LIBERTY UNIVERSITY
1971 University Boulevard
Lynchburg, VA 24502-2269
(434) 582-2000

GRADUATE EDITION

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 434-525-9539)
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.
Liberty University is a school that is making a difference! We have a faculty and student body, who are committed to impacting the globe for the cause of Christ. It is our prayer that God will use Liberty to change the world in our lifetime.

Since its inception in 1971, it has been our dream to build a Christian university that is both academically excellent and spiritually vibrant. In just thirty years, Liberty has become the world's largest distinctively Christian university. Today we are proud to be a part of this world-class Christian institution that is already making a difference across our nation and around the world.

God has blessed us with incredible facilities like the Arthur S. DeMoss Learning Center, Williams Football Stadium, the Vines Convocation Center, David's Place, the Reber-Thomas Cafeteria, and the forthcoming Tim and Beverly LaHaye Student Center. God has also blessed us with a nationally ranked debate team and a Division One athletic program. But more than anything else, God has blessed us with a tremendous student body, who come from all fifty states and scores of foreign countries.

I want to challenge you personally to become a part of what God is doing at Liberty University. We want you to join with our more than 32,000 alumni who have come to experience “The World's Most Exciting University” where we are “Changing Lives—One Degree at a Time”.

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 ensure 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 logically or philosophically possible for students in the external programs, the Distance Learning 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 backdrop 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 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 (434) 582-2000

Calendar
Two semesters with a Summer Session and a January Interession.

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 (PO. Box 828, Forest, Virginia 24551, (434) 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 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 ourselves 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 literal 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 leadership 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 officers 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 heaven 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 based 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**

**PHILOSOPHY OF EDUCATION**

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.
Distance Learning Program

NOTE: Throughout this catalog, information pertaining specifically to the Distance Learning Program is noted in a box. Otherwise all information contained in this catalog pertains to both resident and distance learning students.

MISSION
The mission of the Distance Learning Program (EDP) is to provide Liberty University courses and programs to non-residential students. While EDP and residential course offerings may differ due to distinctions in student profiles and methodologies of instruction (especially through the use of electronic transmission of data images), the residential and EDP courses and programs are comparable in range, goals, and purpose.

METHODOLOGY
As the name suggests, the EDP offers a variety of college degrees externally, i.e., away from the University campus. Using the innovative methods the program offers, students can take classes without having to relocate. The same quality courses that are offered on the Lynchburg campus are made available to our EDP students in the convenience of their own homes. Courses are also offered in an intensive format a number of times throughout the year.

DELIVERY METHODS
Liberty offers its EDP courses through several delivery methods. Videotapes are currently the primary means of delivery for course instruction. University professors record their lectures for students to view and review at their own convenience, within a semester framework. The University has adopted Blackboard as its online software platform. Students can access individual lessons, have real-time interaction with other students taking the same course, utilize links to online resources, and receive immediate feedback from their professors using this innovative means of delivery. Students can enjoy the benefits of both the video and online methods. Our video, printed, and online learning tools help ensure that students have a learning opportunity available to them that equals or surpasses the traditional classroom model.

STRUCTURE
Students are allowed 120 days from the first day of the sub-term to complete each course in which they enroll. A new sub-term begins approximately every 22 days, (see calendar) meaning that a student need never be more than three weeks away from beginning a new enrollment period. Additionally, students may accelerate their pace and complete their course(s) in fewer than 120 days, then begin a new enrollment at the beginning of the very next sub-term if they choose to do so. (Financial Aid recipients must wait until the next semester to enroll in additional courses.)

The flexibility is a great advantage to motivated learners. The key to success in this program is self-discipline. Within the 120-day sub-term, students must create their own structure for submitting assignments and scheduling tests. A student's prospect for academic success is in his own hands. Liberty makes superior tools available to the student; the student must manage his time to take full advantage of these tools.

TESTING
Tests are administered by test proctors who are chosen by the students according to University-established criteria. Acceptable proctors may be members of the clergy, librarians, military education officers, or educators. Complete requirements and guidelines may be found on the application, online, or may be requested from the Office of Admissions.

When the sub-term begins, tests are shipped to the proctors. Students coordinate with their proctors when they are ready to test, and the proctors mail the tests to the University for scoring.

It is the proctor's responsibility to ensure the academic integrity of the testing process.

ACADEMIC SUPPORT
Each student is assigned a personal Academic Advisor who assists with choosing and scheduling courses and is available to answer any questions the student may have or to help solve unexpected problems. In addition, every course is managed by a Faculty member who is available to answer course-related questions.

Online services include Webmail and ASIST. Webmail serves as the primary means of communication between the University and the student. Every student is assigned a personal Webmail account, which he is advised to check at least weekly. Using ASIST (Automated Student Information Services Tool), students may access and update their personal information, view their account balances, make online payments, view individual test and final course grades, email professors, view and calculate GPA, and apply for financial aid.

COURSE MATERIALS
MBS Direct of Columbia, Missouri, serves as the “university bookstore” for distance learners. Videotaped lectures, worktexts, textbooks, and other required course materials may all be purchased by phone (1-800-325-3252), by fax (1-800-499-0143), or online at http://direct.mbsbooks.com/liberty.htm.

(An online orientation to the EDP may be viewed at http://courseinfo.liberty.edu.)

Course materials for on-campus intensives may be purchased through the University bookstore (434-582-2316 or e-mail to liberty@bkstore.com).

COURSE REGISTRATION
For information concerning course registration see page 17.
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. Additionally as part of the DeMoss Learning Center Project the library will double its floor space during the 2001–2002 academic year.

AL WORTHINGTON 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, a one story 125,000 square foot building, originally constructed in 1985, is being expanded by adding three additional floors, one of which will be finished in 2001. The building is named for Art DeMoss, a former board member and generous benefactor of Liberty University. The top two floors will be finished as additional funding becomes available and as the space is needed. This facility is being constructed to provide for the long range needs of the campus for the foreseeable future. When completed, it will be the focal point of the campus with nearly 500,000 square feet of academic space.

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 saddles and Bible from his circuit riding preacher days is a place of reflection for the students. This building houses the Seminary, the Office of Christian/Community Service, the Center for Youth Ministry, the Institute offices, and the Zingrabe Research Center, which is a state of the art computer lab for our Religion students.

CARTER-GLASS MANSION — “MONTVIEW”
The Carter-Glass Mansion, built in 1923, was 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. The mansion houses the office of the President/Chancellor.

CENTER FOR THE ADVANCEMENT OF FACULTY EXCELLENCE
The digital DISC, which is located in DeMoss Hall, provides a state of the art training facility for faculty and staff. Specialized training, workstations, software, and peripherals such as scanners and CD-burners, are available for faculty and staff 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 coffee shop; 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 3,000-seat gymnasium for athletics, physical education, chapel, concerts, and large Bible classes. In 1995, Earl and Anne Schilling, long-time donors to the ministry, established a multi-million 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 the 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 both vocal and instrumental ensembles. The Spirit of the Mountain Marching Band has won 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 station (C91) and TV studio (WLBV).

HANCOCK ATHLETIC CENTER
Athletic skill and strength have been developed in 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 department offices, football 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.

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.

Matthes-Hopkins Track

In 1989, a first-rate track was completed in honor of Jake Matthes, 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, 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 Activity Building

Due to two large donor gifts, a new Student Activity Building is being planned. Anticipated in this building are a fitness center, locker rooms, a theatre, a food court, lounge areas, meeting rooms, offices, and a post office. Also proposed is a swimming pool, multi-purpose rooms, basketball courts, and an indoor track.

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, Distance Learning 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 building also contains peer tutoring.

Vines Center

This 9,000 seat silver-domed Lynchburg landmark, also known as “The Furnace,” became the home of the Flames in 1990. It is also the location of weekly convocation services, Commencement, and several large conference and concert events each year.

Williams Stadium

The Flames, today, play NCAA Division IAA Football under the guidance of head coach, Ken Karcher, former coach with NFL-Europe, on the astroturf of the 12,000 seat Williams Stadium. In 1989, the Flames played their first football game in seventeen years on their own campus before a record crowd of 12,750. A new astroturf surface was installed in 1997.
A. Pierre Guillermin Library

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 300,000 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 175 indexes, 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.

The Media Services library, located in Demoss Hall 1123, provides audio-visual equipment, previewing facilities, and access to a variety of materials such as records, compact discs, cassettes, videotapes, and music scores.
Admissions

Information in boxes refers to the Distance Learning Program delivery format

GENERAL POLICY

Admission to Liberty University’s graduate programs is governed by policies and procedures developed by the Graduate Council.

Prospective students are assessed according to academic background, recommendations (as required by specific departments), and personal information. Applicants will be considered without regard to race, color, gender, national or ethnic origin, religion, age, or disability.

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 the date of publication. Liberty University reserves the right to make necessary changes without notice.

Admission to a graduate program at Liberty University does not constitute Degree Candidacy Status in a specific graduate program.

All graduate students are required to have access to an IBM-compatible, high speed computer with Internet and e-mail service.

General Admission Procedures

ITEMS TO BE SUBMITTED

Applicants must submit the following items to the Office of Admissions in order to be considered as candidates for admission. A decision will not be made until all documentation has been received and evaluated.

1. Application for Admission
   - EDP students must include test proctor information with the application

2. $35 Application Fee (non-refundable, non-transferable)

3. Academic Records
   - Applicants must submit an official transcript indicating successful completion of a baccalaureate degree program from a regionally accredited institution and of all other graduate level coursework they have completed. Official transcripts must be mailed directly from the educational institution to the Office of Graduate Admissions. Applicants holding a bachelor’s degree from an unaccredited institution who have also earned a master’s degree from a regionally accredited institution will be assessed on the basis of the master’s level degree.

   Applicants to a master’s degree program who hold a bachelor’s degree from an unaccredited institution and have completed a minimum of 12 credit hours with a B average in a master’s degree program at a regionally accredited institution or an institution accredited by an accrediting agency approved by the U.S. Department of Education may be accepted on the basis of the graduate work. Liberty University’s minimum acceptable unweighted Grade Point Average (GPA) is 3.0 on a 4.0 scale.

   Applicants who hold a bachelor’s degree from an unaccredited institution may be admitted on Academic Probation status. The student must earn a cumulative GPA of 2.0 for the first 9 hours of coursework.

4. Conditional Acceptance
   - Conditional acceptance may be granted based upon the information on the application alone. Conditionally accepted students may enroll for up to 6 semester hours pending receipt of all official transcripts, standardized test scores, and all other items requested for their particular program. Students who have not submitted the required documentation by the completion of the first 6 hours will not be allowed to enroll in additional courses until the documentation is received and full acceptance is granted.

   Conditional acceptance is not a guarantee of full acceptance into a degree program. Federal and state financial aid are not available to students in this status.

TRANSFER STUDENTS

Applicants who intend to transfer to Liberty must be eligible for readmission at the last institution attended. Records will be reviewed based on Liberty’s scholastic regulations. An applicant whose GPA does not meet Liberty’s standards will be placed on Academic Probation status for at least one semester if accepted.

TRANSFER OF CREDIT

Only courses from institutions accredited by accrediting agencies recognized by the Department of Education will be evaluated for transfer credit (e.g., SACS, TRACS, AABC, etc.). Applicants must request official transcripts 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 Degree-Specific Admission Procedures.

Transfer credit will not be granted from an earned master’s degree.

Internship credit is not transferrable.

READMISSION

- Students must apply for readmission if they have withdrawn from the University or if more than 12 months have elapsed since the first day of their last enrollment period.

- Residential students who do not enroll for at least one course in each fall or spring semester must apply for readmission.

Admission status is subject to the terms of any previous academic or disciplinary suspension or probation. Students must provide official transcripts from all educational institutions attended since enrollment at Liberty.
INTERNATIONAL ADMISSION

Liberty University is authorized under federal regulations to enroll non-immigrant 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.

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 the Office of Admissions before an admission decision will be made. The minimum acceptable score for admission is 600. Applicants scoring below 550 may be admitted provisionally and must enroll in appropriate English as a Second Language (ESOL) courses. These students may begin graduate coursework only after they have met the TOEFL minimum score requirement.

Information regarding the TOEFL may be obtained from Educational Testing Services, TOEFL Services, P.O. Box 6151, Princeton, New Jersey 08541, USA.

SPECIAL STUDENTS

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. These students will be limited to a maximum of 6 semester hours in their first period of enrollment and may accumulate 9 semester hours under this status. (The time limit is 6 semester hours for the M.Ed. and Ed.D. programs). Continued study as a Special Student will require permission from the Registrar.

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 Graduate Council who must approve readmission.
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 and B will remain on the student’s record and will calculate into the GPA.
7. Grades of C, D and F may be preceded by a grade of Q; if so, these courses will not be used in the calculation of the GPA.
8. Students in this category will not be eligible for graduation honors.


Degree Candidacy is granted when the student completes all prerequisites and is in good academic standing. All prerequisites must be met within the first 9 semester hours of graduate level work (12 semester hours for Counseling).

DUAL ENROLLMENT

Undergraduate students currently enrolled at the University may take graduate courses during the semester in which the student has 9 or fewer semester hours remaining prior to graduation. Students must meet the cumulative GPA requirement for entry into the graduate program. Students may be in this status for 2 semesters only and may take a maximum of 9 semester hours of graduate coursework. Dual enrollment applications may be obtained at the Registrar’s Office and the Office of Graduate Admissions and must be approved by both offices. Dual enrollment does not constitute admission into a graduate program.

ADDITIONAL INFORMATION

Additional information regarding the University’s academic and administrative policies and procedures can be found on the University web site at www.liberty.edu. Information may also be requested from the Office of Student Affairs.

Degree-Specific Admission Procedures

Master of Arts in Professional Counseling (M.A.)

ADMISSION

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

In addition to the General 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 (or those accredited by agencies approved by the U.S. Department of Education (e.g., SACS, TRACS, AABC, etc.).
2. Have an undergraduate cumulative GPA of 3.0 or above (on a 4.0 scale); and
3. Have successfully completed a minimum of 6 semester hours of coursework in psychology or a closely-related field of study (e.g., sociology, human services) and 3 hours of statistics.

Students who do not meet the prerequisite undergraduate course requirements may be admitted on a provisional basis until prerequisites are fulfilled. Course prerequisites must be completed within the first 9 hours of graduate study. Students who do not meet the minimum GPA requirement will be admitted on Academic Probation status. These students must earn a B or higher in each of their first 3 graduate level courses.

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 experiencing 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 12 hours of graduate work (which must include COUN 606), students must take one or more psychological tests and participate in interpersonal exercises designed to demonstrate their ability to relate and counsel effectively. There is an administrative fee for this testing. Students may apply for candidacy after they have completed 12 hours of coursework (including COUN 606) and the psychological testing. If on the basis of academic work, interpersonal ability, and psychological health, the faculty believes the student has the ability to become a successful 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 counselor, a recommendation will be made that the student transfer to another field of study, participate in professional counseling to address psychological or interpersonal issues, or pursue some other 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 recommend that the student take no further courses within the program until the remedial action has been completed. It is possible that, after admission to candidacy, problems may appear in a student’s behavior 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.

Currently, the following states do not accept external degrees for Licensure: Alabama, Arkansas, California, Illinois, Missouri, and Oregon.

TRANSFER OF CREDIT
Students transferring from regionally accredited institutions may transfer up to 6 hours into 36-hour program and up to 9 hours into 48-hour program. 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 appropriately 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 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. Transfer credit for BUSI 690, the MBA capstone course, will not be given. Courses from an earned master’s degree will not transfer.

Master of Business Administration (M.B.A.)

ADMISSION
In addition to the general admission requirements, admission to candidacy in the MBA program requires:

1. Earned baccalaureate degree or its equivalent from a regionally accredited institution.
2. An undergraduate cumulative GPA of 3.0 or above (on a 4.0 scale).
3. 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 status; these students must earn a 3.0 GPA or higher in the first semester of graduate coursework.
4. Students must complete BUSI 512 and BUSI 690 on campus at Liberty University.

TRANSFER OF CREDIT
Applicants may transfer in 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 appropriately 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 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 in as elective courses. Transfer credit for BUSI 690, the MBA capstone course, will not be given. Courses from an earned master’s degree will not transfer.

Master of Education (M.Ed.)

ADMISSION
The following items must be submitted to the Office of Graduate Admissions prior to registering for any graduate courses. Where noted, forms are available online at www.liberty.edu/academics/education/graduate/graduate.htm.

1. Application for Graduate Admission (available online)
2. $35 Application Fee (non-refundable, non-transferable)
3. M.Ed. Graduate Status Record (available online)
4. Recommendations for Graduate Program (2)
   These should be obtained from two individuals best qualified to answer questions concerning the applicant's professional, technical, and personal qualifications for graduate studies in education. The form is available online.

Students in both the 36- and 48-hour programs are required to take COUN 606, 660, and 661 on campus.
(5) Graduate Record Examination (GRE) Score Report
Applicants who have taken the GRE should contact the College Testing Service and request that an official score report be sent to the Office of Graduate Admissions. Applicants who have not taken the GRE should contact 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. The computer-based format may be scheduled by individual appointment. Scores will be displayed on the screen at the conclusion of the test session and may be printed as a temporary score report. All applicants MUST take the GRE as a validation instrument for the School of Education graduate programs.
- Please use the Liberty University code 5385 on the GRE forms in order for test results to be sent directly to Liberty.
- A minimum GRE score of 900 or above (combination of verbal and quantitative scores) is expected. Applicants scoring lower than 900 may be granted admission on Academic Probation status if the undergraduate GPA is 3.0 or above (on a 4.0 scale).

(6) Academic Records
Applicants must submit an official transcript indicating successful completion of a baccalaureate degree program from a regionally accredited institution or school accredited by another accrediting agency approved by the U.S. Department of Education. Transcripts should be sent directly to the Office of Graduate Admissions from all schools previously attended.
- Applicants are required to have an undergraduate cumulative GPA of 3.0 or above. Additionally, applicants are expected to have a GPA of 3.0 or higher for coursework taken during the junior and senior years.
- Applicants who have an undergraduate GPA below 3.0 may be considered by the School of Education (SOE) Graduate Committee for admission on Academic Probation status if the combined verbal and quantitative GRE score is 910 or above.

(7) Letter(s) from employing school(s) documenting educational experience
If seeking an add-on endorsement, the applicant must submit a letter validating previous teaching experience. Each letter must include a job description that specifies the exact responsibilities of the applicant in the educational setting.
- Applicants who do not have classroom teaching experience must complete at least 30 hours of field experience within the first 9 hours in the program.

(8) Professional Vita
Include degrees earned, educational experience, and career goals.

(9) Technology Questionnaire (available online)
Computer access and literacy in word processing, Internet, and e-mail are required for all graduate education students.

(10) The Test of English as a Foreign Language (TOEFL)
Liberty University is authorized under federal regulations to enroll non-immigrant 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. 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 will be made. The minimum acceptable score for admission is 600.

Information regarding the TOEFL may be obtained from: Educational Testing Services, TOEFL Services, P.O. Box 6151, Princeton, New Jersey 08541, USA.

ADDITIONAL REQUIREMENTS FOR SPECIFIC M.ED. GRADUATE PROGRAMS
- Administration and Supervision
  a) Vignette response (available online)
  b) Strong's Interest Inventory. Contact the Liberty University Career Center at 434-582-2352 for information.
- School Counseling
  a) Undergraduate prerequisites: 6 hours of psychology and 3 hours of statistics. Applicants who have not fulfilled these requirements must complete them within the first 9 graduate hours of the program.
  b) Psychological assessment: Certain psychological tests and interpersonal exercises are incorporated within COUN 606 which must be taken within the first 9 hours of the program. There is an administrative fee for this testing.

PROBATIONARY ADMISSION AND TRACKING
Students will be admitted on Academic Probation status if either the GRE or the GPA requirement is not met. Students on Academic Probation status will be permitted to complete no more than 9 hours while in that status. At the end of the first 9 hours in the program, the student must have achieved a GPA of 3.0 or higher on the graduate level coursework. If successful, the courses taken during the probationary period will count in the program. A student must attain full acceptance status to continue coursework beyond the 9-hour limit.

TRANSFER OF CREDIT
All graduate transfer credits are subject to the 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 institutions or schools accredited by an accrediting agency recognized by the U.S. Department of Education. With approval, up to 6 semester hours may be transferred into the M.Ed. program. It is
the responsibility of each applicant to supply official transcripts along with a written request to have credit applied to the degree program. Transfer credits must have been completed within the previous 5 years. Courses used in the completion of an undergraduate or master's degree cannot be approved as a part of the coursework for the M.Ed.

Credit for life experience and for correspondence courses will not be awarded at the graduate level.

Admission to the program does not guarantee acceptance as a degree candidate. The student will complete degree candidacy application after the successful completion of 9 hours in the program.

**Doctor of Education (Ed.D.)**

**ADMISSION**

The following items must be submitted to the Office of Graduate Admissions prior to registering for any graduate courses. Where noted, forms are available online at: [www.liberty.edu/academics/education/graduate/graded.htm](http://www.liberty.edu/academics/education/graduate/graded.htm).

- **A. Students who have earned a master's degree in education from Liberty University**
  1. (1) Ed.D. Graduate Status Record (available online)
  2. (2) Updated Biographical Information
     - The student must report any change in name, address, or other basic information that has occurred since completing the master's degree.
- **B. Students who have earned a master's degree in education from another institution or who have a master's degree in a field other than education**
  1. (1) Application for Graduate Admission (available online)
  2. (2) $35 Application Fee (non-refundable, non-transferable)
  3. (3) Ed.D. Graduate Status Record (available online)
  4. (4) Recommendations for Graduate Program (2)
     - These should be obtained from two individuals best qualified to answer questions concerning the applicant's professional, technical, and personal qualifications for graduate studies in education. The form is available online.
  5. (5) Graduate Record Examination (GRE) Score Report
     - Applicants who have taken the GRE should contact the College Testing Service and request that an official score report be sent to the Office of Graduate Admissions. Applicants who have not taken the GRE should contact Educational Testing Service to make arrangements to take the exam. The website address for the GRE is [www.gre.org](http://www.gre.org) and the toll free number is 1-800-278-5123. The computer-based format may be scheduled by individual appointment. Scores will be displayed on the screen at the conclusion of the test section and should be printed as a temporary score report. All applicants MUST take the GRE as a validation instrument for the School of Education graduate programs.
     - Please use the Liberty University code 5385 on the GRE forms in order to have test results sent directly to Liberty.
     - A minimum GRE score of 900 or above (combination of verbal and quantitative scores) is expected.
- **(6) Academic Records**
  Applicants must submit an official transcript indicating successful completion of a master's degree program from a regionally accredited institution or school accredited by another accrediting agency approved by the U.S. Department of Education. Transcripts should be sent directly to the Office of Graduate Admissions from all schools previously attended.
  - A master's degree in education (or a related area pre-approved by the SOE Graduate Committee) is required before enrolling in doctoral level coursework.
  - Applicants with a non-educational master's degree will be required to complete M.Ed. core courses (up to 12 additional hours) before taking any Ed.D. coursework.
  - Ed.D. applicants must have a cumulative GPA of 3.0 or above on all previous graduate work.
- **(7) Letter(s) from employing school(s) documenting educational experience**
  Each letter must include a job description that specifies the exact responsibilities of the applicant in the educational setting.
  - Ed.D. applicants must have a minimum of 3 years of teaching or administration experience in an educational setting. Applicants with only 2 years of qualifying experience may complete the third year within the first 9 hours of Ed.D. coursework.
- **(8) Professional Vita**
  Include degrees earned, educational experience, and career goals.
- **(9) Technology Questionnaire** (available online)
  Computer access and literacy in word processing, Internet, and e-mail are required for all graduate education students.
- **(10) The Test of English as a Foreign Language (TOEFL)**
  Liberty University is authorized under federal regulations to enroll non-immigrant 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. 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 will be made. The minimum acceptable score for admission is 600.
  Information regarding the TOEFL may be obtained from: Educational Testing Services, TOEFL Services, P.O. Box 6151, Princeton, New Jersey 08541, USA.
TRANSFER OF CREDIT

All graduate transfer credits are subject to the 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 institutions or schools accredited by an accrediting agency recognized by the U.S. Department of Education. With approval, up to 9 semester hours may be transferred into the Ed.D. program. It is the responsibility of each applicant to supply official transcripts along with a written request to have credit applied to the degree program. Transfer credits must have been completed within the previous 5 years. Courses from a completed undergraduate or master’s degree will not be accepted as transfer. Credit for life experience and for correspondence courses will not be awarded at the graduate level.

CANDIDATE STATUS

Following admission, the student will work with a Graduate Advisor to propose a plan of study for the degree. Attention will be given to career goals and previous coursework. The process for making application for Candidacy is included in EDUC 741. The application steps are as follows:

1. Successful completion of EDUC 741.
2. Completion of a minimum of nine hours of graduate work from Liberty University with a cumulative GPA of 3.0 or higher.
3. Earn a positive recommendation from at least two faculty members from the University.
4. Submit the Ed.D. Candidacy Application. This application requires documentation of the completion of any prerequisite agreements between the applicant and the School of Education Graduate Committee or the Director of Graduate Admissions. The student will officially document the required teaching experience and the successful transfer of credits taken at other institutions that are to be included in the Ed.D. program. If licensure endorsement is to be completed as a part of the program, the applicant must declare their intent in the candidacy process.
5. Submit an individual program plan after consultation with the Associate Dean of Graduate Studies.

When completed, the Associate Dean of Graduate Studies will submit the Candidacy Application to the School of Education Graduate Committee for approval. Once approved the University will honor the plan for the purpose of program completion and graduation. Requests for changes in the approved plan must be submitted to the graduate advisor in writing for approval or rejection.

Master of Science in Nursing (M.S.N.)

SPECIFIC ADMISSION REQUIREMENTS FOR THE MASTER OF SCIENCE IN NURSING PROGRAM

All policies and procedures as stated in the Liberty University Catalog apply unless otherwise stated.

The following criteria are established to encourage applications from qualified students who are highly motivated, self-directed, and academically competent to ensure selection of individuals who possess abilities that will enable them to successfully pursue graduate study in nursing. Each applicant must submit documentation to the Office of Graduate Admissions that addresses the following criteria:

1. Graduate of a nationally accredited nursing program/school or its equivalent. Accrediting bodies: American Association of Colleges of Nursing (AACN), Commission on Collegiate Nursing Education (CCNE), or National League of Nursing (NLN).
2. Bachelor of Science in Nursing (B.S.N.) or a bachelor’s degree in another discipline. Non-B.S.N. RN applicants may be admitted to the M.S.N. program but must satisfy requirements for the following undergraduate bridge courses: NURS 440, Strategies for Community Health Care, NURS 475, Research, and NURS 490 Leadership/Management in Nursing. (Students who wish to pursue this option must meet with a Graduate Faculty Advisor prior to submission of documentation/portfolio).
3. Introductory statistics course (math preferred) and an undergraduate course in health assessment are required; must have earned a minimum grade of “C” in each course. These courses must be taken prior to admission.
4. Minimum cumulative undergraduate GPA of 3.0 on a scale of 4.0.
5. Students for whom English is not their primary language must have a minimum TOEFL score of 600. TOEFL not required for students who obtained baccalaureate degree in the United States or Canada.
6. Current license to practice as a registered nurse in the state of Virginia and CPR certification.
7. Minimum of one year of nursing practice as a registered nurse.
8. Demonstrate satisfactory performance on the Graduate Record Examination. Applicants must submit GRE test scores earned within five years from application date, with the exception of scores submitted by individuals who have completed a master’s degree at an accredited institution.
10. Submit well-developed statement of professional and educational goals. A personal interview may be requested.

EVALUATION OF TRANSFER CREDITS AND SPECIAL STUDENT STATUS

Transfer Policy

With approval from the Department of Nursing Graduate Faculty Committee, students may transfer up to two graduate level courses (total of 6 credit hours) from an accredited institution. In order to transfer credit hours, the student must have earned the minimum grade of “B”. No correspondence or life experience study will be accepted for credit in the MSN program.

Special Student Status

Students who are not degree candidates, but who are able to meet the necessary academic requirements for admission to the University, may take up to 9 credit hours as a special student prior to being admitted to the M.S.N. program. Special student status also enables students who may be able to successfully matriculate in the program but are not admitted because they do not fully meet admission criteria (i.e. borderline GPA, low GRE scores) to enroll in graduate courses.
Upon successful completion of a maximum of 9 credit hours under special student status, students must complete requirements for admission and be accepted as degree candidates to continue in the M.S.N. program.

Master of Arts in Religious Studies (M.A.)

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.
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 coursework. After satisfying admission 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.

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.
Academic Information

Information in boxes refers to the Distance Learning Program delivery format

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 GPA
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 Semester Hour</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>
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<tr>
<td>D</td>
<td>Poor</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>Excellent</td>
<td>0</td>
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<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>
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</tr>
<tr>
<td>R</td>
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<tr>
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<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 courses bearing a grade of B, C, D, and F are used in the calculation of the GPA.

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** — 30-59.99 semester hours earned at the graduate level
- **Third Year Graduate** — 60-89.99 semester hours earned at the graduate level
- **Fourth Year Graduate** — 90.00 + semester hours earned at the graduate level
- **Doctoral** — Pursuing a doctoral degree

ADVISORS AND COURSE SELECTION
Each student will be assigned an academic advisor upon acceptance to the University. The advisors will guide students in course selection. All questions concerning academic issues should be directed to the advisors. Students are encouraged to contact their advisor for help with any school-related problems they may encounter during the academic year.

TRANSFER OF CREDIT
Only courses and degrees from institutions accredited by agencies recognized 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.

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 Graduate Council who must approve readmission.
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 and B will remain on the student’s record and will calculate into the GPA.
7. Grades of C, D and F may be preceded by a grade of Q; if so, these courses will not be used in the calculation of the GPA.
8. Students in this category will not be eligible for graduation honors.

COURSE REGISTRATION, ACTIVATION, AND COMPLETION DATE
Students may register for courses online, by phone, or by e-mail. The student’s Academic Advisor must approve the student’s course selection. A student’s enrollment period (course activation) may begin the first day of the upcoming sub-term, provided that the student is in good academic standing and has paid the tuition or secured financial aid approval. Students must register and pay their tuition at least 5 business days prior to the sub-term begin date; those using financial aid as their method of payment must register at least 10 days prior to the sub-term begin date. Students have 120 days from the sub-term begin date.
EXTENSIONS AND INCOMPLETE GRADES

Students who are unable to complete coursework for a videotaped or online course by the course deadline may purchase a single 2-month extension for $100. A grade of X will be awarded for the extension period.

Students enrolled in intensives must appeal to their professor for a temporary course grade of Incomplete (I). The Dean of the school or college must also approve the grade. 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 a grade of zero for that work.

Military servicemembers are guaranteed a cost-free extension for coursework that they are unable to complete on time due to deployments, extended cruises, unit operational tempo, or other duty-related extenuating circumstances.

To obtain an extension, military students must send in a current copy of official military orders (as proof of professional conflict during enrollment in the course) or a signed letter on official letterhead from the student's commander or supervisor. Liberty Military Education Office staff will determine whether a student's situation warrants a 30- or 60-day extension. No more than two 60-day extensions will be permitted for any given course.

Military students must notify their Education Office or Navy College Office of a course extension if they are receiving Tuition Assistance. Extension requests and supporting documents may be faxed to (804) 582-7421 or mailed to Liberty University Distance Learning Program, ATTN: Military Education Office, 1971 University Boulevard, Lynchburg, VA 24502.

Extensions must be secured no later than 2 weeks prior to the course end date.

GRADE APPEAL PROCESS

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

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

2. 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.

3. 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.

4. 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.
(5) If the grievance is not resolved at this level, the student may appeal to the Graduate Council within one week of the prior decision.
(6) The Vice President for Academic Affairs will make the final decision after reviewing Graduate Council’s recommendation.

PROGRAM CHANGES
All requests to change degree programs, majors, and specializations must be submitted in writing to the Registrar’s Office. Requests must be signed by the student in order to be processed.

SEMESTER LOAD
Masters level graduate students are considered to be full-time when enrolled 9 or more hours per semester. All doctoral graduate students are considered full-time with a semester load of 6 or more semester hours.

Graduate students must secure permission from the Program Director and from the Registrar to take more than 12 hours.

For financial aid purposes, full-time/part-time status will be determined by the number of hours for which the student initially enrolled in the semester. For example, if a student enrolls for the first time in the semester in the third sub-term, the number of hours the student takes in that sub-term will determine full-time/part-time status. A part-time student who adds courses for subsequent sub-terms of the same semester will still be considered part-time for the entire semester.

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 to part-time, etc.) may cause the reduction or cancellation of your financial aid award. In other words, your out-of-pocket expenses may increase.

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 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. 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.

DROPPING/ADDING COURSES
Students may drop a videotaped or online course for a full refund through the day prior to the sub-term begin date. Beginning on the first day of the sub-term, students may withdraw with a grade of W and no refund will be granted. An intensive may be dropped without a grade or a tuition charge through the end of the first day of class. There is a $10 drop fee. After the close of the first day through noon of the last day, a course may be dropped for a grade of W or WF and the student will be liable for tuition and fees.

Students who do not attend any sessions of an intensive in which they are enrolled will be dropped from the course and will be charged an administrative fee.

COURSE REPEAT POLICY
Graduate students must petition the Graduate Council to use the repeat policy.

WITHDRAWAL FROM LIBERTY
A student withdrawing from the University during the semester must submit a signed statement of withdrawal. The effective date of withdrawal shall be the date the Registrar's signature is affixed. Failure to complete a course does not constitute withdrawal from the University.

Students who withdraw within the refund period forfeit receipt of all federal and state grants; loans not disbursed will not be released in most cases.

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.

Students who drop/withdraw from all classes in which they are enrolled in a given semester will be considered to be withdrawing from the University. Students will not be allowed to re-enroll within the same semester, from which they withdrew. The last day to withdraw from a semester is the last day of class. A student may not withdraw after finals begin or the final exam/paper has been submitted.

INDEPENDENT STUDY
Students may request to complete an independent study project in a major field or related discipline. 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.

SCHOLASTIC REGULATIONS
Warning/Probation/Suspension/Dismissal. Students must maintain satisfactory standing in order to remain at Liberty. All graduate students must maintain a 3.0 GPA. Academic standing is calculated only at the end of each semester.

Students failing to attain and maintain the scholastic standing required will be placed on Academic Warning.
At the end of the semester on Academic Warning, students who fail to raise their GPA to a satisfactory level will be 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 will be placed on Academic Suspension. Students who are enrolled for 9 or more hours and fail all courses will be Academically Suspended. 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 these 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 their GPA to the required academic level will be Academically Dismissed and will not be allowed to return to Liberty unless qualifying for Academic Amnesty.

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 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. Requests for transcripts are to be made directly to the Registrar. A fee of $5 ($10 for next-day processing) for each transcript should accompany the request.

ACADEMIC HONESTY

It is assumed that students will submit only their own work. Further, it is assumed that students will neither give nor receive assistance of any kind that is not specifically permitted on graded assignments or examinations. Any student guilty of academic dishonesty will receive the grade of F for the course in which the academic dishonesty occurred.

During examinations, academic dishonesty includes consulting written information not specifically condoned by the instructor or receiving written or oral information from any other person. In the instances of papers written for the course, academic dishonesty also includes plagiarism. Plagiarism consists of failure to use quotation marks or other conventional markings around material quoted from any printed source or paraphrasing a passage from a source without properly referencing the source.

Academic dishonesty also includes stealing, buying, selling, or transmitting a copy of any examination or other academic document. A student who knowingly assists in any form of academic dishonesty will be considered equally guilty as the student who accepts such assistance.

When academic dishonesty is suspected, the student will be given an opportunity to provide oral evidence (over the phone or in person, at the student’s choice) and written evidence to the Dean of the School in opposition to the allegation of academic dishonesty. This evidence will be reviewed by the Graduate Council. If deemed appropriate by the Council or if requested by the student, the student may be present (in person or via a speaker phone) at the meeting of the Council where the review will be made. The student will not be permitted to be present after the Council has received all evidence and begun its deliberation toward a decision. The student will be informed of the recommendation of the Committee and decision of the Vice President for Academic Affairs in writing within ten calendar days of the meeting. The decision of the Vice President for Academic Affairs is final.

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

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. A course substitution may not be made from one discipline to another unless the course is on an approved list from the departments as published by the Registrar’s Office.

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 is accepted as a degree candidate, 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.

TIME LIMITS FOR DEGREE COMPLETION

Students pursuing a graduate degree of fewer than 60 hours must complete the degree requirements within 7 years of the date of matriculation. Students pursuing a graduate degree of 60 or more hours must complete degree requirements within 10 years. The M.Ed. degree must be completed within 5 years and the Ed.D. must be completed within 7 years.

WORK IN RESIDENCE

Candidates for the Master of Business Administration degree must complete 6 hours on the campus at Liberty University, and candidates for the Master of Arts in Counseling and Master of Education degrees must complete 9 hours on campus. Candidates for the Doctor of Education degree must complete 12 hours on campus. Students may satisfy this requirement by attending modular courses or attending other regularly scheduled classes at Liberty University. Modular courses are one or more week intensive sessions scheduled during summer and other selected times during the year. Students requesting exemptions must do so by presenting their reasons (with documentation) to the appropriate EDP Faculty Coordinator.
Military personnel pursuing graduate degrees must fulfill a brief residency requirement before graduation. Residency may be met in the form of week-long intensives on-campus.

GRADUATION CHECKLIST
Master’s and doctoral degree candidates will be evaluated every semester beginning with the first semester of attendance. 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 current 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.

COMMENCEMENT 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.

Students completing the Ed.D. degree are required to participate in the May commencement ceremony.
Financial Information

Information in boxes refers to the Distance Learning Program delivery format

Tuition and Fees 2002-2003

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<th>Tuition</th>
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<td>Late payment charge 1% of balance</td>
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Tuition

Master of Arts in Counseling (M.A.) $285 an hour
Master of Science in Nursing (M.S.N.) $245 an hour
Master of Arts in Religious Studies (M.A.) $285 an hour
Doctor of Education (D.E.) $235 an hour
Master of Education (M.E.A.) $235 an hour
Master of Business Administration (M.B.A.) $235 an hour

CONFIRMATION DEPOSIT/INITIAL PAYMENT

Prior to each semester, both new and returning students must either pay their tuition and fees in full, make the initial payment on one of the available LU payment plans, or pay a deposit of $250. Such payment will be held in deposit as confirmation that the student intends to matriculate for the upcoming semester. This deposit secures the student’s class schedule, any institutional grants or scholarships, and campus housing, as applicable. For new students, the full payment, initial payment on a payment plan, or $250 Confirmation Deposit should be mailed with a completed Confirmation Form and as applicable, a completed Housing Application Form to: Liberty University Admissions Office, 1971 University Blvd., Lynchburg, Virginia 24502. For returning students, this initial payment and Housing Application Form (if applicable) must be either hand delivered or mailed by May 1 of the current school year to: Liberty University Student Accounts Office, 1971 University Blvd., Lynchburg, Virginia 24502. This initial payment will be credited to the student’s account as a deposit toward the upcoming semester. New students who decide not to attend must notify the University in writing and request a refund of their deposit prior to May 1 of each academic year for fall term. Returning students who decide not to attend must notify the University in writing and request a refund of their deposit prior to August 1 of each academic year. For spring term, all students who decide not to attend must notify the University in writing and request a refund of their deposit prior to January 1 of each academic year. After these deadline dates, $250 of the deposit becomes non-refundable and non-transferable. This amount may be deferred for up to one academic year should the student be able to attend in a subsequent semester.

FINANCIAL CHECK-IN

Financial check-in can be accomplished online. New students are expected to complete financial check-in between the time they are admitted and the time they are scheduled to arrive on campus. Returning students are expected to complete financial check-in online after they have completed registration. Notification will be provided to the students in the mail and on the Liberty Web site about deadlines, specific procedures, and payment options. While 100% payment is encouraged, Liberty University does offer monthly payment plans. Participation in such a plan involves a $25 payment plan fee per semester.

A $100 late payment fee will be assessed to anyone who does not complete financial check-in options by the published deadlines. While exact payment deadlines vary from year to year, for planning purposes, payment for fall semester for returning students will be the first week of May; payment for spring semester will be the first week of December. New students need to make payment arrangements prior to their first day of classes.

All students must complete registration and the financial check-in process, including those students with financial aid, loans, and/or scholarships that result in a credit balance. This is the means by which you confirm your commitment to continue your education at Liberty University.

*See Military Financial Assistance section for further information
DORMITORY FEE
A student living in University housing is required to pay a dormitory fee of $2,550 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.

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 means of the on-line book voucher system, if there is a credit on the account.

COURSE MATERIALS
All textbooks, videotapes, and worktexts must be purchased from MBS Direct, PO Box 597, Columbia, MO 65203, 1-800-325-3252. Since financial aid is not applied until after the enrollment period has begun, students should not rely upon financial aid disbursements for the purchase of course materials.

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 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. This fee is not pro-rated for part-time students.

RETURNED CHECK CHARGES
A student will be charged a $25 fee for returned checks, returned automatic drafts, and stopped payment and/or account closed. After two bad checks, payments may only be made by cash, money order, debit card or credit card.

COURSE 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 the on-line financial check-in.
2. Tuition Payment Plan. Liberty University offers various tuition payment plans as an alternative to paying the balance in full upon registration. Tuition Payment Plans, (TPP) allow payment of tuition, fees, and on-campus housing charges in scheduled monthly payments. A Payment Plan Participation 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.

PAYMENT
Full payment is required at the time of registration. Statements will be sent out the 12th of each month with payment on any outstanding balance due by the first day of the following month. If payments are not received in the Student Accounts Office by the first of the month, a late fee of 1% per month will be placed on the account. Accounts must be paid in full before students will be allowed to enroll in any courses in the subsequent semester.

REFUND POLICY (ENROLLED STUDENTS)
Students receiving financial aid must submit written authorization for the University to hold a credit balance resulting from the Title IV funds on the account. Authorization to hold a Title IV credit balance will be given through the financial aid award letter. This authorization may be rescinded at any time. Recipients of Title IV federal funds who have requested a refund will automatically be refunded their credit balance within 14 days from the time the credit occurs or the first day classes, whichever is later. Students will be limited to two checks per semester. If there is a second refund check within a given semester, it will be written for the remaining credit balance. Refunds will not be provided for credit balances derived solely from institutional scholarships. These accounts are typically adjusted by Financial Aid.

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 accounts 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 will 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 from the University.

REFUNDS FOR TITLE IV FEDERAL AID RECIPIENTS
Title IV Federal Aid recipients are subject to the withdrawal policies and procedures of the Federal Student Financial Aid Handbook. The Handbook requires a calculation to determine what amount (if any) of the Title IV funds must be returned to the appropriate Student Financial Aid (SFA) programs. The calculation is made in the following way:

If a first-time student withdraws during the first 60% of the enrollment period, he is subject to the statutory pro rata refund calculation. In all other cases, a student who withdraws will be subject to the federal refund calculation or the University’s refund calculation (whichever yields the larger refund).

Statutory pro rata refund: The amount that will be refunded to the appropriate SFA program will be calculated by first determining the portion of the semester that remains. The weeks remaining in the enrollment period are divided by the total weeks in the enrollment period and this percentage is then rounded down to the nearest 10%. This percentage is multiplied by institutional costs. From this result, any unpaid charges are subtracted. The end result must be refunded to the appropriate SFA program.

Federal refund: The amount to be refunded to the appropriate SFA program is calculated by first determining the point in the enrollment period in which the withdrawal occurs.

Withdrawal:
On the first day of class 100% refund
After the first day of class through the first 10% of the enrollment period 90% refund
After the first 10% of the enrollment period through the first 25% 50% refund
After the first 25% of the enrollment period through the first 50% 25% refund
After the first 50% of the enrollment period 0% refund

The percentage is multiplied by institutional costs. The result is the amount that must be refunded to the appropriate SFA program.

REFUND DISTRIBUTION
Generally, refunds must be returned to the appropriate program accounts within 30 days of the date of withdrawal, and to the lender within 60 days of the same.

Refunds must be distributed in the following order:
1. Unsubsidized federal Stafford loan
2. Subsidized federal Stafford loan
3. Federal PLUS loan
4. Federal Pell grant
5. FSEOG
6. Other Title IV aid programs
7. Other federal, state, private, or institutional aid
8. The student

Note: After the refund to the SFA program, the student will be billed for any unpaid charges.

Examples of common refund situations:

Example #1: Federal refund calculation with unpaid charges
A student withdrew during the 6th week of a 16-week semester.
The student was not a first-time student.
Tuition charges were $3640. Dorm fees were $2400.
Financial Aid was a Student Stafford Loan for $2640 and a PLUS loan for $2983.68.
Total institutional costs are $6040 (tuition plus dorm fees).
An administrative fee of $100 is deducted from total institutional costs.$6040 - $100 = $5940.
This student withdrew at the 38% point in the enrollment period, so 25% will be refunded.
Institutional costs less administrative fee $5940
Percent to be refunded x 25%
Amount to be refunded $1485
$1485 will be refunded to the lender for the Stafford loan.
The student account will be credited $300 for unused meals.
The student account will be charged a $30 withdrawal fee.
As a result of the above the student has unpaid charges of $1631.32 which must be paid to the University.

Example #2 Pro-rata refund calculation
A first-time student withdrew during the 1st week of a 16-week semester.
Tuition charges were $4480. Dorm fees were $2400.
Financial Aid was a SSL loan for $1260 and a PLUS loan for $2640.
The student made cash payment of $250.
Total institutional costs are $6880 (tuition plus dorm fees).
An administrative fee of $100 is deducted from total institutional costs.$6880 - $100 = $6780.
There is 90% remaining in the enrollment period.
Institutional costs less administrative fee $6780
Percent to be refunded x 90%
Initial Amount to be refunded $6102
Less *unpaid charges 2730
Amount to be refunded $3372
*Unpaid charges are calculated as follows:
Total institutional costs $6880
Less SFA (3900)
Less cash payments (250)
Unpaid charges $2730
$1260 will be refunded to the lender for the Stafford loan and $2112 will be refunded for the PLUS loan.
The student account will be credited $2250 for unused dorm and meals and $3360 for tuition. The student account will be charged a $30 withdrawal fee. As a result of the above the student has unpaid charges of $522 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 is 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.

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 pre-determined 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 1 of each year in which financial aid is desired. (EDP students may submit FAFSA at any time.) 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. Complete the FAFSA on the web at http://www.fafsa.gov. 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) for the University. The SAR indicates the amount of money the student is expected to contribute towards education costs. This is called the Expected Family Contribution (EFC), and is used to determine the student’s financial need.

The student’s financial need is the difference between the Cost of Attendance and the Expected Family Contribution or EFC. The Cost of Attendance includes the educational expenses of (1) tuition, (2) room and board (for students living on and off campus), (3) required fees, (4) books and supplies, (5) transportation, and (6) miscellaneous expenses. The amounts for these six educational expenses are the student’s estimated Cost of Attendance at Liberty University, and they become the student’s budget for financial aid purposes. Only the actual tuition, fees, and room and board (for resident students) are provided on the student’s University bill.

Financial aid recipients are selected on the basis of demonstrated financial need (as stated above) and academic achievement. Most financial aid awards are based on full time enrollment, which is a minimum of 9 semester hours for a graduate student. 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 by 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 (434) 582-2270 or on the Internet web site at http://www.liberty.edu/admissions/financial.

SATISFACTORY ACADEMIC PROGRESS

The Financial Aid Office of Liberty University administers Title IV aid under guidelines from the U.S. Department of Education and Virginia state programs of assistance under guidelines from SCHEV. The Department of Education requires schools to develop and implement policies by which academic progress is evaluated and monitored. Students must meet Satisfactory Academic Progress (SAP) Requirements annually in order to continue to receive Title IV aid and Institutional scholarships. Title IV aid includes Stafford Student loans, Parent Plus loans, Pell grant, FSEOG grant, CSAP and Federal Work Study. Institutional aid includes all Liberty University scholarships.

Evaluating Satisfactory Academic Progress: The standards against which applicants for and recipients of financial aid are measured include Qualitative, Quantitative, and Maximum Time Frame measurements. The academic record of all students is reviewed at the end of the spring term each year.

QUALITATIVE STANDARD:

<table>
<thead>
<tr>
<th>Cumulative hours</th>
<th>Required GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>3.00</td>
</tr>
<tr>
<td>Doctorate</td>
<td>3.00</td>
</tr>
</tbody>
</table>

QUANTITATIVE STANDARD:

<table>
<thead>
<tr>
<th>Hours Attempted per term</th>
<th>Required Hours per term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>5 – 8.99</td>
<td>5</td>
</tr>
</tbody>
</table>

MAXIMUM TIME FRAME:

A student may not exceed 150% of the normal expected time for degree completion based upon credit hours attempted. Overall attempted hours are monitored at the end of spring term each year even if aid was not received during that term or prior terms. Once a student reaches the maximum time frame allowed, the student will be ineligible to receive financial aid.

EVALUATING SATISFACTORY ACADEMIC PROGRESS:

Classification for Completing Degree

<table>
<thead>
<tr>
<th>Time Frame Allowed for Completing Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>60 overall attempted hours</td>
</tr>
</tbody>
</table>

BREAK IN ENROLLMENT

When a student is readmitted, he will have the standing he had prior to breaking enrollment. For example, if a student is on Probation in the Fall Semester, does not return in the Spring Semester, readmitted in the next Fall Semester, he will be in a Probation Status for that term.

WITHDRAWALS AND INCOMPLETES

Courses from which a student withdraws or receives a grade of incomplete will not be considered as satisfactorily completed. The courses will be considered courses attempted but not completed and will factor into the measurement for maximum time frame.
REPEATED COURSES
Repeate courses are considered in the maximum time frame requirement. The course will be considered as attempted each time the course is taken.

TRANSFER COURSES
Transfer courses are not considered in determining eligibility under the qualitative or quantitative measure. However, transfer hours will be considered for purposes of the maximum time frame requirement.

NON-CREDIT REMEDIAL COURSE WORK
Financial aid is not available for non-credit courses. Remedial courses carrying regular college credit count toward satisfactory academic progress.

FAILURE TO MAKE SATISFACTORY ACADEMIC PROGRESS
If you fail to meet the qualitative or quantitative standard at the end of the spring term, you will be placed on financial aid probation. You will remain eligible for financial aid while on probation status.

If you are already on financial aid probation and have not removed the deficiencies and met the qualitative and quantitative requirement at the end of the next semester of attendance, you will be placed on financial aid suspension. You will not be eligible for financial aid while on suspension.

RE-ESTABLISHING ELIGIBILITY
Students may re-establish eligibility for financial aid if they:
1. Enroll on their own (without financial aid) for at least 6 hours.
2. Complete the required hours as they relate to attempted hours with a term GPA of at least 2.0.
3. Complete the Satisfactory Academic Progress Appeal Form based upon successful completion of one term and submit it to the financial aid office.

APPEALS
A student who is placed on financial aid suspension may appeal to the Director of Financial Aid. A letter of appeal must be submitted to the Director of Financial Aid along with the Satisfactory Academic Progress Appeal Form.

The student will be notified of the decision in writing. Aid remains cancelled unless the student receives a written notification of reinstatement.

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;
• 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 information 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;
• complete an exit interview upon graduation, withdrawing, or whenever a break in enrollment occurs; and
• re-apply for financial aid each academic year;
• complete an entrance interview when receiving a SSL for the first time.
If the student borrower disputes the terms of the loan in writing and the institution does not resolve the dispute, the student may contact the Student Loan Ombudsman's Office. The U.S. Department of Education's Ombudsman Office can propose solutions that may help you and other parties come to a final agreement. Before you call, make sure you have good records of people you have talked to and what they have said. Remember, too, that an ombudsman cannot reverse a decision or take sides.


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.

STAFFORD STUDENT LOANS (SSL)

Stafford Student Loans (SSL) are low interest loans available to students who are enrolled at least half-time. 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 periods. 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 entrance counseling;

• 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 as long as you use the same lender.

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

Graduate students are eligible for up to $8,500 subsidized funds and $10,000 unsubsidized funds per year. These students may borrow up to $13,800 during their academic career; only $65,500 of this total may be subsidized. SSL funds borrowed as an undergraduate are included in the maximum limit.

Virginia Student Aid Programs

TUITION ASSISTANCE GRANT PROGRAM (VTAG)

The Virginia Tuition Assistance Grant Program (VTAG) 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, may be eligible for an award. A student who is in Virginia solely to attend college is not considered to be a domiciled resident. Applicants must also be a citizen or permanent resident of the United States. The Tuition Assistance Grant award may be received for no more than 6 semesters graduate.

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 Dependents Educational Assistance (Chapter 35).

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

SCHOOL CLASSIFICATION

The Distance Learning Program is classified by the VA as an Independent Study Program, not correspondence school. Please be sure to check the box on the VA application indicating that the school is Independent Study. VA awards payment at the full rate (as if taking courses on campus).

CERTIFICATION

Certification to the VA will be submitted on a VA 22-1000 after the drop period for the sub-term 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-G1 BILL) or by email at buffipo@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 (Request for Change of Program or Place of Training form) and submit it to Liberty’s Military Education Office. Students who have never used VA educational benefits should complete a VA 22-1990 (Application for Education Benefits form). 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.
A 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.

**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 TA form and all other forms required by the base. All required original signatures must be on the TA form. 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.

TA 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 010392. 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.

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**Corporate Tuition Assistance**

**ELIGIBILITY**

The student must contact his Personnel Office for information concerning continuing education benefits.

**FORMS**

All Tuition Assistance application forms must be obtained from the student’s employer. The Distance Learning Program will invoice the employer for tuition payments upon receipt of an original approval certificate or letter. The approval document should include the amount of tuition approved for payment, the address for invoicing, and an authorized signature.

**REIMBURSEMENTS**

Students who receive tuition benefits after they have completed their courses should request a receipt from the EDP Student Accounts Office at the end of the semester.
Student Affairs

Information in boxes refers to the Distance Learning Program delivery format

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 spiritually 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 that govern student behavior are outlined in this catalog and The Liberty Way, which is available on the internet at www.liberty.edu.

BASIC REGULATIONS

EDP students are expected to abide by the rules, regulations, and policies outlined in The Liberty Way when attending courses on campus. The Liberty Way is available for online viewing at www.liberty.edu/campus/libertyway.

Questions regarding student services may be addressed by contacting the Division of Student Affairs at 804-582-2828.

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. In this case, 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 residence hall.

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 potentials 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.

SERVICES OFFERED

Student services are available to all EDP students when attending courses on campus. Services currently offered for EDP students include: career counseling/development, placement/testing service, financial aid advisement, health services, church placement services, and counseling. With the exception of health services, these services are also available to EDP students at their distance learning sites. EDP students may call Liberty at 804-582-2000 to contact campus offices.

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.

EDP students attending classes on campus are invited to attend convocation.

**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.

EDP students are encouraged to attend church services when attending intensives.

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### The Career Center

http://www.liberty.edu/resources/career

The Career Center provides services that help students satisfy one of their main objectives for attending college—obtaining professionally satisfying employment upon graduation. The Career Center is the bridge between the world of education and the world of work. Several programs are available to assist students to determine and realize their career goals and to implement appropriate education plans. Services are also available to alumni seeking job or career changes.

**CAREER SERVICES**

The Career Center staff is committed to offering encouragement and motivation to students who are preparing today for their future. Students are welcome to contact the staff by e-mail at careers@liberty.edu.

Through the Career Center, students can learn how to plan a systematic approach to future employment. The Career Center website offers career/interest assessments; externship and internship processes; job search and research information and links; resume, cover letter and portfolio tips; graduate school information; and upcoming career-related events across the country.

**INTERNSHIP PROGRAM**

The Career Center assists students with the registration and placement process involved in obtaining an internship. Internship courses are offered at the University to provide students with the opportunity to complement their formal education with practical experience.
Academic Programs

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.

Doctor of Education
Educational Leadership

Master of Arts
Counseling
Religious Studies*

Master of Business Administration

Master of Education
Administration/Supervision
Early Childhood Education
Elementary Education
Gifted Education
Reading Specialist
School Counseling
Secondary Education
Special Education

Master of Science in Nursing*
*Not available through the Distance Learning Program format.

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.

Course Prefixes

APOL Apologetics
BIOL Biology
BUSI Business
CHHI Church History
COUC Counseling
COUN Counseling
EDMN Educational Ministries
EDUC Education
ENGL English
HIEU European History
HIUS United States History
MATH Mathematics
MCCS Missions and Cross-Cultural Studies
MLAN Modern Language
NBST New Testament Biblical Studies
NURS Nursing
PATH Pastoral Theology
PHIL Philosophy

*Not listed in this publication. See the Christian/Community Service Handbook.
COLLEGE OF ARTS AND SCIENCES • 33

College of Arts and Sciences

Dean, College of Arts & Sciences
Professor of Counseling and Practical Theology

FACULTY
Allen, Britt, Clinton, Eure, Goodrich, Hawkins, R., Lawson, Mastin, Park, Reeves, Sanders, Scott, Spear, St. Clair, Thompson

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.

Counseling

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

PURPOSE
In accordance with the mission of Liberty University, the Department of Counseling provides master's level training to prepare persons for service as professional counselors within both the Christian and world communities. In addition, the M.A. program in professional counseling provides the foundational studies that equip students to pursue doctoral level training in the field. Consistent with the mission of the institution, 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 to adult students who would not be able to attend a residential program, primarily by means of technologies appropriate to distance learning. EDP courses and programs are intended to be comparable with those of the residential program in terms of outcomes. The methodologies used to attain these outcomes may differ from those of the residential program.

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.

Students should request a Student Guidebook from 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.

During the first 12 hours of graduate work (which must include COUN 606), students must take one or more psychological tests and participate in interpersonal exercises designed to demonstrate their ability to relate and counsel effectively. There is an administrative fee for this testing. Students may apply for candidacy after they have completed 12 hours of coursework (including COUN 606) and the psychological testing. If on the basis of academic work, interpersonal ability, and psychological health, the faculty believes the student has the ability to become a successful counselor, candidate status will be granted.

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 601, 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.

### Programs of Study

**Master of Arts Degree**

**Counseling (Traditional Track) Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 501</td>
<td>Counselor Professional Identity, Function and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COUN 520</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 585</td>
<td>Introduction to Research and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>COUN 600</td>
<td>Individual Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>COUN 601</td>
<td>Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 606</td>
<td>Group Process</td>
<td>3</td>
</tr>
<tr>
<td>COUN 612</td>
<td>Theories of Counseling and Psychotherapy I</td>
<td>3</td>
</tr>
<tr>
<td>COUN 642</td>
<td>Theories of Counseling and Psychotherapy II</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 645</td>
<td>Integration of Psychology and Theology</td>
<td>3</td>
</tr>
<tr>
<td>COUN 650</td>
<td>Career and Guidance Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 660</td>
<td>Counseling Techniques and the Helping Relationship</td>
<td>3</td>
</tr>
<tr>
<td>COUN 661</td>
<td>Counseling Practicum: Clinical Diagnosis and Treatment Planning</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Counseling (Certification Track) Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 501 Counselor Professional Identity, Function and Ethics</td>
</tr>
<tr>
<td>COUN 520 Human Development</td>
</tr>
<tr>
<td>COUN 585 Introduction to Research and Statistics</td>
</tr>
<tr>
<td>COUN 600 Individual Appraisal</td>
</tr>
<tr>
<td>COUN 601 Marriage and Family Counseling</td>
</tr>
<tr>
<td>COUN 606 Group Process</td>
</tr>
<tr>
<td>COUN 612 Theories of Counseling and Psychotherapy I</td>
</tr>
<tr>
<td>COUN 615 Ethnicity, Families and Counseling</td>
</tr>
<tr>
<td>COUN 642 Theories of Counseling and Psychotherapy II</td>
</tr>
<tr>
<td>COUN 645 Integration of Psychology and Theology</td>
</tr>
<tr>
<td>COUN 646 Psychopathology and Counseling</td>
</tr>
<tr>
<td>COUN 650 Career and Guidance Counseling</td>
</tr>
<tr>
<td>COUN 660 Counseling Techniques and the Helping Relationship</td>
</tr>
<tr>
<td>COUN 661 Counseling Practicum: Clinical Diagnosis and Treatment Planning</td>
</tr>
<tr>
<td>COUN 699 Counseling Internship</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. A few states require 60 hours of coursework, in which case 12 hours of post-graduate electives can be added to the program. Most states will also require at least 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 695), 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
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.

**Master of Science in Nursing (M.S.N.)**

Deanna C. Britt, R.N., B.S.N., M.S.N., Ph.D.
Chair, Department of Nursing
Professor of Nursing

Hila J. Spear, R.N., A.D.N., B.S.N., M.S.N., Ph.D.
Professor of Nursing
Director of Graduate Studies in Nursing

**PURPOSE**

Liberty University’s Master of Science in Nursing program is designed to prepare competent women and men to provide expert clinical care and related health care services and programs to individuals, families, and groups across the lifespan in a variety of acute care and community settings from the perspective of a Christian worldview. Graduates will be prepared to practice as clinical nurse specialists with the critical thinking skills and knowledge needed to promote the profession of nursing through clinical practice, teaching, research, program development and implementation, and scholarship, and embrace their vocation as a calling through which they fulfill the will of God. The mission and philosophy of the MSN Program is consistent with the University’s mission statement, “To produce Christ-centered men and women with values, knowledge, and skills required to impact tomorrow’s world.”

**LEARNING OUTCOMES**

Graduates of the MSN Program will be able to:

1. Practice as a Clinical Nurse Specialist (advanced practice nurse) in either an acute care or primary care setting.
2. Provide complex nursing care to individuals, families, and communities.
3. Develop and implement health promoting disease prevention programs.
4. Participate in research, scholarly activities, and teach in schools of nursing.
5. Act in leadership roles within the health care arena, such as development and administration of, directing primary care, and case management.
6. Demonstrate an understanding of the importance of treating the whole person by applying Christian principles to nursing care.

**ACCREDITATION**

The Master of Science in Nursing program is approved by the State Council of Higher Education for Virginia (SCHEV) and accredited by the Southern Association of Colleges and Schools (SACS) and the Transnational Association of Christian Colleges and Schools (TRACS). Upon graduation of the first class, the MSN Program, which is based on guidelines set forth by the American Association of Colleges of Nursing (AACN) will be eligible for accreditation from the commission on Collegiate Nursing Education (CCNE).

**COURSE REQUIREMENTS**

The Master of Science in Nursing (MSN) program is a Christ-centered, 36 hour on-campus program designed to prepare women and men to provide expert clinical care and related health care services and programs to clients and people groups across the lifespan in a variety of acute care and community settings. Students will enroll in either the acute or primary care track and with faculty guidance will develop a program of study that reflects their clinical interests. Full- and part-time options are available. Each student should obtain an up-to-date copy of the Graduate Student Handbook for complete information about clinical practicum experiences and matriculation in the MSN Program.

**PHYSICAL EXAMINATION**

Documentation of current immunization status (i.e., measles, mumps and rubella (MMR), tuberculosis (TB) testing) is required prior to enrollment in clinical courses. Hepatitis B immunization may be required.

**GRADUATION REQUIREMENTS**

1. Satisfactory completion of all course and clinical requirements (minimum grade of B); total of 36 credit hours.
2. Course repeat policy applied to one course only. Students will have the option to repeat one course if they earn a grade of “C.” To successfully complete the program, students must earn a minimum grade of “B” for all remaining graduate nursing courses.
3. Students who receive more than one “C” are automatically dropped from the program. Any “D” grade results in dismissal from program without option to repeat course.

**Program of Study**

**Master of Science in Nursing (M.S.N.)**

<table>
<thead>
<tr>
<th>Core Curriculum (12 Credit Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 501 Health Policy/Issues</td>
</tr>
<tr>
<td>NURS 502 Nursing Theory</td>
</tr>
<tr>
<td>NURS 503 Health Promotion/Disease Prevention</td>
</tr>
<tr>
<td>NURS 500 Research</td>
</tr>
</tbody>
</table>
### Advanced Practice Core Curriculum (9 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 504</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 505</td>
<td>3 Health/Physical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 506</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Acute Care Track (15 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 507</td>
<td>Advanced Acute Care I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Advanced Acute Care II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 609</td>
<td>Advanced Acute Care III</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NURS 610</td>
<td>Advanced Acute Care III Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 611</td>
<td>Directed Research</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### Community Health Track (15 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 512</td>
<td>Advanced Acute Care I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 613</td>
<td>Advanced Acute Care II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 614</td>
<td>Advanced Acute Care III</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NURS 615</td>
<td>Advanced Acute Care III Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 616</td>
<td>Directed Research</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**NOTE:** (36-credit hour MSN Degree, offered in residence only)
School of Business and Government

Bruce K. Bell, B.A., M.A., Ph.D.
Dean, School of Business and Government
Professor of Business

John George, B.S., M.A., M.B.A., PhD.
Associate Dean
Professor of Business
Coordinator, EDP M.B.A. Program

FACULTY
Brek, George, Kilmer, Lilley, Satterlee, Saunders, Swicegood, Terrell.

PURPOSE
To educate our Business and Government students with the values, knowledge, and skills they need in the development of the whole person to enable them to impact their world.

Inherent in this mission are the following fundamental imperatives:
1. That all teaching be given within a distinctively Christian worldview.
2. That the Word of God be honored as the final authority for life and practice.
3. That justice and ethics be exalted within a context of limited government and a free market system in a global economy.
4. That all of life’s tasks are sacred and are to be done as unto the Lord.
5. That the education process be a collaboration with faculty and staff, helping to transform students into self-sufficient, lifelong learners.
6. That courses of instruction be designed and delivered to provide our graduates with a competitive advantage as they pursue their chosen careers.

Master of Business Administration (M.B.A.)

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 content for all instruction is the Christian worldview. The mission is carried out in a format which makes this training accessible to adult students who would not be able to attend a residential program, primarily by means of technologies appropriate to distance learning.

In pursuit of this purpose, the M.B.A. faculty seeks the following student learning outcomes:

LEARNING OUTCOMES
Students will:
1. demonstrate the ability to strategically analyze, synthesize, and evaluate knowledge of internal and external business operations to gain sustained competitive advantage.
2. demonstrate the ability to manage information technology and effectively communicate business decisions.
3. appreciate corporate responsibility from a Christian worldview.

Program of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 500</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 501</td>
<td>Executive Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 512</td>
<td>Managerial Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 520</td>
<td>Strategic Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 530</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 560</td>
<td>Corporate Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 601</td>
<td>Accounting for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 604</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 620</td>
<td>Global Economic Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 690</td>
<td>Policy and Strategy in Global Competition*</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 550</td>
<td>Effective Executive Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 603</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 642</td>
<td>Contemporary Issues in Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 695</td>
<td>Business Research and Application (by permission)</td>
<td>3</td>
</tr>
</tbody>
</table>

*Course offered during specified term. Application for enrollment in M.B.A. program is required.
School of Education

Karen Parker, B.A., M.S., Ed.D.
Dean, School of Education
Professor of Education

Rebecca Carwile, B.S., M.A., Ed.D.
Professor of Education
Associate Dean of Graduate Studies

FACULTY
Carwile, Donaldson, J., Donaldson, P., Holland, Johnson, Lawrence, Panniza, Parker.

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 graduate students for careers in teaching, school administration, and school counseling.

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 teacher candidates who are preparing to teach kindergarten, elementary, and middle school, as well as high school students. Those wishing to pursue careers in middle school, or high school teaching may do so in the following areas: biology, business, 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, Spanish, special education, and teaching English as a second language.

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
A graduate of the Master of Education program:

1. Demonstrates a broad base of professional and general knowledge.
2. Integrates skills in speaking, writing, reading, and listening for effective classroom communication, peer leadership, and professional involvement.
3. Designs and selects instructional strategies based on the developmental levels and individual needs of the learner.
4. Applies knowledge of content areas and curriculum goals to design and supervise appropriate instruction.
5. Models good citizenship through moral leadership and sensitivity to human needs.
6. Works collaboratively to enhance the success of diverse learners.
7. Manages classroom climate and procedures to motivate students and maximize learning.
8. Integrates a variety of assessment strategies to improve student learning.
9. Integrates appropriate technology and resources to support instruction and to facilitate professional development opportunities.
10. Demonstrates behaviors of a reflective practitioner and seeks opportunities for professional development.
11. Exerts confident leadership as well as accepts responsibility in the broad field of education.
12. Demonstrates competence as a consumer of research findings and other information technology resources.
13. Conceptualizes a broad spectrum of educational precepts, generalizations, practices, dispositions, points of view, and resources.
14. Demonstrates skill in critical thinking, problem solving, decision making, and interpersonal skills.

SCHEDULING RESIDENTIAL COURSES
Residential graduate classes are scheduled on a weekend schedule during the fall and spring semesters and as one- or two-week intensives during the summer and in January. Pre-class and post-class assignments are required for all summer courses and for many of the weekend courses.

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 license 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 for candidacy in 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 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, Early Childhood, 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 or the successful completion of the Praxis II content exam for the area of endorsement;
2. Successfully complete Liberty's M.Ed. in Elementary, Early Childhood, 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;
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;
4. Obtain a passing score on the test required for Virginia licensure.

Reading Specialist
The student must:
1. Complete three years of successful classroom teaching in which the teaching of reading was 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: pre-K-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 appropriate 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 licensing information, contact the Coordinator of Teacher Licensure Records (phone 1-800-522-6259 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></th>
<th>School Counseling</th>
<th>Other Concentrations</th>
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</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Concentration Courses</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>Professional Courses</td>
<td>12*</td>
<td>12*</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>48</strong></td>
<td><strong>36</strong></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)**

**Core Courses**
- EDUC 500 Advanced Educational Psychology 3
  - or
- EDUC 501 Advanced Child Development

**Concentration Courses**
- EDUC 540 School Administration 3
- EDUC 545 School Law 3
- EDUC 546 School-Community Relations 3
- EDUC 548 School Finance and Management 3

**Professional Courses**
- EDUC 541 Supervision of Instruction 3
- EDUC 572 Curriculum Development 3
  - *EDUC 699 Internship in Education
  - or
  - EDUC 550 Practicum
  - or
  - EDUC 695 Directed Research

*Additional hours may be required for Virginia Licensure:
- Three years of successful full-time experience as a classroom teacher in an accredited nonpublic or public school 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 Early Childhood Education (PreK-3)**

**Core Courses**
- EDUC 501 Advanced Child Development 3
- EDUC 503 History of Education 3
  - or
  - EDUC 504 Philosophy of Education

**Concentration Courses**
- EDUC 506 Tests and Measurement 3
  - or
  - EDUC 507 Educational Statistics
  - or
  - EDUC 508 Foundations of Educational Research
  - or
  - EDUC 571 Curriculum Fundamentals 3
  - or
  - EDUC 572 Curriculum Development

**Professional Courses**
- EDUC 550 Directed Practicum
  - *EDUC 591 Student Teaching
  - or
  - EDUC 697 Seminar in Education 1

**TOTAL** 36

*Required for Virginia licensure: EDUC 590, 591, and 697 or one year of successful full-time teaching experience in the endorsement area in any accredited public or non-public school. Practicum or experience required at K-3 and Preschool. Successful completion of Praxis I and II.

**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
  - or
  - EDUC 503 History of Education 3
  - or
  - EDUC 504 Philosophy of Education
  - or
  - EDUC 506 Tests and Measurement 3
or
EDUC 507 Educational Statistics
or
EDUC 508 Foundations of Educational Research

EDUC 571 Curriculum Fundamentals
or
EDUC 572 Curriculum Development 3

Concentration Courses
EDUC 530 Teaching Mathematics 3
or
EDUC 531 Teaching the Natural and Social Sciences 3
EDUC 532 Teaching Language Arts 3
EDUC 554 Teaching Developmental Reading 3

Professional Courses
EDUC 521 Foundations of Exceptionality 3
EDUC 556 Teaching Content Area Reading 3
*EDUC 573 Curriculum for the Middle School 3
or
EDUC 550

*EDUC 590 Student Teaching Practicum I 3
or Elective
*EDUC 591 Student Teaching Practicum II 3
*EDUC 697 Seminar in Education 1

TOTAL 36-40

*EDUC 590, 591, 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. EDUC 573 is required for Middle School (6-8).

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

EDUC 503 History of Education 3
or
EDUC 504 Philosophy of Education

EDUC 506 Tests and Measurement 3
or
EDUC 507 Educational Statistics
or
EDUC 508 Foundations of Educational Research

EDUC 571 Curriculum Fundamentals 3
or
EDUC 572 Curriculum Development

Concentration Courses
EDUC 521 Foundations of Exceptionality 3
EDUC 522 Assessment and Intervention for Learning Problems 3

EDUC 552 Investigations in Reading 3
EDUC 650 Reading Clinic and School Program

Professional Courses
EDUC 532 Teaching Language Arts 3
*EDUC 550 Directed Practicum 3
EDUC 554 Teaching Developmental Reading 3
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 Gifted Education

Core Courses
EDUC 501 Advanced Child Development 3
EDUC 503 History of Education 3
or
EDUC 504 Philosophy of Education

EDUC 506 Tests and Measurement 3
or
EDUC 507 Educational Statistics
or
EDUC 508 Foundations of Educational Research

EDUC 571 Curriculum Fundamentals 3
or
EDUC 572 Curriculum Development

Concentration Courses
EDUC 500 Advanced Educational Psychology 3
EDUC 521 Reading and Research in Gifted Education 3
EDUC 522 Assessment and Intervention for Learning Problems 3
EDUC 523 Principles of Behavior Management 3

Professional Courses
EDUC 526 Principles and Practices in Gifted Education 3
EDUC 527 Reading and Research in Gifted Education 3
EDUC 620 Organization and Design of Gifted Education Program 3
EDUC 550 Directed Practicum 2-3
*EDUC 697 Seminar in Education 1

TOTAL 36

*Required for Virginia licensure: Gifted Education is an Add-On endorsement area. Candidates with at least one year of teaching experience but no experience in gifted education must complete the Directed Practicum with a minimum of 45 hours under the mentorship of a teacher holding a valid license with an endorsement in gifted education. Candidates with no teaching experience must complete 60 hours.
Teacher Candidates are expected to focus attention on the gifted education components appropriate to each of the courses completed. This includes the required research and field experiences for each course. The student will submit a portfolio documenting this attention as a portion of the requirements for EDUC 697.

**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 or COUN 520 Human Development
- EDUC 503 History of Education 3 or EDUC 504 Philosophy of Education
- EDUC 506 Tests and Measurement 3 or COUN 600 Individual Appraisal
- EDUC 507 Educational Statistics 3 or EDUC 508 Foundations of Educational Research or COUN 585 Introduction to Research and Statistics
- EDUC 571 Curriculum Fundamentals 3 or EDUC 572 Curriculum Development

**Concentration Courses**
- COUN 501 Counselor Professional Identity, Function and Ethics 3 or COUN 606 Group Process 3 or COUN 611 Counseling the Child 3 or COUN 620 Counseling the Adolescent
- COUN 612 Theories of Counseling and Psychotherapy 3 or COUN 615 Ethnicity, Families and Counseling 3 or COUN 650 Career Guidance and Counseling 3 or COUN 660 Counseling Techniques and the Helping Relationship 3

**Professional Courses**
- EDUC 660 Organization and Administration of Guidance Programs 3
- EDUC 661 Consultation, Coordination and Referral 3
- *EDUC 699 Internship 6 or EDUC 550 Directed Practicum (3)
- EDUC Elective (3)
- 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**
- EDUC 500 Advanced Educational Psychology 3 or EDUC 501 Advanced Child Development
- EDUC 503 History of Education 3 or EDUC 504 Philosophy of Education
- EDUC 506 Tests and Measurements 3 or EDUC 507 Educational Statistics or EDUC 508 Foundations of Educational Research
- EDUC 571 Curriculum Fundamentals 3 or EDUC 572 Curriculum Development

**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**
- EDUC Special Education Elective 3
- EDUC 535 Instructional Methods 2
- EDUC 536 Instructional Methods Practicum 1
- *EDUC 556 Content Area Reading 3
- *EDUC 590 Student Teaching Practicum 3
- *EDUC 697 Seminar in Education 1
- TOTAL 36 or 37

*EDUC 590 and 697 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.

**Master of Education with a Concentration in Special Education: Emotional Disturbance, Learning Disabilities or Mental Retardation (K-12)**

**Core Courses**
- EDUC 500 Advanced Educational Psychology 3 or EDUC 501 Advanced Child Development
- EDUC 503 History of Education 3 or EDUC 504 Philosophy of Education

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### 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 education 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, college instructor, teacher, 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>Course Requirements</th>
<th>Semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Core</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Concentration Area</strong></td>
<td>24</td>
</tr>
<tr>
<td><strong>Cognate Area</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Educational Research</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

*A graduate course is required in core areas such as 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 foundations, cognate area, or as a prerequisite.

**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 exam.

**DISSERTATION**

Before beginning the dissertation research, the doctoral advisory committee must approve the research proposal. 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 a 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.

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**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Doctor of Education in Educational Leadership</th>
<th>Semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Core</strong></td>
<td>12</td>
</tr>
<tr>
<td>(Choose 4 courses. Must include EDUC 741)</td>
<td></td>
</tr>
<tr>
<td>EDUC 740 Leadership Principles and Ethics</td>
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<tr>
<td>EDUC 741 Theories of Educational Leadership</td>
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<tr>
<td>(required in residence)</td>
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<tr>
<td>EDUC 742 Educational Leadership and Public Relations</td>
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<tr>
<td>EDUC 745 Systems Analysis</td>
<td></td>
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<tr>
<td>EDUC 746 Conflict Resolution</td>
<td></td>
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<tr>
<td>EDUC 840 Issues and Trends in Educational Leadership</td>
<td></td>
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<tr>
<td>EDUC 845 Policy Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Concentration Areas</strong></td>
<td>24</td>
</tr>
<tr>
<td>(Choose 8 courses in one area)</td>
<td></td>
</tr>
<tr>
<td><strong>Cognate Areas</strong></td>
<td>12</td>
</tr>
<tr>
<td>(Choose 4 courses from one area)</td>
<td></td>
</tr>
<tr>
<td><strong>Educational Research</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>60</td>
</tr>
</tbody>
</table>
### Concentration/Cognate Areas

**Administration**
- EDUC 540 School Administration
- EDUC 541 Supervision of Instruction
- EDUC 545 School Law
- EDUC 546 School-Community Relations
- EDUC 548 School Finance and Management
- EDUC 603 Comparative Education
- EDUC 630 Technology Practices for Instructional Improvement
- EDUC 640 Organization and Administration of Pre Schools
- EDUC 660 Organization and Administration of Guidance Programs

Choose one of the following:
- EDUC 671 Curriculum Evaluation
- EDUC 771 Curriculum Theory
- EDUC 871 Investigations in Curriculum Change
- EDUC 872 Readings & Research in Curriculum

One additional Leadership Core Course

**Curriculum**
- EDUC 570 Curriculum and Methods of Nursery/Early Childhood
- EDUC 571 Curriculum Fundamentals
- EDUC 572 Curriculum Development (Elementary/Secondary)
- EDUC 573 Curriculum for the Middle School
- EDUC 603 Comparative Education
- EDUC 630 Technology Practices for Instructional Improvement
- EDUC 671 Curriculum Evaluation
- EDUC 771 Curriculum Theory
- EDUC 871 Investigations in Curriculum Change
- EDUC 872 Readings and Research in Curriculum

**Instruction**
- EDUC 524 Teaching Learning Disabled Students
- EDUC 530 Teaching Mathematics
- EDUC 531 Teaching Natural and Social Sciences
- EDUC 532 Teaching Language Arts
- EDUC 535/536 Secondary Instructional Procedures/Practicum
- EDUC 541 Supervision of Instruction
- EDUC 554 Teaching Developmental Reading
- EDUC 556 Teaching Content Area Reading
- EDUC 603 Comparative Education
- EDUC 630 Technology Practices for Instructional Improvement
- EDUC 758 Teaching the College Student

**Instruction and Curriculum**
- EDUC 530 Teaching Mathematics
- EDUC 531 Teaching Natural and Social Sciences
- EDUC 532 Teaching Language Arts
- EDUC 535/536 Secondary Instructional Procedures/Practicum
- EDUC 541 Supervision of Instruction
- EDUC 554 Teaching Developmental Reading
- EDUC 556 Teaching Content Area Reading

**Curriculum & Methods for Nursery/Early Childhood**
- EDUC 570 Curriculum & Methods for Nursery/Early Childhood
- EDUC 571 Curriculum Fundamentals
- EDUC 572 Curriculum Development (Elementary/Secondary)
- EDUC 573 Curriculum for the Middle School
- EDUC 603 Comparative Education
- EDUC 630 Technology Practices for Instructional Improvement
- EDUC 671 Curriculum Evaluation
- EDUC 758 Teaching the College Student
- EDUC 771 Curriculum Theory
- EDUC 871 Investigations in Curriculum Change
- EDUC 872 Readings & Research in Curriculum

**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 with Learning Disabilities Students
- EDUC 556 Teaching Content Area Reading
- EDUC 630 Technology Practices for Instructional Improvement

**Early Childhood Education**
- EDUC 530 Teaching Mathematics
- EDUC 531 Teaching Natural and Social Sciences
- EDUC 532 Teaching Language Arts
- EDUC 554 Teaching Developmental Reading
- EDUC 570 Curriculum & Methods for Nursery/Early Childhood
- EDUC 640 Organization and Administration of Pre-Schools

**Gifted Education**
- EDUC 500 Advanced Educational Psychology
- EDUC 521 Foundations of Exceptionality
- EDUC 526 Principles and Practices in Gifted Education
- EDUC 527 Reading and Research in Gifted Education
- EDUC 528 Organization and Design of Gifted Education Programs

**Reading**
- EDUC 522 Assessment and Intervention for Learning Problems
- EDUC 552 Investigations in Reading
TIME LIMITS FOR DEGREE COMPLETION

The time limit for completing the degree from the date of admission to the program is 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. A student may reapply only once, and 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.

SCHEDULING RESIDENTIAL COURSES

Residential graduate classes are scheduled as weekend courses during the fall and spring semesters and as one or 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 5 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. EDUC 741 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.
School of Religion

Dean, School of Religion
Distinguished Professor of Systematic Theology
Associate Dean, School of Religion
Professor of Biblical Studies

Faculty
Beck, Boerland, Fowler, Habermas, Hindson, Hinkson, Lovett, Morrison

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.

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

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical Studies</td>
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<tr>
<td>NBST 500</td>
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<tr>
<td>or</td>
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<tr>
<td>NBST 652</td>
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<td>or</td>
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<tr>
<td>NBST 525,521 or 522; OBST 590,591, or 592</td>
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<tr>
<td>Theological Studies</td>
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<tr>
<td>THEO 503</td>
<td>3</td>
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<td>or</td>
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<tr>
<td>CHHI 662</td>
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<tr>
<td>Philosophy/Apologetics</td>
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<td>APOL 500</td>
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<td>or</td>
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<tr>
<td>PHIL 550</td>
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<td>or</td>
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<tr>
<td>PHIL 625</td>
<td></td>
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<tr>
<td>Specialized Program of Study</td>
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<tr>
<td>THEO 680</td>
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<tr>
<td>THEO 690</td>
<td>3</td>
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<tr>
<td>Total hours required</td>
<td>36</td>
</tr>
</tbody>
</table>

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.
Courses of Instruction

BIOL 515  Cell Biology  4 hours
(3 hours lecture; 3 hours lab)
Prerequisites: BIOL 200, 207, 208, 301 and CHEM 301
A study of the organization and function of living matter at the cellular level. Special emphasis will be given to the integration of molecular and cellular interactions for the maintenance of life. Lab fee.

BIOL 518  Vertebrate Natural History  4 hours
(3 hours lecture; 3 hours lab)
Prerequisites: BIOL 200, 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.

BIOL 595  Special Problems in Biology  1 to 4 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 4 hours may count toward the Biology major.

BUSI 507  Special Topics in Biology  1 to 3 hours

BUSI 500  Organizational Behavior  3 hours
This course develops managerial competence in understanding the human output of organizations from the viewpoints of individual, group, and organizational systems levels. There is also a strong emphasis upon understanding sixteen basic personality types in our culture and five criteria for evaluating behavior in international cultures.

BUSI 501  Executive Leadership and Management  3 hours
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.

BUSI 512  Managerial Information Technology  3 hours
This course focuses on what the manager personally does with information technology. Readings expose the student to the range of management issues that challenge the organizational world in the wake of the digital revolution. 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.

BUSI 520  Strategic Marketing Management  3 hours
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.

BUSI 530  Managerial Finance  3 hours
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.

BUSI 550  Effective Executive Communication  3 hours
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.

BUSI 560  Corporate Responsibility  3 hours
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” 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  3 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  3 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 prepare detailed business feasibility studies and plans for launching businesses of their own.

BUSI 604  International Business  3 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  3 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 macroeconomic 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 economics of particular nations provide examples of how various systems of property rights and government activity meet specific human needs.
<table>
<thead>
<tr>
<th>COURSES OF INSTRUCTION</th>
<th>49</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUSI 642</strong> Contemporary Issues in Human Resource Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>Prerequisites: BUSI 500 and 501</td>
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</tr>
<tr>
<td>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 professions, 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, experimental exercises, Internet activities, and research, students will learn to integrate theory and application in the effective management of an organization's human resources.</td>
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<tr>
<td><strong>BUSI 690</strong> Policy and Strategy in Global Competition</td>
<td>3 hours</td>
</tr>
<tr>
<td>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 into another institution.</td>
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<tr>
<td><strong>BUSI 695</strong> Business Research and Application (by permission)</td>
<td>3 hours</td>
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<tr>
<td>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.</td>
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</tr>
<tr>
<td><strong>COUN 501</strong> Counselor Professional Identity, Function and Ethics</td>
<td>3 hours</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>COUN 520</strong> Human Development</td>
<td>3 hours</td>
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<tr>
<td>This course includes a survey of the organic, social, and psychological factors that influence 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.</td>
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<tr>
<td><strong>COUN 585</strong> Introduction to Research and Statistics</td>
<td>3 hours</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>COUN 600</strong> Individual Appraisal</td>
<td>3 hours</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>COUN 601</strong> Marriage and Family Counseling</td>
<td>3 hours</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>COUN 602</strong> Marriage and Family Counseling II</td>
<td>3 hours</td>
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<tr>
<td>Prerequisite: PSYC 355 or equivalent. 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.</td>
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<tr>
<td><strong>COUN 603</strong> Premarital and Marital Counseling</td>
<td>3 hours</td>
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<tr>
<td>This course introduces students to a variety of approaches that have been developed for thorough premarital counseling. The course also teaches students a conceptual model for understanding the variety of ways marriages can become dysfunctional, and introduces them to short-term methods that can be used when those kinds of problems develop.</td>
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<tr>
<td><strong>COUN 604</strong> Crisis Counseling and Brief Therapy</td>
<td>3 hours</td>
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<tr>
<td>An examination of the theory and practice of crisis intervention and approaches to brief therapy.</td>
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<tr>
<td><strong>COUN 606</strong> Group Process</td>
<td>3 hours</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>COUN 610</strong> Human Sexuality</td>
<td>3 hours</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>COUN 611</strong> Counseling the Child</td>
<td>3 hours</td>
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<td>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.</td>
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<tr>
<td><strong>COUN 612</strong> Theories of Counseling and Psychotherapy I</td>
<td>3 hours</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>COUN 615</strong> Ethnicity, Families and Counseling</td>
<td>3 hours</td>
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| 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 3 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 625 Psychopharmacology and Counseling 3 hours
This course is designed to teach the prospective counselor about the history and development of psychopharmacologic agents, the biochemical nature of the central nervous system and its relationship to psychopharmacology. The legitimate use of medications and their importance for treatment are also examined.

COUN 630 Gerontology and Counseling 3 hours
This course acquaints the counselor with the issues and problems unique to the elderly in American society. Topics such as aging, societal attitudes, and family structure are examined.

COUN 642 Theories of Counseling and Psychotherapy II 3 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 3 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 3 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 3 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 3 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 3 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 687 Counseling Women 3 hours
This course examines the most common problems women bring to counseling, including both developmental and situational crises. It explores biblical perspectives and the most effective treatments for these situations.

COUN 690 Thesis 3 hours
A course designed to introduce the student to current counseling and treatment techniques for substance abuse. Emphasis is placed on etiological factors, physiological and psychological effects, and related behaviors.

COUN 695 Directed Research in Counseling 1 to 3 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 3 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 6 hours
Prerequisites: COUN 606, 645, 660, and 661.
This course offers student participation in a clinical experience under supervision in an approved agency along with supervision by a university faculty member.

EDUC 500 Advanced Educational Psychology 3 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 3 hours
An examination of physical, cognitive, spiritual and social/emotional development, and guidance of a young child.

EDUC 503 History of Education 3 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 3 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 candidate will be required to formulate a personal philosophy.
EDUC 506 Tests and Measurements 3 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 3 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 3 hours
Prerequisite: An introductory course in statistics or permission of the instructor.
Designed for those planning to complete a thesis. Review of the nature of scientific thinking, research design and research planning should assist the candidate in preparing a research proposal for discussion and criticism in class. A formal written proposal will be submitted by each candidate.

EDUC 511 Foundations of Exceptionality 3 hours
A comprehensive course dealing with the characteristics of children and youth with disabilities and topics related to models of service delivery, documentation procedures, and legal/ethical issues.

EDUC 522 Assessment and Intervention of Learning Problems 3 hours
A study of the techniques and procedures of educational diagnosis and correction strategies. Practical experiences provided with exceptional students.

EDUC 523 Principles of Behavior Management 3 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 Students with Learning Disabilities 3 hours
A study of the types and characteristics of learning disabled students. Emphasis will be placed on classroom intervention strategies.

EDUC 525 Educating Students with Mental Retardation 3 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 526 Principles and Practices in Gifted Education 3 hours
Candidates will explore the characteristics of gifted students as well as the emotional, academic, and social needs of gifted learners, with emphasis on those from special populations. Theories and strategies for differentiating curriculum designed for gifted students in heterogeneous and homogeneous groups will be analyzed.

EDUC 527 Reading and Research in Gifted Education 3 hours
Candidates will explore the contemporary issues and research in gifted education including the systematic gathering, analyzing, and reporting of formative and summative data and current issues on a local, state, and national level.

EDUC 530 Teaching Mathematics 3 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 numeration, operations and computations, geometry and logic. Candidates 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 3 hours
Using a thematic approach, the integration of sciences with other areas of the curriculum is the focus of this course. Candidates will participate in hands-on demonstration in the areas of biological and physical science, chemistry, geography, political science, and history. Candidates will generate and implement a thematic teaching unit which includes instruction in each of eight subject areas.

EDUC 532 Teaching Language Arts 3 hours
A study of the major perspectives on the development of oral and written language, including language differences and difficulties; methods of evaluating oral and written language performance; and strategies for improving the quality and quantity of oral and written language in classroom settings with special emphasis on the impact on literacy development.

EDUC 535 Secondary Instructional Procedures 2 hours
A course in secondary methodology focusing on competencies associated with individualizing instruction, grouping students 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 536 Secondary Instructional Procedures Practicum 1 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. Candidates will be required to observe in secondary classrooms, prepare a lesson, teach the lesson, and evaluate the experience.

EDUC 540 School Administration 3 hours
An examination of the administration roles in the design, implementation and improvement of the total educational program 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 3 hours
Methods, theories and research applying to supervision at all levels of education; analyses made concerning the work of curriculum directors, general supervisors, special supervisors, supervising principals department heads; study of supervisory methods, current plans for staff utilization and use of instructional materials; and stress on evaluation of educational programs and the effects of supervision.

EDUC 545 School Law 3 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 3 hours
Concepts and specific techniques in school-community relations involving the development and maintenance of purposeful 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  3 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  1 to 6 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 appropriate school administrator. May be repeated to a maximum of six hours.

EDUC 552  Investigations in Reading  3 hours
A seminar in research and reading in problems related to reading. Areas of investigation are determined by candidate interests with approval of the instructor.

EDUC 554  Teaching Developmental Reading  3 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  3 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  3 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  3 hours
An introduction to basic concepts and issues related to curriculum design, development, change and evaluation.

EDUC 572  Curriculum Development (Elementary/Secondary)  3 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  3 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 590  Student Teaching Practicum  3 to 6 hours
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  3 hours
A continuation of EDUC 590 in a second placement. Lab fee.

EDUC 603  Comparative Education  3 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  3 hours
Principles and techniques of the utilization of technology as a tool in qualitative and quantitative educational research.

EDUC 620  Organization and Design of Gifted Education Programs  3 hours
Candidates will examine model programs for gifted students that include organizational strategies for heterogeneous and homogeneous groupings. The study will include programs that are field specific, integrated content, and extra-curricular models. Strategies for securing funding for gifted programs will be explored.

EDUC 630  Technology Practices for Instructional Improvement  3 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  3 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  3 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  3 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  3 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  3 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** 3 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** 1 to 6 hours  
Offers opportunity and challenge of self-directed, 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** 1 to 6 hours  
Topics of special interest not included in the regular department offerings, may be taken more than once, but no topic may be repeated.

EDUC 699 **Internship** 1 to 6 hours  
Prerequisites: Proposal submitted one semester in advance and approved by the Chair of the Graduate Program.  
Requires completion of the projects and minimum number of hours as specified in proposal. May be repeated to a maximum of six hours.

Note: 700-800 Courses are for Ed.D. program only.

EDUC 708 **Quantitative and Qualitative Methods of Research** 3 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 candidate will submit a formal written proposal. This is a required course.

EDUC 740 **Leadership Principles and Ethics** 3 hours  
Candidates 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** 3 hours  
A study of leadership styles and the resulting influence upon school personnel, community, and instructional innovation and curricular change within the system. Required residential course.

EDUC 742 **Educational Leadership and Public Relations** 3 hours  
An introduction 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** 3 hours  
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** 3 hours  
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** 3 hours  
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 771 **Curriculum Theory** 3 hours  
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 840 **Issues and Trends in Educational Leadership** 3 hours  
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** 3 hours  
A study of the contemporary educational policy issues. Candidates will be required to assess and evaluate current education policies and implications for education effectiveness.

EDUC 871 **Investigations in Curriculum Change** 3 hours  
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** 3 hours  
Designed for candidates 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** 1 to 6 hours  
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. Course fee.

EDUC 980 **Dissertation Seminar**  
Prerequisite: EDUC 708  
Required of all candidates for the Doctor of Education degree. Following successful completion of the comprehensive exam, all candidates for the Doctor of Education degree must register for the dissertation seminar each semester, including summer, until successful defense of the dissertation.  
An administrative fee equivalent to one hour of tuition will be assessed.

EDUC 990 **Dissertation** 6 hours  
Prerequisite: EDUC 708  
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.

ENGL 501 **English Romanticism** 3 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 502 Modern Novel 3 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 503 Milton 3 hours
(Offered fall semester, even numbered years)
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.

ENGL 505 Literature of the Bible 3 hours
(Offered spring semester)
An examination of the literature and literary theory of the English Bible, based upon analysis and explanation 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.

ENGL 510 Children's Literature 3 hours
A critical interpretation of literature for children and young adults.

ENGL 511 The English Novel 3 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 520 Adolescent Literature 3 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 521 Victorian Period 3 hours
(Offered fall semester, even numbered years)
A study of the poetry and nonfictional prose published between 1830 and 1900.

ENGL 522 Modern Drama 3 hours
(Offered spring semester, odd numbered years)
Extensive reading in modern drama beginning with the works of Ibsen.

ENGL 523 Shakespeare 3 hours
A study of the principal plays of Shakespeare read in the light of the dramatic and literary background of his time.

ENGL 524 Modern Poetry 3 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.

ENGL 533 Modern Grammar 3 hours
A course emphasizing the nature, structure and modifications of the English language with emphasis upon traditional, structural and generative-transformational grammars.

ENGL 534 Literary Criticism 3 hours
(Offered fall semester)
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 defendable literary theory.

ENGL 539 Early American Literature 3 hours
(Offered fall semester, odd numbered years)
A study of the major writers in the period 1620-1800, such as Bradstreet, Edwards, Taylor, Franklin, Jefferson and others.

ENGL 540 The American Renaissance 3 hours
(Offered spring semester, odd numbered years)
A study of the major writers of the American Renaissance. Hawthorne, Melville, Emerson, Thoreau and others.

ENGL 542 The American Novel 3 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 543 Elizabethan Literature 3 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.

ENGL 551 Creative Writing: Poetry 3 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 552 Creative Writing: Fiction 3 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 553 Chaucer 3 hours
(Offered fall semester, odd numbered years)
A study of the Canterbury Tales and some of the shorter poems of Chaucer.

ENGL 554 Seventeenth Century English Literature 3 hours
(Offered spring semester, odd numbered years)
A study of the principal writers of the seventeenth century, other than Milton.

ENGL 556 History of the English Language 3 hours
(Offered spring semester)
The pronunciation, grammar and vocabulary of the English language in terms of its historical development are emphasized.

ENGL 558 Eighteenth Century English Literature 3 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 595 Directed Research 1 to 3 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.

ENGL 597 Special Topics in English 1 to 3 hours

ENGL 695 Directed Research 1 to 3 hours

MLAN 513 Introduction to Linguistics 3 hours
(Offered in odd numbered fall semesters)
Introductory, descriptive study of language, including syn-
tactic, morphological, phonological, semantic, and pragmatic analysis of language. Students will choose 1 other area of the discipline of study, such as psycholinguistics, sociolinguistics, or language acquisition.

HIEU 595 Directed Research 1 to 3 hours
HIEU 597 Special Topics in
European History 1 to 3 hours
HIS 495 Directed Research 1 to 3 hours
HIS 497 Special Topics in
United States History 1 to 3 hours
MATH 595 Directed Research 1 to 3 hours
MATH 597 Seminar 1 to 3 hours
NURS 500 Research 3 hours

This course expands upon research knowledge acquired at the baccalaureate level and focuses on in-depth study of the research process, theory-based research, data collection and analysis methods, and application of nursing and related research findings to nursing practice. The importance of evidence-based practice is emphasized. Quantitative and qualitative methodologies are examined.

NURS 501 Health Policy/Politics 3 hours

This course examines policy decisions and related issues that shape the organization, financing, and implementation of health care services and delivery systems. Ethical, social, and political issues that affect the provision of health care, nursing services, communities, and society are critically analyzed. Dynamics related to the roles and influences of health care providers and consumers, government, and law are discussed. Advanced nursing practice and its impact on policy decision-making and health care is emphasized.

NURS 502 Nursing Theory and
Advanced Practice 3 hours

Emphasis is placed on the critique, evaluation, and utilization of nursing and other relevant theories that apply to advanced nursing practice and a comprehensive approach to care. Professional role development, interdisciplinary relationships, and issues relevant to advanced practice will be studied.

NURS 503 Health Promotion/
Disease Prevention 3 hours

This course focuses on health behaviors of diverse populations and critical analysis of various theories of health promotion and disease prevention. Health behaviors of different cultures and age groups are addressed, relevant nursing research on health promotion and disease prevention is discussed, and new areas for nursing research are identified. Emphasis is placed on the promotion of health, prevention of illness, and environmental factors that impact health status. The importance of providing appropriate, individualized health care that is sensitive to the ethnic, racial, gender, and age differences within and across diverse populations is stressed and the role of the advanced practice nurse is emphasized.

NURS 504 Advanced Pharmacology 3 hours

This course is designed to expand the advanced practice student’s knowledge of pharmacotherapeutics, which includes the cellular response level, for the management of individuals in the acute care and primary care setting. Broad categories of pharmacologic agents are examined. Skills to assess, diagnose, and manage a client’s common health problems in a safe, high quality, cost-effective manner are emphasized.

NURS 505 Advanced Health/
Physical Assessment 3 hours
Prerequisites: Undergraduate health assessment course.

This course focuses on comprehensive physical assessment which includes in-depth history taking, physical and psychological signs and symptoms, developmental stages, pathophysiology changes, and psychosocial and cultural characteristics of the individual, family, and community as client. Enhancement of communication and observational skills are emphasized along with the development of sensitive and refined interviewing techniques.

NURS 506 Advanced Physiology and Pathophysiology 3 hours

System-focused content addresses the normal physiologic and pathologic mechanisms of disease that serve as the foundation for advanced clinical assessment, decision-making, and management. Physiologic changes are compared and contrasted over the life span and developmental physiology, normal etiology, pathogenesis, and clinical manifestations of common and life-threatening altered health states and responses to illness and treatment modalities are examined.

NURS 507 Advanced Acute Adult Care I 3 hours

This course focuses on advanced nursing skills and assessment related to common developmental, health, and illness changes of adults. The effects of acute illness on the individual and family are also analyzed. In addition, pharmacological, nutritional, and psychosocial management options are examined. Role development as a clinical nurse specialist is initiated.

NURS 512 Advanced Community Health I 3 hours

Provides theoretical foundation for advanced community health nursing practice with special emphasis on epidemiology, biostatistics, and management of population-based health care. Examines and integrates public health science, nursing theories, and community practice models. Role development as a clinical nurse specialist is initiated.

NURS 608 Advanced Acute Adult Care II 3 hours
Prerequisites: NURS 507, (NURS 504, 505, 506 may be taken concurrently).

Designed to enhance the ongoing development of knowledge and critical thinking skills for the advanced practice role of clinical nurse specialist. Nursing care of the person with complex health needs, especially chronic illness, is emphasized. Clinical experiences reinforce theory and provide students with opportunities to develop and implement advanced nursing interventions for selected complex client situations.

NURS 609 Advanced Acute Adult Care III: 6 hours* Practicum

*NURS 610 Advanced Acute Adult Care III: 3 hours

PRACTICUM

If students elect to conduct directed research, they will enroll in 3-credit hour practicum instead of the 6-credit hour practicum.

Prerequisites: NURS 608.

Focuses on advanced nursing practice as a clinical nurse specialist within the acute clinical setting. Faculty will work with preceptors from a variety of clinical sites to design a practicum tailored to each student’s individual preference, professional goals, and objectives for future practice as a clinical nurse specialist.
NURS 611 Directed Research 3 hours
(Optional course)
Prerequisites: Completion of all core course requirements, concurrent enrollment in NURS 610.
Provides experience of developing a research proposal and conducting a research project designed to improve patient outcomes within the acute care environment. Mentored study, emphasis on writing final paper of publishable quality.

NURS 613 Advanced Community Health II 3 hours
Prerequisites: NURS 512 (NURS 504, 505, 506 may be taken concurrently).
Provides the student with clinical opportunities to apply theories and community health models of care to families and community groups in the advanced practice role of clinical nurse specialist. Economic, ethical, and political issues relevant to health care delivery to multicultural populations within a variety of community settings are examined. Emphasis on theoretical-based practice, collaboration, and current health care climate.

NURS 614 Advanced Community Health III: Practicum 6 hours
Prerequisites: NURS 613. This course focuses on advanced nursing practice within the community clinical setting. Faculty will work with preceptors from a variety of clinical sites to design a practicum tailored to each student's individual preference, professional goals, and objectives for future practice as a clinical nurse specialist.

NURS 615 Advanced Community Health III: Practicum 3 hours*
*If students elect to conduct directed research, they will enroll in a 3-credit hour practicum instead of the 6-credit hour practicum.

NURS 616 Directed Research 3 hours
Prerequisites: Completion of all core course requirements, concurrent enrollment in NURS 615.
Provides experience of developing a research proposal and conducting a research project designed to improve patient outcomes within the community health care environment. Mentored study, emphasis on writing final paper of publishable quality.

RELIGION COURSES

NOTE: The following listing is limited to courses that fulfill the foundation course requirement in the M.A. in Religious Studies. Electives in the various specializations are listed in the Liberty Baptist Theological Seminary catalog.

APOL 500 Introduction to Apologetics 3 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 3 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 3 hours
An intensive investigation of the historical literary, and cultural milieu 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 3 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 3 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 3 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 3 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.

THEO 680 Research Methods 3 hours
Bibliography and thesis research. Emphasis will be given to the formulation of the topic and thesis proposal.

THEO 690 Thesis 3 hours
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**Administration and Staff**

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<td>President, CEO</td>
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<td>Kim Graham, B.S., M.A.</td>
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<td>Director of Intercollegiate Athletics</td>
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<td>Mark Hine, B.S., M.Div.</td>
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<td>Vice President for Student Affairs</td>
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<td>Danny Lovett, B.S., M.A., M.Div., D.Min.</td>
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<td>Vice President for Spiritual Life</td>
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<td>Boyd C. Rist, B.A., M.A., Ph.D.</td>
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<td>Dean of Faculty</td>
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<td>David L. Young, B.S., M.A.</td>
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<td>Vice President for Academic Affairs</td>
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<td>Chief Information Officer</td>
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<tr>
<td>Dean, School of Business and Government</td>
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<td>W. David Beck, B.A., M.A., Ph.D.</td>
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<td>Associate Vice President for Academic Affairs</td>
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<td>Barbara A. Boothe, B.S., M.A.</td>
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<td>Director of Planning, Research, and Assessment</td>
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<td>Pauline Donaldson, B.A., M.A., Ed.D.</td>
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<td>Dean, College of General Studies</td>
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<td>Danny Lovett, B.A., M.A., M.Div., D.Min.</td>
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<td>Dean, Liberty Baptist Theological Seminary</td>
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<td>Karen Parker, B.A., M.S., Ed.D.</td>
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<td>Patricia Thompson, B.S., M.A., Ed.D.</td>
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<td>Executive Director of EDP Academic and Administrative Affairs</td>
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<td>Elmer Towns, B.A., M.A., Th.M, M.R.E. D.Min.</td>
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<td>Rhonda Allbeck, B.S.</td>
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Director of Discipleship
Randy Spencer, B.S.
Campus Pastor
Director of Center for Ministry Training

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Dane Emerick, B.S.
Dean of Men

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Richard D. Patterson, A.B., M.Div., Th.M., M.A., Ph.D.
August 1994
Distinguished Professor of Biblical Studies

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Professor Emeritus of English
A.B., B.S., Ashland College; M.A., University of Michigan; Ph.D, Kent State University; additional graduate work at Ohio State and American University. At LU 1995-2002
A. Pierre Guillermin, B.A., M.A., Ed.D., LL.D.,
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.
Ernest V. Liddle, B.A., M.A., M.S., B.D., Th.M., Th.D.
Dean Emeritus, Library Services
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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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 198-1996.
Faculty Roster

Associate Professor of Counseling
B.A., Tennessee Temple University; M.S., Liberty University; D.Min., Lutheran Seminary, M.Div., Southwestern Baptist Seminary; Ed.D., University of Sarasota. At LU since 2001.

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.

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Chair, Department of Family & Consumer Sciences
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A.A., Yakima Valley College; B.S., Washington State University; M.S., Winthrop College; Ph.D., University of North Carolina. At LU since 1983.

W. David Beck, B.A., M.A., Ph.D.
Associate Vice President for Academic Affairs
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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.

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Professor of Business
B.A., M.A., Penn State, Ph.D., Walden University. At LU since 1996.

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Professor of Aviation and Business
B.B.A., M.B.A., Ph.D., Georgia State University. At LU since 1997.

James A. Borland, B.A., B.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.
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B.A., Kansas Wesleyan University; Th.M., Th.D., Dallas Theological Seminary. At LU since 1981.

Deanna C. Britt, R.N., B.S.N., M.S.N., Ph.D.
Chair, Department of Nursing
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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.

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B.S., Liberty Baptist College; M.A., Liberty University; Ed.S, Ed.D., College of William and Mary; additional graduate studies at Lynchburg College, University of Virginia and Liberty Baptist Theological Seminary. At LU 1986-98, 2001-present.

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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.

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Professor of Biblical Studies and Pastoral Ministries

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B.S., U.S. Military Academy, West Point; M.A., Liberty University; M.B.A., Ph.D., University of Alabama. At LU since 1990.

Cynthia Goodrich, R.N., B.S.N. M.S.N., Ed.D.
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Assistant Professor of Nursing
R.N., Hudson River Psychiatric Center; B.S.N., Russell Sage College; M.S.N., University of Virginia Ed. D., Sarasota University, Gerontology Graduate Certificate; Lynchburg College. At LU since 1996.
Gary R. Habermas, B.R.E., M.A., Ph.D., D.D.
Chair, Department of Philosophy and Theology
Distinguished Professor of Apologetics and Philosophy

Dean, College of Arts & Sciences
Professor of Counseling and Practical Theology
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 Twickenham State Hospital and Worcester State Hospital. Licensed Professional Counselor. At LU 1978-1995, 2000 to present.

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 1974-1986, 1996 - present.

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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.

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B.S., 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.

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Professor of Education
B.A., Tennessee Temple University; M.S., Florida International University; Ed.D., University of Miami. At LU since 1986.

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Diploma, Lynchburg General Hospital School of Nursing; B.S.N., Liberty University; M.S.N., University of Virginia; doctoral candidate at Sarasota University. At LU since 1993.

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B.S., Southwest University; M.S., Central Michigan, Ed.D., Nova Southeastern, D.B.A., University of Sarasota. At LU since 2001.

Chair, Department of Marketing
Associate Professor of Business
Associate Professor of Counseling
A.A., Hiwassee College; B.A., East Texas Baptist University; M.R.E., Southwestern Baptist Theological Seminary; Ed.D., New Orleans Baptist Theological Seminary. At LU since 1992.

Hila J. Spear, R.N., A.D.N., B.S.N., M.S.N., Ph.D.
Associate Professor of Nursing
Director of Graduate Studies in 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., Ph.D.
Director of Generic Nursing Program
B.S.N., Radford University; M.S.N., University of North Carolina, Chapel Hill; Ph.D. Virginia Commonwealth University. At LU since 2000.

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.

Philip G. Swicegood, B.S., M.B.A., Ph.D.
Adjunct Professor of Business
B.S., Liberty University; M.B.A., University of Texas; Ph.D., Florida State University. At LU since 2001.

Timothy D. Terrell, B.S., M.A, Ph.D.
Adjunct Professor of Business
B.S., Clemson University; M.A., Clemson University; Ph.D., Auburn University. At LU since 1998.

Patricia A. Thompson, B.S., M.A., Ed.D.
Assistant Professor of Counseling
Executive Director of EDP Academic and Administrative Affairs
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.

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.

Chair, Department of Church Ministries
Assistant Professor of Youth Ministries
Executive Director of the Center for Youth Ministries
B.S., Liberty University; M.A.R., M.R.E., D.Min, Liberty Baptist Theological Seminary; doctoral studies at University of Sarasota. At LU since 1999.
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 person 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/Endowments
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. Only the interest earned each year from the principal will be used.

Specific information on the above plans may be obtained by contacting:

Development and Alumni Affairs
1971 University Blvd.
Lynchburg, VA 24502
(434) 582-2290

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% 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. 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 may 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 obtained by contacting:

Mr. Joel Pearson
Director of Development
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 Federal Family Education (Stafford and PLUS) Loans, Virginia Tuition Assistance Grants, and Virginia College Scholarship Assistance Program grants.

The University has never accepted Federal or State funds for its operations, endowment, or capital funding projects.
SUMMER SESSION
May 13-August 9

FIRST SEMESTER
August 1, Thursday
Final deadline for online financial check-in for returning undergraduate, graduate, and seminary students

August 19, Monday
Final deadline for online financial check-in for new undergraduate, graduate, and seminary students
Residence halls open
Dining hall opens at lunch for new and transfer students
Orientation for new, transfer, and former undergraduate students (Required)

August 20-27, Tuesday-Tuesday
Orientation and Freshman Seminar
Required for all new, transfer and former undergraduate students
Registration for new and transfer students

August 26, Monday
Registration for returning and former students
Dining hall opens at lunch for returning students

August 27, Tuesday
Registration for returning and former students
Registration, orientation, and late financial check-in for graduate and seminary students

August 28, Wednesday
Classes begin 8 a.m.
Late registration begins

September 4, Wednesday
Opening Convocation
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

November 5, Tuesday
Last day to drop with a “W” or “WF” After today, “F”

November 22, Friday
Thanksgiving Break begins after last class.
Dining hall closes after dinner

December 2, Monday
Classes resume, 8 a.m.
Dining hall opens at breakfast

December 13, Friday
Last day of classes

December 16-19, Monday-Thursday
Final Examinations

December 19, Thursday
First semester ends
Dining hall closes after lunch

December 20, Friday
Final grades due, 12 noon

INTERSESSION
December 30-January 10

SECOND SEMESTER
January 9, Thursday
Residence halls open
Dining hall opens at lunch for new and transfer students
Financial check-in and orientation for new, transfer, and former undergraduate students (Required)

January 10-14, Friday-Tuesday
Orientation and Freshman Seminar (FRSM)
Required for all new, transfer and former undergraduate students
Registration for new, transfer and former undergraduate students

January 13, Monday
Registration for returning and former students
Dining hall opens at lunch for returning students

January 14, Tuesday
Registration for returning and former students
Registration, orientation, and late financial check-in for graduate and seminary students

January 15, Wednesday
Classes begin, 8 a.m.

January 22, Wednesday
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 14, Friday
Spring Break begins after last class
Dining hall closes after dinner

March 17-21, Monday-Friday
Spring Intensives

March 24, Monday
Classes resume, 8 a.m.
Dining hall opens for breakfast

March 25, Tuesday
Last day to drop with a “W” or “WF”
After today, “F”

April 2, Wednesday
Annual Assessment Day

May 2, Friday
Last day of classes

May 5-8, Monday-Thursday
Final Examinations

May 8, Thursday
Dining hall closes after lunch

May 9, Friday
Baccalaureate Service

May 10, Saturday
Commencement, 10 a.m.
Second semester ends
Residence halls close

May 13, Tuesday
Final grades due, 4 p.m.

May 14-16, Wednesday-Friday
Faculty Workdays
# EDP Schedule 2002-2003

## FALL SEMESTER (2002-40)

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## GRADUATION CEREMONY:
- Last date to turn in coursework – April 15, 2003
- Baccalaureate Service – Friday, May 16, 2003
- Commencement – Saturday, May 17, 2003
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