instructor)
- Introduction to the techniques of taking and processing black and white photographs with consideration of the composition of both still and moving photography. Techniques of taking color transparencies for use in slide and slide-tape presentations, including title boards, graphics, and other imaging techniques. Legal and ethical implications. Portfolio preparation. 35mm camera with interchangeable lens required. Lab fee.

**COMS 325 Interpersonal Communication**
- Three hours (Offered fall semester)
- A study of the nature of interpersonal communication and relationships. Attention is focused upon personal responsibilities, interactive factors, message and contextual variables in relationships. Personal skills in stimulating friendships and resolving conflict are examined through exposure to theory, practical exercises, and analysis of personal relationships.

**COMS 330 Small Group Communication**
- Three hours
- Study and practice of the theories and methods of group communication.

**COMS 333 Electronic Equipment and Production**
- Three hours (Prerequisite: COMS 200 and permission of the instructor)
- A study of the function and proper operation of equipment typically encountered in audio and video production. Includes practical experience in planning, directing, and producing various audio and/or video productions with emphasis on skill development and production techniques. Portfolio preparation. Lab fee.

**COMS 334 Audio Production**
- Three hours (Offered fall semester)
- Intensive, practical experience in planning, coordinating, directing and producing various audio productions, and radio programs; and multi-channel recording techniques with emphasis on skill/individual development and production techniques. Includes familiarization and practice with radio station and audio production equipment. Lab fee.

**COMS 335 Argumentation and Debate**
- Three hours (Offered fall semester)
- Study and practice of principles of analysis, reasoning, evidence, organization and speaking needed to logically demonstrate and defend a position before an audience.

**COMS 336 Professional Communication**
- Three hours

**COMS 345 Persuasion**
- Three hours (Offered spring semester)
- Analysis and practice of techniques used to change attitudes, beliefs, and behavior in various communication contexts.

**COMS 346 Advertising Copywriting**
- Three hours (Prerequisites: COMS 200 and 341)
- An introduction to advertising writing techniques for commercial, public service and direct marketing organizations with experience in various types of electronic and print media. Portfolio preparation. Lab fee.

**COMS 347 News Writing for Print and Electronic Media**
- Three hours (Prerequisite: COMS 341)

**COMS 354 Public Relations Communications**
- Three hours (Prerequisites: COMS 220 and 341)
- An introduction to the theoretical and practical application of the public relations function for profit and non-profit organizations including practice in writing public relations communications and creation of public relations programs. Portfolio preparation. Lab fee.

**COMS 360 Media Sales and Audience Measurements**
- Three hours (Prerequisites: COMS 101, 110, 200 and 220)
- This course will integrate principles of persuasive and informative speaking into professional contexts and will integrate written and oral communication through the preparation and delivery of formal presentation, both individually and corporately. The course emphasizes various types of presentations, and organizational communication functioning.

**COMS 368 Advanced Graphic Design**
- Three hours (Prerequisite: COMS 341)
COMS 374  Magazine Writing and Editing  Three hours
Prerequisite: COMS 354
(Offered spring semester)
A study of the development of feature writing techniques, the development of techniques for creative nonfiction, the choice and preparation of at least four articles, and the submission of those articles to specific publications. Portfolio preparation. Lab fee.

COMS 395  Debate and Individual Events  One hour
One hour of credit is available each semester to members competing on the extracurricular forensics team. Competition may be in debate or individual events. Students must attend weekly practice sessions and travel on a regular basis to receive credit. These credits may be repeated, but will not count toward a Speech specialization or minor.

COMS 399  Communication Practicum  One to three hours
Lab fee for each practicum
01  The Liberty Champion
02  Selah
03  C91
04  C91 Sales
05  Ad Team
06  Television

COMS 455  Communication Theory  Three hours
(Offered fall semester)
A study of modern theories of communication with application to various contexts of speech communication.

COMS 464  Media Applications  Three hours
A study of the various media used in all professions, both Christian and secular. Practical experience in preparation of materials and products for print, audio, and visual means. Developing standards to evaluate the application of the various media.

COMS 465  Rhetorical Theory  Three hours
(Offered spring semester)
A historical survey and study of rhetorical theory in the past and present. Attention is given to Greek and Roman rhetorical theory, theories prevalent in the Middle Ages and Renaissance, and modern rhetorical theory.

COMS 473  Electronic News Productions  Three hours
Prerequisite: COMS 333 or COMS 354 and permission of the instructor
(Offered fall semester)
A study of the theory and practice of producing news programs for electronic media. Includes practice in preparation and presentation of news programs along with the preparation of copy for both electronic and print media. Lab fee.

COMS 482  Specialized Publications  Three hours
Prerequisite: COMS 371 or 374 and permission of the instructor
(Offered spring semester)
A hands-on approach that allows students to experience the print publication process from the development of an idea through distribution. Portfolio preparation. Lab fee.

COMS 483  Special Productions  Three hours
Prerequisite: COMS 333 and permission of the instructor
(Offered spring semester)
A hands-on approach that allows students to experience audio and/or video production processes from the development of an idea through distribution. Portfolio preparation. Lab fee.

COMS 484  Communication Law  Three hours
Prerequisite: Junior status or permission of the instructor
(Offered spring semester)
A study of the historical development and present status of U.S. Communication law and FCC regulations as well as contemporary codes of media ethics. Includes specific application to journalism.

COMS 488  Advertising, Public Relations and Media Management Practices  Three hours
Prerequisite: COMS 368
Using a case study approach, students will apply the principles and procedures of management within media, agencies and corporate organizations to the identification and control of advertising, public relations and management problems. Lab fee.

COMS 489  Communications Campaigns  Three hours
Prerequisite: Senior standing and permission of the instructor
(Offered fall semester)
An in-depth study of the research, planning, development and message creation for complete multi-media communication campaigns, integrating all marketing promotion techniques including advertising, public relations, direct marketing and sales promotions. Lab fee.

COMS 495  Directed Research  One to three hours
Prerequisites: Completion of 15 hours of communication study courses and written consent of the department chairperson. May be repeated to a maximum of three hours.

COMS 496  Workshop in Communication  One to three hours
Lab fee.

COMS 497  Special Topics  Three hours
Topics of special interest not included in the regular department offerings. May be taken more than once, but no topic may be repeated.

COMS 499  Internship  One to six hours
Prerequisites: Completion of a minimum of 24 hours of communication studies courses and written consent of the department chairperson. Written application must be approved during the previous semester. The course is not intended to be duplicated for additional credit.

English and Modern Languages

Faculty
Yaw Adu-Gyamfi, B.A., M.A., Ph.D.
Assistant Professor of English
B.A., University of Science and Technology, Ghana; A.M., Ph.D., University of Saskatchewan. At LU since 1999.

Mitzi Teresa Brinkley, A.A., B.A., M.A.
Associate Professor of English
A.A., Young Harris Junior College; B.A., Tift College of Mercer University; M.A., Georgia Southern University; ABD work completed at Southern Illinois University. At LU from 1980 to 1981, 1985 to present.
LEARNING OUTCOMES

1. Students will demonstrate a greater willingness to express their thoughts in writing and to perceive writing as a way of thinking.

2. Individual paragraphs will display the following: focused topic sentences, coherent supporting sentences, few, if any,”glaring errors” (as defined by the English faculty).

3. Students will recognize various points of grammar and mechanics, as measured by an objective test.

GENERAL EDUCATION

(WRITING AND LITERATURE)

1. Students will demonstrate competency in using a process approach to writing, including pre-writing strategies, drafting, and revising.

2. Student essays, which will utilize various modes of discourse, will be coherent and unified, with identifiable introductions and conclusions, substantive thesis statements (i.e., focused and well developed), specific topic sentences, adequate supporting detail, and competent use of grammar and mechanics.

3. Students will read an essay and identify its thesis, main supporting ideas, and means of introducing and concluding the discussion; and explain its use of various points of grammar and mechanics.

4. Students will paraphrase and quote accurately, using the MLA parenthetical format.


T. Edwin Brinkley, B.A., M.A., Ph.D.
Professor of English
B.A., M.A., University of North Carolina; Ph.D., Ohio State University. At LU since 1977.

Linda Cooper, B.S., M.A.
Assistant Professor of English
B.S. Liberty University; M.A., Hollins College; doctoral candidate, University of Virginia. At LU since 1990.

Chris Foley, B.A., B.Ed., M.A., Ph.D.
Associate Professor of Modern Language
B.A., Liberty University; B.Ed., Le College Universitaire de Saint-Boniface; M.A., Ph.D., University of Manitoba. At LU since 1995.

Karen S. Prior, B.A., M.A., Ph.D.
Assistant Professor of English
B.A., Daemen College; M.A., Ph.D., SUNY at Buffalo. At LU since 1999.

Paul Muller, B.A., M.A., Ph.D.
Associate Professor of English and Linguistics
Chair Department of English and Modern Languages
B.A., University of Tennessee; M.A., University of Texas at Arlington; Ph.D., Louisiana State University. At LU since 1991.

Associate Professor of English
B.A., M.A., Madurai University; B.Ed., Jamia Milia Islamia University; Ph.D., Banaras Hindu University, India. At LU since 1989.

Lilly Isaac, B.A.(Hons.), M.A., Ph.D.
Associate Professor of English
B.A.(Hons.), M.A., Bangalore University; Ph.D., Banaras Hindu University, India. At LU since 1992.

James Harold Nutter, B.A., M.A., D.A.
Assistant Professor of English
Director of Honors Program
B.A., Tennessee Temple University; M.A., Marshall University; D.A., University of Mississippi. At LU since 1985.

Kenny Rowlette, B.A., M.Ed.
Associate Professor of English
B.A., Berea College; M.Ed., Lynchburg College; A.B.D., University of Virginia. At LU since 1980.

Katrina L. Ruth, B.A., M.A., Ph.D.
Assistant Professor of English
B.A., M.A., Shippensburg University; Ph.D., University of Florida. At LU since 1996.

Carolyn Towses, B.S., M.Ed.
Assistant Professor of English

David E. Towses, B.A., M.A., Ed.D.
Professor of Modern Languages
B.A., Tarleton State College; M.A., California State University; Ed.D., Virginia Polytechnic Institute and State University. At LU since 1976.

Branson L. Woodard, Jr., B.S., B.A., M.A., D.A.
Professor of English
Director of Graduate Studies
B.S., East Carolina University; B.A., Free Will Baptist College; M.A., Tennessee State University; D.A., Middle Tennessee State University. At LU since 1985.

Branson L. Woodard, Jr., B.S., B.A., M.A., D.A.
Professor of English
Director of Graduate Studies
B.S., East Carolina University; B.A., Free Will Baptist College; M.A., Tennessee State University; D.A., Middle Tennessee State University. At LU since 1985.


Helmuth Poggemiller, B.A., M.A., Ph.D.
Professor of English
Diploma, Briarcrest Bible College; B.A., Tabor College; M.A., Kansas State at Emporia; Ph.D., University of Toledo. At LU since 1982.

Kenny Rowlette, B.A., M.Ed.
Associate Professor of English
B.A., Berea College; M.Ed., Lynchburg College; A.B.D., University of Virginia. At LU since 1980.

Katrina L. Ruth, B.A., M.A., Ph.D.
Assistant Professor of English
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Chris Foley, B.A., B.Ed., M.A., Ph.D.
Associate Professor of English
B.A., University of Saskatchewan; B.Ed., Le College Universitaire de Saint-Boniface; M.A., Ph.D., University of Manitoba. At LU since 1995.

Sharon B. Hahnlen, B.S., M.A.
International Student Advisor
B.S., Iowa State University; M.A., L’Universite de Neuchatel. At LU since 1981.

Linda Cooper, B.S., M.A.
Assistant Professor of English
B.A., M.A., University of North Carolina; Ph.D., Ohio State University; Ed.D., Virginia Polytechnic Institute and State University. At LU since 1976.
5. On objective tests designed by the English faculty, students will identify specific topics related to literary analysis, critical terms, periods, ideas, major authors, titles, themes and forms in Western European, British, or American literature.

6. Students will demonstrate the ability to read critically and evaluate a literary text with sensitivity to its stylistic features, its author’s world view, its appeal to its intended audience, and its importance for evangelical Christian readers.

**GENERAL EDUCATION (MODERN LANGUAGES)**

1. Students will demonstrate appropriate levels of skills in listening.
2. Students will demonstrate appropriate levels of skills in reading.
3. Students will demonstrate appropriate levels of skills in writing.
4. Students will demonstrate appropriate levels of skills in speaking.
5. Students will demonstrate appropriate levels of understanding about the culture in which the language studied was derived.
6. Students will demonstrate appropriate levels of understanding about how the Gospel might be shared in the culture in which the language studied was derived.

**ENGLISH MAJOR**

1. Students will demonstrate in-depth knowledge of two periods and one genre of Western literature.
2. Students will identify, describe, evaluate, and apply major theories of criticism.
3. Compositions will display well-developed syntactical and rhetorical features, as well as appropriate tone and conformity to conventional scholarly apparatus.
4. In critical reading and writing, students will demonstrate a well-developed understanding of the Christian world view.
5. Students will establish academic and professional credentials appropriate to their vocational plans, whether teaching or non-teaching.

**TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE MAJOR**

1. Students will demonstrate in-depth knowledge of the linguistic features of the English language.
2. Students will apply syntactic and phonological theories to the analysis of European languages such as French, Spanish, and German.
3. Students will demonstrate general knowledge of the syntax and phonology of the major languages of the world.
4. Students will demonstrate a theoretical and practical understanding of such issues as second language acquisition, teaching methods and materials in TESFL, error analysis, and placement testing.
5. Students will demonstrate an understanding of cross-cultural and cross-linguistic problems and communications.
6. Students will demonstrate an understanding of the aspects of literature and literary analysis and of the application of literature to TESFL.

**MODERN LANGUAGE MINOR**

1. Students will demonstrate appropriate levels of skill in listening, speaking, reading, and writing.
2. Students will demonstrate appropriate levels of skill in using the grammar of the language studied.
3. Students will demonstrate appropriate knowledge of the culture from which the language was derived.

**SIGMA TAU DELTA HONOR SOCIETY**

**PURPOSE**

To confer distinction for high achievement in the English language and in literature.

To provide cultural stimulation and promote interest in literature and the English language in the community.

To foster the discipline of English in all its aspects, including creative and critical writing.

To promote good citizenship among its members.

To exhibit high standards of academic excellence.

To uphold the spiritual standards of the University.

**REQUIREMENTS**

Twelve hours of English; at least a B in every English course; a GPA of 3.25

**Career Opportunities**

**English and Modern Languages**

<table>
<thead>
<tr>
<th>Business</th>
<th>Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Services</td>
<td>Second-language instruction</td>
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<tr>
<td>Graduate school</td>
<td>Teaching</td>
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<tr>
<td>Ministry</td>
<td>Translation</td>
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<tr>
<td>Law</td>
<td>Writing</td>
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</table>

**Combined Skills (English and Communication Studies)**

<table>
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<tr>
<th>Acting</th>
<th>Social Work</th>
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<tbody>
<tr>
<td>Corporate Communications</td>
<td>Speech Writer</td>
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<tr>
<td>Lobbyist</td>
<td>Tutor</td>
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<tr>
<td>Researcher</td>
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</table>

**Program of Study**

**English Major (B.S. or B.A.)**

<table>
<thead>
<tr>
<th>ENGL Lit Survey (choose 3)</th>
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<tbody>
<tr>
<td>ENGL 350, 351, 352 or 401</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 322, 403 or 452</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 303, 321, 339, 340, 382, 432 or 463</td>
<td>3</td>
</tr>
<tr>
<td>ENGL311, 342, 402, 422 or 432</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 333 or 364</td>
<td>3</td>
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<td>ENGL433 Literary Criticism</td>
<td>3</td>
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<tr>
<td>ENGL Electives</td>
<td>9</td>
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</tbody>
</table>

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**Teacher Licensure Requirements**

**Endorsement: English (6-12)**

**General Education**

| MATH 227       | 3 |
| PSYC 210       | 3 |

**Professional Education**

| EDUC 125/126   | 1+1 |
| EDUC 221       | 2   |
| EDUC 235/236   | 1+2 |
| EDUC 360       | 2   |
| PSYC 311       | 3   |
| ENGL419/420    | 2+1 |
**Student Teaching Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 425</td>
<td></td>
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<tr>
<td>EDUC 435/436</td>
<td></td>
<td>2+1</td>
</tr>
<tr>
<td>EDUC 458</td>
<td></td>
<td>2</td>
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<tr>
<td>EDUC 460/461</td>
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<td>3+3</td>
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</table>

**Specific Courses in Major**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL322</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL350</td>
<td>Modern Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENGL422 or 442</td>
<td>Musical Theatre</td>
<td></td>
</tr>
<tr>
<td>ENGL462</td>
<td>Religious Issues in Dramatic Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL497</td>
<td>Special Topics: Directing and Technical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>ENGL497</td>
<td>Special Topics: Dramatic Performance</td>
<td>3</td>
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</table>

**Add-On Endorsement: Theatre Arts (6-12)**

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ENGL 322</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 422</td>
<td>Modern Drama</td>
<td>3</td>
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<tr>
<td>ENGL 442</td>
<td>Musical Theatre</td>
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<tr>
<td>ENGL 462</td>
<td>Religious Issues in Dramatic Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 497</td>
<td>Special Topics: Directing and Technical Theatre</td>
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</tr>
<tr>
<td>ENGL 497</td>
<td>Special Topics: Dramatic Performance</td>
<td>3</td>
</tr>
</tbody>
</table>

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**Suggested Course Sequence - B.A. English**

**First Year - First Semester**

- **ENGL101** Grammar and Composition: 3 hours
- **COMS 101** Speech Communication: 3 hours
- **CHMN 101** Evangelism and Christian Life: 2 hours
- **HUMAN 101/LANG 3**
- **BIBL 105** Old Testament Survey: 3 hours
- **or**
  - **BIBL 205** Old Testament Life and Literature: 3 hours
  - **GNED 101** Contemporary Issues: 1 hour

**First Year - Second Semester**

- **ENGL202** Composition and Literature: 3 hours
- **MATH**
- **NAT SCI**
- **LAB**
- **BIBL 110** New Testament Survey: 3 hours
- **or**
  - **BIBL 210** New Testament Life and Literature: 3 hours
  - **GNED 102** Contemporary Issues II: 1 hour

**Second Year - First Semester**

- **ENGL 221** World Literature I: 3 hours
- **HIEU 201** History of Western Civilization I: 3 hours
- **PHL 201** Philosophy and Contemporary Ideas: 3 hours
- **LANGUAGE**
- **Elective**
- **CSER**

**Second Year - Second Semester**

- **ENGL 202/215/216/222**
- **ENGL 322/403/452**
- **HISTORY**
- **LANGUAGE**
- **APOL 290** History of Life: 2 hours
- **CSER**

**Third Year - First Semester**

- **THEO 201** Theology Survey I: 3 hours
- **ENGL 201/202**
- **LANGUAGE**
- **ENGL 350/351/352/401**
- **INTEGRATIVE**
- **CSER**

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**Fourth Year - First Semester**

- **ENGL 302/339/340/382/443/463**
- **ENGL 300(400)**
- **INTEGRATIVE**
- **Electives**
- **CSER**

---

**Suggested Course Sequence - B.S. English**

**First Year - First Semester**

- **ENGL101** Grammar and Composition: 3 hours
- **COMS 101** Speech Communication: 3 hours
- **CHMN 101** Evangelism and Christian Life: 2 hours
- **HUMAN 101/LANG 3**
- **BIBL 105** Old Testament Survey: 3 hours
- **or**
  - **BIBL 205** Old Testament Life and Literature: 3 hours
  - **GNED 101** Contemporary Issues I: 1 hour

**First Year - Second Semester**

- **ENGL102** Composition and Literature: 3 hours
- **MATH 121** College Algebra: 3 hours
- **HIEU 201** History of Western Civilization I: 3 hours
- **GEN ED ELEC**
- **BIBL 110** New Testament Survey: 3 hours
- **or**
  - **BIBL 210** New Testament Life and Literature: 3 hours
  - **GNED 102** Contemporary Issues II: 1 hour

**Second Year - First Semester**

- **ENGL 201/202**
- **ENGL 350/351/352/401**
- **ENGL (300/400)**
- **GNED 103**
- **CSER**

**Second Year - Second Semester**

- **ENGL 201/202/215/216/222**
- **ENGL 322/403/452**
- **ENGL 300(400)**
- **GOVT 200/PSYC 200/210/SOCI 200/201**
- **Elective**
- **CSER**

**Third Year - First Semester**

- **THEO 201** Theology Survey I: 3 hours
- **ENGL 201/202**
- **LANGUAGE**
- **ENGL 350/351/352/401**
- **INTEGRATIVE**
- **CSER**

---

**Fourth Year - Second Semester**

- **ENGL 311/342/402/422/342**
- **ENGL 433** Literary Criticism: 3 hours
- **ENGL 300(400)**
- **SOCI SCI (Non-History)**
- **Electives**
- **CSER**
Program of Study
Teaching English as a Second/Foreign Language Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENGL310</td>
<td>Children's Literature or</td>
<td>3</td>
</tr>
<tr>
<td>ENGL320</td>
<td>Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL333</td>
<td>Modern Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENGL350</td>
<td>Advanced Expository Writing</td>
<td>3</td>
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<tr>
<td>ENGL364</td>
<td>History of the English Language</td>
<td>3</td>
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<tr>
<td>ENGLElectives</td>
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<tr>
<td>FREN304</td>
<td>Francophone Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SPAN304</td>
<td>Spanish Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>MLAN213</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>MLAN305</td>
<td>Syntax and Phonology</td>
<td>3</td>
</tr>
<tr>
<td>MLAN403</td>
<td>Second Language Acquisition</td>
<td>3</td>
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<tr>
<td>MLAN497</td>
<td>Special Topics: Syntax and Phonology for TES/FL</td>
<td>3</td>
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<tr>
<td>SOCI340</td>
<td>World Population: Trends and Problems</td>
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Minors

**English Minor**
Choose one from each category:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENGL350, 351, 352, 401 or 433</td>
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<tr>
<td>ENGL333 or 364</td>
<td></td>
<td>3</td>
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<td>ENGL302, 321, 339, 340, 382, 443 or 463</td>
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<tr>
<td>ENGL322, 403 or 452</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENGL311, 342, 402, 405, 422 or 432</td>
<td>3</td>
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**French Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>FREN102</td>
<td>Elementary French II*</td>
<td>3</td>
</tr>
<tr>
<td>FREN201</td>
<td>Intermediate French I</td>
<td>3</td>
</tr>
<tr>
<td>FREN202</td>
<td>Intermediate French II</td>
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<tr>
<td>FREN Electives (300-400 level)</td>
<td>6</td>
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</table>

* FREN 101, one year of high school French, or permission of the instructor required.

**Spanish Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SPAN102</td>
<td>Elementary Spanish II*</td>
<td>3</td>
</tr>
<tr>
<td>SPAN201</td>
<td>Intermediate Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN202</td>
<td>Intermediate Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN Electives</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

* SPAN 101, one year of high school Spanish, or permission of the instructor required.

Course Descriptions

**ENGL100 Basic Composition**

One or three hours

- Emphasis on functional grammar, paragraph development, vocabulary building and enrichment reading. Open to all students but required of students who have low scores on national tests or Liberty University placement tests. Students must receive at least a “C” to be eligible for ENGL101. A designated section of ENGL 100 is required for ESL students. This course may not meet the General Education requirement in English.

**ENGL101 Grammar and Composition**

Three hours

- Prerequisite: ENGL100 or advanced standing on the placement test
- The writing of a minimum of five themes is required and a review of usage, mechanics, sentence structure and paragraph development is integrated with writing of essays.

**ENGL102 Composition and Literature**

Three hours

- Prerequisite: ENGL101 or advanced standing on the placement test
- Continues the emphasis on writing. Two analytical papers, based upon studies of the short story, poetry and drama and a research paper, sequentially developed, are required.

**ENGL201 American Literature I**

Three hours

( Offered fall semester )

- Prerequisite: ENGL102 or advanced standing on the placement test
- A survey from the early Colonial period through the American Renaissance. Two critical papers are required.

**ENGL202 American Literature II**

Three hours

( Offered spring semester )
Prerequisite: ENGL102 or advanced standing on the placement test.
A survey of American literature following the American Renaissance. Two critical papers are required.

ENGL 215  English Literature I  Three hours
(Offered fall semester)
Prerequisite: ENGL102 or advanced standing on the placement test.
A survey of English literature from its beginning to the Neo-classical period. Two critical papers are required.

ENGL 216  English Literature II  Three hours
(Offered spring semester)
Prerequisite: ENGL102 or advanced standing on the placement test.
A survey from the Neo-classical period to the present. Two critical papers are required.

ENGL 221  World Literature I  Three hours
(Offered fall semester)
Prerequisite: ENGL102 or advanced standing on the placement test.
A survey of selected literature from the beginnings through the Renaissance period. Two critical papers are required.

ENGL 222  World Literature II  Three hours
(Offered spring semester)
Prerequisite: ENGL102 or advanced standing on the placement test.
A survey of selected literature from the Neo-classical period through the present. Two critical papers are required.

NOTE: Prerequisites for all further English courses include ENGL101, 102 and the general education course in literature.

ENGL 303  English Romanticism  Three hours
(Offered fall semester, even numbered years)
A history of the romantic movement in England; a study of some prose and a particular emphasis upon the major poetry.

ENGL 310  Children’s Literature  Three hours
A critical interpretation of literature for children and young adults.

ENGL 311  The English Novel  Three hours
(Offered fall semester, odd numbered years)
A study of the technique and historical development of the novel of England from its beginning to the close of the nineteenth century.

ENGL 320  Adolescent Literature  Three hours
This course examines a broad range of young adult literature, both classical and contemporary, with an appeal to a diverse audience, including most adolescents and many adults. The focus is on analyzing works of adolescent literature and acquainting students with critical resources important to the scholar.

ENGL 321  Victorian Period  Three hours
(Offered fall semester, even numbered years)
A study of the poetry and nonfictional prose published between 1830 and 1900.

ENGL 322  Shakespeare  Three hours
A study of the principal plays of Shakespeare read in the light of the dramatic and literary background of his time.

ENGL 333  Modern Grammar  Three hours
A course emphasizing the nature, structure and modifications of the English language with emphasis upon traditional, structural and generative-transformational grammars.

ENGL 339  Early American Literature  Three hours
(offered fall semester, even numbered years)
A study of the major writers in the period 1620-1800, such as: Bradstreet, Edwards, Taylor, Franklin, Jefferson and others.

ENGL 340  The American Renaissance  Three hours
(offered spring semester, odd numbered years)
A study of the major writers of the American Renaissance: Hawthorne, Melville, Emerson, Thoreau and others.

ENGL 342  The American Novel  Three hours
(Offered fall semester, even numbered years)
A study of the major trends in the novel in America from its beginnings to the close of the nineteenth century.

ENGL 350  Advanced Expository Writing  Three hours
(Offered every semester)
Instruction in the principles of expository and persuasive writing with emphasis on logic and style.

ENGL 351  Creative Writing: Poetry  Three hours
(Offered fall semester)
Instruction in the fundamentals of writing the modern poem with emphasis on theme, imagery, figurative language and other devices. Weekly writing assignments and individual analyses are assigned. Lab fee.

ENGL 352  Creative Writing: Fiction  Three hours
(Offered spring semester)
Instruction in the fundamentals of writing the modern short story with emphasis on theme, plot, characterization, scene setting and dialogue. Weekly writing assignments and individual analyses are required. Lab fee.

ENGL 364  History of the English Language  Three hours
(Offered spring semester)
The pronunciation, grammar and vocabulary of the English language in terms of its historical development are emphasized.

ENGL 382  Eighteenth Century English Literature  Three hours
(Offered spring semester, even numbered years)
A study of the major poets and prose of the eighteenth century in the context of pertinent biographical and historical details.

ENGL 400  Seminar in Literature  Three hours
(Offered on demand)
A study of selected works or authors, providing the student an opportunity to enrich his knowledge and appreciation of literature and to study its relationship to the ideas and problems of life.

ENGL 401  Seminar in Writing  Three hours
(Offered on demand)
A study of selected masterful styles of writing as background for the development of one’s own style.

ENGL 402  Modern Novel  Three hours
(Offered spring semester, even numbered years)
A study of major trends in the American, English and continental novel from 1900, with special emphasis upon the novel as a literary and artistic form.

ENGL 403  Milton  Three hours
A study of Milton’s poetry and major prose with attention...
also given to the relevant historical and biographical contexts and to the major twentieth-century critical statements.

**ENGL405 Literature of the Bible** Three hours (Offered spring semester)
An examination of the literature and literary theory of the English Bible, based upon analysis and explication of selected passages. Special consideration is given to such topics as literal meaning, metaphor as meaning, and the rhetorical dimensions of various modes of discourse as they occur in Scripture.

**ENGL419 Methods and Materials in the Teaching of English** Two hours (Offered fall semester)
Prerequisite: Admission to Teacher Licensure Program
A study of methods, theories, and activities for teaching language, composition and literature in middle and secondary school English. Must be taken before student teaching. May not be counted toward the English major.

**ENGL420 Secondary Methods Teaching Practicum** One hour
Prerequisite: to be taken concurrently with ENGL419
At least 20 hours of reflective classroom observation at the middle or secondary school level and the teaching of two to three consecutive lessons.

**ENGL422 Modern Drama** Three hours (Offered spring semester, odd numbered years)
Extensive reading in modern drama beginning with the works of Ibsen.

**ENGL432 Modern Poetry** Three hours (Offered fall semester)
A survey of contemporary American and British poetry with particular emphasis upon the various aspects of the poetic movement of the present.

**ENGL433 Literary Criticism** Three hours
A study of the major philosophies and theories, both historical and contemporary, with attention also given to understanding the various views of literary theory and to the student’s development of his own defensible literary theory.

**ENGL442 Musical Theatre** Three hours
This course is a survey of the history of musical theatre, beginning with Vaudeville and continuing through to the contemporary stage, with special emphasis given not only to the text but to the performance aspect of the libretto as well.

**ENGL443 Elizabethan Literature** Three hours (Offered fall semester, odd numbered years)
A study of the representative writers of the English Renaissance from More to Jonson with special emphasis on the Christian humanists.

**ENGL452 Chaucer** Three hour
A study of the Canterbury Tales and some of the shorter poems of Chaucer.

**ENGL462 Religious Issues in Dramatic Literature** Three hours
This course examines dramatic literature from the classical Greek plays to contemporary dramas, with special attention given to religious criticism.

**ENGL463 Seventeenth Century English Literature** Three hours (Offered spring semester, odd numbered years)
A study of the principal writers of the seventeenth century, other than Milton.

**ENGL495 Directed Research** One to three hours (Offered on demand)
Prerequisite: Junior or senior status
Students who qualify will pursue studies of a particular interest as approved and supervised by the instructor.

**ENGL497 Special Topics in English** One to three hours
Prerequisite:Junior or senior status
Professorial-supervised experience in first-hand internship opportunities: writing, editing, researching and comparable duties.

**ENGL695 Directed Research** One to three hours
ESOL050 English as a Second Language: Grammar I
Prerequisite: Novice Level, ACTFL
This course is to help the ESL/LEP student with his inability to speak, read, listen to simple English sentences (S-V-O/C). By the end of the course, the student will be able to speak ten simple sentences on a given topic, with proper cadence, intonation and pronunciation. Also, the student will be able to write at least five simple sentences on a given topic, in 30 minutes. Standardized assessment instruments will be used under strictly controlled conditions. The objectives are to communicate meaningfully in an English-speaking environment, to increase working vocabulary, to read and respond in writing selections through talking, and to write basic sentences. Lab fee.

**ESOL051 English as a Second Language: Grammar II** Three hours
Prerequisite: Novice High to Intermediate Low, ACTFL
Continuation of ESOL050. Lab fee.

**ESOL055 English as a Second Language: Tutorial** One to three hours
Prerequisite: Novice to Intermediate High, ACTFL
This course is to help the student with homework and review for courses ESOL 050, 051, 060, 061, 070, 071. The student will also work on reading comprehension, vocabulary and additional opportunities for oral practice. English majors may also help in one-on-one or group situations.

**ESOL060 English as a Second Language: Writing I** Three hours
Prerequisite: Novice, ACTFL
The student will learn skills required to write an eight-sentence paragraph in thirty minutes. Testing must be done under strictly controlled conditions. The course will prepare the student for knowledge and skills requisite to ESOL080, which is designed for the high beginner and intermediate ESL student; therefore, exit standards for ESOL 060 must coincide with entrance requirements for ESOL 080. The objectives of this course are to communicate in informal and formal settings, to have a higher level of comprehension, and to write compound sentences.

**ESOL061 English as a Second Language: Writing II** Three hours
Prerequisite: Novice High to Intermediate Low, ACTFL
The student will write simple paragraphs on everyday topics. This is a continuation of ESOL 060.

**ESOL070 English as a Second Language: Speaking I** Three hours
Prerequisite: Novice Level, ACTFL
The course presents the pronunciation of Standard American English, the use of the sounds in spelling and in pronouncing words and sentences, and oral communication at the elementary level individually and in groups on functional topics dealing with everyday life. This course will help the student speak Standard American English at the novice level. The ACTFL guidelines for speaking at the novice to intermediate low level will be followed. Frequent pronunciation/speaking samples will be recorded and standardized tests used. The teaching methods will rely heavily on oral, aural and visual materials, on role playing situations and on repetition. Language lab work is required. Lab fee.

**ESOL071 English as a Second Language: Speaking II**
Prerequisite: Novice High to Intermediate High, ACTFL
This course is a continuation of ESOL070 and is tailored to the student at the novice high to intermediate low, ACTFL scale. The student will create more and mimic less at this level. Language lab work is required. Lab fee.

**ESOL075 English as a Second Language: Individualized Lab**
Prerequisite: Novice to Advanced Levels, ACTFL
The lab component will give the student extended repetition of oral patterns/pronunciation/intonation learned in class. It will provide the opportunity for oral listening comprehension and speaking practice. Two (2) hours a week required. May be repeated. Lab fee.

**ESOL080 English as a Second Language: for Intermediates: Grammar and Writing**
A course for learners of English who place as high beginners or as intermediates in the ESL placement batteries. The course involves work in all four language skills: reading, writing, listening and speaking in English in order to build the student’s level of language proficiency. Students who place as intermediates take three hours per week, and high beginners take five hours per week. Language lab work is required. ESOL 080 does not meet the General Educational Requirements in English. Lab fee.

**ESOL090 English as a Second Language: Grammar and Speech**
Prerequisite: ESOL080 or ESL Placement Battery results
A course for high-intermediate or advanced level ESL students designed to improve oral communication. American English grammar, idioms and pronunciation are studied while the student receives training in both conversational English and in making formal presentations. The language lab is used to supplement pronunciation training. Lab fee.

**ESOL100 English as a Second Language: Grammar and Composition**
Prerequisite: ESOL090 or ESL Placement Battery
This course integrates the study of advanced level ESL grammar with written composition. The student responds in writing to a variety of reading selections. The cross-cultural element in ESL writing is also considered. The student must receive at least a C to be eligible for ENGL 101.

**FREN 101 Elementary French I**
(Three hours)
(Offered fall semester)
This course will teach the student to understand, speak, read and write simple idiomatic French. It is intended for the student with no previous French study. Lab fee.

**FREN 102 Elementary French II**
(Three hours)
(Offered spring semester)
Prerequisite: FREN 101 or consent of instructor
This course will further the objectives of FREN 101 while expanding the student’s knowledge of practical vocabulary and functional grammar. Lab fee.

**FREN 201 Intermediate French I**
(Three hours)
(Offered fall semester)
Prerequisite: FREN 102 or equivalent, satisfactory MLA scores, or consent of instructor
This course will expand the student’s knowledge of practical vocabulary and functional grammar with continued emphasis on speaking, reading and writing idiomatic French. Lab fee.

**FREN 202 Intermediate French II**
(Three hours)
(Offered spring semester)
Prerequisite: FREN 201
This course will expand the student’s acquisition of practical vocabulary and refine the student’s knowledge of French grammar, while stressing the development of oral skills. Lab fee.

**FREN 301 Advanced Conversation/Composition**
(Three hours)
(Offered fall semester)
Prerequisite: FREN 202 or consent of instructor
This course will refine the student’s oral-aural knowledge of the French language. It will include composition, readings and oral presentations. Lab fee.

**FREN 304 Francophone Civilizations/Cultures**
(Three hours)
(Offered spring semester, even numbered years)
Prerequisite: FREN 202 or consent of the instructor
This course will provide an overview of francophone geography, culture, civilization, socio-economic problems and some modern francophone literature exclusive of France. The class will be conducted in French and a project will be required. Lab fee.

**FREN 321 Modern French Literature**
(Three hours)
Prerequisite: FREN 301, Junior or senior standing
This course will provide a survey of French literature from the 20th century. The class will be conducted in French. Lab fee.

**FREN 495 Directed Research**
(One to three hours)
Prerequisite: Junior or senior standing
This is a self-directed course of study intended to further the student’s understanding of the French language, literatures and cultures of French-speaking countries by means of special research projects. Lab fee.

**FREN 497 Special Topics in French**
(One to three hours)
Prerequisite: Junior or senior standing
This course will expand the objectives of FREN 495 while expanding the student’s knowledge of practical vocabulary and functional grammar. Lab fee.

**FREN 499 Internship**
(One to six hours)
Prerequisite: Junior or senior standing
Professional-supervised experience in first-hand internship opportunities: writing, editing, researching, and comparable duties.

**MLAN 213 Introduction to Linguistics**
(Three hours)
(Offered in odd-numbered fall semesters)
Introductory, descriptive study of language, including syntactic, morphological, phonological, semantic, and pragmatic analysis of language. Students will choose one other area of the discipline of study, such as psycholinguistics, sociolinguistics, or language acquisition.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLAN 305</td>
<td>Syntax and Phonology in European Languages</td>
<td>Three hours</td>
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<td>(Offered in even-numbered fall semesters)</td>
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<td></td>
<td>Prerequisites: MLAN 213 or ENGL 333 and basic knowledge of one European language</td>
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<td></td>
<td>A descriptive, broadly generative study of the syntactic and phonological systems of European languages, primarily French, German, and Spanish. Given a corpus of data, students generate basic syntactic and phonological analyses of the language they are studying.</td>
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<tr>
<td>MLAN 403</td>
<td>Second Language Acquisition</td>
<td>Three hours</td>
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<td>(Offered in even-numbered fall semesters)</td>
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<td></td>
<td>Prerequisites: FREN/SPAN 101; MLAN 213</td>
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<td></td>
<td>A study of strategies for second-language acquisition and assessment. An historical approach to perspectives on second language-acquisition and proficiency.</td>
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<tr>
<td>MLAN 419/420</td>
<td>Methodology and Curriculum in Teaching Modern Languages/Practicum</td>
<td>Two hours/One hour</td>
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<td>(Offered fall semester, even numbered years)</td>
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<td></td>
<td>Prerequisites: Admission to Teacher Licensure Program, MLAN 403, and six hours of an accredited modern foreign language course.</td>
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<td>A study of basic methodology, curriculum, and activities for teaching second languages. Practicum: At least 20 hours of reflective classroom observation of pre K-12 and the teaching of two to three consecutive lessons.</td>
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<tr>
<td>MLAN 495</td>
<td>Directed Research</td>
<td>One to three hours</td>
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<td>(Offered on demand)</td>
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<td>Prerequisite: Junior or senior status</td>
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<td>Students who qualify will pursue studies of a particular interest as approved and supervised by the instructor.</td>
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<tr>
<td>MLAN 497</td>
<td>Special Topics in TES/FL</td>
<td>One to three hours</td>
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<td>(Offered spring semester, odd numbered years)</td>
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<tr>
<td>MLAN 499</td>
<td>TES/FL Internship</td>
<td>One to six hours</td>
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<td>Prerequisite: Junior or senior status</td>
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<td></td>
<td>Professorial-supervised experience in first-hand internship opportunities in Teaching English as a Second/Foreign Language.</td>
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<tr>
<td>SPAN 101</td>
<td>Elementary Spanish I</td>
<td>Three hours</td>
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<td>A beginning course in the Spanish language with primary emphasis on the development of audiolingual as well as reading and writing skills. Intended for students with no previous Spanish training. Lab fee.</td>
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<tr>
<td>SPAN 102</td>
<td>Elementary Spanish II</td>
<td>Three hours</td>
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<td>Prerequisite: SPAN 101, satisfactory standardized test scores, or consent of instructor</td>
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<td>This course will further the objectives of SPAN 101 while expanding student’s knowledge of practical vocabulary and functional grammar. Lab fee.</td>
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<tr>
<td>SPAN 201</td>
<td>Intermediate Spanish I</td>
<td>Three hours</td>
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<td>Prerequisite: SPAN 102, satisfactory standardized test scores, or consent of instructor</td>
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<td></td>
<td>Through student presentations and the reading of contemporary prose, this course will expand student’s knowledge of practical vocabulary and functional grammar with continued emphasis on speaking, reading and writing idiomatic Spanish. Lab fee.</td>
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<tr>
<td>SPAN 202</td>
<td>Intermediate Spanish II</td>
<td>Three hours</td>
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<td>Prerequisite: SPAN 102, satisfactory standardized test scores, or consent of instructor</td>
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<td>Through oral presentations in Spanish and the reading of contemporary prose, this course will expand student’s knowledge of practical vocabulary and functional grammar with continued emphasis on speaking, reading and writing idiomatic Spanish. Lab fee.</td>
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<tr>
<td>SPAN 301</td>
<td>Advanced Spanish Conversation and Grammar</td>
<td>Three hours</td>
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<td>(Offered spring semester, odd numbered years)</td>
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<td>Prerequisite: SPAN 202, satisfactory standardized test scores, or consent of instructor</td>
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<td>This course features oral presentations and discussion in Spanish to help students develop speaking and listening skills while studying Spanish grammar. Lab fee.</td>
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<tr>
<td>SPAN 302</td>
<td>Advanced Spanish Composition and Conversation: Practical Emphasis</td>
<td>Three hours</td>
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<td>(Offered spring semester, odd numbered years)</td>
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<td>Prerequisite: Junior or senior standing or consent of instructor</td>
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<td></td>
<td>Development of practical vocabulary and fluency in speaking and writing. Conducted in Spanish.</td>
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<tr>
<td>SPAN 304</td>
<td>Latin American Civilization/ Culture</td>
<td>Three hours</td>
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<td>(Offered fall semester, even numbered years)</td>
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<td>Prerequisite: SPAN 202, satisfactory standardized test scores, or consent of instructor</td>
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<td>Through lectures, oral presentations and selected readings in Spanish, this course will provide a survey of Latin American culture, from the conquest to the present. Social-economic problems and relationships with the United States will also be studied. Lab fee.</td>
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<tr>
<td>SPAN 321</td>
<td>Modern Spanish Literature</td>
<td>Three hours</td>
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<td>(Offered fall semester, odd numbered years)</td>
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<td>Prerequisite: SPAN 202, satisfactory standardized test scores, or consent of instructor</td>
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<td></td>
<td>Through lectures, oral presentations and selected readings in Spanish, this course will provide a survey of modern Hispanic literature.</td>
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<tr>
<td>SPAN 322</td>
<td>Peninsular Literature</td>
<td>Three hours</td>
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<td>(Offered spring semester, even numbered years)</td>
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<td>Prerequisite: SPAN 202, satisfactory standardized test scores, or consent of instructor</td>
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<td></td>
<td>Survey of modern Spanish Peninsular literature. Class conducted in Spanish.</td>
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<tr>
<td>SPAN 421</td>
<td>Masterpieces of Spanish Literature</td>
<td>Three hours</td>
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<td>(Offered spring semester, even numbered years)</td>
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<td>Prerequisite: Junior or senior standing or consent of instructor</td>
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<td>Selected masterpieces of Spanish literature to be studied in depth. Projects and research papers. Class conducted in Spanish.</td>
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<tr>
<td>SPAN 495</td>
<td>Directed Research</td>
<td>One to three hours</td>
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<tr>
<td>SPAN 497</td>
<td>Special Topics in Spanish</td>
<td>One to three hours</td>
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<tr>
<td>SPAN 499</td>
<td>Internship</td>
<td>One to six hours</td>
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</tbody>
</table>
School of Education

Karen Parker, B.A., M.S., Ed.D.
Dean, School of Education
Professor of Education
B.A., Tennessee Temple University; M.S., Florida International University; Ed.D., University of Miami. At LU since 1986.

Rebecca Carwile, B.S., M.A., Ed.D.
Professor of Education
Associate Dean of Graduate Studies
Coordinator, EDP Education

PURPOSE
The School of Education is committed to providing the highest quality Christian education based on the principles of God’s Word. Our school, by virtue of its commitment to strengthening the mind, body and soul, educates the whole person as God created us. The school offers programs to prepare undergraduate and graduate students for careers in teaching and school administration, as well as programs in non-teaching health-related fields.

Excellent teachers are an invaluable asset to the home, church, community, and nation. The Teacher Licensure Program at Liberty is designed to provide a program of study and preservice experiences that will foster teaching excellence and stimulate improvements in teaching practices in Christian, public, and private schools. The program is designed for students who are preparing to teach kindergarten and elementary children, as well as high school youth. Those wishing to pursue careers in high school teaching may do so in the following areas: biology, computer science, English, history/social sciences, mathematics, and work and family studies. Comprehensive licensure may be completed in the following areas: music (vocal or instrumental), health/physical education, special education, and teaching English as a second language.

Education programs are also offered at the master’s level with concentrations in Administration/Supervision, Elementary Education, Secondary Education, Reading Specialist, School Counseling, and Special Education.

The School of Education prepares undergraduate students for careers in non-teaching health-related fields. There are currently programs offered in the areas of Athletic Training, Exercise Science, and Sport Management.

Teacher Education Department
Faculty
Barbara A. Boote, B.S., M.A.
Director of Planning, Research, and Assessment
Assistant Professor of Education
B.S., M.A., Liberty University; additional graduate work at Liberty University, Lynchburg College and the University of Virginia. At LU since 1977.

Carolyn S. Diemer, B.S., M.R.E., Ed.D.
Associate Professor of Education
B.S., Carson-Newman College; M.R.E., Southwestern Baptist Theological Seminary; Ed.D., Nova University; additional graduate work at the University of Virginia. At LU since 1975.

Mary A. Fink, A.B., M.Ed., M.A.
Associate Professor of Education
Practicum Coordinator
A.B., University of California at Los Angeles; M.Ed., University of South Carolina; M.A., University of Southern California; additional graduate work at the University of Virginia. At LU since 1980.

Kathie Johnson, B.S., M.Ed., Ed.D.
Associate Professor of Education
Chair, Department of Teacher Education
Director, Student Teacher Placement
B.S., Liberty University; M.Ed., Ed.D., University of Virginia, additional graduate work at Oxford University. At LU since 1995.

Donnie Lawrence, B.A., M.A., Ph.D.
Associate Professor of Education
B.A., Wichita State University; M.A., Wichita State University; Ph.D., University of Kansas. At LU since 1995.

John J. Pantana, B.S., M.Ed., Ed.D.
Professor of Education
B.S., Bob Jones University; M.Ed., Ed.D., University of Virginia. At LU since 1975.

Ellen M. Soden, B.M.E., M.S.
Associate Professor of Education
B.M.E., Fort Wayne Bible College; M.S. Indiana University; additional studies at the University of Virginia. At LU since 1975.

PURPOSE
The mission of the Teacher Licensure Program at Liberty University is to develop competent professionals with a Christian worldview for Christian, public, and private schools.

LEARNING OUTCOMES
Students will:

1. establish a broad base of general knowledge;
2. acquire skills in speaking, writing, reading and listening through special emphasis on communication skills;
3. develop skills in classroom management, technology, lesson preparation, teaching methodology and research;
4. establish knowledge of their content areas;
5. demonstrate the democratic way of life by modeling good citizenship, moral leadership and sensitivity to human needs;
6. participate in intercultural/multicultural and collaborative learning experiences; and
7. participate in field experiences and classroom observation.

TEACHER ENDORSEMENT AREAS
Teacher preparation and endorsement are available through the Teacher Education Department in cooperation with departments offering majors in the following teacher endorsement areas:

Elementary
*Elementary education (preK-6) [General Studies major]
*Middle education (grades 6-8) [only with preK-6]
Secondary
*Biology
Computer Science
*English
*History/Social Science
*Mathematics
Work and Family Studies [Family and Consumer Sciences major]
Comprehensive (preK-12)
English as a Second Language
Health/Physical Education
Music: Choral or Instrumental
*Special Education (K-12) [General Studies major]
Learning disabilities, emotionally disturbed, and mentally retarded

Add-on endorsements
Algebra I
Chemistry (only with Biology)
Computer Science
Journalism
Speech
Theatre Arts (preK-12)
M.Ed. only
Administration/Supervision
Reading Specialist
School Counseling
*These endorsements are also available through M.Ed.

KAPPA DELTA PI
KAPPA DELTA PI, an International Honor Society in Education, was founded on March 8, 1911, at the University of Illinois. Organized to recognize excellence in education, Kappa Delta Pi elects to membership those who exhibit the ideals of scholarship, high personal standards, and promise in teaching and allied professions. It encourages improvement, distinction in achievement, and contributions to education.

Today there are over 60,000 members in more than 425 university, college, and alumni chapters. The PI SIGMA Chapter at Liberty University was founded on February 9, 1984.

Election to membership is made without regard to religion, race, or gender, and may include undergraduate and graduate students and practicing professionals in the field of education.

LICENSURE
The Teacher Licensure Program is designed to meet licensure requirements of the Commonwealth of Virginia in the student’s approved specialization. The University has approval from the State Council of Higher Education for Virginia and is accredited by the Southern Association of Colleges and Schools. The Teacher Licensure Program has been officially approved by the Virginia Department of Education. Graduates of Liberty’s approved teacher licensure programs may apply for licensure within the Commonwealth of Virginia. Completing Virginia license requirements will generally be necessary if the student intends to seek licensure in another state.

Several states have additional licensure requirements beyond what is specified for graduation from an approved program at Liberty. However, students are able to gain licensure and to begin teaching in another state while completing the additional requirements. Assistance in securing licensure from other states, information about licensure requirements in states other than Virginia, and help in obtaining necessary applications for out-of-state teaching credentials may be obtained from the Teacher Licensure Office. In addition to state licensure, students who complete the Teacher Licensure Program at Liberty are eligible for the Association of Christian Schools International certificate.

Please Note: The Virginia Department of Education has issued new Licensure Regulations for School Personnel that will result in program changes. Please contact the Teacher Licensure Office for current program requirements.

Licensure Programs
ADMISSION TO THE TEACHER LICENSURE PROGRAM
A student planning to follow a teaching program at Liberty must meet the admission requirements of the Teacher Licensure Program. The standards of admission to teacher licensure are inclusive of those for admission to the University and include other criteria outlined by the School of Education as indicated below. Policies governing admission to the program originate in, or are channeled through the Teacher Education Department. The Department formulates policies, coordinates the Teacher Licensure Program, and works for selective recruitment, admission, and retention of students for and in teacher licensure. It must be clearly understood that admission to the University is not synonymous with admission to the Teacher Licensure Program. Failure to follow the procedures will generally result in the delay of the student’s graduation and program completion for a minimum of one semester.

Application to Liberty’s Teacher Licensure Program usually takes place at the end of the student’s freshman year as part of the course requirements for EDUC 125/126, Introduction to Education. Failure of transfer students to comply with this provision usually results in those students’ program completion being delayed for at least one semester. Though in no way a guarantee of the candidate’s future success in a classroom, meeting the standards listed below demonstrates a seriousness of purpose and a degree of academic achievement that speaks well of the aspiring teacher’s potential. Students must meet the following initial entrance requirements:

1) A minimum cumulative GPA of 2.50.
2) The successful completion of 30 semester hours of undergraduate study including the Foundational Studies. (Transfer students must complete a minimum of 15 of the 30 hours at Liberty in order to meet this standard. Transfer credits in education are not likely to meet licensure requirements. Any exceptions must be approved by the Chair of Teacher Education.)
3) Certification by the Office of Student Development that the student has exhibited satisfactory citizenship and behavior while enrolled at Liberty. Students who have been expelled or suspended are not eligible for initial entry until fully reinstated to good standing by the Office of Student Development.
4) Completion of EDUC 125/126, Introduction to Education, with a minimum grade of C. (Transfer
credit must be approved by the Chair of Teacher Education.

5. Demonstration of minimum competency in oral and written communication skills and in computation skills, as shown by an acceptable score on all three sections of Praxis I (PPST): Reading, Mathematics, and Writing (which includes an essay).

6. Completion of 30-hour practicum (EDUC 125/126).

7. Demonstration of handwriting competence (EDUC 220 or 221).

Equally important to the admission requirements of the Teacher Licensure Program are those criteria which govern the maintenance of the candidate’s status once admitted to the program:

1. A minimum cumulative GPA of 2.50 must be maintained. Students who fall below this minimum will be dropped from the program.

2. Satisfactory citizenship and behavior must be maintained. Students suspended or dismissed from the University will be dropped from the program.

3. Any student who has not been admitted or who has been dropped from the program will be ineligible to take upper level education courses.

4. Any student who has been dropped from the program is eligible to reapply in writing through the Teacher Licensure Office no sooner than during the semester following dismissal from the program. A student may, however, be reinstated only once.

5. The student is subject to dismissal from the program at any time following his initial acceptance should any disqualifying difficulties arise.

STUDENTTEACHING

The student teaching experience is required of all students seeking teacher licensure and takes place during the student’s final semester of study. It will involve the commitment of the entire semester for student teaching and related coursework. The number of hours involved will vary in accordance with the endorsement being sought. Typically, these include:

Elementary Licensure
EDUC 450
EDUC 454
EDUC 455 or 456

Secondary Licensure
EDUC 425
EDUC 435/436
EDUC 458
EDUC 460
EDUC 461

Comprehensive Licensure (K-12)
Areas such as music, health/physical education, special education, and teaching English as a second language have specific course requirements which vary according to the area.

Student teaching experiences are arranged to take place within Christian and public school settings that are within comfortable driving distances (50 mile radius) from the campus. A limited number of external placements in accredited Christian schools are available for students who meet the criteria for external placement. The University seeks to locate student teachers in positive classroom settings with well-qualified cooperating teachers.

It is the policy of the Liberty University; School of Education that student teaching experiences are performed in the above settings which are supervised directly by faculty members from the University. For this reason, it is not possible to complete student teaching at another institution and then transfer credit to Liberty for the purpose of meeting student teaching requirements. Students also will not be issued credit for student teaching because of having a period of non-certified classroom employment. Further information about the student teaching experience may be secured from the Teacher Licensure Office.

The student teaching experience should be approached with a great deal of respect for the responsibilities involved and should be regarded as a very important experience for the aspiring teacher. During the student teaching semester, the student will assume an important role in terms of responsibilities and obligations to the school and the students where the student teaching is to take place. It is also imperative that student teachers plan to arrange personal time schedules so that proper attention is given to student teaching and those activities associated with outside preparation and school responsibilities.

For these reasons, the School of Education very strongly suggests that students should not plan to have significant amounts of outside diversions during the student teaching semester. Examples of activities which have previously caused problems for student teachers include jobs, excessive social commitments, and extracurricular activities. In such circumstances, the quality of the teaching inevitably suffers. For these reasons, planning and prior arrangement to avoid such problems is expected.

ADMISSION TO STUDENT TEACHING

A student may enroll in student teaching when the following requirements have been met:

1. Admission to the Teacher Licensure Program for at least one full semester before student teaching

2. Application filed at the beginning of the semester prior to the student teaching. The Teacher Education Department will approve or disapprove all such applications based upon the following criteria in addition to those listed above:
   a) Current TB test
   b) Evidence that the student is not on academic or social probation. (Behavior that relates to the moral, social, ethical, and personal standards of professional competency of the student will be subject to periodic review and appraisal.)

3. A minimum cumulative GPA of 2.50 (2.80 GPA for external placement)

4. Completion of all professional education coursework, as well as all courses in the student’s major area of study. Grades below a C are not acceptable in any EDUC course, or in any concentration course (Elementary Licensure), or in any upper level course in the
major (Secondary/Comprehensive Licensure).
(5) Acceptable scores on the Praxis tests required for Virginia licensure
(6) Graduation checklist submitted indicating all coursework except student teaching is completed

It is the student’s responsibility to secure the forms and materials necessary to apply for student teaching. Such materials may be obtained from the Teacher Licensure Office and must be returned prior to established deadlines. The application deadlines for placement in student teaching are October 1 for placement in the spring semester and February 15 for placement in the fall semester. Deadlines are one semester earlier for external student teaching.

PRAXIS TESTS
An important requirement for meeting Teacher Licensure standards in the Commonwealth of Virginia is the successful completion of the required Praxis tests for licensure.

Students who fail to successfully complete the required Praxis tests are not eligible to be recommended for the Virginia Collegiate Professional License. Praxis tests must be passed before applying for student teaching. The tests may be repeated, if necessary. Students must take these tests at least two semesters prior to the student teaching semester.

Information regarding minimum score qualifications for the Praxis series may be obtained from the Teacher Licensure Office. In addition, the Licensure Coordinator has the forms and materials which are necessary in order to register for the Praxis series.

Tests are administered several times per year. Liberty is one of the Praxis series testing sites. It is not necessary for testing to be completed at this institution. Computer-based testing can be scheduled by appointment at designated testing centers.

ELEMENTARY LICENSURE
A student who plans to teach in elementary school must major in General Studies with specializations in education and two other areas selected by the student from an approved list. The program will be designed with the academic advisor and must be approved by the Chairman of Teacher Education and the chairpersons representing the other two areas of specialization. Professional education requirements for students preparing to be elementary teachers are outlined below. Course requirements are available from the Teacher Licensure Office.

<table>
<thead>
<tr>
<th>Professional Education Requirements for Elementary Licensure</th>
<th>Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 125/126</td>
<td>1 + 1</td>
</tr>
<tr>
<td>EDUC 220</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 225/226</td>
<td>1 + 2</td>
</tr>
<tr>
<td>EDUC 315/317</td>
<td>4 + 2</td>
</tr>
<tr>
<td>EDUC 322, 323, 324</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 360</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 410/411</td>
<td>2 + 1</td>
</tr>
<tr>
<td>EDUC 415/416</td>
<td>2 + 1</td>
</tr>
<tr>
<td>EDUC 450</td>
<td>+ 2</td>
</tr>
<tr>
<td>EDUC 454</td>
<td>+ 5</td>
</tr>
<tr>
<td>EDUC 455 or 456</td>
<td>+ 5</td>
</tr>
<tr>
<td></td>
<td>20 + 19</td>
</tr>
</tbody>
</table>

* Second column represents field experience credit hours.

Middle School:
EDUC 412 (2 hours)

SECONDARY LICENSURE
A student who plans to teach in secondary school must take a major in the subject area(s) in which he wishes to teach. The secondary areas of licensure available at Liberty are biology, computer science, English, history/social sciences, mathematics, and work and family studies. Add-on licensure is available in Algebra I, biology, chemistry, computer science, journalism, speech, and theatre arts.

The typical professional education requirements for students preparing to be secondary school teachers are outlined below. Requirements for the various subject matter areas are available from the Teacher Licensure Office.

<table>
<thead>
<tr>
<th>Professional Education Requirements for Secondary Licensure</th>
<th>Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 125/126</td>
<td>1 + 1</td>
</tr>
<tr>
<td>EDUC 221</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 235/236</td>
<td>1 + 2</td>
</tr>
<tr>
<td>PSYC 311</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 360</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 419/420 or methods course from area of specialization</td>
<td>2 + 1</td>
</tr>
<tr>
<td>(ENGL, MATH MLAN take 419/420; FACS and HLTH take 440/441</td>
<td></td>
</tr>
<tr>
<td>+EDUC 425</td>
<td>3</td>
</tr>
<tr>
<td>+EDUC 435/436</td>
<td>2 + 1</td>
</tr>
<tr>
<td>EDUC 458</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 460</td>
<td>+ 3</td>
</tr>
<tr>
<td>EDUC 461</td>
<td>+ 3</td>
</tr>
<tr>
<td></td>
<td>18 + 11</td>
</tr>
</tbody>
</table>

* Second column represents field experience credit hours.
+ FACS 355 replaces EDUC 425 and 435/436 for FACS majors

COMPREHENSIVE LICENSURE
A student who plans to teach in areas such as music (choral and instrumental), health/physical education, special education, and teaching English as a second language is certified in both elementary and secondary school levels. Requirements vary slightly among majors as printed below:

<table>
<thead>
<tr>
<th>Professional Education Requirements for Comprehensive Licensure</th>
<th>Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 125/126</td>
<td>1 + 1</td>
</tr>
<tr>
<td>+EDUC 221</td>
<td>2</td>
</tr>
<tr>
<td>+EDUC 235/236</td>
<td>1 + 2</td>
</tr>
<tr>
<td>PSYC 311</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 360</td>
<td>2</td>
</tr>
<tr>
<td>+(Special Education 220, 225/226)</td>
<td>9 + 3</td>
</tr>
<tr>
<td>Physcial Education</td>
<td></td>
</tr>
<tr>
<td>PHED 245</td>
<td>+ 1</td>
</tr>
<tr>
<td>PHED 313</td>
<td>2</td>
</tr>
<tr>
<td>PHED 450/322</td>
<td>3 + 1</td>
</tr>
<tr>
<td>PHED 451/326</td>
<td>3 + 1</td>
</tr>
<tr>
<td>PHED 435</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 469</td>
<td>+5</td>
</tr>
<tr>
<td>EDUC 470</td>
<td>+5</td>
</tr>
<tr>
<td></td>
<td>10+13</td>
</tr>
</tbody>
</table>
Music
MUSC 380 or 390 2
MUSC 437/438 3 + 1
MUSC 490/491 1 + 1
EDUC 458 2
EDUC 463 + 4
EDUC 464 + 4
8 + 10

Special Education
SPED 363 3
SPED 413 3
SPED 423 3
PSYC 320 3
PSYC 421 3
EDUC 450 + 2
EDUC 473 + 5
EDUC 474 + 5
15 + 12

Also, elementary block courses (EDUC 315/317, 322, 323, 324, 410/411, 415/416)

*Second column represents field experience

Course requirements for the various comprehensive licensure programs are available from the Teacher Licensure Office.

LICENSURE IN OTHER STATES

Graduates who have successfully completed Liberty’s teacher licensure program and who have met all standards for Teacher Licensure in Virginia can be recommended for licensure in other states. The Commonwealth of Virginia operates within the Interstate Licensure Compact, which means that other states in the compact recognize and freely accept incoming licensure applications from Virginia-based programs.

The remaining states utilize different processes to evaluate out-of-state applicants for licensure. In most cases, other states will require proof that the student has successfully completed a state-approved teacher licensure program. Assistance in securing this license is provided to all of those who are completing student teaching. Licensure applications will be processed after all undergraduate work has been successfully completed.

Teacher Licensure personnel can provide addresses of the various State Departments of Education for those wishing to pursue licensure in other states. The Teacher Licensure personnel will assist students to prepare and submit the required documents.

TIME FRAME FOR PROFESSIONAL LICENSURE AND PRACTICUMS

(1) Students must have completed all requirements necessary for professional licensure within five years after completion of the undergraduate degree.

(2) Students who have received a degree and wish to return to Liberty University for practicum work (elementary/secondary student teaching) for licensure will be subject to the same five-year timeframe.

(3) Each case will be evaluated on an individual basis according to time elapsed from completion of coursework, transcripts, program changes, and recent experiences in the field of education.

Course Descriptions

**NOTE:** With special permission, prerequisites with an asterisk (*) may be taken concurrently.

**EDUC 125 Introduction to Education** One hour

The student will be acquainted with the role of public and private education and the nature of the teaching profession. Attention will be given to current developments in the field of education and the terminology basic to those in the profession.

**EDUC 126 Introduction to Education Practicum** One hour

Prerequisite: To be taken concurrently with EDUC 125

Designed to give students the opportunity to view practical school situations and evaluate them. Each student will be required to demonstrate computer competencies and prepare for structured observations in the school setting. Students will apply to the Teacher Licensure Program. Lab fee.

**EDUC 220 Teaching Thinking/Study Skills (Elementary)** Two hours

Prerequisites: EDUC 125/126*

Designed to train students concentrating in elementary education in thinking and study strategies. Emphasis is placed on mastering and teaching skills in thinking, organizing for study, time management, reading rate and comprehension, textbook mastery/readability, listening, note taking, retention, motivation for study, learning styles, exceptionality, class discussion, test taking, and handwriting.

**EDUC 221 Content Area Reading/Thinking/Study Skills (Secondary)** Two hours

Prerequisites: EDUC 125/126*

Designed to prepare students training for secondary level teaching in developing strategies for the reading, thinking, and study skills required in secondary subject areas. Aids the teacher in adapting instruction and assignments to meet individual needs. Emphasis is on mastering and teaching skills in thinking, organizing for study, time management, reading comprehension and rate, textbook mastery/readability, listening, note taking, retention, motivation for study, class discussion, test taking, learning styles, exceptionality, and handwriting.

**EDUC 225 Instructional Design: Elementary** One hour

Prerequisites: EDUC 125/126*, 220 or 221*, and completion of 30-hour practicum and Praxis I

A systematic approach to instruction including purpose, process and practice. Each student will prepare lessons which follow the Liberty University model. Students will be expected to present these lessons in the practicum. Topics include elements of the desired model: objectives, instructional process, systems of evaluation, and resources.

**EDUC 226 Instructional Design Practicum: Elementary** Two hours

Prerequisite: to be taken concurrently with EDUC 225

Students will demonstrate proficiency in planning, implementing and evaluating instruction, which includes appropriate instructional technology (for example: computers, graphics, and other media). Video micro-teaching will be used to assist in evaluating student prepared and presented lessons. Lab fee.

**EDUC 235 Instructional Design: Secondary** One hour

Prerequisites: EDUC 125/126*, 220 or 221*, and completion of 30-hour practicum and Praxis I

A systematic approach to instruction including purpose,
process and practice. Each student will prepare lessons which follow the Liberty University model. Students will be expected to present these lessons in the practicum. Topics include elements of the desired model: objectives, instructional process, systems of evaluation and resources.

EDUC 236 Instructional Design Practicum Two hours
Prerequisite: to be taken concurrently with EDUC 235
Students will demonstrate proficiency in planning, implementing and evaluating instruction, which includes appropriate instructional technology (for example: computers, graphics, and other media). Video micro-teaching will be used to assist in evaluating student prepared and presented lessons. Lab fee.

EDUC 315 Teaching Elementary Reading and Language Arts Four hours
Prerequisites: EDUC 225/226, PSYC 311*, ENGL 310*; admission to Teacher Licensure Program
A survey of instructional approaches, materials and media for the teaching of reading, writing, speaking, and listening. Emphasis will be placed upon the implications for education which are found in the Scriptures, with focus upon the comparative roles of the 101/103 or 102/104.

EDUC 317 Elementary Reading and Language Arts Practicum Two hours
Prerequisite: To be taken concurrently with EDUC 315.
Students are required to prepare a unit, teach the unit in an elementary classroom setting and evaluate the experience.

EDUC 322 Teaching Elementary Social Sciences Two hours
Prerequisites: EDUC 315/317, GEOG 200, HIUS 221, and HIEU 201.
An analysis of trends and practices of teaching social sciences in the elementary school. Emphasis will be made on how to transfer theory into practice through preparation of activities and materials appropriate for the elementary classroom.

EDUC 323 Teaching Elementary Mathematics Two hours
Prerequisites: EDUC 315/317, MATH 117 and MATH 217.
An analysis of trends and practices of teaching mathematics in the elementary school. Emphasis will be made on how to transfer theory into practice through preparation of activities and materials appropriate for the elementary classroom.

EDUC 324 Teaching Elementary Science Two hours
Prerequisites: EDUC 315/317, BIOL 110 and PHSC 101/103 or 102/104.
An analysis of trends and practices of teaching science in the elementary school. Emphasis will be made on how to transfer theory into practice through preparation of activities and materials appropriate for the elementary classroom.

EDUC 360 Foundations of Education Two hours
Prerequisites: PHIL 201, EDUC 220 or 221, 225/226; admission to Teacher Licensure Program.
A comprehensive survey of the historical, philosophical and sociological foundations of American education. Emphasis is placed upon the implications for education which are found in the Scriptures, with focus upon the comparative roles of the Christian School Movement and the public school system.

EDUC 410 Elementary School Curriculum Two hours
Prerequisite: To be taken concurrently with EDUC 411
Recommendations are presented for curriculum for elementary grades based on theories and knowledge of child development. Planning and evaluating appropriate experiences and materials that nurture and challenge children as they progress through their stages of development are provided through practical activities. Current trends and how they affect the curriculum are also addressed.

EDUC 411 Elementary School Curriculum Practicum One hour
Prerequisite: to be taken concurrently with EDUC 410
Experiences in demonstrating and evaluating teaching episodes including the use of appropriate materials. Reflective teaching simulations are used. Lab fee.

EDUC 412 Middle School Curriculum and Instruction Two hours
Prerequisites: PSYC 311*; admission to Teacher Licensure Program
This course is a study of the historical development and philosophical base of the middle school. It will emphasize the unique characteristics of the emerging adolescent and the prescriptive school concepts that will meet those needs.

EDUC 415 Diagnostic Measurement and Evaluation Two hours
Prerequisites: PSYC 311*; admission to Teacher Licensure Program
Adiagnostic-prescriptive approach to classroom teaching is presented in this course. The student is trained in diagnostic testing techniques and procedures, the administration and interpretation of standardized tests, and the construction of classroom tests.

EDUC 416 Diagnostic Measurement and Evaluation Practicum One hour
Prerequisites: EDUC 415*, PSYC 345*
Each student will be assigned to tutor elementary children and one client in the Reading/Writing/Math Club for diagnosis and appropriate intervention. Lab fee.

EDUC 419 Secondary Teaching Methods Two hours
(Offered fall semester only)
Prerequisites: PSYC 311* and admission to Teacher Licensure Program
Secondary Teaching Methods is a generic course. Each student will be expected to meet competencies associated with effective teaching, especially teaching skills related to questioning techniques, individualized instruction, grouping students for cognitive subject-matter learning, and preparing advanced organizers for cognitive instruction. Emphasis will be placed on methods which provide instruction in thinking and writing across the curriculum.

EDUC 420 Secondary Teaching Methods Practicum One hour
(Offered fall semester only)
Prerequisite: to be taken concurrently with EDUC 419
Students will be required to prepare a unit, teach in a secondary classroom setting, and evaluate the experience. Lab fee.

EDUC 425 Secondary Measurement and Evaluation Three hours
Prerequisites: Admission to Student Teaching
This course is designed to acquaint students with the basic principles and practices of student assessment through the use of standardized tests and teacher-made tests. Simple statistical treatments of both types of tests are included. Evaluation of instructional objectives is also stressed.
EDUC 435 Secondary Curriculum Fundamentals
Prerequisite: Admission to Student Teaching
Curriculum defines the motivation for programs and instruction used in teaching. Secondary curriculum focuses on those trends and principles which span academic areas and which cross grade levels. Attention will be given to special and alternative education to federal, state and local guidelines; and to the influence of educational philosophies on programs and instruction.

EDUC 436 Secondary Curriculum Fundamentals Practicum
Prerequisite: to be taken concurrently with EDUC 435
Experiences in demonstrating and evaluating teaching episodes including the use of appropriate materials and classroom management. Reflective teaching simulations are used. Lab fee.

EDUC 450 Student Teaching Seminar (Elementary)
Prerequisite: Admission to Student Teaching
This course is taken simultaneously with EDUC 454/455. Students will be expected to develop and field test various teaching materials. Students will also be required to attend weekly seminars held on the Liberty campus.

EDUC 454 Supervised Student Teaching in Elementary I
Prerequisite: Admission to Student Teaching
Observation, participation and responsible classroom teaching along with related professional activities. Applies what has been learned in experiences preceding the actual processes of teaching and guiding children. Offers practice in all phases of teacher responsibility in one grade level within the elementary grade span. Lab fee.

EDUC 455 Supervised Student Teaching in Elementary II
A continuation of EDUC 454 in another grade level within the elementary grade span. Lab fee.

EDUC 456 Supervised Student Teaching in the Middle School
A continuation of EDUC 454 within the middle school grade span. Lab fee.

EDUC 458 Student Teaching Seminar (Secondary)
Prerequisite: Admission to Student Teaching
Components included in the course are legal and professional issues, regulations and responsibilities for exceptional students, classroom management, problems relating to instructional planning and execution, and other issues appropriate for students involved in the Student Teaching Practicum.

EDUC 459 Supervised Student Teaching in PreK-12
Prerequisite: Admission to Student Teaching
Observation, participation and responsible classroom teaching along with related professional activities. Applies what has been learned in experiences preceding the actual processes of teaching and guiding students. Offers practice in all phases of teacher responsibility including teaching activities at the elementary level. Lab fee.

EDUC 460 Supervised Student Teaching in the Secondary School I
Prerequisite: Admission to Student Teaching
Observation, participation and responsible classroom teaching along with related professional activities. Applies what has been learned in experiences preceding the actual processes of teaching and guiding students. Offers practice in all phases of teacher responsibility on one or more subject levels in secondary school situations. Lab fee.

EDUC 461 Supervised Student Teaching in the Secondary School II
A continuation of EDUC 460. Lab fee.

EDUC 463 Supervised Student Teaching in the Elementary School Music
Prerequisite: Admission to Student Teaching
Observation, participation and responsible classroom teaching along with related professional activities. Applies what has been learned in experiences preceding the actual processes of teaching and guiding students. Offers practice in all phases of teacher responsibility on one or more subject levels in elementary situations under supervision of the University and school supervisor. Lab fee.

EDUC 464 Supervised Student Teaching in Secondary School Music
A continuation of EDUC 463 in secondary grade levels. Lab fee.

EDUC 469 Supervised Student Teaching in Elementary Health and Physical Education
Prerequisite: Admission to Student Teaching
A supervised teaching experience in a local elementary school for a period of seven weeks. Student teaching includes observation, participation and responsible health and physical education instruction, as well as related professional duties. Lab fee.

EDUC 470 Supervised Student Teaching in Secondary Health and Physical Education
Prerequisite: Admission to Student Teaching
A supervised teaching experience in a local middle school or secondary school for a period of seven weeks. Student teaching includes observation, participation and responsible health and physical education instruction, as well as related professional duties. Lab fee.

EDUC 473 Supervised Student Teaching in Special Education I
Prerequisite: Admission to Student Teaching
Observation, participation and responsible special education classroom teaching along with related professional activities. Applies what has been learned in experiences preceding the actual processes of teaching and guiding children with special needs. Offers practice in all phases of teacher responsibility in one special education category (e.g., learning disabilities) within the K-12 grade span. Lab fee.

EDUC 474 Supervised Student Teaching in Special Education II
A continuation of EDUC 473 in another special education category (e.g., emotional disturbance) within the K-12 grade span. Lab fee.

EDUC 495 Directed Research
One to three hours
To be planned (with the instructor) on an individual basis to include research, special activities, and conferences. May be repeated for credit to a maximum of three (3) semester hours.
EDUC 497  Special Topics in Education  One to three hours

SPED 363  Learning and Behavior Problems  Three hours
Prerequisite: PSYC 345
The characteristics of children and adolescents, with disabilities in the area of learning and behavior, will be explored with the goal of remediation. Specifically, individuals with learning disabilities and emotional disorders will respond best to techniques designed to assist them in developing organizational and structural skills. Academic achievement, appropriate behaviors, and social relationships should improve when these tools enable them to use their intellectual abilities. Special education field experience required.

SPED 373  Characteristics and Strategies for Teaching the Mentally Retarded  Three hours
Prerequisite: PSYC 345
A study of the characteristics of mentally retarded children and adolescents. Methods and materials will be presented that are appropriate for the special needs of individuals with mental handicaps. Special education field experience required.

SPED 413  Instructional Adaptation for Special Education  Three hours
Prerequisite: PSYC 345
Students will apply intervention strategies for adapting curriculum materials and methods to fit individual needs in various school settings. Focus will be on students with mild and moderate disabilities. Special education field experience required.

SPED 423  Current Trends in Special Education  Three hours
Prerequisite: PSYC 345
This course is designed to expose students to a variety of special education related topics including legal/ethical issues, documentation procedures, development of Individual Education Plan (IEP) models of service delivery, and collaboration. Special education field experience required.

SPED 495  Directed Research in Special Education  One to three hours

SPED 497  Topics in Special Education  One to three hours

Master of Education Program

MISSION
Liberty University strives to produce educators who model high academic, moral, and spiritual standards before their peers, and who have dedicated their lives to educational leadership. Concurrent with this goal, the graduate program offered by the School of Education is designed to prepare students for effective educational leadership in Christian, public, and private schools.

LEARNING OUTCOMES
The Master of Education program seeks to:
1. Foster the ability to exert confident leadership as well as accept responsibility in the broad field of education
2. Develop competent educators who can examine scope, sequence, and consequence of both program and instruction
3. Continue the development of competence as consumers of research findings and other information technology resources
4. Further expose students to and involve students in a spectrum of educational concepts, generalizations, practices, points of view, and resources
5. Increase students' ability to communicate effectively with oral and written expression and with greater acuity and fluency
6. Continue the development of critical thinking, problem-solving, decision-making, and interpersonal skills

SCHEDULING RESIDENTIAL COURSES
Residential graduate classes are scheduled one weekend per month during the fall and spring semesters and as two-week intensives during the summer. Core and post-class assignments are required for all summer courses and for many of the weekend courses. Any residential course with fewer than ten students is subject to cancellation.

GRADUATION REQUIREMENTS
In addition to other regulations governing graduation as stated in the Liberty University catalog, M.Ed. students must meet the following requirements:
1. Complete a minimum of 36 semester hours for M.Ed. (48 semester hours required for School Counseling concentration);
2. Maintain a 3.0 GPA to remain in the program, with no more than two C’s permitted. While all course grades are averaged into the GPA, course credit toward degree completion will not be granted for a grade of D or F. Students may petition the SOE Graduate Committee to repeat one course in which a C or below was received. The most recent grade will be calculated into the GPA;
3. Additional requirements may be necessary depending upon the student’s academic background. All contracts made between the SOE Graduate Committee and the student upon acceptance into the degree program must be satisfied before the degree will be awarded; and
4. A minimum of 9 semester hours must be completed on campus for the M.Ed. One course must be completed in residency within the first year. Thirty hours of coursework must be taken through Liberty.

LICENSURE GUIDELINES
The Virginia Department of Education approves all M.Ed. programs for the licensure of school personnel. Initial teaching licensure is available for students completing the program in Elementary, Secondary, or Special Education. Licensure for support personnel may be earned in the program through Administration/Supervision, Reading Specialist, and School Counseling. Students entering the Master of Education program must indicate their intention to pursue Virginia licensure when they apply to the graduate program. Each concentration has licensure requirements beyond the master’s degree. Upon completion of all requirements, the student must submit the licensure application and fee to Liberty’s Teacher Licensure Office. Liberty’s Coordinator of Teacher Licensure Records will submit the student’s application packet to the Virginia Department of Education.
Additional Requirements for Virginia Licensure

Every applicant for teacher licensure in Virginia is required to answer two questions:
1. Have you ever been convicted of a felony?
2. Have you ever had a teaching license revoked/suspended in another state?

Elementary, Secondary, and Special Education

The student must:
1. Hold a bachelor’s degree in a liberal arts area (or equivalent) from a regionally accredited institution. Secondary licensure requires a major (or equivalent) in the endorsement area;
2. Successfully complete Liberty’s M.Ed. in Elementary, Secondary, or Special Education;
3. Obtain passing scores on the tests required for Virginia licensure; and
4. Complete a student teaching experience in the endorsement area or submit documentation of one year of successful full-time teaching experience in the endorsement area in any accredited public or nonpublic school.

Administration and Supervision

The student must:
1. Complete three years of successful full-time experience as a classroom teacher in an accredited nonpublic or public school. (Letters of verification required.);
2. Successfully complete Liberty’s M.Ed. in Administration/Supervision; and
3. Complete a full-time internship as a school principal or submit documentation of one year of successful full-time experience as a principal or assistant principal in an accredited public or nonpublic school.

Reading Specialist

The student must:
1. Complete three years of successful classroom teaching in which the teaching of reading was/is an important responsibility. (Letters of verification required.); and
2. Successfully complete Liberty’s M.Ed. for Reading Specialists which includes a practicum in the diagnosis and remediation of reading difficulties.

School Counseling

The student must:
1. Complete two years of successful full-time teaching or two years of successful experience in guidance and counseling. (Letters of verification required.); and
2. Successfully complete Liberty’s M.Ed. in School Counseling which includes an internship of at least 200 clock hours of clinical experiences (100 clock hours in each setting: preK-6 and grades 7-12).

Timeframe for School Licensure

1. Students must have completed all requirements necessary for school licensure within five years after completion of the graduate degree;
2. Students who have completed Liberty’s M.Ed. and wish to return to Liberty University to complete the student teaching or internship required for licensure will be subject to the same five-year timeframe; and
3. Each case will be evaluated on an individual basis according to transcripts, program changes, time elapsed from completion of coursework, and recent experiences in the field of education.

Licensure in Other States

Students who have completed Liberty’s M.Ed. may be eligible for licensure in other states by reciprocal agreement. Verification that the student has completed a state-approved program may be required for reciprocity with other states; therefore, it may be necessary for the student to complete the additional requirements listed above for Virginia licensure in order to qualify for reciprocity. Liberty’s Teacher Licensure Office has addresses for the licensing agencies in other states and will assist in completing the forms. Some states require a state-specific course or test but will grant a provisional license so that the applicant can be employed while completing the additional requirements. It is the student’s responsibility to obtain the appropriate forms from other states to submit to LU’s Licensure Office.

For further licensure information, contact the Coordinator of Teacher Licensure Records (phone 1-800-522-6255 x2632 or 804-582-2632, e-mail: nhesse@liberty.edu, fax 804-582-2468).

CONCENTRATIONS

Administration/Supervision
Reading Specialist
School Counseling
Elementary Education
Secondary Education
Special Education (Learning Disabilities, Emotional Disturbance and Mental Retardation)

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>15</td>
</tr>
<tr>
<td>Concentration Courses</td>
<td>21</td>
</tr>
<tr>
<td>Professional Courses</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
</tr>
</tbody>
</table>

*Additional hours may be required for Virginia Licensure

Course Requirements

Master of Education with a Concentration in Administration and Supervision (preK-12)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td>EDUC 500</td>
<td>Advanced Educational Psychology 3</td>
</tr>
<tr>
<td>or</td>
<td>Advanced Child Development 3</td>
</tr>
<tr>
<td>EDUC 501</td>
<td>History of Education 3</td>
</tr>
<tr>
<td>or</td>
<td>Philosophy of Education 3</td>
</tr>
<tr>
<td>EDUC 503</td>
<td>Tests and Measurements 3</td>
</tr>
<tr>
<td>or</td>
<td>Educational Statistics 3</td>
</tr>
<tr>
<td>EDUC 504</td>
<td>Foundations of Educational Research 3</td>
</tr>
<tr>
<td>or</td>
<td>Curriculum Fundamentals 3</td>
</tr>
<tr>
<td>EDUC 507</td>
<td></td>
</tr>
<tr>
<td>EDUC 508</td>
<td></td>
</tr>
<tr>
<td>EDUC 540</td>
<td>School Administration 3</td>
</tr>
<tr>
<td>or</td>
<td>School Law 3</td>
</tr>
<tr>
<td>EDUC 545</td>
<td>School-Community Relations 3</td>
</tr>
<tr>
<td>or</td>
<td>School Finance and Management 3</td>
</tr>
</tbody>
</table>
### Professional Courses
- EDUC 541 Supervision of Instruction 3
- EDUC 572 Curriculum Development 3
- *EDUC 699 Internship in Education or Education Electives 3

*Three years of successful full-time experience as a classroom teacher in an accredited nonpublic or public school are required for Virginia licensure and a full-time internship as a school principal or one year of successful full-time experience as an assistant principal or principal in an accredited public or nonpublic school.

**TOTAL 36**

### Master of Education with a Concentration in Elementary Education (preK-6) or Elementary (preK-6)/Middle (6-8) Education

#### Core Courses
- EDUC 500 Advanced Educational Psychology 3
  or
- EDUC 501 Advanced Child Development 3
  or
- EDUC 503 History of Education 3
  or
- EDUC 504 Philosophy of Education 3
  or
- EDUC 506 Tests and Measurement 3
  or
- EDUC 507 Educational Statistics 3
  or
- EDUC 508 Foundations of Educational Research 3
  or
- EDUC 571 Curriculum Fundamentals 3
  or
- EDUC 572 Curriculum Development 3

#### Concentration Courses
- EDUC 530 Teaching Mathematics 3
  or
- EDUC 531 Teaching the Natural and Social Sciences 3
  or
- EDUC 532 Teaching Language Arts 3
  or
- EDUC 554 Teaching Developmental Reading 3

#### Professional Courses
- EDUC 521 Foundations of Exceptionality 3
  or
- EDUC 550 Directed Practicum 3
  or
- EDUC 554 Teaching Developmental Reading 3
  or
- EDUC 556 Teaching Content Area Reading 3

**TOTAL 36**

*Practicum experience in diagnosis and remediation of reading difficulties is required for Virginia licensure and three years of successful classroom teaching experience in which the teaching of reading was an important responsibility.*

### Master of Education with a Concentration in Reading Specialist (preK-12)

#### Core Courses
- EDUC 500 Advanced Educational Psychology 3
  or
- EDUC 501 Advanced Child Development 3
  or
- EDUC 503 History of Education 3
  or
- EDUC 504 Philosophy of Education 3
  or
- EDUC 506 Tests and Measurement 3
  or
- EDUC 507 Educational Statistics 3
  or
- EDUC 508 Foundations of Educational Research 3
  or
- EDUC 571 Curriculum Fundamentals 3
  or
- EDUC 572 Curriculum Development 3

#### Concentration Courses
- EDUC 521 Foundations of Exceptionality 3
  or
- EDUC 522 Assessment and Intervention for Learning Problems 3
  or
- EDUC 552 Investigations in Reading 3
  or
- EDUC 650 Reading Clinic and School Program 3

#### Professional Courses
- EDUC 532 Teaching Language Arts 3
  or
- *EDUC 550 Directed Practicum 3
  or
- EDUC 554 Teaching Developmental Reading 3
  or
- EDUC 556 Teaching Content Area Reading 3

**TOTAL 36**

*Practicum experience in diagnosis and remediation of reading difficulties is required for Virginia licensure and three years of successful classroom teaching experience in which the teaching of reading was an important responsibility.*

### Master of Education with a Concentration in School Counseling (preK-12)

#### Core Courses
- EDUC 500 Advanced Educational Psychology 3
  or
- EDUC 501 Advanced Child Development 3
  or
- COUN 520 Human Development 3
  or
- EDUC 503 History of Education 3
  or
- EDUC 504 Philosophy of Education 3
  or
- EDUC 506 Tests and Measurement 3
  or
- COUN 600 Individual Appraisal 3
  or
- EDUC 507 Educational Statistics 3
  or
- EDUC 508 Foundations of Educational Research 3
  or
- COUN 585 Introduction to Research and Statistics 3
  or
- EDUC 571 Curriculum Fundamentals 3
  or
- EDUC 572 Curriculum Development 3

**TOTAL 36**

*Three years of successful full-time experience in the endorsement area in any accredited public or nonpublic school, EDUC 573 is required for Middle School (6-8)*
### Concentration Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 501</td>
<td>Counselor Professional Identity, Function and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COUN 606</td>
<td>Group Process</td>
<td>3</td>
</tr>
<tr>
<td>COUN 611</td>
<td>Counseling the Child</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 620</td>
<td>Counseling the Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>COUN 612</td>
<td>Theories of Counseling and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>COUN 615</td>
<td>Ethnicity, Families and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 650</td>
<td>Career Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 660</td>
<td>Counseling Techniques and the Helping Relationship</td>
<td>3</td>
</tr>
</tbody>
</table>

### Professional Courses

- EDUC 660 Organization and Administration of Guidance Programs (3)
- EDUC 661 Consultation, Coordination and Referral (3)

*EDUC 699 Internship

or

- EDUC 550 Directed Practicum (3)
- EDUC Elective (3) 6

**TOTAL 48**

*Internship required for Virginia school licensure and two years of successful, full-time teaching experience or two years of successful experience in guidance and counseling.

### Master of Education with a Concentration in Secondary Education (6-12)

#### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 500</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
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<td></td>
</tr>
<tr>
<td>EDUC 501</td>
<td>Advanced Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 503</td>
<td>History of Education</td>
<td>3</td>
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<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 504</td>
<td>Philosophy of Education</td>
<td>3</td>
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<tr>
<td>EDUC 506</td>
<td>Tests and Measurements</td>
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<td>or</td>
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<td></td>
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<tr>
<td>EDUC 507</td>
<td>Educational Statistics</td>
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<td>or</td>
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<tr>
<td>EDUC 508</td>
<td>Foundations of Educational Research</td>
<td>3</td>
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<tr>
<td>EDUC 571</td>
<td>Curriculum Fundamentals</td>
<td>3</td>
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<td>or</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 572</td>
<td>Curriculum Development</td>
<td>3</td>
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</tbody>
</table>

#### Concentration Courses

*Choose 12 hours, up to 6 hours in each area*

- Subject Area Graduate Courses
- Directed Research (in subject area)
- EDUC Electives 12

#### Professional Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 530</td>
<td>Teaching Mathematics</td>
<td>3</td>
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<tr>
<td>EDUC 532</td>
<td>Teaching Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 534</td>
<td>Teaching Developmental Reading</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
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<tr>
<td>EDUC 590</td>
<td>Student Teaching Practicum I</td>
<td>3</td>
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<td>or</td>
<td></td>
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<tr>
<td>EDUC</td>
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<td>EDUC 591</td>
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<td></td>
<td></td>
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<tr>
<td>EDUC 697</td>
<td>Seminar in Education</td>
<td>1</td>
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</tbody>
</table>

**TOTAL 36 or 40**

*EDUC 590 and 697 are required for initial Virginia licensure or one year of successful full-time teaching experience in the endorsement area in any accredited public or nonpublic school.

### Doctor of Education Program

#### Mission

The Doctor of Education in Educational Leadership is designed to prepare competent effective leaders with a Biblical world view who will model high standards and assume a leadership role in the field of education. Leaders in the field of edu-
cation are seen as those who assume a facilitating role in accomplishing the goals and objectives of an education system whether it be as a superintendent, principal, curriculum director, instructional supervisor, or university administrator.

**LEARNING OUTCOMES**

The Educational Leadership concentration prepares educators to:

1. demonstrate decision-making skills based on a Biblical worldview;
2. display standards of excellence in leadership roles;
3. Evaluate circumstances displaying vision, foresight, and insight; and

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Semesterhours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Core</td>
<td>12</td>
</tr>
<tr>
<td>Concentration Area</td>
<td>24</td>
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<tr>
<td>Cognate Area*</td>
<td>12</td>
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<tr>
<td>Educational Research</td>
<td>6</td>
</tr>
<tr>
<td>Dissertation</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

*A graduate course is required in the two following areas: Educational Psychology and Foundations or Philosophy of Education (from a Christian worldview). If the courses were not included in the master’s degree they may be taken as part of the cognate area.

**COMPREHENSIVE EXAM**

A comprehensive examination must be successfully completed prior to submission of the dissertation proposal. The exam may not be taken prior to completion of the course requirements for the program of study. The examinations are administered in the fall, spring, and summer. Students may have no more than two attempts at passing the comprehensive exams.

**DISSERTATION**

Before beginning the dissertation research, the doctoral advisory committee must approve the research proposal. The approval must be reported to the SOE Graduate Committee. The dissertation is expected to exhibit scholarship, reflect mastery of technique, and make a distinctive contribution to the field of knowledge in which the candidate has majored. A sponsoring committee of at least three members, comprised of the major professor and at least two other approved graduate faculty members, is responsible for the general supervision of the doctoral dissertation. Oral defense of the dissertation is required for final approval.

**COURSE REQUIREMENTS**

**Leadership Core (Choose three courses in addition to EDUC 741 — required in residence)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semesterhours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 740 Leadership Principles and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 741 Theories of Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 742 Educational Leadership and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 745 Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 746 Conflict Resolution</td>
<td>3</td>
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</table>
### Additional Cognate Areas

**Foundations**
- EDUC 500 Advanced Educational Psychology
- EDUC 501 Advanced Child Development
- EDUC 503 History of Education
- EDUC 504 Philosophy of Education
- EDUC 603 Comparative Education

**Instruction in Higher Education**
- EDUC 521 Foundations of Exceptionality
- EDUC 524 Teaching Learning Disabled Students
- EDUC 556 Teaching Content Area Reading
- EDUC 630 Technology Practices for Instructional Improvement
- EDUC 671 Curriculum Evaluation
- EDUC 758 Teaching the College Student
- EDUC Elective (Choose a course that is not in the Leadership Core)

**Reading**
- EDUC 522 Assessment and Intervention for Learning Problems
- EDUC 552 Investigations in Reading
- EDUC 554 Teaching Developmental Reading
- EDUC 556 Teaching Content Area Reading
- EDUC 630 Technology Practices for Instructional Improvement
- EDUC 650 The Reading Clinic and the School Program

**School Counseling**
- EDUC 660 Organization and Administration of Guidance Programs
- EDUC 661 Consultation, Coordination, and Referral
- COUN (Choose two of the following: COUN 501, 606, 611, 612, 615, 620, 650, or 660)

**Special Education**
- EDUC 521 Foundations of Exceptionality
- EDUC 522 Assessment & Intervention for Learning Problems
- EDUC 523 Principles of Behavior Management
- EDUC 524 Teaching Learning Disabled Students
- EDUC 525 Educating Mentally Retarded Students
- EDUC 630 Technology Practices for Instructional Improvement

### Scheduling Residential Courses

Residential graduate classes are scheduled one weekend per month during the fall and spring semesters and as two-week intensives during the summer. Pre-class and post-class assignments are required for all summer courses and for many of the weekend courses. Any residential course with fewer than ten students is subject to cancellation.

### Graduation Requirements

In addition to other regulations governing graduation as stated in the Liberty University catalog, Ed.D. students must meet the following requirements:

1. Complete a minimum of 60 semester hours beyond the master’s degree for Ed.D. (including dissertation).
2. Maintain a 3.0 GPA to remain in the program, with no more than two C’s permitted. While all course grades are averaged into the GPA, course credit toward degree completion is not granted for a grade of D or F. Students may petition the SOE Graduate Committee to repeat one course in which a C or below was received. The most recent grade will be calculated into the GPA.
3. Additional requirements may be necessary depending upon the student’s academic background. All contracts made between the SOE Graduate Committee and the student upon acceptance into the degree program must be satisfied before the degree will be awarded.
4. A minimum of 12 semester hours must be completed on campus for the Ed.D. One course must be completed in residency within the first year in the program. Thirty hours of coursework must be taken through Liberty.
5. Ed.D. candidates must pass a comprehensive examination upon completion of the course requirements for the program of study.

### Time Limits for Degree Completion

The time limit for completing the degree from the date of admission to the program is five years for the M.Ed. and seven years for the Ed.D. Only in unusual circumstances may the student be granted an extension. Granting of an extension of time will usually result in additional requirements. Any student who does not complete coursework within the permissible time limit for any reason, including discontinued enrollment, must reapply for admission. Students may reapply only once, and they will be subject to the current standards and curriculum. The SOE Graduate Committee will determine if any previous courses are sufficiently time sensitive and must be repeated. Beginning with the date of readmission, the students time limit for degree completion is determined by the number of hours remaining.

### Course Descriptions

**EDUC 500 Advanced Educational Psychology**
- Three hours
  - An overview of the contributions of psychology to the teaching-learning process. Topics include learning theory, individual differences, motivation, human development, exceptionality, teaching methodology, measurement and evaluation.

**EDUC 501 Advanced Child Development**
- Three hours
  - An examination of physical, cognitive, spiritual and social/emotional development, and guidance of a young child.

**EDUC 503 History of Education**
- Three hours
  - A comprehensive survey of the historical development of education. Emphasis is placed upon American education and the emergence of the Christian School Movement.

**EDUC 504 Philosophy of Education**
- Three hours
  - A comprehensive survey of the philosophical development of education. Emphasis is placed upon a careful analysis of current religious and public educational trends. The student will be required to formulate a personal philosophy.

**EDUC 506 Tests and Measurements**
- Three hours
  - Focuses on the development of the ability to evaluate and interpret standardized tests, and to construct, evaluate and interpret the results of teacher-made tests.
EDUC 507  Educational Statistics  Three hours
An examination of descriptive statistics and basic inferential
statistical techniques. Also, hypothesis testing, confidence
intervals and correlation techniques will be studied.

EDUC 508  Foundations of Educational Research  Three hours
Prerequisite: An introductory course in statistics or permis-
sion of the instructor.

EDUC 521  Foundations of Exceptionality  Three hours
A comprehensive course dealing with the characteristics of
children and youth with disabilities and topics related to mod-
els of service delivery, documentation procedures, and
legal/ethical issues.

EDUC 522  Assessment and Intervention of Learning Problems  Three hours
A study of the techniques and procedures of educational
diagnosis and correction strategies. Practical experiences pro-
vided with exceptional students.

EDUC 523  Principles of Behavior Management  Three hours
An examination of the principles of behavior management as
applied to children and youth in the classroom setting. Positive
approaches for dealing with behavior problems are emphasized.
Contemporary research in the area is analyzed and discussed.

EDUC 524  Teaching Learning Disabled Students  Three hours
A study of the types and characteristics of learning disabled
students. Emphasis will be placed on classroom intervention
strategies.

EDUC 525  Educating Mentally Retarded Students  Three hours
A study of the characteristics of students with mental
retardation. Curriculum and techniques will be investigated to
enable achievement of individual potential academically,
socially, and functionally.

EDUC 530  Teaching Mathematics  Three hours
An in depth study of the theory and processes of teaching
mathematics to students in preschool through eighth grade, the
course includes the instructional process in the area of numer-
ation, operations and computations, geometry and logic.
Students will participate in hands-on, modeled instruction, will
construct and demonstrate models and teaching tools, and will
complete a research project.

EDUC 531  Teaching the Natural and Social Sciences  Three hours
Using a thematic approach, the integration of sciences with
other areas of the curriculum is the focus of this course.
Students will participate in hands-on demonstration in the areas
of biological and physical science, chemistry, geography, polit-
cal science, and history. Students will generate and implement
a thematic teaching unit which includes instructional activity in
each of eight subject areas.

EDUC 532  Teaching Language Arts  Three hours
A study of the major perspectives on the development of oral
and written language, including language differences and diffi-
culties; methods of evaluating oral and written language per-
formance; and strategies for improving the quality and quanti-
ty of oral and written language in classroom settings with spe-
cial emphasis on the impact on literacy development.

EDUC 533  Secondary Instructional Procedures  Two hours
An course in secondary methodology focusing on competen-
cies associated with individualizing instruction, grouping stu-
dents for cognitive subject-matter learning, and preparing
advanced organizers for cognitive instruction. An emphasis
will be placed on transferring theory into practice through
selection and use of materials appropriate for the secondary
classroom.

EDUC 534  Secondary Instructional Procedures Practicum  One hour
Micro-teaching will be used as a means of providing an
opportunity for students to model and role play appropriate
teaching methods and activities in the secondary school.
Students will be required to observe in secondary classrooms,
prepare a lesson, teach the lesson, and evaluate the experience.

EDUC 540  School Administration  Three hours
An examination of the administration roles in the design,
implementation and improvement of the total educational pro-
gram in private and public schools. Specific areas of study
include curriculum and instruction, pupil and staff personnel,
student activities, school organization and management.

EDUC 541  Supervision of Instruction  Three hours
Methods, theories and research applying to supervision at all
levels of education: analyses made concerning the work of cur-
riculum directors, general supervisors, special supervisors,
supervising principals department heads; study of supervisory
methods, current plans for staff utilization and use of instruc-
tional materials; and stress on evaluation of educational pro-
grams and the effects of supervision.

EDUC 545  School Law  Three hours
An examination of the legal aspects of education affecting
administrators, teachers, students, parents and board members;
various forms of liability; separation of church and state.

EDUC 546  School-Community Relations  Three hours
Concepts and specific techniques in school-community rela-
tions involving the development and maintenance of purpose-
ful programs of communication and collaboration between
school personnel and the community. Includes appropriate field
projects relating theory to practice.

EDUC 548  School Finance and Management  Three hours
Basic methods of school finance and business management
and principles of plant, finance, budgeting and accounting will
be discussed. Federal and State regulations and grants will be
studied.

EDUC 550  Directed Practicum  One to six hours
Prerequisites: Completed application and approval of
Department Chair
A planned program of practice in an educational setting
under the direct supervision of University faculty and/or appro-
priate school administrator. May be repeated to a maximum of
six hours.

EDUC 552  Investigations in Reading  Three hours
A seminar in research and reading in problems related to
reading. Areas of investigation are determined by student inter-
ests with approval of the instructor.
EDUC 554  Teaching Developmental Reading  Three hours
   A study of foundations of reading. Also principles, techniques and materials for developmental reading programs. Practical experiences provided in the reading clinic and/or elementary classrooms.

EDUC 556  Teaching Content Area Reading  Three hours
   Develops instructional competencies necessary for teaching reading and study skills essential in learning the concepts of content subjects. Applicable to teaching in grades 4-12.

EDUC 570  Curriculum and Methods for Nursery/Early Childhood  Three hours
   The course is designed to show current trends in curriculum organization, the effects of environment on learning and adapting curriculum content and methods to maturity level of the young child. Emphasis will be placed on designing individual educational programs for all children.

EDUC 571  Curriculum Fundamentals  Three hours
   An introduction to basic concepts and issues related to curriculum design, development, change and evaluation.

EDUC 572  Curriculum Development (Elementary/Secondary)  Three hours
   A study of the construction, organization and function of the curriculum. Special attention is given to objectives, sequence, major problems and recent developments in each school program area.

EDUC 573  Curriculum for the Middle School  Three hours
   Prerequisite: One course from Graduate Core areas: One or Four, or permission of instructor.
   A review of the history of education as it affects the development of the middle school. Emphasis on characteristics of preadolescents, personalizing curriculum for the middle school student, and strategies for motivating middle grades education and curriculum improvement planning to involve teachers and community.

EDUC 576  Practicum in Reading  Three hours
   Planned program of clinical practice in reading instruction at least two of the three levels (elementary, middle, secondary). Under direct supervision of reading clinic directors.

EDUC 590  Student Teaching  Three to six hours
   Practicum
   Observation, participation and responsible classroom teaching along with related professional activities. Applies what has been learned to the actual process of teaching and guiding children. Offers practice in all phases of teacher responsibility. May be repeated up to a maximum of six (6) hours.

EDUC 591  Student Teaching Practicum II  Three hours
   A continuation of EDUC 590 in a second placement. Lab fee.

EDUC 603  Comparative Education  Three hours
   A study of selected national systems of education in their differing cultural settings, with particular reference to administration, curriculum development and educational opportunity.

EDUC 608  Technological Applications in Educational Research  Three hours
   Principles and techniques of the utilization of technology as a tool in qualitative and quantitative educational research.

EDUC 630  Technology Practices for Instructional Improvement  Three hours
   A study of technology practices as they impact the effectiveness of the education process and support educational activities including administration, instruction, service to students and parents, and support activities.

EDUC 640  Organization and Administration of Pre-Schools  Three hours
   Philosophy, objectives and methods for organizing and operating a kindergarten, nursery school, day-care center and play group for children below six years of age. Also includes the planning of pre-school facilities and the selection of equipment and personnel.

EDUC 650  The Reading Clinic and the School Program  Three hours
   Provides practical, clinical training in advanced diagnostic and remedial techniques.
   Also examines the role of the reading specialist in relationship to the total school program.

EDUC 660  Organization and Administration of Guidance Programs  Three hours
   The planning and initiation of guidance programs with emphasis upon counselor’s duties, organizational structure, goals and purposes and evaluation. Some attention will also be given to budgets, legal cases, ethical problems and physical facilities.

EDUC 661  Consultation, Coordination, and Referral  Three hours
   Prerequisites: EDUC 660 and COUN 501 or COUN 660
   Attention is given to the role of the School Counselor as it relates to working with parents/guardians, teachers, administration, and community agencies. Principles, methods, and models of consultation and referrals are considered. Field experience required.

EDUC 671  Curriculum Evaluation  Three hours
   A study of the curriculum evaluation process focusing on the beliefs and practices of curriculum evaluation, the relationship between evaluation and curriculum improvement, and the relationship between theory and practice of curriculum evaluation.

EDUC 690  Master’s Thesis  Three hours
   Prerequisite: EDUC 508 or permission of the instructor.
   Research project completed on an educational topic related to the concentration in the master’s degree. Credit is not awarded until the thesis has been accepted.

EDUC 695  Directed Research  One to six hours
   Offers opportunity and challenge of self-directive, independent study; that is, it develops the individual’s ability as an independent student and enables the student to pursue needed study or to pursue a particular interest (thesis or project). May be repeated for credit to a maximum of six (6) hours.

EDUC 697  Seminar in Education  One to six hours

EDUC 699  Internship  One to six hours

Note: 700-800 Courses are for Ed.D. program only.

EDUC 708  Quantitative and Qualitative Methods of Research  Three hours
   Prerequisite: EDUC 507 or equivalent
   Designed for those planning to complete a dissertation. An examination of both quantitative and qualitative designs for research to assist the student in preparing a research proposal for discussion and critique in class. Each student will submit a formal written proposal.
EDUC 740  Leadership Principles and Ethics

Students are engaged in an analysis of appropriate practices and principles related to leadership by exploring ethical issues and developing a biblical foundation for leadership practices.

EDUC 741  Theories of Educational Leadership

A study of leadership styles and the resulting influence upon school personnel, community, and instructional innovation and curricular change within the system.

EDUC 742  Educational Leadership and Public Relations

An investigation into the issues and practices of developing communication and relationships to enhance support for educational activities within and outside the school.

EDUC 745  Systems Analysis

Explores the interaction of various organizational structures. Provides an introduction to the processes of communication, power, interpersonal perception, inter-group relations, decision-making, and leadership.

EDUC 746  Conflict Resolution

The effective means of solving conflicts are explored through conceptualizing and practicing interpersonal leadership skills, testing assumptions about other people, taking other people into account by listening and testing the meaning of what they have said.

EDUC 758  Teaching the College Student

Addresses the theoretical constructs of the K-12 curriculum as related to the nature and function of curriculum, the curriculum development process, and curriculum evaluation procedures.

EDUC 771  Curriculum Theory

A study of the nature of the college student from a sociological, cultural, and psychological perspective. Opportunity will be given to analyze, synthesize, and discuss ways to bring about maximum impact, growth and satisfaction.

EDUC 840  Issues and Trends in Educational Leadership

A study of the current issues and trends related to the field of education leadership. Emphasis will be placed on research and analysis of practices related to effectiveness.

EDUC 845  Policy Analysis

A study of the contemporary educational policy issues. Students will be required to assess and evaluate current education policies and implications for education effectiveness.

EDUC 871  Investigations in Curriculum Change

Review and evaluation of theories, models, and strategies for change; recognition and use of this knowledge as a practical guide to problem solving.

EDUC 872  Readings and Research in Curriculum

Designed for students in advanced study with a research orientation. Content and emphasis will vary according to student needs and current issues.

EDUC 897  Advanced Seminar in Education

Prerequisite: 12 hours of 600-800 level education courses and approval of instructor.

A study of selected topics relevant to current issues in education.

EDUC 970  Comprehensive Exam

A comprehensive examination must be taken no earlier than completion of the course requirements for the program of study. The comprehensive examinations must be successfully completed prior to submission to the dissertation proposal.

EDUC 980  Dissertation Seminar

Prerequisite: EDUC 708 or equivalent

Required of all candidates for the Doctor of Education degree. Research is completed on an educational topic related to the concentration in the Ed.D. degree. Credit is not awarded until the dissertation has been accepted.

EDUC 999  Dissertation

Prerequisite: EDUC 708 or equivalent

Required of all candidates for the Doctor of Education degree. Research is completed on an educational topic related to the concentration in the Ed.D. degree. Credit is awarded when the dissertation has been accepted.

Sport Sciences Faculty

Kelly Bell, B.S., M.S., A.T.C.
Director of Sports Medicine
Assistant Professor of Sport Sciences
B.S.P.E.; M.S.P.E., Ohio University. At LU since 1996.

Brenda A. Bonheim, B.S., M.Ed.
Senior Woman Administrator
Assistant Professor of Sport Sciences
B.S., Bob Jones University; M.Ed., Wayne State University; graduate work at West Chester State University of Pennsylvania. At LU since 1973.

Beth Ann Easter, B.S., M.A., Ph.D.
Associate Professor of Sport Sciences
B.S., University of Kansas; M.A., Grace Theological Seminary; Ph.D., University of Kansas. At LU since 1997.

Linda L. Farver, B.S., M.Ed., D.A.
Professor of Sport Sciences
B.S., Frostburg College; M.Ed., D.A., Middle Tennessee State University; additional graduate work at the University of Virginia. At LU since 1977.

Dale E. Gibson, B.A., M.Ed., Ed.D.
Professor of Sport Sciences
Director of Sport Management Studies
Diploma, Appalachian Bible Institute; B.A., Bryan College; M.Ed., University of Virginia; Ed.D., Virginia Polytechnic Institute and State University. At LU since 1976.

Tracie L. Hayes, B.S., M.Ed.
Assistant Professor of Sport Sciences
B.S., Liberty University, M.Ed., Lynchburg College, additional graduate work at University of Virginia. At LU since 1996.

William Hayes, B.S., M.S.
Assistant Professor of Sport Sciences
B.S., Liberty University; M.S., University of West Virginia. At LU since 2000.

David Horton, B.S.E., M.S.E., Ed.D.
Chair, Department of Sport Sciences
Professor of Sport Sciences
B.S.E., M.S.E., University of Central Arkansas; Ed.D. University of Arkansas. At LU since 1978.
Michael E. Sandlin, B.S., M.Ed., Ph.D.
Associate Professor of Sport Sciences
B.S., University of West Alabama; M.Ed., University of Arkansas; Ph.D., Texas A&M University. At LU since 1999.

Jeffrey Taylor, B.S., M.S., A.T.
Assistant Professor of Sports Sciences
B.S., James Madison University; M.S., Austin Peay University. At LU since 2000.

SPORTSCIENCE MAJOR

PURPOSE

The mission of the Sport Science Department at Liberty University is to help students develop skills to organize, administer, and facilitate physical education, exercise science, and sport programs at the corporate, agency, professional, and amateur levels. Opportunities are provided to develop knowledge and skills relevant to the performance of these functions in the classroom and in professional settings. In order to develop competent professionals for multiple vocations in the industry of athletic training, physical education, exercise science, and sport management, the following education goals and objectives have been designed.

LEARNING OUTCOMES

Each student in the degree program will:

1. identify the basic cognitive precepts and principles in the foundational and investigative studies.
2. determine how the basic cognitive concepts and principles learned in the foundational and investigative studies apply to sport science situations.
3. identify the appropriate ethical and Christian worldviews from the various disciplines within the foundational and investigative studies.
4. determine how the appropriate ethical and Christian worldviews philosophies from the various disciplines within the foundational and investigative studies apply to sport science situations.
5. identify the basic technological skills taught in the foundational and investigative studies.
6. determine how the basic technological skills learned in the foundational and investigative studies can be applied in sport science settings.

Athletic Training
Exercise Science
Physical Education
Sport Management

ATHLETIC TRAINING MAJOR

PURPOSE

The athletic training major is designed to produce athletic training professionals who will impact the world of sports and health with the highest standards of knowledge, skill, and compassion. This program of study provides a thorough investigation into the profession of Athletic Training, using rigorous academic instruction in the classroom and intense hands-on clinical study in the athletic arena via working with the Department of Intercollegiate Athletics.

LEARNING OUTCOMES

Students will:

1. develop a broad base of general knowledge about the profession of Athletic Training.
2. gain mastery of the “Competencies of Athletic Training” as set forth by the National Athletic Trainers’ Association (NATA).
3. develop leadership and management skills necessary to organize and run a successful athletic training program/facility.
4. acquire practical experience as a student athletic trainer.
5. develop the knowledge and skill necessary to successfully complete the NATA Board of Certification Examination.

EXERCISE SCIENCE MAJOR

PURPOSE

The mission of the Exercise Science degree program at Liberty University is designed to produce graduates who are qualified in the areas of exercise leadership, exercise testing and evaluation, exercise prescription, and program direction. Graduates would be qualified and prepared to pursue particular certification levels in exercise as per the guidelines developed by the American College of Sports Medicine. Finally, graduates would also be prepared to pursue graduate studies in the areas of Exercise Science and/or related fields such as Biomechanics, Cardiac Rehabilitation, and Kinesiology.

The curriculum for this major is designed to provide a combination of academic study and practical experiences that will provide meaningful and effective learning experiences for the student in a variety of exercise settings. Each student is required to complete an internship in an approved fitness setting supervised by a qualified clinical exercise professional.

LEARNING OUTCOMES

EXERCISE SCIENCE

Students will:

1. analyze the physiological requirements of sports and other forms of exercise to the extent of being able to deduce the physical fitness components and predominant energy systems utilized.
2. design and implement programs aimed at improving the various physical fitness components and wellness concepts which contribute to a healthy lifestyle.
3. evaluate a performer’s potential for development in various sport activities and assess his/her degree of accomplishment of that potential at any point in time.
4. identify those physiological factors which may be limiting a performer’s capacity, and establish an exercise prescription in those most likely to lead to improvement.
5. evaluate various physical activities and physical activity situations regarding their safety for the participant.
6. formulate a Christian worldview, and be able to integrate it into a wellness lifestyle as an exercise science/fitness professional.
7. demonstrate a knowledge of the current research, issues, and trends related to fitness and wellness programming.
8. use knowledge of effective verbal, nonverbal, and other means of communication technology to foster inquiry and engagement in physical activity settings.
9. develop an understanding of individual and group motivation and behavior that encourages positive social interaction in physical activity settings.

HEALTH AND PHYSICAL EDUCATION MAJOR

PURPOSE
The Physical Education major is committed to the development of a strong and healthy body through physical activity and good health habits; the promotion of physical fitness and healthful living; encouraging the adoption of recreational and leisure oriented activities by individuals; and providing a curriculum through which a student may qualify for licensure to teach, coach, or work in health and physical education. Members of the physical education instructional staff endeavor to incorporate moral principles in all activity and professional courses offered within the Department.

LEARNING OUTCOMES

PHYSICAL EDUCATION
Students will:
1. understand the body of knowledge of sound educational principles and concepts in the areas of pedagogy, observation and evaluation of the student and teacher, curriculum development and planning for students and special students, and learning theories and systems of motor learning.
2. demonstrate the effects of exercise on the human body and the musculoskeletal anatomy and biomechanical principles essential for human motion. This knowledge will enable an application of the development of proper exercise techniques, skill teaching progressions, and motor skill related activities.
3. demonstrate competency as a student teacher in an elementary and secondary or middle school system.
4. identify the historical and philosophical development of sport and physical education throughout the world.
5. formulate a Christian worldview and be able to integrate it into the teaching profession and a lifestyle of well-being.
6. demonstrate improvement in the area of individual physical fitness and personal skill development of various sport skills.
7. define and apply the body of knowledge of proper skill progressions, physical fitness components, management of weight control, rules, terminology, strategy, mechanical principles, and safety of various sport skills.
8. accept and display a lifestyle of physical activity, good nutritional habits, and proper wellness strategies.

SPORT MANAGEMENT MAJOR

PURPOSE
The mission of the Sport Management degree program at Liberty University is to help students develop skills to organize, administer, and facilitate sport programs at the corporate, agency, professional, and amateur levels. Opportunities are provided to develop knowledge and skills relevant to the performance of these functions.
### Program of Study

#### Athletic Training Major (B.S.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTR 200</td>
<td>Basic Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 210</td>
<td>Prevention of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 300</td>
<td>Evaluation of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 310</td>
<td>Therapeutic Modalities</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 320</td>
<td>Junior Practicum</td>
<td>1-2</td>
</tr>
<tr>
<td>ATTR 400</td>
<td>Therapeutic Exercise</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 410</td>
<td>Administrative Aspects of Ath. Tr.</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 420</td>
<td>Senior Practicum</td>
<td>1-2</td>
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<tr>
<td>FACS 330</td>
<td>Human Nutrition</td>
<td>3</td>
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<tr>
<td>HLTH 205</td>
<td>First Aid</td>
<td>3</td>
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<tr>
<td>HLTH 216</td>
<td>Personal Health</td>
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<tr>
<td>PHED 208</td>
<td>Motor Learning</td>
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<tr>
<td>PHED 310</td>
<td>Physiology of Exercise</td>
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<tr>
<td>PHED 311</td>
<td>Kinesiology</td>
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<td>SMGT400</td>
<td>Sport Psychology</td>
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<td><strong>Total</strong></td>
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#### Electives

- 6 credit hours

#### Suggested Course Sequence - B.S. Athletic Training

**First Year - First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL101</td>
<td>Grammar and Composition</td>
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<tr>
<td>GNED 101</td>
<td>Contemporary Issues I</td>
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<tr>
<td>BIBL105</td>
<td>Old Testament Survey</td>
<td>3</td>
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<td>BIBL205</td>
<td>Old Testament Life and Literature</td>
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<tr>
<td>CHMN 101</td>
<td>Evangelism and Christian Life</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 200</td>
<td>Basic Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 205</td>
<td>Accident Prevention and Care</td>
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**Second Year - First Semester**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GNED 102</td>
<td>Composition and Literature</td>
<td>3</td>
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<td>GNED 102</td>
<td>Contemporary Issues II</td>
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<tr>
<td>COMS 101</td>
<td>Speech Communication</td>
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<tr>
<td>BIBL 110</td>
<td>New Testament Survey</td>
<td>3</td>
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<tr>
<td>BIBL 210</td>
<td>New Testament Life and Literature</td>
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</tr>
<tr>
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<td>Prevention of Athletic Injuries</td>
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<td>FACS 330</td>
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**Second Year - Second Semester**

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<td>HUMN 101/LANG</td>
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<td>THEO 201</td>
<td>Theology Survey I</td>
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<td>MATH</td>
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<td>PHED 208</td>
<td>Motor Learning</td>
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<tr>
<td>BIOL 211</td>
<td>Human Anatomy and Physiology I</td>
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<td>CSER</td>
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**Third Year - First Semester**

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSYC 200</td>
<td>General Psychology</td>
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<td>HLTH 216</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 310</td>
<td>Therapeutic Modalities</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 320</td>
<td>Junior Practicum</td>
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### Program of Study

#### Exercise Science and Fitness Programming Major (B.S.)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HLTH 205</td>
<td>Accident Prevention and Care</td>
<td>3</td>
</tr>
<tr>
<td>PHED 101</td>
<td>Physical Fitness</td>
<td>2</td>
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<tr>
<td>PHED 208</td>
<td>Motor Learning</td>
<td>2</td>
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<tr>
<td>PHED 209</td>
<td>Motor Learning Lab</td>
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<tr>
<td>PHED 210-240</td>
<td>Professional Physical Education Activities</td>
<td>2</td>
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<tr>
<td>PHED 225</td>
<td>Weight Training/Conditioning</td>
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<tr>
<td>PHED 229</td>
<td>Intermediate/Advanced Swimming</td>
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<tr>
<td>PHED 310</td>
<td>Physiology of Exercise</td>
<td>3</td>
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<td>PHED 311</td>
<td>Kinesiology</td>
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<td>PHED 333</td>
<td>Adapted Physical Education</td>
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<td>PHED 334</td>
<td>Adapted Physical Education Lab</td>
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<td>PHED 320</td>
<td>Measurement and Evaluation in Health</td>
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<td>PHED 404</td>
<td>Administration and Organization of Physical Education</td>
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<td>PHED 460</td>
<td>Exercise Testing, Evaluation and Prescription</td>
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<td>Exercise Leadership</td>
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<td>PHED 499</td>
<td>Internship</td>
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#### Suggested Course Sequence - B.S. Exercise Science/ Fitness Programming

**First Year - First Semester**

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<tr>
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<tbody>
<tr>
<td>ENGL101</td>
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<tr>
<td>GOVT 200/PSYC 200/210/SOCI 200/201</td>
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<tr>
<td>MATH</td>
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<td>CHMN 101</td>
<td>Evangelism and Christian Life</td>
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<td>BIBL105</td>
<td>Old Testament Survey</td>
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<td>BIBL 110</td>
<td>Old Testament Life and Literature</td>
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**Second Year - First Semester**

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<tr>
<td>ATTR 310</td>
<td>Therapeutic Modalities</td>
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</tr>
<tr>
<td>ATTR 320</td>
<td>Junior Practicum</td>
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</table>

**Electives**

- 3 credit hours
### Program of Study

**Physical Education Major (B.S.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 205</td>
<td>Accident Prevention and Care</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 216</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>PHED 101</td>
<td>Physical Fitness</td>
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<tr>
<td>PHED 207</td>
<td>History, Foundations of Physical Education</td>
<td>3</td>
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<tr>
<td>PHED 208</td>
<td>Motor Learning</td>
<td>2</td>
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<tr>
<td>PHED 210-240</td>
<td>Professional Physical Education Activities</td>
<td>5</td>
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<tr>
<td>PHED 224</td>
<td>Tumbling/Gymnastics</td>
<td>1</td>
</tr>
<tr>
<td>PHED 310</td>
<td>Physiology of Exercise</td>
<td>3</td>
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<tr>
<td>PHED 311</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PHED 320</td>
<td>Measurement and Evaluation in Health and Physical Education</td>
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<tr>
<td>PHED 404</td>
<td>Administration and Organization of Physical Education</td>
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**Teacher Licensure Requirements**

**Endorsement: Health/Physical Education (PreK-12)**

**General Education**

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<tbody>
<tr>
<td>MATH 227</td>
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<td>PSYC 210</td>
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**Professional Education**

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<td>EDUC 221</td>
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<td>EDUC 235/236</td>
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</tr>
<tr>
<td>FACS 330</td>
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<tr>
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<tr>
<td>PHED 333</td>
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<td>PHED 450/322</td>
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<td>PHED 451/326</td>
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**Student Teaching Semester**

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**Suggested Course Sequence - B.S. Physical Education**

**First Year - First Semester**

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<th>Credits</th>
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<tbody>
<tr>
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<td>Composition and Literature</td>
<td>3</td>
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<tr>
<td>COMS 101</td>
<td>Speech Communication</td>
<td>3</td>
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<tr>
<td>HLTH 205</td>
<td>Accident Prevention and Care</td>
<td>3</td>
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<tr>
<td>PHED 210-</td>
<td>(1 Activity Course)</td>
<td>1</td>
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<tr>
<td>240</td>
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<tr>
<td>BIBL 110</td>
<td>New Testament Survey</td>
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<tr>
<td>or BIBL210</td>
<td>New Testament Life and Literature</td>
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<tr>
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<td>Contemporary Issues II</td>
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**Second Year - First Semester**

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<tr>
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**Second Year - Second Semester**

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<td>APOL 290</td>
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**Third Year - First Semester**

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<tr>
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<td>Elements of General Chemistry</td>
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<tr>
<td>PHIL 201</td>
<td>Philosophy and Contemporary Ideas</td>
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<tr>
<td>PHED 208</td>
<td>Motor Learning</td>
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<td>PHED 209</td>
<td>Motor Learning Lab</td>
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<tr>
<td>PHED 225</td>
<td>Weight Training/Conditioning</td>
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<tr>
<td>PHED 311</td>
<td>Kinesiology</td>
<td>3</td>
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<td>PHED 320</td>
<td>Measurement and Evaluation in Health and Physical Education</td>
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<td>CSER 320</td>
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**Third Year - Second Semester**

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<td>BUS 102</td>
<td>Introduction to Computer-Based Systems</td>
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<tr>
<td>PHED 333</td>
<td>Adapted Physical Education</td>
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<td>PHED 334</td>
<td>Adapted Physical Education Lab</td>
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<td>PHED 460</td>
<td>Exercise Testing, Evaluation and Prescription</td>
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<td>(1 Activity Course)</td>
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<td>240</td>
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<tr>
<td>Elective</td>
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<tr>
<td>CSER 320</td>
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**Fourth Year - First Semester**

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<th>Course Title</th>
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<td>Physiology of Exercise</td>
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<td>PHED 404</td>
<td>Administration and Organization of Physical Education</td>
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<tr>
<td>PHED 461</td>
<td>Exercise Leadership</td>
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**Fourth Year - Second Semester**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL102</td>
<td>Composition and Literature</td>
<td>3</td>
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<tr>
<td>MATH 227</td>
<td>Number Systems and Geometry</td>
<td>3</td>
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<tr>
<td>CHMN 101</td>
<td>Evangelism and Christian Life</td>
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</tr>
<tr>
<td>EDUC 125/126</td>
<td>Introduction to Education</td>
<td>1+1</td>
</tr>
<tr>
<td>BIBL 110</td>
<td>New Testament Survey</td>
<td>3</td>
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<tr>
<td>or BIBL 210</td>
<td>New Testament Life and Literature</td>
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<tr>
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<td>Contemporary Issues II</td>
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### Program of Study

**Sport Management Major (B.S.)**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PHED 404</td>
<td>Administration and Organization of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>SMGT200</td>
<td>Introduction to Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>SMGT201</td>
<td>History of Sport</td>
<td>3</td>
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<tr>
<td>SMGT205</td>
<td>Practicum</td>
<td>3</td>
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<tr>
<td>SMGT302</td>
<td>Sport Facility and Design</td>
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<tr>
<td>SMGT305</td>
<td>Sport Law</td>
<td>3</td>
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<tr>
<td>SMGT310</td>
<td>Communication In Sport</td>
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<tr>
<td>SMGT400</td>
<td>Sport Psychology</td>
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<td>SMGT405</td>
<td>Sport Finance</td>
<td>3</td>
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<tr>
<td>SMGT406</td>
<td>Issues and Trends in Sport</td>
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<td>SMGT410</td>
<td>Sport Marketing</td>
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<tr>
<td>SMGT499</td>
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**Directed Electives: Choose 7 hours**

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<tr>
<td>PHED 210-240</td>
<td>Professional Physical Activities</td>
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<tr>
<td>PHED 304</td>
<td>Coaching Football</td>
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<td>PHED 306</td>
<td>Coaching Basketball</td>
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<td>SMGT300</td>
<td>Introduction to Coaching</td>
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<td>SMGT390</td>
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<td>SMGT497</td>
<td>Special Topics in Sport</td>
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### Suggested Course Sequence - B.S. Sport Management

**First Year - First Semester**

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<th>Course Title</th>
<th>Hours</th>
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<td>NAT SCI</td>
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<tr>
<td>LAB</td>
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<tr>
<td>BIBL105</td>
<td>Old Testament Survey</td>
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<td>or</td>
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<td>BIBL 110</td>
<td>Old Testament Life and Literature</td>
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<td>GNED 101</td>
<td>Contemporary Issues I</td>
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**First Year - Second Semester**

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<td>CHMN 101</td>
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<tr>
<td>COMS 101</td>
<td>Speech Communication</td>
<td>3</td>
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<td>SMGT200</td>
<td>Introduction to Sport Management</td>
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<tr>
<td>BIBL 110/210</td>
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**Second Year - First Semester**

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**Second Year - Second Semester**

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<td>SMGT 205</td>
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<td>DIRECTED ELECTIVE</td>
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<tr>
<td>APO*900</td>
<td>History of Life</td>
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**Third Year - First Semester**

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<td>PHED 310</td>
<td>Physiology of Exercise</td>
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<td>Adapted Physical Education and Recreation</td>
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**Third Year - Second Semester**

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**Fourth Year - First Semester**

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<td>Measurement and Evaluation in Health and Physical Education</td>
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<td>PHED 404</td>
<td>Administration and Organization of Physical Education</td>
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<td>PHED 451/326</td>
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<td>The School Health Program</td>
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<td>HLTH 440/441</td>
<td>Method in Teaching</td>
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**Fourth Year - Second Semester**

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<td>Seminar for Student Teachers</td>
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<td>Supervised Student Teaching in Elementary Physical Education</td>
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**CSER**

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**Second Year - Second Semester**

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<th>Course Title</th>
<th>Hours</th>
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<td>SMGT 205</td>
<td>Practicum</td>
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<td>DIRECTED ELECTIVE</td>
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<tr>
<td>APO*900</td>
<td>History of Life</td>
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<td>Elective</td>
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**CSER**

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*Suggested Course Sequence - B.S. Sport Management*

- **First Year - First Semester**
  - ENGL101: Grammar and Composition (3 hours)
  - GOVT 200/PSYC 200/210/SOCI 200/201 (3 hours)
  - NAT SCI (3 hours)
  - LAB (1 hour)
  - DIRECTED ELECTIVE
  - BIBL105: Old Testament Survey (3 hours)
  - or
  - BIBL 110: Old Testament Life and Literature (1 hour)
  - GNED 101: Contemporary Issues I (1 hour)

- **First Year - Second Semester**
  - ENGL102: Composition and Literature (3 hours)
  - CHMN 101: Evangelism and Christian Life (2 hours)
  - COMS 101: Speech Communication (3 hours)
  - SMGT200: Introduction to Sport Management (3 hours)
  - BIBL 110/210 (3 hours)
  - GNED 102: Contemporary Issues II (1 hour)

- **Second Year - First Semester**
  - MATH (3 hours)
  - THEO 201: Theology Survey I (3 hours)
  - GEN ED ELEC (3 hours)
  - SMGT 201: History of Sport (3 hours)
  - Elective (3 hours)

- **Second Year - Second Semester**
  - NAT SCI/MATH/BUSI 102
  - THEO 202: Theology Survey II (3 hours)
  - SMGT 205: Practicum (3 hours)
  - DIRECTED ELECTIVE (1 hour)
  - APO*900: History of Life (2 hours)
  - Elective (3 hours)

- **CSER**
Course Descriptions

**ATHL001  Men’s Basketball**  One hour  Participation in intercollegiate competition in basketball.

**ATHL011  Baseball**  One hour  Participation in intercollegiate competition in baseball.

**ATHL022  Football**  One hour  Participation in intercollegiate competition in football.

**ATHL024  Women’s Soccer**  One hour  Participation in intercollegiate competition in soccer.

**ATHL034  Men’s Soccer**  One hour  Participation in intercollegiate competition in soccer.

**ATHL035  Men’s/Women’s Track**  One hour  Participation in intercollegiate competition in track.

**ATHL036  Men’s/Women’s Cross Country**  One hour  Participation in intercollegiate competition in cross country.

**ATHL041  Women’s Basketball**  One hour  Participation in intercollegiate competition in basketball.

**ATHL042  Women’s Volleyball**  One hour  Participation in intercollegiate competition in volleyball.

**ATHL043  Women’s Softball**  One hour  Participation in intercollegiate competition in softball.

**ATHL044  Golf**  One hour  Participation in intercollegiate competition in golf.

**ATHL045  Tennis**  One hour  Participation in intercollegiate competition in tennis.

**ATHL050  Athletic Trainers**  One hour  Assigned responsibilities as trainer for an intercollegiate team.

**ATHL200  Cheerleading**  One hour  Membership in the University cheerleading squad.
ATTR 200  **Basic Athletic Training**  Two hours
Prerequisite: Athletic Training Major/Minor
An introduction to the profession of athletic training. Topics also include basic methods of care, treatment, and rehabilitation of athletic injuries. Laboratory experiences are provided.

ATTR 210  **Prevention and Care of Athletic Injuries**  Two hours
Prerequisite: ATTR 200
Methods of preventing and caring for athletic injuries are investigated. Includes taping and strapping techniques and theories behind the use of protective equipment. Lab experiences included. Lab fee.

ATTR 300  **Evaluation of Athletic Injuries**  Two hours
Prerequisite: ATTR 200
Methods of evaluation of athletic injuries are investigated, including history, inspection, palpation, and orthopedic and neurologic testing. Lab experiences included.

ATTR 310  **Therapeutic Modalities in Athletic Training**  Two hours
Prerequisites: ATTR 200, 210
A study of theories and principles of uses of different modalities to enhance the healing of injuries. Lab experiences included. Lab fee.

ATTR 320  **Junior Practicum**  One to two hours
Prerequisite: Consent of instructor and Junior standing
Practical experiences as a student athletic trainer within the intercollegiate athletic department as well as beginning to learn about athletic training/sports medicine research methods.

ATTR 400  **Therapeutic Exercise and Rehabilitation**  Two hours
Prerequisites: ATTR 310
An in-depth study of theories and principles used to rehabilitate athletic injuries and common surgical procedures.

ATTR 410  **Administrative Aspects of Athletic Training**  Two hours
Prerequisite: Junior standing
A study of the problems and considerations involved in the successful management of an athletic training program. Areas discussed include budgeting, facility design, ordering and inventory, and legal liability.

ATTR 420  **Senior Practicum**  One to two hours
Prerequisite: Senior standing and instructor approval
Practical experiences as a student athletic trainer within the intercollegiate athletic department as well as delving further into athletic training/sports medicine research methods.

PHED 101  **Physical Fitness**  Two hours
A basic course in fundamentals of personal physical fitness. Emphasis is given to concepts of aerobic exercise, strength and flexibility development. Lab fee.

PHED 207  **History and Foundations of Physical Education**  Three hours
An overview of the physical education teaching profession. Instructional emphasis is on the historical development, philosophical perspectives, curricular programs, and current problems and issues of physical education.

PHED 208  **Motor Learning**  Two hours
A study of the principles involved in the development of human motor/sport skills. Instructional emphases focuses on the processes underlying skilled performance and the application of principles of skilled performance and learning in teaching, coaching, and rehabilitation settings.

PHED 209  **Motor Learning Lab**  One hour
Lab sessions designed to give students the opportunity to experience problem-solving situations involving motor learning research findings applicable to exercise, sport, and rehabilitation settings.

PHED 210-240  **Professional Physical Education Activities**
These courses are designed to meet the needs of professional physical educators. Teaching techniques along with personal skill competencies are stressed. Physical education majors must complete a minimum of five of these courses. These courses are open to all students. Lab fee.

PHED 210  **Volleyball**
PHED 211  **Basketball**
PHED 212  **Soccer**
PHED 213  **Football**
PHED 214  **Softball**
PHED 215  **Track and Field**
PHED 216  **Field Hockey**
PHED 217  **Lacrosse**
PHED 218  **Tennis**
PHED 221  **Golf**
PHED 222  **Archery**
PHED 224  **Tumbling/Gymnastics**
PHED 225  **Weight Training/Conditioning**
PHED 226  **Wrestling**
PHED 227  **Fencing**
PHED 228  **Beginning Swimming**
PHED 229  **Intermediate/Advanced Swimming**
PHED 232  **Recreational Sports**
PHED 230  ** Lifeguard Training** (American Red Cross)

PHED 231  **Water Safety Instructor** (American Red Cross)

PHED 233  **Lifeguard Training**

PHED 234  **Coaching**

PHED 235  **Swimming**

PHED 236  **Health and Safety Education**

PHED 237  **Outdoor and Recreational Education**

PHED 238  **Adapted Education**

PHED 239  **Adapted Physical Education**

PHED 240  **Physical Education in Schools**

PHED 244  **Health and Safety Education**

PHED 245  **PE Observations in Schools**  One hour

This course is designed to provide exposure to the teaching of physical education in elementary, middle and secondary school settings, and adapted physical education for the excep-
tional child. The student must observe a minimum of ten hours in an elementary program and ten hours in a middle or secondary program.

PHED 304 Coaching Football Three hours
Prerequisite: Junior standing
A study which presents the techniques and strategies of team play. Various offensive and defensive styles are explored. Laboratory experiences are provided.

PHED 306 Coaching Basketball Three hours
Prerequisite: Junior standing
Theories, methods, organization and techniques of teaching and coaching of basketball skills and play.

PHED 310 Physiology of Exercise Three hours
Prerequisites: BIOL 211, 212 and Junior standing
A study of the effects of exercise on the major systems of the human body including the cardiorespiratory, neuro-muscular, glandular and digestive. Other effects influencing human exercise will be examined, including climate, altitude and ergogenic aids.

PHED 311 Kinesiology Three hours
Prerequisites: BIOL 211, 212 and Junior standing
A study of human motion emphasizing the musculoskeletal structure and neuromuscular involvement in voluntary movement. In addition biomechanical principles involved in the performance of motor/sport skills and strength training exercises will be examined.

PHED 314 Officiating in Athletics Two hours
A study of rules, game procedures, methods and practice in officiating athletic activities.

PHED 320 Measurement and Evaluation in Health and Physical Education Three hours
This course will consider the basic principles related to measurement and evaluation including the selection, administration and use of tests unique to the field of health and physical education. Special emphasis will be placed on testing procedures. Computer software for statistics will be introduced. Lab fee.

PHED 322 PE Student Aide: Elementary One hour
(Offered spring semester)
Prerequisite: PHED 245
A sequence of practicum experiences designed to involve the student with actual assisting and teaching physical education to elementary school. The student is assigned a minimum of 20 hours of practicum work under the supervision of physical educators in a local elementary school. (Must be taken with PHED 450.)

PHED 326 PE Student Aide: Middle or Secondary One hour
(Offered fall semester)
Prerequisite: PHED 245
An assigned practicum experience designed to involve the student actual assisting in teaching physical education classes in a middle or secondary school setting. The student must complete 20 hours of practicum work under the supervision of a physical educator in one of the local schools. (Must be taken with PHED 451.)

PHED 333 Adapted Physical Education Two hours
Prerequisite: Junior standing
Methods of classification of exceptional students, program planning and teaching of activities appropriate to needs of the handicapped are examined.

PHED 334 Adapted Physical Education Lab One hour
Prerequisite: Junior standing
Teaching methods of activities appropriate to the needs of exceptional students are examined. Addresses the importance of adapting physical education programs to meet the unique needs of exceptional students.

PHED 352 Teaching Physical Education in the Elementary School Two hours
Prerequisite: Junior standing
An introduction to games and play activities which are suitable for elementary-aged students. Activity selection, planning and teaching methods are stressed. This course is designed for the elementary physical education concentration.

PHED 404 Administration and Organization of Physical Education, Sport Management, and Exercise Science Programs Three hours
Prerequisite: Junior standing
A study of the problems and considerations involved in the successful management of physical education programs. Areas considered include program planning, budgeting, facility design and organization and current organizational trends.

PHED 435 Seminar for Student Teachers Two hours
Prerequisite: Admission to TPP (Student Teaching)
This course is taken simultaneously with EDUC 469 and 470. The Seminar sessions will involve discussing topics relevant to physical education, sharing experiences from student teaching assignments, and gaining insights from professionals in the field of education.

PHED 450 Elementary Physical Education Methods Three hours
Prerequisites: PHED 207 and 208, Junior standing and admission to Teacher Licensure Program
This course is designed to provide instruction in the physical education curriculum for elementary school settings. Areas of emphasis include class management, curriculum development, skill progressions, teaching methods and movement activities for grades K-6.

PHED 451 Secondary Physical Education Methods Three hours
(Offered spring semester)
Prerequisites: PHED 207 and 208, Junior standing and admission to Teacher Licensure Program
The course is designed to provide the student with a thorough understanding of the teaching-learning process in middle and high school settings. The student will learn how to plan and present progressive learning tasks, develop effective teaching skills, analyze and evaluate the instructional process and design curricular materials.

PHED 460 Exercise Testing, Evaluation, and Prescription Three hours
Prerequisites: PHED 310, 311 and 320
This course will consider the use of health and fitness field and laboratory instruments, techniques, procedures and equipment. Special emphasis will be placed on the ability to administer test protocols for evaluating the health-related components of physical fitness.

PHED 461 Exercise Leadership Three hours
Prerequisite: PHED 460
This course will emphasize the necessary leadership qualities and skills expected for leading exercise activities. The student will develop professional competencies through class-
room instruction as well as observational and practical experiences.

**PHED 495 Independent Study**

One to three hours

Prerequisites: Permission of the Department Chairman, Junior standing and a minimum cumulative grade point average of 2.5.

A research-oriented project in an approved topical area or an independently-completed course of study in a specially-designed area. Generally available only for Physical Education majors who have unusual and specific program needs.

**PHED 497 Special Topics in Physical Education**

One to three hours

**PHED 499 Professional Practicum**

One to six hours

Prerequisites: PHED 461, a minimum cumulative grade point average of 2.15, completion of all Exercise Science/Fitness Programming major courses (300-400 level) and at least a grade of C in all core courses or consent of the Sport Sciences Chairman.

Practical work experience in approved fitness-related agencies supervised by a qualified educator. Experience will include fitness testing, evaluation, prescription, instruction and leadership in different exercise settings.

**SMGT 200 Introduction to Sport Management**

Three hours

Basic concepts of sport management; career preparation; professional opportunities.

**SMGT 201 History of Sport**

Three hours

Major historical and philosophical development in sport with identification of major social issues influencing that development.

**SMGT 205 Practicum**

Three hours

Supervised work experience in a sport administration area by the student with approval of advisor.

**SMGT 300 Introduction to Coaching**

Three hours

Prerequisite: Sophomore standing

An overview of the roles, qualifications, responsibilities, and skills required of coaches during the season and off season. Issues affecting coaches both on and off the field will be addressed.

**SMGT 302 Sport Facility and Design**

Three hours

Prerequisite: 200 level SMGT courses

Designing, planning and managing of sport arenas and facilities.

**SMGT 305 Sport Law**

Three hours

Negligence liability; control of amateur, professional and school sport; violence/crowd; product liability; risk management; selected current issues.

**SMGT 310 Communication in Sport**

Three hours

This course is designed to give the students the theoretical foundation of interpersonal communication with application of these foundational bases to sport organizations through the use of lectures, discussions, case studies, class assignments, and guest speakers. Media management and relations as well as basic business communications are competencies necessary for sport management. Students will learn through the course how both print and electronic media operate, how to use media to communicate, and how to make decisions based on ratings and shares.

**SMGT 399 Interim Internship**

Three hours

A SMGT directed elective that will consist of supervised work experience approved in advance by the professor in a sport administration and/or management cognate (administration, aquatics, promotion, marketing, directing, fitness).

**SMGT 400 Sport Psychology**

Three hours

An overview of essential physiological and psychological considerations involved in coaching teams.

**SMGT 405 Sport Finance**

Three hours

Economic marketing and finance theories applied to sport organizations, with special emphasis on the impact of sport upon the proximate community, and general development of cities and sport facilities.

**SMGT 406 Issues and Trends in Sport**

Three hours

A basic understanding of the developments, trends and social processes that explain the widely popular sporting experiences of society today.

**SMGT 410 Sport Marketing**

Three hours

The relevant areas of marketing are applied to sport-applications for spectator and participative sport organizations are given. Special emphasis is placed on strategic planning, product analysis, and the development and presentation of marketing packages to secure sponsorship.

**SMGT 495 Directed Research**

One to three hours

**SMGT 497 Special Topics in Sport Management**

One to three hours

**SMGT 499 Internship**

One to twelve hours

Placement with a sport organization for a controlled learning experience with the student’s career specialization area.
School of Religion

Dean, School of Religion
Distinguished Professor of Systematic Theology
B.A., Northwestern College; M.A., Southern Methodist University; Th.M., Dallas Theological Seminary; M.R.E., Garrett Theological Seminary; D.Min., Fuller Theological Seminary; D.D., Baptist Bible College. At LU from 1971 to 1973; 1978 to present.

Associate Dean, School of Religion
Professor of Biblical Studies
B.A., Bob Jones University; M.Div., Grace Theological Seminary; S.T.M., Dallas Theological Seminary; M.Ed., Lynchburg College; D.Min., Trinity Evangelical Divinity School; additional graduate work at Eastern Michigan University and the University of Virginia. At LU since 1975.

PurPose
The mission of the School of Religion is to produce Christ-centered leaders with the values, knowledge, and skills required to fulfill the Great Commission.

Aims
For All Students: The student will . . .
1. understand the basic contents of the Old and New Testaments;
2. understand the doctrines of evangelical Christianity;
3. understand the basis for and significance of the Gospel as it relates to persons individually and corporately; and
4. understand the Christian world view and be able to intelligently communicate it and its implications for one’s lifestyle.

For Religion Majors: The student will . . .
1. understand the doctrines of evangelical Christianity and how the process of biblical interpretation works, by which doctrines are formulated;
2. be able to teach the Bible effectively; and
3. be able to demonstrate an understanding of and applications of skills for the specific ministry for which the student is preparing.

Philosophy
At Liberty, we believe and teach the multiple approach to ministry. It is our philosophy that when someone receives the call of God to pastor a church, he may be called to a specific ministry. A youth pastor, for example, holds the same high calling as the senior pastor and is, in fact, an extension of the senior pastor’s ministry to youth. Thus, a person called of God as a pastor’s ministry to youth. Thus, a person called of God as a youth pastor would choose the Religion major with a specialization in Youth Ministries. Pre-seminary students normally are encouraged to specialize in Biblical Studies or Philosophy.

Action Orientation
The School of Religion provides its undergraduate majors with extra-curricular opportunities for learning and developing leadership skills in ministry. The pastoral ministry program follows a carefully designed plan which leads toward leadership development in ministry. Missions students are exposed to fields of cross-cultural ministry through the Student Missions Ministries program. Similar programs are being developed for other ministry related areas. The Center for Youth Ministry provides a variety of field experience training for those specializing in youth ministry through the Church Ministries Department.

Christian/Community Service
Mission
In recognition of the scriptural admonition that “faith without works is dead” (James 2:17), and in fulfillment of the Great Commission of world evangelization of Matt. 28:19-20, the Christian/Community Service component of the curriculum serves to affirm the Christian worldview and provide a practical expression of God’s love for mankind.

Christian/Community Service is required for each semester of full-time enrollment.

Goals
The Christian/Community Service seeks to support the University in fulfilling its Mission and Aims by providing experiences for students that:
1. promote the development of the Christian world view as it impacts lifestyles, decision-making, personal integrity, and social responsibility;
2. develop a sense of responsibility to mankind which entails selfless service, and active and clear communication of the Christian faith;
3. offer opportunities for students to explore and practice ways in which they may glorify God and advance the cause of Christ through their chosen careers; and
4. provide avenues to explore ways of displaying Christian commitment and virtue through local churches, or social, civic, athletic, artistic, or scholastic organizations which are compatible with the University’s mission.

Faculty
John M. Balmer, Jr., B.S., Th.M.
Assistant Professor of Missions
Director of Center for World Missions
B.S., Wheaton College; Th.M., Dallas Theological Seminary; doctoral studies at Columbia International University. At LU since 2000.

W. David Beck, B.A., M.A., Ph.D.
Associate Vice President for Academic Affairs
Professor of Philosophy
B.A., Houghton College; M.A., Trinity Evangelical Divinity School; Ph.D., Boston University; additional graduate study at the University of Rhode Island. At LU since 1978.

James A. Borland, B.A., M.Div., Th.M., Th.D.
Professor of Biblical Studies and Theology
B.A., Los Angeles Baptist College; M.Div., Los Angeles Baptist Theological Seminary; Th.M., Talbot Theological Seminary; Th.D. Grace Theological Seminary. At LU since 1977.

Wayne A. Brindle, B.A., Th.M., Th.D.
Professor of Biblical Studies
B.A., Kansas Wesleyan University; Th.M., Th.D., Dallas Theological Seminary. At LU since 1981.
Assistant Professor of Biblical Studies

Chair, Department of Biblical Studies
Professor of Biblical Studies and Pastoral Ministries
B.A., Columbia Bible College; Th.M., Dallas Theological Seminary; Adv. M.Ed., University of Southern California; Th.D., Dallas Theological Seminary; post-doctoral study at Purdue University. At LU since 1979.

Mark W. Foreman, B.M.Ed., M.A.
Assistant Professor in Philosophy and Religion
B.M.Ed., Westminster Choir College; M.A., Dallas Theological Seminary; doctoral studies at University of Virginia. At LU since 1990.

Donald L. Fowler, B.A., M.Div., Th.M., Th.D.
Professor of Biblical Studies

Adjunct Professor of Religion
B.Ed., Chicago State University; M.A.T.S., North Park Seminary; M.Ed., Ed.D., Loyola University; additional graduate work at Oxford University, Princeton University and Harvard University. At LU since 1995.

Lee Gibson, B.A., M.A.R.
Instructor of Contemporary Issues
Assistant Director of Christian/Community Service
B.A., Liberty University; M.A.R., Liberty Baptist Theological Seminary. At LU since 1995.

Gary R. Habermas, B.R.E., M.A., Ph.D., D.D.
Chair, Department of Philosophy and Theology Studies
Distinguished Professor of Apologetics and Philosophy

Professor of Biblical Studies
B.A., Calvary Bible College; M.Div., Th.M., Th.D., Grace Theological Seminary; additional study at the Hebrew Union College-Nelson Glueck School of Archaeology (Israel); participated at Tel Dan excavation, 1981. At LU since 1977.

Dean, Institute of Biblical Studies
Professor of Religion
B.A., William Tyndale College; M.A., Trinity Evangelical Divinity School; Th.M., Grace Theological Seminary; Th.D., Trinity Graduate School of Theology; D.Min., Westminster Theological Seminary; D. Phil., University of South Africa; Fellow of the International Biographical Association (Cambridge, England); additional graduate study at Acadia University (Nova Scotia, Canada). At LU since 1974.

Craig Hinkson, B.S., M.A.T.S., M.Div., Ph.D.
Assistant Professor of Theology and Philosophy
Director of Graduate Studies
B.S., Kansas State University; M.A.T.S., Bethel Seminary; M.A. Div., Ph.D., University of Chicago Divinity School. At LU since 1997.

Will Honeycutt, B.S., M. Div.
Instructor of Contemporary Issues
Assistant Director of Christian/Community Service
B.S., Liberty University; M. Div. Liberty Baptist Theological Seminary. At LU since 1995.

Assistant Professor of Theology
Th.G., B.A., Baptist Bible College; M.A., Liberty University; M.Div., Liberty Baptist Theological Seminary; doctoral studies at University of Virginia. At LU since 1984.

Dean, Liberty Baptist Theological Seminary
Professor of Evangelism
B.A., Liberty University; M.A., Liberty Baptist Theological Seminary; M.Div., Luther Rice Seminary; D.D., North Florida Baptist Theological Seminary; D.Min., Reformed Theological Seminary. At LU since 1993.

Coordinator of On Campus Residency
Assistant Professor of Religion
B.A., Bob Jones University; M.A.R., M. Div., Liberty Baptist Theological Seminary; D.D., Maranatha Baptist Bible College; further study at Liberty Baptist Theological Seminary. At LU since 1991.

John Morrison, B.A., M.Div., Th.M., Ph.D.
Professor of Theology
B.A., University of Montana; M.Div., Th.M., Wester Conservative Baptist Seminary; Ph.D., University of Virginia. At LU since 1983.

Myron B. Penner, B.A., M.A.
Assistant Professor of Philosophy
B.A., M.A., Liberty University; doctoral studies in progress at University of Edinburgh. At LU since 1995-1996; 2000 to present.

Assistant Professor of Religion
Th.G., B.A., Baptist Bible College; M.A.B.S., M.Div., Baptist Bible Graduate School of Theology; Th.M., Liberty Baptist Theological Seminary; doctoral studies at Liberty Baptist Theological Seminary. At LU since 1997.

Tony D. Philpott, B.S., M.A.R.
Instructor of Youth Ministries
B.S., Liberty University; M.A.R., Liberty Baptist Theological Seminary. At LU since 2000.

Larrie Schlapman, B.A., B.S., M.A.
Assistant Professor of Religion

Professor of Religion;
Coordinator, EDP Religion
B.A., Baptist University of America; M.S., Longwood College; M.A., Liberty Baptist Theological Seminary; M.A.B.S., Dallas Theological Seminary; D.Min., Fuller Theological Seminary. At LU since 1985.

Stephen R. Vandegriff, B.S., M.A.
Assistant Professor of Youth Ministries
B.S., M.A., Liberty University. At Liberty since 2000.

Chair, Department of Church Ministries
Assistant Professor of Youth Ministries
Executive Director of the Center for Youth Ministries

Lew Weider, B.S., M.A.
Instructor of Contemporary Issues
Director of Christian/Community Service
B.S., M.A., Liberty University. At LU since 1985.

Career Opportunities
Associate Pastor
Children’s Pastor
Christian Education Director
Evangelist

资源 necessary to make critically-informed value judgments.
4. Students will demonstrate the ability to critically analyze and biblically formulate, express, and apply a personal, Christian worldview.

Programs of Study
Religion Major (B.A. or B.S.) - Biblical Studies Specialization
BIBL 350 Inductive Bible Study 3
BIBL 424 Acts 3
BIBL 425 Romans 3
BIBL Elective (O.T.) 3
BIBL Elective (N.T.) 3
BIBL Elective (Bkgd) 3
BIBLE Elective 6
CHHI 301 History of the Christian Church I 3
CHHI 302 History of the Christian Church II 3
CHMN 201 Introduction to Church Ministries 3
or
YOUT 201 Principles of Youth Ministry 3
MCCS 200 Introduction to Missions 3
or
MCCS 300 Cross-Cultural Ministries 3
THEO 250 Fundamental Theological Issues 3

Religion Major (B.S.) - Missions Specialization
BIBL 350 Inductive Bible Study 3
BIBL 425 Romans 3
BIBL Elective 3
CHHI 301 History of the Christian Church I 3
CHHI 302 History of the Christian Church II 3
CHMN 201 Introduction to Church Ministries 3
or
YOUT 201 Principles of Youth Ministry 3
MCCS 200 Introduction to Missions 3
or
MCCS 300 Cross-Cultural Ministries 3
MCCS 338 Contemporary Mission Problems and Topics 3
MCCS 341 Missions and Evangelism 3
MCCS 355 Biographical Studies of Famous Missionaries and Early Converts 3
MCCS 420 Theology of Missions 3
MCCS 441 Missions and Cultural Ministry Preparation 3
MCCS 499 Field Internship 3
PATH 350 Pastoral Duties 3
or
MCCS 483 Women’s Roles in Mission 3
THEO 250 Fundamental Theological Issues 3

Religion Major (B.S.) - Pastoral Ministries Specialization
BIBL 350 Inductive Bible Study 3
BIBL 425 Romans 3
BIBL Elective 3
CHHI 301 History of the Christian Church I 3
CHHI 302 History of the Christian Church II 3
CHMN 201 Introduction to Church Ministries 3
or
YOUT 201 Principles of Youth Ministry 3
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>GREEK 301</td>
<td>Greek Grammar III</td>
<td>3</td>
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<tr>
<td>MCCS 200</td>
<td>Introduction to Missions</td>
<td>3</td>
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<tr>
<td>MCCS 300</td>
<td>Cross Cultural Missions</td>
<td>3</td>
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<tr>
<td>PATH 350</td>
<td>Pastoral Duties</td>
<td>3</td>
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<tr>
<td>PATH 421</td>
<td>Homiletics I</td>
<td>3</td>
</tr>
<tr>
<td>PATH 422</td>
<td>Homiletics II</td>
<td>3</td>
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<tr>
<td>PATH 450</td>
<td>Organization and Administration of the Local Church</td>
<td>3</td>
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<tr>
<td>PATH 499</td>
<td>Pastoral Ministries Internship</td>
<td>3</td>
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<tr>
<td>THEO 250</td>
<td>Fundamental Theological Issues</td>
<td>3</td>
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<tr>
<td>THEO 412</td>
<td>The Church: Its Mission and Hope</td>
<td>3</td>
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<tr>
<td>MCCS 200</td>
<td>Introduction to Missions</td>
<td>3</td>
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</tbody>
</table>

**Suggested Course Sequence - B.A. Religion**

**First Year - First Semester** 15 hours

- **ENGL101** Grammar and Composition 3
- **CHMN 101** Evangelism and Christian Life 2
- **HISTORY** 3
- **CHMN 201/YOUT201** 3
- **BIBL105** Old Testament Survey 3
- **BIBL205** Old Testament Life and Literature 3
- **GNED 101** Contemporary Issues I 1

**First Year - Second Semester** 16 hours

- **ENGL102** Composition and Literature 3
- **COMS 101** Speech Communication 3
- **MATH** 3
- **MCCS 200/300** 3
- **BIBL 110** New Testament Survey 3
- **BIBL 210** New Testament Life and Literature 3
- **GNED 102** Contemporary Issues II 1

**Second Year - First Semester** 16 hours

- **NATSCI** 3
- **LAB** 1
- **HUMN 101/LANG** 3
- **THEO 201** Theology Survey I 3
- **SPECIALIZATION** 3
- **LANGUAGE** 3
- **CSER**

**Second Year - Second Semester** 14 hours

- **SOC SCI (Non-History)** 3
- **THEO 202** Theology Survey II 3
- **APOL 290** History of Life 2
- **BIBL 350** Inductive Bible Study 3
- **LANGUAGE** 3
- **CSER**

**Third Year - First Semester** 15 hours

- **ENGL1TSURVEY** 3
- **PHIL 201** Philosophy and Contemporary Ideas 3
- **BIBL 425** Romans 3
- **SPECIALIZATION** 3
- **LANGUAGE** 3
- **CSER**

**Third Year - Second Semester** 15 hours

- **HISTORY** 3
- **CHHI 301/302** 3
- **LANGUAGE** 3
- **SPECIALIZATION** 3
- **Elective** 3
- **CSER**

**Fourth Year - First Semester** 15 hours

- **THEO 250** Fundamental Theological Issues 3
- **SPECIALIZATION** 3
- **INTEGRATIVE** 3
- **Electives** 6
- **CSER**

**Fourth Year - Second Semester** 14 hours

- **BIBL** 3
- **SPECIALIZATION** 3
- **INTEGRATIVE** 3
- **Electives** 5
- **CSER**
NOTE: 12 hours of one language is required for the B.A. degree. Greek is recommended.

Suggested Course Sequence - B.S. Religion

First Year - First Semester  15 hours
ENGL101  Grammar and Composition  3
CHMN101  Evangelism and Christian Life  2
SOC SCI/HISTORY  3
CHMN 201/YOUT 201  3
BIBL105  Old Testament Survey  3
or
BIBL205  Old Testament Life and Literature  1
GNED 101  Contemporary Issues I

First Year - Second Semester  16 hours
ENGL102  Composition and Literature  3
COMS 101  Speech Communication  3
MATH  3
MCCS 200/300  3
BIBL 110  New Testament Survey  3
or
BIBL 210  New Testament Life and Literature
GNED 102  Contemporary Issues II  1

Second Year - First Semester  16 hours
NAT SCI  3
LAB  1
HUMAN 101/LANG  3
THEO 201  Theology Survey I  3
SPECIALIZATION  3
Elective  3
CSER

Second Year - Second Semester  14 hours
GOVT 200/PSYC 200/210/SOCI 200/201  3
THEO 202  Theology Survey II  3
APOL290  History of Life  2
BIBL350  Inductive Bible Study  3
Elective  3
CSER

Third Year - First Semester  15 hours
ENGL  Limited Survey  3
PHIL201  Philosophy and Contemporary Ideas  3
BIBL425  Romans  3
SPECIALIZATION  3
Elective  3
CSER

Third Year - Second Semester  15 hours
NAT SCI/MATH/BUSI 102  3
HISTORY  3
CHHI 301/302  3
Elective  6
CSER

Fourth Year - First Semester  15 hours
GEN ED ELEC  3
THEO 250  Fundamental Theological Issues  3
SPECIALIZATION  3
Electives  6
CSER

Fourth Year - Second Semester  14 hours
BIBL  3
SPECIALIZATION  6
Electives  5
CSER

Minors
Biblical Greek Minor
GREK Electives  15
Biblical Studies Minor
Biblical Backgrounds  6
BIBLE Electives  9
Missions Minor
MCCS 200  Introduction to Missions  3
or
MCCS 300  Cross Cultural Missions
Electives in MCCS or related area (9 hours 300-400 level)  12

Philosophy Minor
PHIL 301  History of Philosophy I  3
PHIL 302  History of Philosophy II  3
PHIL 303  History of Philosophy III  3
PHIL Electives  6

Theology Minor
THEO Electives (9 hours 300-400 level)  15

Youth Ministries Minor
YOUT 201  Principles of Youth Ministry  3
YOUT Electives  12

ASSOCIATE OF ARTS DEGREE

In an effort to meet the educational needs of students who want a university degree, but who do not have desire to complete a four-year bachelor’s program, the School of Religion offers the Associate of Arts Degree in Religion. This two-year degree program combines Bible and theological studies with 26 hours in General Education courses and 11 hours in electives. Graduates of this program may transfer their courses into a bachelor’s degree program at Liberty, if they desire to continue their education.

Program of Study

Associate of Arts in Religion

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBL105  Old Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>BIBL 110  New Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>BIBL350  Inductive Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>THEO 201  Theological Survey I</td>
<td>3</td>
</tr>
<tr>
<td>THEO 202  Theological Survey II</td>
<td>3</td>
</tr>
<tr>
<td>THEO 250  Fundamental Theological Issues</td>
<td>3</td>
</tr>
<tr>
<td>CHMN/MCCS/PHILE Elective</td>
<td>3</td>
</tr>
<tr>
<td>CHMN/YOUT/PATH Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Suggested Course Sequence - A.A. Religion

First Year - First Semester  15 hours
ENGL101  Grammar and Composition  3
COMS 101  Speech Communication  3
CHMN 101  Evangelism and Christian Life  2
PSYC 200  General Psychology  3
BIBL105  Old Testament Survey  3
GNED 101  Contemporary Issues I  1

First Year - Second Semester  17 hours
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL102</td>
<td>Composition and Literature</td>
<td>3</td>
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<tr>
<td>MATH</td>
<td></td>
<td>3</td>
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<tr>
<td>HISTORY</td>
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<tr>
<td>NAT SCI</td>
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<td>LAB</td>
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<td>1</td>
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<tr>
<td>BIBL110</td>
<td>New Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>GNED102</td>
<td>Contemporary Issues II</td>
<td>1</td>
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<tr>
<td><strong>Second Year - First Semester</strong></td>
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<td>14 hours</td>
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<tr>
<td>BIBL350</td>
<td>Inductive Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>THEO201</td>
<td>Theology Survey I</td>
<td>3</td>
</tr>
<tr>
<td>APOL290</td>
<td>History of Life</td>
<td>2</td>
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<tr>
<td>Elective</td>
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<td>CSER</td>
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<td>CSER</td>
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</tbody>
</table>

**Course Descriptions**

**APOL290 History of Life**  
Two or three hours  
Prerequisite: Acollege science course.  
An interdisciplinary study of the origin and history of life in the universe. Faculty of the Center for Creation Studies will draw from science, religion, history, and philosophy in presenting the evidence and arguments for creation and evolution. This course is required for all Liberty students. The video taped course is 3 semester hours credit.

**BIBL105 Old Testament Survey**  
One to three hours  
An introduction to the authorship and contents of the Old Testament books. Special attention will be given to important persons, places and events, as well as to key chapters in the Old Testament revelation. (On-campus course will be 3 hours credit, while off-campus seminars have the option of 1 to 3 hours.)

**BIBL110 New Testament Survey**  
One to three hours  
An introduction to the authorship and contents of the New Testament books. Special attention will be given to important persons, places, events, as well as to key chapters in the New Testament revelation. (Off-campus course will be 3 hours credit, while off-campus seminars have the option of 1 to 3 hours.)

**BIBL205 Old Testament Life and Literature**  
Three hours  
A comprehensive study of the Old Testament: its historical setting and framework, its literary types, the theme, development and composition of its books, and the developing theological perspective of the Old Testament revelation.

**BIBL210 New Testament Life and Literature**  
Three hours  
A comprehensive study of the New Testament: its historical setting and framework, its literary types, the theme, development, and composition of its books and the distinctive theological contributions of the various portions and authors of the New Testament revelation.

**BIBL311 Joshua -- Judges**  
Three hours  
A study of Israel's history during the time of conquest and settlement of Palestine. Cultural background factors, geographical information and homiletical possibilities in these books will be explored carefully.

**BIBL317 Minor Prophets**  
Three hours  
An expository study of the twelve minor prophets of the Old Testament. Each book will be covered from the historical and theological perspective in addition to devotional value.

**BIBL323 John**  
Three hours  
An analytical and exegetical study of the Gospel of John with special emphasis on John's Christology that Jesus is the Messiah, the Son of God.

**BIBL324 Pastoral Epistles and Leadership Development**  
Three hours  
An expository study of I and II Timothy and Titus with emphasis on themes pertaining to the local church. Attention will be given to current issues which relate to selected controversial passages.

**BIBL350 Inductive Bible Study**  
Three hours  
This course introduces the student to the five main theological resource tools and the ten methods necessary for an inductive study of the Bible. The student writes his own commentary on a prescribed book of the Bible using the tools and methods to which he is introduced in the course.

**BIBL372 New Testament Backgrounds**  
Three hours  
An examination of the historical, literary and socio-economic milieu of the New Testament.

**BIBL373 Old Testament Backgrounds**  
Three hours  
An examination of the historical, literary and socio-economic milieu of the Old Testament.

**BIBL410 Genesis**  
Three hours  
An intensive doctrinal and historical study of the text considering the related issues of chronology, creation, the fall, the flood and the Patriarchal culture setting. The lives of Abraham, Isaac, Jacob and Joseph are given special attention for their practical value.

**BIBL424 Acts**  
Three hours  
A study of the growth and development of the first century Church as recorded by the accurate historian, Luke. Special attention will be given to the activity of the Holy Spirit in the ministries of Peter and Paul.

**BIBL425 Romans**  
Three hours  
An analytical and exegetical study of Romans, giving attention to the great doctrinal issues of condemnation, justification, sanctification, the place of Israel, and practical Christian living.

**BIBL450 Daniel -- Revelation**  
Three hours  
An expository treatment of the two major apocalyptic books of the Bible. The verse-by-verse study will be supplemented with historical, doctrinal and eschatological materials emphasizing the relationship of these two prophetic books.

**BIBL471 Biblical Archaeology**  
Three hours  
A focus on archaeological terminology, methodology, and interpretation as they relate to Biblical studies. (This course fulfills a Bible Background requirement.)

**BIBL495 Directed Research**  
One to three hours  
Prerequisite: HIEU 201 or consent of instructor  
A survey of the first fourteen centuries of the Christian Church including the persecutions, the rise of heresy, the development of Roman Catholicism during the Middle Ages, and the groups which dissented against Roman Catholicism.

**CHHI 301 History of the Christian Church I**  
Three hours  
Prerequisite: HIEU 201 or consent of instructor  
A survey of the first fourteen centuries of the Christian Church including the persecutions, the rise of heresy, the development of Roman Catholicism during the Middle Ages, and the groups which dissented against Roman Catholicism.

**CHHI 302 History of the Christian Church II**  
Three hours
Prerequisite: HIEU 202 or consent of instructor
A survey of the Christian Church from the fifteenth century to the present. Includes the background, development and results of the Reformation, modern missions, the ecumenical movement, American Christianity and the rise of Fundamentalism.

CHHI 400 Leaders and Issues in the Early Church
Three hours
A study of the development of the Church from A.D. 100 to 451. Includes a survey of Apostolic, Greek and early Latin Fathers. Topics include apologetical and polemical writers, Roman persecutions, Christological controversies, early monasticism and the emerging Roman Church. Primary sources in English translation will be used.

CHHI 403 Reformation
Three hours
A survey of the background, development, personalities, issues and results of the Reformation of the sixteenth century. The magisterial phase, the Anabaptists and the counter-reformation will be dealt with in their interrelations.

CHHI 404 History of Baptists
Three hours
A survey of the Anabaptist background and influences on English Baptists and Baptist progress to the present day. Includes various Baptist groups, large and small, of differing theological persuasions, denominational and independent.

CHHI 495 Directed Research
One to three hours
The student is given an opportunity to pursue guided research in an area approved by the instructor. The course is structured to acquaint the student with the methodology of historical research and writing.

CHHI 497 Church History Seminar
One to three hours
CHMN 101 Evangelism and Christian Life
Three hours
An in-depth study of how to lead people to Christ. Special attention will be given to the theology of all aspects of evangelism including the follow-up. Various methods of approach and presentation will be considered. Emphasis will be placed on evangelism and the local church for conservation of results.

CHMN 171 Beginning and Intermediate Sign Language
Three hours
This course is designed for students who are interested in working with the deaf and who want to learn the rudiments of the American deaf sign language. Astudy of basic signs and the manual alphabet is given with insights into deafness, the deaf person and deaf education.

CHMN 172 Advanced Sign Language and Interpreting
Three hours
Prerequisite: EDMN 171
Astudy of advanced signs including interpreting to the deaf in the courtroom, in the hospital, in the doctor’s office, for employment, and for church and television. Also, further insights are given into deafness, the deaf person and deaf education.

CHMN 200 Church Ministry Lab I
One hour
A faculty supervised practical ministry experience at an approved ministry site. Open by permission of the Church Ministries Department to students majoring in a Christian ministry. May be repeated with no more than three hours of CHMN 200 and 300 combined.

CHMN 201 Introduction to Church Ministries
Three hours
A practical study of Church Ministry with emphasis given to its biblical foundation, philosophy of ministry, and the various areas of ministry. The ministry is considered as a calling and a career.

CHMN 271 Sign Language Interpreting I
Three hours
Prerequisite: EDMN 172
A continuation of sign language, manual alphabet and interpreting. The first steps in setting up a local church ministry are studied including visitation, evangelism of the deaf, Sunday School departments and monthly activities.

CHMN 272 Sign Language Interpreting II
Three hours
Prerequisite: EDMN 271
Advanced procedure for a local church deaf ministry including publications for the deaf, working with deaf youth at State school, working with multiple-handicapped and deaf persons and camp for the deaf.

CHMN 300 Church Ministry Lab II
One hour
A faculty supervised practical ministry experience at an approved ministry site emphasizing leadership skills. Open by permission of the Church Ministries Department. May be repeated with no more than three hours of CHMN 200 and 300 combined.

CHMN 320 The Christian Woman
Three hours
A study of God’s Word as it specifically relates to women today and God’s plan and purposes for them in every sphere of life as women, wives, homemakers and mothers.

CHMN 330 The Role of Christian Women in Ministry
Three hours
A biblical perspective on the place of women in ministry. Emphasis is placed upon theological aspects, ministry positions available, and exposure to women who are in ministry.

CHMN 387 Methods of Teaching Bible and Religion
Three hours
A study of the laws of teaching and learning as they apply to various situations in which the student has an opportunity to observe and apply the principles and art of effective teaching. The student will be given an opportunity to observe and apply the principles of effective teaching.

CHMN 403 Professional Orientation of Women for Ministry
Three hours
A study of the life and work of women in ministry, focusing on her spiritual life, personal life and ministry/church life.

CHMN 495 Directed Research
One to three hours
CHMN 497 Special Topics in Church Ministry
One to three hours

GNED 101 Contemporary Issues I
One hour
Designed to aid the student in the development of biblical principles and a consistent biblical approach to ethics. Students will be challenged to evaluate various ethical systems in light of Scripture and determine whether or not they are compatible with a Christian lifestyle based on biblical principles.

GNED 102 Contemporary Issues II
One hour
Prerequisite: GNED 101
Designed to help the student assess and respond to moral questions through an examination of contemporary ethical issues. Students will be challenged to understand society and their relationship to it in light of the biblical approach developed in GNED 101.

GNED 201 Greek Grammar I
Three hours
An introduction to basic Greek forms, syntax, pronunciation and accent. Emphasis is placed on the conjugation of regular,
contract and “mi” verbs and the declension of various nouns, pronouns and adjectives.

**GREK 202 Greek Grammar II**  
Prerequisite: GREK 201  
Continuation of GREK 201.  
Three hours

**GREK 301 Greek Grammar III**  
Prerequisite: GREK 202  
Continuation of GREK 202.  
Three hours

**GREK 302 Greek Syntax and Reading**  
Prerequisite: GREK 301  
An intermediate study of the function or syntax of Greek grammar, including the reading of continuous texts from the Greek New Testament  
Three hours

**GREK 401 Greek Exegesis**  
Prerequisite: GREK 301  
Three hours

**GREK 495 Directed Research**  
One to three hours

**MCCS 200 Introduction to Missions**  
A basic introductory course dealing with the philosophy of world evangelization. Particular attention is given to the misconceptions of missions, qualifications of the missionary, the call and methodology.  
Three hours

**MCCS 300 Cross-Cultural Ministries**  
An examination of why churches grow or do not grow, the fundamentals of cross-cultural evangelism (missions), knowledge of how the Church grows in the social structures of homogeneous populations, and an emphasis on the application of this knowledge and these principles to evangelism and urban church planting in the United States and around the world.  
Three hours

**MCCS 338 Contemporary Mission Problems and Topics**  
Problems related to contemporary missions, including church/mission relationships, doctrinal problems, discipleship training, the growth of revival movements, and problems related to mission support and finances.  
Three hours

**MCCS 341 Missions and Evangelism**  
The nature and strategy of missionary outreach and evangelism. A study of the principles and methodology in personal, local church, and worldwide evangelism.  
Three hours

**MCCS 355 Biographical Studies of Famous Missionaries and Early Converts**  
Consideration is given to outstanding missionaries and early Christian converts on various mission fields around the world. Case studies are made of early converts to Christianity from Animist, Hindu, Buddhist, and Muslim backgrounds together with their subsequent and successful evangelization of groups within those societies.  
Three hours

**MCCS 373 Psychology of Missions**  
A study of the psychological aspects of involvement in missions. Culture shock, family adjustment needs (specific emphasis on emotional problems faced by children and adolescents), peer relationships, counseling and treatment methodology, and the role and nature of resident overseas schools are among the major topics discussed.  
Three hours

**MCCS 380 Student Foreign Exposure Seminar**  
An exposure seminar to selected world areas for the purpose of acquainting students firsthand with some of the problems, needs, duties, conflicts and cultural barriers of the missionary as he works with the national church. Students are introduced to the specific culture by readings, lectures and personal involvement and interaction with the mission professor, the resident missionary and nationals in evangelism, church planting and various support ministries.  
Three hours

**MCCS 400 Missions Outreach Program (LIGHT)**  
A supervised training practicum for the purpose of preparing student volunteers for team involvement in mission outreach.  
One hour

**MCCS 415 Theological Education by Extension (TEE)**  
Consideration is given to the historical development of TEE; Biblical, theological and educational principles underlying extension education; organization patterns and problems of extension training; analysis of available programs; the methods, preparation and use of programmed instructional materials for theological education courses.  
Three hours

**MCCS 420 Theology of Missions**  
O(ffered spring semester)  
A study of the theological basis for missions in the Old and New Testaments, the Gospel, the adequacy of Christ, the nature and function of the Church, the eschatological picture and the ministry of the Holy Spirit.  
Three hours

**MCCS 430 Urban Evangelism and Church Planting in the Third World**  
O(ffered spring semester)  
A detailed study of problems and successful evangelism and church planting in the Third World with particular emphasis upon discipling urban populations and developing strategy for reaching responsive cities in Asia, Africa and Latin America.  
Three hours

**MCCS 441 Cross-Cultural Ministry Preparation**  
This course is designed to help seniors prepare for application to a board, deputation, internship, language school and final preparation for service outside the United States. There will be a wide use of outside resource personnel. The principles and policies of various mission agencies are used as resource materials.  
Three hours

**MCCS 483 Women’s Roles in Missions**  
A comprehensive study of women’s roles and ministries in missions today, including a study of the opportunities and needs for women’s ministries and a study of principles and practical methods for effectively fulfilling the responsibilities of such ministries.  
Three hours

**MCCS 485 Pre-Field Orientation**  
An intensive introduction to basic cross-cultural concepts relating to personal, group and community orientation and preparation for survival ministry and outreach skills.  
Three hours

**MCCS 488 Integrative Seminar**  
An integrative and interpretive seminar which may take place simultaneously with the Field Internship Experience. It is directed by a faculty member who endeavors to integrate the pre-field orientation concepts with the field internship training experience with emphasis on solving the personal, group and community needs and problems.  
Three hours

**MCCS 495 Directed Research**  
One to three hours

**MCCS 497 Special Topics in Missions**  
One to three hours
MCCS 499  Field Internship Experience  Three to nine hours

Participation in a field internship training experience. Usually this takes place in a cross-cultural group situation and focuses on particular needs and/or problems within a specific area or city. Adaly journal record and evaluation will be made of this experience.

PATH 350  Pastoral Duties  Three hours

The call, qualifications and duties of the pastor are considered. In the areas of duties, such topics as preaching, teaching, evangelism, counseling and visitation will be taught. Instruction will be given in administering the ordinances of the church, as well as funerals and weddings.

PATH 421  Homiletics I  Three hours

Prerequisites: COMS 101 and BIBL 350

This course is designed to introduce the student to proper methodology in organizing sermonic material into proper sermonic form. The student is introduced to proper methods of textual analysis and outline construction. A laboratory session is employed. Lab fee.

PATH 422  Homiletics II  Three hours

Prerequisites: COMS 101, BIBL 350 and PATH 421

This course is designed to teach the student proper methodology in sermonic presentation. The student is alerted to his particular voice and communication problems and given the opportunity of remedying them throughout the course of the semester. Laboratory session is employed. Lab fee.

PATH 450  Organization and Administration of the Local Church  Three hours

This course is designed to teach the student the basic organization necessary for an effective local church ministry. Emphasis is placed on the development of biblical management and leadership skills.

PATH 495  Directed Research  One to three hours

PATH 497  Special Topics in Pastoral Ministries  One to three hours

PATH 499  Pastoral Ministries Internship  One to three hours

A supervised field experience designed for men studying for the senior or associate pastor. The site must be approved by the Department Chairman.

PHIL 201 is a prerequisite to all PHIL courses

PHIL 201  Philosophy and Contemporary Ideas  Three hours

A survey of the major positions and figures in philosophy and the cultural worldviews and practical applications that derive from them, focusing specifically on theism, naturalism and humanism in contemporary thought.

PHIL 210  Logic  Three hours

A study of the basic laws of rational thought and their application to actual examples of verbal and written argumentation.

PHIL 240  Christian Evidences  Three hours

A survey of the evidences for the central truths of Christianity; the existence of God, the deity and resurrection of Christ and the authority and truth of the Bible.

PHIL 301  History of Philosophy I  Three hours

A study of major western philosophers through Thomas Aquinas.

PHIL 302  History of Philosophy II  Three hours

A study of major western philosophers from the 13th century to Kant.

PHIL 303  History of Philosophy III  Three hours

A study of major western philosophers of the 19th and 20th centuries.

PHIL 346  Eastern Philosophies  Three hours

A study of Hindu, Buddhist and Confucian philosophical systems. The student will explore the basic logics employed in these systems, as well as the structure of their content.

PHIL 350  Ethics  Three hours

A survey of central ethical issues and problems and the major philosophical approaches to their solution.

PHIL 360  Philosophy of Science  Three hours

A study of the definitions, methods and presuppositions of both the natural and social sciences and their relationships to ethics and revelation.

PHIL 380  Biomedical Ethics  Three hours

A survey of the major ethical issues that are currently facing the life and medical sciences. Topics will cover ethical issues concerning life and death, clinical and health care, medical research and allocation of medical resources. Emphasis will be placed on providing guidelines in making critical ethical decisions, especially for those planning careers in the medical field.

PHIL 420  Epistemology  Three hours

A study of the major views on the basic issues of knowledge, belief, perception and certainty with special attention paid to the central historical controversies.

PHIL 430  Metaphysics  Three hours

An introduction to the philosophical discussion of being; the nature of reality, the existence and attributes of God, and the nature of human persons, including the mind-body problem and the issue of freedom and determinism.

PHIL 440  Philosophy of Religion  Three hours

A study of the major issues in religion: the existence of God, the problem of evil, freedom and determinism, and religious language. The basic approaches to whole philosophical and theological systems will be contrasted.

PHIL 495  Directed Research  One to three hours

PHIL 497  Philosophy Seminar  One to three hours

A seminar on various topics in philosophy, including current trends and figures.

THEO 201  Theology Survey I  Three hours

This is a general survey of Bible doctrine designed to synthesize and outline each of ten major areas of systematic theology, including prolegomena, bibliography, theology proper, Christology, angelology and pneumatology.

THEO 202  Theology Survey II  Three hours

This is a continuation of general survey of Bible doctrine designed to synthesize and outline each of the ten major areas of systematic theology. Survey II includes anthropology, hamartiology, soteriology, ecclesiology and eschatology.

THEO 250  Fundamental Theological Issues  Three hours

Prerequisites: THEO 201 and 202

A study of the major theological questions which arise in the defense of Biblical inerrancy, scriptural separation, creationism and dispensationalism. It also deals with such contemporary issues as the charismatic movement, feminism, situation ethics and other vital concerns to the fundamentalist in today's world.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>THEO 311</td>
<td>Revelation, Authority and Reason</td>
<td>Three</td>
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<tr>
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<td>This course is designed to acquaint the student with fundamental issues in theological prolegomena, i.e., introductory questions concerning the Word as revealed in apologetics, hermeneutics and dogmatics, and the sources of authority (the Bible, the Church, the World, etc.).</td>
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<tr>
<td>THEO 313</td>
<td>The Person and Work of Christ</td>
<td>Three</td>
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<td></td>
<td>A study of the Person and work of Christ as revealed through Messianic prophecy, the Incarnation and His ministry as Prophet, Priest and King. Special attention is given to the contributions of John and Paul to a full understanding of this doctrine.</td>
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<tr>
<td>THEO 340</td>
<td>Theology and Politics</td>
<td>Three</td>
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<td>This course is designed to relate Christian thought to societal ethics and responsibility through the auspices of important theological mentors and movements. The relation between the church and state will also be studied in scripture, as well as in church history. Specific ethical issues of ecclesiastical and societal concerns (abortion, capital punishment, nuclear war, etc.) will be addressed.</td>
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<tr>
<td>THEO 412</td>
<td>The Church: Its Mission and Hope</td>
<td>Three</td>
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<td></td>
<td>An examination of the New Testament Church with particular concern given to its origin, its distinctive nature, its mission, its function, its government, its offices, its ordinances and its destiny.</td>
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<td>THEO 430</td>
<td>Modern and Contemporary Theology</td>
<td>Three</td>
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<td>This course will analyze and interpret the theology of major thinkers in the 19th and 20th centuries. In light of past enlightenment trends in Western religious thought, study will be done of the background of such theological trends both for understanding and critical assessment. Representatives of classical liberalism, neo-orthodoxy, existentialism and post-existential schools will be stressed.</td>
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<tr>
<td>THEO 495</td>
<td>Directed Research</td>
<td>One to three</td>
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<tr>
<td>THEO 497</td>
<td>Special Topics in Theology</td>
<td>One to three</td>
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<tr>
<td>WRSP 410</td>
<td>Biblical Foundations of Worship</td>
<td>Three</td>
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<td></td>
<td>A study of the principles of worship as found in the Old and New Testaments. Includes study of the Tabernacle as a model of worship; worship in the lives of Biblical characters; and the Biblical roots of worship practices developed by the early church.</td>
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<tr>
<td>WRSP 420</td>
<td>The Role of the Worship Leader</td>
<td>Three</td>
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<td>A study of the many and varied roles and relationships of the worship leader. Special emphasis is placed on the relationship between the worship leader and the pastor. Also considered are the relationships between the worship leader and other staff members, singers/instrumentalists, and the congregation.</td>
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<tr>
<td>WRSP 430</td>
<td>Principles of Leadership for the Worship Leader</td>
<td>Three</td>
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<td>A study of the characteristics and responsibilities of a good leader as they relate to the worship leader. Planning, organizing, staff development, and decision-making are topics of consideration.</td>
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<tr>
<td>WRSP 440</td>
<td>Current Issues in Worship</td>
<td>Three</td>
</tr>
<tr>
<td></td>
<td>A study of the current trends and issues related to contemporary worship. Consideration is given to various worship models, worship evangelism, cross-cultural issues, and church worship in transition.</td>
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<tr>
<td>WRSP 480</td>
<td>Tools and Techniques for the Contemporary Worship Leader</td>
<td>Three hours</td>
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<td></td>
<td>Prerequisites: WRSP 410, 420, 430, and 440. A study of the current available resources and techniques employed by contemporary worship leaders. Consideration is given to practical issues related to rehearsal techniques, programming, midi technology, sound reinforcement, use of drama, and worship events. A practical and experiential internship assignment with a local church ministry, a musical worship tour, or a cross-cultural worship ministry is included. The internship is the practical application of the course material and is tailored to the student’s individual giftedness, talents, and professional interests.</td>
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<tr>
<td>YOUT 201</td>
<td>Principles of Youth Ministry</td>
<td>Three</td>
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<tr>
<td></td>
<td>Prerequisite: YOUT 201 An investigation of specific elements that are building blocks for the biblical education of adolescents. Foundational issues, principles of teaching and curriculum development will be studied.</td>
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<tr>
<td>YOUT 301</td>
<td>Foundations of Youth Ministry</td>
<td>Three</td>
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<td></td>
<td>Prerequisite: YOUT 201 A study of biblical principles in establishing and maintaining a ministry to adolescents. Emphasis is placed upon a system of philosophy and general principles for adolescent ministry. Special attention is given to developing a youth ministry mission statement, objectives and strategy.</td>
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<tr>
<td>YOUT 302</td>
<td>Programs for Youth Ministry</td>
<td>Three</td>
</tr>
<tr>
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<td>Prerequisite: YOUT 201 A study of the planning and implementation of the ministry vehicle. Specific programming aspects of the large meeting, small group meeting, activities, camping and missions projects will be examined. Attention will be given to annual calendar planning and organization skills.</td>
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<tr>
<td>YOUT 350</td>
<td>Campus Ministry</td>
<td>Three</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: YOUT 201 and 302 A study of the history and strategy of reaching youth through the campus structure. Attention is given to the basic workings of the campus social system and the methods used in reaching it with the gospel.</td>
<td></td>
</tr>
<tr>
<td>YOUT 403</td>
<td>Professional Orientation to Youth Ministry</td>
<td>Three</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Senior with Youth Concentration Acapstone course designed to equip the student in developing a master plan for ministry. Attention is given to the student’s spiritual life, personal life and ministry life. Topics addressed include: the call to ministry; stages of ministry; finding the right church; personal piety; and staff development. Previously mastered information, principles and concepts are integrated with new content as the student synthesizes these into a master plan for ministry.</td>
<td></td>
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<tr>
<td>YOUT 447</td>
<td>Discipleship in Youth Ministry</td>
<td>Three</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: YOUT 201 and 301 An investigation of the factors which influence adolescent spiritual development. Attention is given to exploring the biblical and theological foundations for discipleship and making application to the discipleship process.</td>
<td></td>
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<tr>
<td>YOUT 448</td>
<td>Contemporary Youth Communication</td>
<td>Three</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: YOUT 201 and BIBL 350 A study focusing on communicating biblical and spiritual truths to the youth culture. The course equips the student with the specific knowledge, skills and practice necessary to prepare and deliver effective oral communications.</td>
<td></td>
</tr>
</tbody>
</table>
YOUT495 Directed Research One to three hours
YOUT497 Special Topics in Youth Ministry One to three hours
YOUT499 Youth Ministry Internship One to six hours
Prerequisites: Junior/Senior status, successful completion of YOUT 201, 301 and 302; permission from the youth internship director

This internship will focus on both the programming and leadership aspects of youth ministry. It will be a supervised field experience at an approved site.

Master of Arts in Religious Studies

PURPOSE
The program leading to the Master of Arts degree is designed for persons desiring a graduate-level education for entrance into academic circles, as a basis for graduate work at the doctoral level, or to provide advanced study for personal enrichment in a specified area of research. For the pastor serving in a local church, these programs are suitable for advanced continuing education. However, they are not designed for pastoral training.

LEARNING OUTCOMES
1. To provide students with cognitive skills that are relevant to their chosen concentration. This goal consists of (1) critical interaction with major ideas; and (2) formulating personal positions.
2. To teach research and writing skills related to the chosen concentration.
3. To provide an understanding of the essential content in each concentration: (1) historical background; (2) current development; (3) cross-cultural comparison; and (4) integration of various disciplines.
4. To prepare the student for further graduate work at other institutions.

MASTER OF ARTS IN RELIGIOUS STUDIES

Foundation Courses
Biblical Studies
NBST500 The New Testament World 3
or
NBST652 Hermeneutics 3
or
NBST 525, 521 or 522; OBST 590, 591, or 592
Theological Studies
THEO 503 Modern and Contemporary Christian Thought 3
or
CHHI 662 Historical Development of Christian Theology 3
Philosophy/Apologetics
APOL500 Introduction to Apologetics 3
or
PHIL550 Introduction to Philosophy of Religion 3
or
PHIL625 Religious Epistemology 3

Specialized Program of Study 21
THEO 680 Research Methods 3
THEO 690 Thesis 3
Total hours required 36

A program of study may be constructed by the student in consultation with the appropriate Department Chair and the approval of the Dean. The program of study must be developed before the student matriculates, but modifications may be made afterward with the approval of the Department Chair. The program of study may be focused entirely on one area (e.g. Apologetics) or may be a unified program utilizing course work in several related areas. The areas of specialization are Biblical Studies, Theological Studies and Philosophy/Apologetics.

DEGREE REQUIREMENTS
In addition to general regulations governing graduation, M.A. graduates must meet the following requirements:
(1) Must have a cumulative grade point average of 3.0 in M.A. work with grades below a C not counting toward the degree.
(2) Must pass a major comprehensive exam over the area of specialization.
(3) Must successfully complete a thesis in the area of specialization which demonstrates research ability.
(4) Must meet a foreign language requirement in one’s area of research.

COMPREHENSIVE EXAM
The Master’s program requires a comprehensive exam over the area of specialization. Four testing times have been established for comprehensive exams. They are:
(1) January (one week prior to first day of second semester)
(2) Spring vacation
(3) August (one week prior to first day of first semester)
(4) Fall break

The comprehensive exam must be taken no less than one month prior to the month of anticipated graduation.

GRADUATE STUDIES HANDBOOK
Each M.A. student is required to obtain a copy of the Graduate Studies Handbook from the School of Religion Office. This publication gives policies and procedures that are unique to the M.A. program, outlines steps to be followed in securing a mentor for the thesis, as well as deadlines for this process, and provides other information that will assist the M.A. student.

FOREIGN LANGUAGE REQUIREMENT
A student may meet the foreign language requirement in one of the following three manners:
(1) Successfully complete twelve (12) undergraduate hours or nine (9) graduate hours of one foreign language with an overall average of B;
(2) Successfully perform in a translation examination, with test and score determined by the Department of Modern Languages;
(3) Successfully complete a Foreign Language
Reading Competency Test developed by the Educational Testing Services of Princeton, NJ.

For students specializing in Biblical Studies, the language requirement must be met by a modern language (preferably French or German). In addition, Greek/Hebrew requirements must be met before regular admission will be granted. For M.A. students in other areas, the specific language will be determined by the concentration and by the topic of the thesis.

**Course Descriptions**

(for Foundation Courses only)

NOTE: The following listing is limited to courses that fulfill the foundation course requirement. Electives in the various specializations are listed in the Liberty Baptist Theological Seminary catalog.

**APOL 500 Introduction to Apologetics**  Three hours
Deals with the Biblical basis for apologetics, methodology, and the relationship between faith and reason before turning to scientific and historical evidences. Its relationship with theology and evangelism is also explored.

**CHHI 662 Historical Development of Christian Theology**  Three hours
The doctrinal development of the early church fathers and the Greek apologists, the doctrinal construction of the Nicene and post-Nicene period, and the further development and divisions in the Middle Ages, the Reformation period, and the Modern era.

**NBST 500 The New Testament World**  Three hours
An intensive investigation of the historical, literary, and cultural milieus in which the New Testament revelation was given. Special attention will be given to the inter-testamental, Egyptian, Greek, and Roman sources that provide a framework for the understanding of the New Testament.

**NBST 652 Hermeneutics**  Three hours
An advanced course in Hermeneutics including a study of the history of interpretation, both biblical and extra-biblical, and an examination of the current status of various interpretive approaches to the Scriptures.

**PHIL 550 Introduction to Philosophy of Religion**  Three hours
This course will acquaint the student with the central issues in philosophy of religion. These include topics such as the status of revelation, the existence of God, the problem of evil, and religious language.

**PHIL 625 Religious Epistemology**  Three hours
This course investigates and critiques the major philosophical explanations of knowledge and their specific application to God, revelation and religious experience.

**THEO 503 Modern and Contemporary Christian Thought**  Three hours
A study of thought from Enlightenment trends to contemporary theological and philosophical developments. Included are nineteenth century liberalism, twentieth century neo-orthodoxy, existentialism, and post-existential trends such as secular, liberation, and hope theologies. Attention is also given to recent philosophical movements such as logical positivism, linguistic analysis and process thought. The course stresses the history of major ideas, the system of influential scholars, and the conservative alternative.
MISSION
The mission of the External Degree Program (EDP) is to provide non-residential adults, who are at least twenty-five years of age, with Liberty University courses and programs deemed appropriate by the full-time faculty and departments. While EDP and residential offerings make necessary distinctions in student profiles, methodologies of instruction (especially the use of distance electronic transmissions of data images), and the roles of time, location, and social context, the residential and EDP courses and degree programs are comparable in range, goals, and purpose.

PURPOSE
The curricula offered by the External Degree Program have been adapted for adult learners from the University’s residential programs. While some of the majors and courses offered are identical to those offered on-campus, where appropriate, some have been specifically adapted for the External Degree Program. There will be additions to the majors and courses made available as the curricula are expanded.

Most courses offered through the External Degree Program are on standard VHS videocassettes. The student will purchase the videos, a worktext, and textbooks for each course. Examinations for each course will be mailed to a test proctor designated by the student and approved by the University. Each course has a specific course completion schedule that is provided with the course materials.

Most faculty of the External Degree Program are drawn from the faculty of Liberty University. The faculty is augmented by visiting lecturers who are selected on the basis of their expertise.

EDP course descriptions are given, in this catalog as well as in the bulletin which deals specifically with the External Degree Program. Complete information concerning programs offered, admissions requirements, financial aid, and all costs for the programs is outlined in the External Degree Program catalog. Further information can be requested from the Office of Admissions, Liberty University External Degree Program or viewed on line at our website at: www.liberty.edu.

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Director of Grading/Inventory Control, EDP
B.S., Liberty University. At LU since 1990.

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B.S., Appalachian Bible College; M.A.R., Liberty Baptist Theological Seminary; M.A.D., Lynchburg College. At LU since 1991.

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B.S., Philadelphia College of the Bible. At LU since 1991.

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B.S., M.A., Liberty University, Ed.D., University of Sarasota; additional graduate work at Lynchburg College and University of Virginia. At LU since 1986.

Melissa L. West, B.M.E., M.Ed.
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B.M.E., Shenandoah College and Conservatory of Music; M.Ed., College of William and Mary. At LU since 1999.
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August 1994
*Distinguished Professor of Biblical Studies*

May 1999
*Distinguished Professor of Systematic Theology*

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B.B.A. University of Chattanooga; M.B.A., Stanford University; Ph.D. University of Arkansas. At LU 1991-2000.

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President Emeritus
B.A., M.A., Bob Jones University; Ed.D., Nova University; additional graduate work at the University of Virginia, Harvard University - Institute of Educational Management; LL.D., Christian Heritage College. At LU 1971-2000.

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B.A., University of Edinburgh; M.A., Bucknell University; M.S., Drexel University; B.D., Th.M., Asbury Theological Seminary; Th.D., Northern Baptist Theological Seminary. At LU 1979-1992.

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Milton K. Reimer, B.A., M.Ed., Ph.D.
Professor Emeritus of Education and Social Studies
Diploma, Prairie Bible Institute; B.A., Trinity College; M.Ed., Ph.D., University of North Dakota; additional graduate work at Claremont Graduate School, Kent State University and Virginia Commonwealth University. At LU 1981-1996.
Financing the University

The Offices of Development and Alumni Affairs and Estate Planning are designed to develop and foster lifelong relationships between the University and its constituents. By establishing opportunities for all graduates, friends, students, families, faculty, staff corporations, and foundations to financially support the University, these offices help Liberty University maintain and enhance the outstanding quality of its faculty, students, programs, and facilities.

Provided below is an overview of ways to support Liberty University and the contact for additional information.

DEVELOPMENT AND ALUMNI AFFAIRS
Annual Fund, Outright Gifts, Matching Gifts, and Gifts in Kind
Annual gifts are contributions for the current, unrestricted use of the University or any of its colleges, schools, and programs. Outright gifts include contributions of cash, securities, and written pledges. Gifts of securities are credited at market value on the date the gift is delivered or postmarked. Matching gifts encourage charitable giving by matching their employees' contributions. Gifts in kind are gifts of tangible personal property, such as artwork, computers, real estate, and services, which can be used by Liberty University or sold for funds to help support our continuing efforts to provide an outstanding Christian higher education. Gifts in kind can provide substantial tax benefits.

Scholarships
Gifts can be placed as a permanent scholarship endowment with the University. Each year the interest earned from the investment will provide tuition help for worthy students. The principal will not be used, only the interest earned each year.

Specific information on the above plans may be obtained by contacting:
Mr. Brad Mankin, Vice President
Development and Alumni Affairs
1971 University Blvd.
Lynchburg, VA 24502
(804) 582-2290
mankin@liberty.edu

ESTATE PLANNING
Trusts
Charitable remainder trusts (CRT’s) are life income gifts. The remainder comes to the University after the passing of all income beneficiaries. Charitable lead trusts generate income for the University during the term of the trust, after which the assets are passed along to the heirs with significant tax savings.

Life Insurance, IRAs, and Pension Plans
A paid-up life insurance policy makes an excellent gift to Liberty University, provided the family no longer needs this security. The donor may receive significant tax benefits with this type of gift. Traditional IRAs and other qualified pension plan assets can be an excellent source of funding for charitable gifts. If these assets are transferred to an individual, the current value is subject to estate, as well as federal and state income taxes (sometimes exceeding 80 percent of the value), but when designated to Liberty University, both taxes are eliminated.

Real Estate
Land, homes, buildings, and other real property may be given to Liberty University as an outright gift or used to fund a life-income gift. Also, a home may be given to the University and continue to be lived in throughout an individual's lifetime. All such gifts of real estate and real property can benefit both, the individual and the University.

GIFT ANNUITY AGREEMENTS
Those who want to place a portion of their savings with the University and at the same time receive a regular return for life, find that the Liberty University Gift Annuity Plan meets their needs. The rate of return depends on the annuitant’s age at the time the agreement is made.

POOLED INCOME FUND
This is another plan that enables a donor to receive a lifetime income on his gift to Liberty University. Unlike the Annuity Plan, the rate of return is based upon the earnings of the fund rather than the age of the donor. Expert professional management has produced an excellent return to donors since the plan was established.

BEQUEST
Federal tax laws encourage bequests to qualified institutions like Liberty University, with an unlimited estate tax deduction for such legacies. Here is a sample form of bequest your attorney may adapt in preparing your Will:

I give, devise and bequeath to Liberty University, a Virginia non-stock, non-profit corporation located in Lynchburg, Virginia 24502, # (or dollar amount) of my estate to be used for its general purposes.

Specific information on the above plans may be had by contacting:
Mr. Joel Pearson
Director for Estate Planning
1971 University Boulevard
Lynchburg, Virginia 24502
Liberty University does not receive any Federal or State funding other than Student Financial Aid, which is utilized only for eligible individual students. Eligible students may receive funds from Federal Pell Grants, Federal Supplemental Education Opportunity Grants, Federal Work Study jobs, Federal Family Education (Stafford and PLUS) Loans, Virginia Tuition Assistance Grants, and Virginia College Scholarship Assistance Grants.

The University has never accepted Federal or State funds for its operations, endowment, or capital funding projects.
Notes
Notes
Notes
University Calendar
2001-2002

SUMMER SESSION
May 14 - August 10

FIRST SEMESTER
August 13, Monday
  Residence halls open
  (First meal, lunch)
  Financial check-in and orientation for new, transfer, and former undergraduate students (Required)
August 14-21, Tuesday-Tuesday
  Orientation and Freshman Seminar (FRSM)
  Required for all new, transfer and former undergraduate students
  Registration for new and transfer students
August 20, Monday
  Financial check-in for returning, graduate and Seminary Students
  Registration for returning students
August 21, Tuesday
  Registration for returning students
August 22, Wednesday
  Classes begin 8 a.m.
  Late registration begins
August 28, Tuesday
  Last day to register
  Last day to add or drop a class with no grade, after today “W” or “WF”
  Last day to adjust tuition
August 29, Wednesday
  Opening Convocation
October 10, Wednesday
  Fall break begins after last class
  Cafeteria closed
October 11-12
  Fall Break
October 15, Monday
  Classes resume, 8 a.m.
October 30, Tuesday
  Last day to drop with a “W” or “WF”
  After today, “F”
November 21, Wednesday
  Thanksgiving vacation begins after last class.
  Cafeteria closed
November 26, Monday
  Classes resume, 8 a.m.
December 7, Friday
  Last day of classes
December 10-13, Monday-Thursday
  Final Examinations
December 13, Thursday
  First semester ends
  Cafeteria closes after dinner
December 17, Monday
  Final grades due, 4 p.m.

JANUARY INTERSESSION
January 1-12

SECOND SEMESTER
January 10, Thursday
  Residence halls open
  (First meal, lunch)
  Financial check-in and orientation for new and transfer undergraduate students (Required)
January 11-15, Friday-Tuesday
  Orientation and Freshman Seminar (FRSM)
  Required for all new and transfer undergraduate students
  Registration for new and transfer students
January 14, Monday
  Financial check-in for returning, former, graduate and Seminary Students
  Registration for returning and former students
January 15, Tuesday
  Registration for returning and former students
January 16, Wednesday
  Classes begin, 8 a.m.
January 22, Tuesday
  Last day to register
  Last day to add or drop a class with no grade, after today “W” or “WF”
  Last day to adjust tuition
March 8, Friday
  Spring vacation begins after last class
March 11-15, Monday-Friday
  Spring Intensives
March 18, Monday
  Classes resume, 8 a.m.
March 26, Tuesday
  Last day to drop with a “W” or “WF”
  After today, “F”
May 3, Friday
  Last day of classes
May 6-9, Monday-Thursday
  Final Examinations
May 10, Friday
  Baccalaureate Service
May 11, Saturday
  Commencement, 10 a.m.
  Cafeteria closes after lunch
  Second semester ends
  Residence halls close
May 14, Tuesday
  Final grades due, 4 p.m.
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