



## 2009-10 Liberty University Graduate Catalog



# **LIBERTY UNIVERSITY<sup>®</sup>**

*1971 University Boulevard  
Lynchburg, VA 24502-2269  
434-582-2000*



## **GRADUATE CATALOG**

**2009-2010**

*Liberty University is accredited by the  
Commission on Colleges of the Southern Association of Colleges and Schools  
to award associate, bachelor, master, and doctoral degrees.*

*Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097  
or call 404-679-4500 for questions about the accreditation of Liberty University.*

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 publication of this bulletin through established procedures. In such cases, the University will attempt to communicate these 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 assumes his proper responsibilities concerning them.

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*This publication uses the masculine pronoun in the generic sense*

## *From the Chancellor*

Liberty University is so unique among institutions of higher learning that it is making an impact worldwide! Liberty's faculty, staff and student body are committed to maintaining a world class university to train "Champions for Christ" in a distinctively Christian environment.



Since its founding in 1971, Liberty has become the largest private university in the state of Virginia and the largest Evangelical Christian university in the world. Its spiritually vibrant educational experience is characterized by the institution's core values: *Love God, Love People and Make Disciples Worldwide*.

God has blessed this University with highly credentialed faculty holding degrees from more than 450 institutions of higher learning worldwide. In addition to academic excellence, Liberty also offers campus facilities that are unrivalled among Christian colleges. Liberty's 5,000 acre campus includes 3,000,000 square feet of classroom, dormitory, and recreational space.

Recent projects include new construction on the third floor of the DeMoss Learning Center that now houses the School of Engineering and an expanded Integrated Learning Resource Center. A 750-seat lecture hall has been added to the Towns Alumni Center. The Plaza Shopping Center in midtown Lynchburg was recently donated to Liberty, providing an ideal location for LU's

Aviation Maintenance Technician Program. Also, a Barnes and Noble superstore is now open on campus for convenience.

Many improvements have been made to transportation as well. The bus system continues to be a great success, and the much-anticipated perimeter road is now in place to ease traffic flow. In addition, roads and parking lots have been repaved, and new parking is now available.

Thousands of acres of undeveloped mountain land on campus offer many opportunities for outdoor recreation, including biking, motocross, and paintball. In 2009, Liberty opened the first Snowflex ski slope in the United States for year-round winter sports. This is all part of a new campaign called "Ultimate LU," designed to give students more recreational opportunities. The LaHaye Student Union (fitness center, indoor pool, five gyms and more) and the LaHaye Ice Center provide indoor recreation. The new Tilley Student Center offers students a place to lounge, watch movies, play video games, and listen to live music, among other things.

Liberty boasts a nationally ranked debate team and a NCAA Division 1 athletic program, complemented by the 9,000-seat Vines Center arena, the 12,000-seat Williams Stadium and the Tolsma Indoor Track facility.

Liberty's greatest asset, though, is its student body. God has blessed Liberty with the world's greatest group of students from all 50 states and many foreign countries. Their value system, Christian principles, positive attitude and work ethic have placed them in high demand among employers, who are discovering that graduates of faith-based schools make the best employees (Dallas Morning News; December 7, 2006).

I look forward to your becoming a part of what God is doing at Liberty University.

Jerry Falwell, Jr.  
*Chancellor/President/General Counsel*

## *From the Provost*

Liberty University is committed to articulating and instilling a distinctive Christian worldview within its undergraduate, graduate and professional learning communities. Charles Colson has placed that Christian worldview in its proper context by observing that, “contrary to the public misconceptions about Christianity today, the Christian Church and the Truth it defends are the most powerful life- and culture-changing forces in human history.”

Liberty University, in furtherance of its emphasis on cultural transformation, offers a wide array of graduate and undergraduate programs in disciplines that offer excellent career opportunities. The University’s 58 undergraduate majors (with 60 specializations) and 42 graduate programs (including four doctoral programs) provide prospective students with a range of education opportunities unsurpassed in Christian higher education.

Liberty University’s over 400 full-time and over 1,100 adjunct faculty are committed to engaging their students in the exploration of the vital linkages between faith and learning. This involvement occurs in the classroom, but it also extends to a wide range of academic activities including internships, learning and ministry in cross-cultural settings, and international opportunities. Additionally the Liberty educational experience takes place through a variety of traditional and on-line methods of instructional delivery.

Liberty University, since its founding in 1971, has aimed to deliver a Christ-centered education. Its foundation is rooted in the timeless truth of God’s word. Jude 3 captures the essence of that education orientation: “I urge you to contend for the truth that was once and for all entrusted to the saints.” As a University community, we build the academic experience on the central premise that every academic discipline is informed by and integrated with this ultimate truth. I invite you to become a part of an educational community that is academically challenging, spiritually discerning, and culturally transforming.



Boyd C. Rist  
*Provost*



# General Information

## FOUNDED 1971

## LOCATION

Liberty University is located in the heart of Virginia in Lynchburg (population 72,600) on the south banks of the historic James River with the scenic Blue Ridge Mountains as a backdrop. The city is over 200 years old and is noted for its culture, beauty, and educational advantages. Lynchburg is at the crossroads of U.S. highways 29 and 460 and has adequate transportation facilities by bus, railway, and air.

## TYPE

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

## MOTTO

“Knowledge Aflame”

## DISTINCTIVENESS

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

## SYMBOLS

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

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

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

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

## DEGREES

Bachelor of Science, Bachelor of Arts, Bachelor of Music and Associate Arts degrees are offered. The School of Education offers the Doctor of Education, Educational Specialist, Master of Education, and Master of Arts in Teaching degrees. The College of Arts and Sciences offers the Doctor of Philosophy in the field of Counseling, Master of Arts degree in the field of Counseling, History, and Human Services, and the Master of Science in Nursing. The School of Business offers the Master of Business Administration, Master of Arts in Management and Leadership, and

the Master of Science in Accounting degrees. The School of Communication offers degrees in the Master of Arts in Communication Studies and the Master of Arts in English. Liberty Baptist Theological Seminary and Graduate School offers the Master of Divinity, Master of Religious Education, Master of Religious Studies, Master of Arts in Religion, Master of Theology, Master of Sacred Theology, Doctor of Ministry and Doctor of Philosophy degrees.

## COLORS

Blue, red, and white

## TELEPHONE

434-582-2000

## WEBSITES

[www.liberty.edu](http://www.liberty.edu); [www.libertyu.com](http://www.libertyu.com); [www.luonline.com](http://www.luonline.com)

## CALENDAR

Two semesters with a Summer Session

## ACCREDITATION

The University is regionally 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, bachelor, master, and doctoral degrees. The Commission may be contacted only if there is evidence that appears to support an institution’s significant non-compliance with a requirement or standard.

Liberty University 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, in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.*

## Doctrinal Position

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

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

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

We affirm that the Holy Spirit is the third person of the Trinity, proceeding from the Father and the Son, and equal in deity. He is the giver of all life, active in the creating and ordering of the universe; He is the agent of inspiration and the new birth; He restrains sin and Satan; and He indwells and sanctifies all believers.

We affirm that all things were created by God. Angels were

created as ministering agents, though some, under the leadership of Satan, fell from their sinless state to become agents of evil. The universe was created in six historical days and is continuously sustained by God; thus it both reflects His glory and reveals His truth. Human beings were directly created, not evolved, in the very image of God. As reasoning moral agents, they are responsible under God for understanding and governing themselves and the world.

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

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

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

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

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

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

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

## ***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.

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 develop Christ-centered men and women with the values, knowledge, and skills essential 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 research.
4. Enhance graduate level knowledge and skills, particularly in the areas of individual research and scholarship.
5. Convey the different ways of acquiring knowledge in the humanities, social sciences, and natural sciences.
6. Enable them to engage in a major field of study built on a solid foundation in the liberal arts.
7. Explore the moral dimensions and ethical implications in the disciplines offered by the University.
8. Assist in developing competence and determination in their approach to their vocation, including encouragement in choosing and following their vocation as a calling to glorify God, fulfilling the Great Commission, and doing the will of God through all of life.
9. Promote the synthesis of academic knowledge and Christian values in order that there might be a maturing of spiritual, intellectual, social and physical behavior.
10. Cultivate a sensitivity to the needs of others and a commitment to the betterment of humanity.
11. Encourage a commitment to the Christian life, one of active communication of the Christian faith, personal integrity, and social responsibility which, as it is lived out, leads people to Jesus Christ as the Lord of the universe and their own personal Savior.

# *Introduction to the Campus*

## **A. L. WILLIAMS FOOTBALL OPERATIONS CENTER**

The A. L. Williams Football Operations Center was completed in August 2006. The three-story, 60,000 square foot facility is located in the North End Zone at Williams Stadium.

The Football Operations Center houses state-of-the-art fitness equipment; strength and conditioning areas; a large indoor turf area; meeting rooms for game film review and strategic planning; administrative offices and many other features.

## **ALUMNI WELCOME CENTER**

The Alumni Welcome Center was constructed in fall 2005 and is accessed through the Jerry Falwell Museum. Proudly decorated with LU memorabilia, the Alumni Welcome Center is a warm and inviting place for LU alumni to meet, fellowship, and reflect on the past.

## **A. PIERRE GUILLERMIN INTEGRATED LEARNING RESOURCE CENTER**

The A. Pierre Guillermin Integrated Learning Resource Center (ILRC) incorporates the University's main library and academic computing facilities. During a visit to the ILRC, students can use computers to conduct online research or do homework; study alone or work on a group project; retrieve books and other library materials; and seek assistance from skilled library and computing staff.

The ILRC collects and organizes resources across a wide range of media, including books, periodicals, audio-visual resources in various formats, musical scores, curriculum, and archival materials. Its physical collections consist of approximately 260,000 volume equivalents and 650 current periodical subscriptions. Digital information resources provided by the ILRC include some 63,000 electronic books and full-text content from more than 40,000 periodicals. The ILRC provides access to more than 250 online research resources.

The ILRC provides access to 800 computer workstations located in fifteen computer lab classrooms and six open areas. Computer labs remain open 109 hours per week during the academic term. Computer workstations provide access to the Internet, email, Microsoft® Office 2007, and a variety of academic and professional software. Students with laptop computers can access networked resources via a wireless signal that is available throughout the ILRC as well as a number of other campus locations.

## **AL WORTHINGTON STADIUM**

Liberty's baseball stadium is named in honor of Liberty's first baseball coach, Al Worthington, and was built in 1979. A state-of-the-art clubhouse opened in 2003 adjacent to Worthington Stadium. The stadium has a seating capacity of 2,500. With the addition of stadium lighting in March 2008, the inaugural night game had a stadium-record 3,183 fans attending the historic game.

## **ARTHUR S. DEMOSS LEARNING CENTER**

The four-story Arthur S. DeMoss Learning Center was originally constructed as a one-story building in 1985. The building is named for Art DeMoss, a former board member and generous benefactor of Liberty University. This facility was constructed to provide for the long-range needs of the campus. It is the focal point of the campus with nearly 500,000 square feet of academic space.

In June 2008, a fountain standing 19 feet tall and made of hand-carved marble from Italy was completed. The fountain was installed in honor of those donors who supported the expansion of

DeMoss. Donors' names will be added to the fountain which features three columns with water cascading from the tops of each. A cast-bronze eagle, Liberty's mascot, perches atop the tallest column.

A wall of names has been installed on the first floor of the DeMoss Learning Center to honor more than 5,000 donors who supported the expansion of DeMoss to the four-story building, completed in 2000.

## **BARNES AND NOBLE CAMPUS BOOKSTORE**

Completed in May 2009, Barnes and Noble opened a free-standing campus bookstore located adjacent to Williams Stadium on University Blvd.

## **CAMPUS NORTH**

In April 2004, Thomas Road Baptist Church acquired a 113-acre, 888,000 square foot facility adjacent to main campus. The University entered into a long-term lease agreement with the church to use a portion of the facility as its Campus North. This facility houses: the University administrative offices, Admissions Offices, Student Services (Student Accounts, Financial Aid, and Registrar's Office), LaHaye Student Center, Tolsma Indoor Track and Conference Center, the Graduate Bookstore, Post Office, Light Medical, Spiritual Life offices, the Seminary, Law School, Willmington School of the Bible, Distance Learning Program, as well as other academic units. Located adjacent to Campus North are Thomas Road Baptist Church and Liberty Christian Academy.

## **CENTER FOR ACADEMIC SUPPORT AND ADVISING SERVICES (CASAS)**

CASAS was created in 2003 as a main hub for academic support services, including Freshman Seminar, academic advising, career counseling, study skill development, testing services, and tutoring opportunities. It is located in DeMoss Learning Center.

## **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.

## **CENTER FOR JUDAIC STUDIES**

Located in DeMoss Learning Center, the Center for Judaic Studies opened in August 2008. The Executive Director of the Center, Dr. Randall Price, was invited in 2007, by Liberty's Founder and Chancellor, the late Dr. Jerry Falwell, to establish the Center. Dr. Falwell's vision was to continue the recognition that Israel and the Jewish people were part of God's future program and that the Christian response to this in the spiritual and political realm was essential to God's present blessing.

The Center houses a dedicated library of primary, secondary, and periodical sources to serve the specialized needs of students and researchers in the fields of Jewish studies and biblical archaeology.

## **DAVID'S PLACE**

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. Offices for The Center for Music and Worship Ministry, rehearsal rooms and administrative facilities for the Department of Music Ministry Teams, and classrooms for the Department of Music and Worship Studies are all located in this facility.



**DOC'S DINER**

Doc's Diner, constructed in 2008, overlooks Jerry Falwell Parkway (Route 460) on Campus East. Named in honor of Dr. Jerry Falwell, it is the newest campus dining facility. Expected to be a favorite among students, faculty and staff, Doc's Diner is also open to the general public. The menu offers classic diner specialties and a 1940s era atmosphere that is both comfortable and fun.

**EARL H. SCHILLING CENTER**

The Multi-Purpose Center, originally constructed in 1979, was named the Earl H. Schilling Center in 1995 in honor of Earl and Anne Schilling, long-time donors to the ministry who established a multi-million dollar trust to provide scholarships for training pastors, missionaries, evangelists, and full-time Christian workers. The Schilling Center was completely renovated in 2004 and is used for physical education classes, additional basketball, volleyball and tennis courts and some concerts.

**ELMER TOWNS RELIGION HALL**

In 2008, the building housing the B. R. Lakin School of Religion was renovated and renamed the Elmer Towns Religion Hall. Dr. Towns is the co-founder of Liberty University and Dean of the School of Religion. The central focus of the renovation is the addition of the **Towns-Alumni Lecture Hall**, a 750-seat lecture hall featuring sloped floors, cushioned chairs and state-of-the-art lighting and acoustics, along with the addition of a columned main entrance. This building houses the Office of Christian/Community Service, the Center for Youth Ministry, the Center for Global Ministries, and the Zinngrabe Research Center, which is a state of the art computer lab for religion students.

B. R. Lakin was often referred to as "my pastor" by Dr. Jerry Falwell. A display case with artifacts such as Dr. Lakin's saddlebags and Bible from his circuit riding preacher days is a place of reflection for the students.

**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 award-winning Spirit of the Mountain Marching Band 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 Tele-communications wing which houses our campus radio station (WWMC-The Light, C91) and TV studio (WLBU).

**GRAND LOBBY**

The Grand Lobby of DeMoss Learning Center was completed in Fall 2003. It encompasses 3,600 square feet of floor space and rises 45 feet to a ceiling highlighted by four skylights and a magnificent custom designed chandelier featuring Liberty eagles and flame emblems. Grand staircases on either side of the Lobby ascend to a balcony overlooking the main floor. A brass, inlaid Liberty University Seal adorns the center of the main floor and II Corinthians 3:17, the University verse, is displayed in brass on the balcony.

**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 athletics administration offices, coach's

offices, locker rooms for soccer and track, training room, and a weight room.

**HEALTH AND WELLNESS CENTER**

The Liberty University Health and Wellness Center (LUHWC) is a full service primary care facility for not only students, faculty, and staff, but the Liberty community at large. It is comprised of a Student Health Center, a full service counseling center, a Rehabilitation and Occupational Therapy Center, and a Human Performance Laboratory and Cardiovascular Rehabilitation Center.

The LUHWC is the home for the Health Sciences Department and provides on campus internship opportunities for Nursing, Athletic Training, Health Promotions, Counseling and Exercise Sciences.

**HEALTH SERVICES**

Light Medical, Inc., which is privately owned and operated, is the health service used to provide quality health care for the Liberty students. This facility is located in the Campus North building and has two physicians available. The students are responsible for any charges incurred.

**JERRY FALWELL MEMORIAL GARDEN**

In May 2007 Dr. Jerry Falwell, "Godly Father, Husband, Grandfather, Pastor, Christian Educator," as well as Co-founder, President, and Chancellor of Liberty University, went home to be with the Lord. Located in front of Montview, the Carter Glass Mansion, the oval-shaped burial garden contains an eternal flame, a fountain and sidewalks that lead to Dr. Falwell's grave. Also located in the garden, are benches where students can study or reflect, and where visitors, who want to visit the site, can pause to reflect on the life and legacy of Dr. Falwell.

**JERRY FALWELL MUSEUM**

Adjacent to the Grand Lobby is the Jerry Falwell Museum, presented and dedicated to Dr. Falwell at his seventieth birthday celebration. This museum was created to preserve and highlight the life and ministry of Liberty's Founder/Chancellor/President. The Museum contains the history of the Falwell family and includes displays and historical documents chronicling each of the ministries.

**LAHAYE ICE CENTER**

The LaHaye Ice Center opened in December 2005. The state-of-the-art facility is used by the Liberty University hockey team, students and the public. Upgrades to the Ice Center in 2008 include a Chancellor's suite and two business suites, a conference room donated by Pete and Cindy Chamberland, and a new public locker room. This facility is named in honor of Tim and Beverly LaHaye, generous supporters and members of the Board of Trustees.

**LAHAYE STUDENT UNION**

The LaHaye Student Union opened in November 2004. This state-of-the-art facility houses an intercollegiate-size swimming pool, five basketball courts, fitness center, locker rooms, a food court, lounge areas, meeting rooms, and offices. This facility is named in honor of Tim and Beverly LaHaye, generous supporters and members of the Board of Trustees.

**LIBERTY MOUNTAIN SNOWFLEX CENTRE**

Snowflex® is a multi-layer, synthetic material that uses small misting devices to provide moisture that simulates the slip and grip effects of real snow, allowing maximum speed and edge control for making turns. The Liberty Mountain Snowflex Centre, opened in August 2009, consists of an 8,000 square foot two-story ski lodge, and two main distinct ski runs: a 550 ft. terrain run with

three jumps and a quarter pipe at the bottom, and a 550 ft ski slope with two integrated rails.

The **Barrick-Falwell Ski Lodge**, incorporates the look and feel of a mountain chalet complete with a wildlife trophy collection donated by Dr. Al Barrick, houses the ticketing and rental area on the lower level. Visitors can enjoy concessions and a scenic view of the ski slope and campus from the second level. The Liberty Mountain Snowflex Centre is open year-round for University and public access.

#### **LIBERTY UNIVERSITY MONOGRAM**

Placed high on the side of Liberty Mountain, beckoning students, alumni, and visitors to Lynchburg and Liberty University is a new landmark, the LU Monogram. The monogram covers three acres, and was made using over two hundred tons of stone, white gabion and red brick chips. Twelve hundred plants are strategically placed to make up the letters. Directly above the Monogram, on top of the mountain, sits a white gazebo that offers magnificent views of the city and surrounding areas, and a place to rest after hiking, biking or running on the thirty miles of trails that cover the mountain.

#### **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 program on an equal basis with other NCAA Division I schools.

#### **MONTVIEW MANSION**

Montview Mansion, one of two original buildings still remaining on the campus, overlooks a beautiful view of the Blue Ridge Mountains. Built in 1923, it is also known as the Carter-Glass Mansion, the home of Senator Carter Glass, Secretary of the Treasury under Woodrow Wilson, and his wife.

Following the passing of Dr. Jerry Falwell, Montview was restored to how it might have looked during the 1920s – 1940s. Dr. Falwell's Chancellor's Office has been left exactly as it was the day he passed away. Visitors can also see his conference room which serves as a small museum illustrating the life of Dr. Falwell.

The Senator's home office has been restored and the upstairs bedrooms each with its own bath have been restored. Additional first floor rooms are used for receptions, meetings and luncheons.

In Fall 2009, a marble mantle that was in the U.S. Capitol, and which was also in the Carter-Glass Mansion in the 1920s was returned to Montview. It is now at home in the Mansion's dining room.

Montview Mansion is open to the public and tours are given daily from 8:00 AM to 5:00 PM and by appointment on the weekends. Tours can be scheduled by calling 434-582-7678.

#### **OPEN AIR TESTING SITE LAB**

Located at Campus North, the Open Air Testing Site Lab (OATS), OATS/EMC Laboratory carries out testing and analysis concerning Electromagnetic Compatibility (EMC) of electrical and electronic equipment. Such equipment has to comply with EMC requirements for reasons of safety and reliability. The OATS/EMC Laboratory not only carries out measurements on civil, government and military equipment, but also on medical, information technology, industrial and household equipment, for a variety of industries.

The plans are in place to expand the capabilities of this complex to include an anechoic chamber.

#### **OSBORNE STADIUM**

Expanded and renovated in fall 2009, the soccer and outdoor track and field facility was named Osborne Stadium for Liberty alumni, Richard and Karin Osborne. Improvements to the facility include 1,000 chairback seats, press box, 5,000 sq. ft. operations center, scoreboard, and brick and wrought iron fencing.

The construction was made possible by the generous contributions of several donors, with the lead gift coming from the Osbornes. Other significant contributions were made by the Tyson family, who will have the Women's Soccer locker room named in their honor.

#### **R. C. WORLEY PRAYER CHAPEL**

The R. C. Worley Prayer Chapel was built in 1981 and named in memory of Mr. Worley, a great prayer warrior, soul winner, and member of Thomas Road Baptist Church. Known for his humility, Mr. Worley often said, "I am just a clay vessel that God uses."

A Liberty University landmark, the chapel is used daily and serves as a quiet place for prayer, ministry meetings and small weddings.

#### **REBER – THOMAS DINING HALL**

Renovations in 2007 and 2008, have significantly improved this building originally constructed more than 15 years ago. Students enjoy meals in this "totally renovated, state-of-the-art student restaurant" that has a stunning design and edgy style with track lighting, booths, benches, new flooring and a new atrium. It features favorite cuisines including, Italian and Mexican items as well as a salads for the health conscience individual, and home-style meals just like "mom used to make". This building includes an Executive Dining Room for administrative and faculty functions.

#### **SCIENCE HALL**

The Science Hall was the first building erected on Liberty Mountain in 1977. As connoted by its name, the Science Hall houses science classrooms and labs for biology, chemistry, family and consumer sciences, physical science, and physics.

#### **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. The Bruckner Learning Center and the Tutoring/Testing Center are also located in the building.

#### **THOMAS INDOOR SOCCER CENTER**

The Thomas Indoor Soccer Center, connected to LaHaye Student Union, opened in May 2009. The Thomas Center is comprised of two turf fields partially surrounded by transparent walls and netting. The facility also features a spectator section, multiple televisions and wireless capability.

#### **TILLEY STUDENT CENTER**

The Tilley Student Center opened in September 2008. Located in Campus North adjacent to the LaHaye Student Union, the Student Center provides additional space for student social interaction and activities. The coffeehouse-style setting has a stage for musical performances, televisions, wireless access, comfortable seating and tables as well as a coffee bar. The Student Center was made possible in part by a donation from Thomas and Iris Tilley, long time supporters of Liberty University and the parents of Becki Falwell, wife of the Chancellor.

### **TOLSMA INDOOR TRACK AND CONFERENCE CENTER**

The Tolsma Indoor Track and Conference Center is located at Campus North. The Center features a flat 200 meter Mondo surface. It has a wide radius, a four-lane oval and an eight-lane, 60-meter straightway. Located inside of the complex are two long/triple jump runways, a pole vault runway and a high jump apron, with all the apparatuses being permanent and having a Mondo surface. The FinishLynx timing system greatly increases the ability to host high level meets at the facility. The Center will also serve as a conference and convention center.

### **VINES CENTER**

This 8,500-seat, silver-domed Lynchburg landmark, also known as “The Furnace,” became the home of the Flames basketball and volleyball teams in 1990. It is also the location of weekly convocation services, and several large conference and concert events each year.

### **VISITORS CENTER**

Located in the Grand Lobby of DeMoss Learning Center, the Visitors Center provides prospective students and their families with the resources for campus visits as well as student-led tours. To view campus maps, take a digital tour of campus, or schedule a visit, access the Visitors Center online at <http://www.liberty.edu/index.cfm?PID=199>.

### **WILLIAMS STADIUM**

The Flames play NCAA Division I-AA Football on the FieldTurf of Williams Stadium. The 12,000-seat stadium is named in honor of Art and Angela Williams, special friends of Liberty University and Flames Athletics. In 1989, the Flames played their first football game in 17 years on their own campus, and 17 years following this date, the stadium saw a record attendance of 15,631. A new FieldTurf surface was installed in 2009.

### **WRVL RADIO STATION**

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

### **WTLU – TV**

The Liberty channel was born as an extension of WTLU in Lynchburg, Virginia. This 24/7 commercial station broadcasts from the campus of Liberty University and has served viewers in Central Virginia since 1991.

### **WWMC – THE LIGHT (90.9 FM)**

WWMC is a top 40 Christian, student-operated music station on the campus of Liberty University. The Light broadcasts 24 hours a day and is an affiliate of Christian Hit Radio. In addition to music programming the Light also broadcasts news and sports, including Liberty University Athletics.

# The Graduate School

## Graduate School Administration

**Ronald E. Hawkins, B.A., M.Div., Ed.S., D.Min., Ed.D.**

*Vice Provost for the Graduate School and Online Programs  
Professor of Counseling and Practical Theology*

**Frederick Milacci, B.R.E., M.Ed., D.Ed.**

*Dean, Academic Administration for the Graduate School and  
Online Programs*

*Director, Quality Enhancement Plan (QEP)*

*Associate Professor of Research*

**W. David Beck, B.A., M.A., Ph.D.**

*Associate Dean, Academic Administration for the Graduate School  
Faculty Chaplain*

*Professor of Philosophy*

**Terri Cornwell, B.A., M.A., Ph.D.**

*Associate Dean, Graduate and Online Assessment*

*Professor of Communication Studies*

**Fernando Garzon, B.A., Psy.D.**

*Chair, Institutional Review Board*

*Associate Professor of Counseling*

**Emily Heady, B.A., M.A., Ph.D.**

*Executive Director, Liberty University Writing Program*

*Associate Professor of English*

**W. Mike Floyd, B.S., M.A.R.**

*Director of Graduate Student Affairs*

**Ellen Milacci, B.S., M.A.**

*Institutional Review Board Coordinator*

**Tracy Godsey, B.S.**

*Graduate Registrar*

**Cindy Waugh, B.A.**

*Administrative Assistant*

## THE GRADUATE SCHOOL

The Graduate School is the administrative hub for all graduate programs at Liberty University. It assists the departments and schools of the University in the planning and maintaining of high quality master's and doctoral degrees across the disciplines. The Graduate School at Liberty University facilitates various faculty functions, such as the Graduate Senate and the Graduate Administrative Council. It also coordinates a variety of services to students through the Graduate Writing Center, the Institutional Review Board, and the Graduate Student Affairs Office.

All Graduate School offices—including the Vice Provost for the Graduate School, the Dean of Academic Administration for the Graduate School, and the Director of Graduate Student Affairs—are located in the Administrative Center at our Campus North facility.

## PURPOSE

The Graduate School at Liberty University guides the University's schools and academic departments in developing and maintaining distinctively Christian and academically excellent graduate programs.

## GOALS

1. Promote the integration of faith and learning by:
  - Fostering the development of a scholarly community with a shared Christian epistemology
  - Ensuring opportunities for dialog about integration
  - Encouraging research and scholarship that demonstrates and examines integration

2. Ensure consistently high quality in graduate programs by upholding appropriate standards for:
  - Recruitment and retention of graduate faculty
  - Graduate-level curriculum and degree requirements
  - Admission, matriculation and student conduct
3. Advocate for the University's graduate programs and support services by:
  - Evaluating institutional and programmatic needs
  - Participating in the University's planning process
  - Pursuing adequate resourcing
4. Contribute to the scholarly community by:
  - Mentoring students to be teacher-scholars
  - Promoting and enabling research among students and faculty
  - Recognizing and encouraging scholarly activity
5. Create a culture that fosters a dynamic relationship with Christ by:
  - Encouraging a values-sensitive environment that leads to service
  - Promoting a spiritually disciplined lifestyle
  - Offering corporate opportunities for spiritual growth

## THE GRADUATE ADMINISTRATIVE COUNCIL (GAC)

The Graduate Administrative Council (GAC) is the administrative entity tasked with overseeing, planning, developing, and coordinating all graduate programs at Liberty University. The GAC is comprised of all graduate program directors and appropriate graduate-related administrators and is chaired by the Dean of Academic Administration for the Graduate School.

## THE GRADUATE SENATE

The Graduate Senate consists of faculty representatives from each graduate program and the appropriate members of the administrative staff of the Graduate School. It conducts the regular faculty business of graduate studies, including academic and admissions standards, student affairs, curriculum, and program requirements. The Graduate Senate meets monthly and is coordinated by an executive committee.

## INSTITUTIONAL REVIEW BOARD (IRB)

Liberty University's Institutional Review Board (IRB) is designed to protect people who take part in research studies affiliated with the University. The IRB examines each study's design to insure it is ethical and legal, does not involve unnecessary risks, and includes adequate safeguards for research participants. The IRB committee consists of academicians with scientific training, clergy, medical doctors, persons without scientific training, and consumers. Liberty's IRB may be reached online at [irb@liberty.edu](mailto:irb@liberty.edu), or through its web page at <http://www.liberty.edu/academics/graduate/irb>.

## GRADUATE WRITING CENTER

In conjunction with the Quality Enhancement Plan, Liberty University's Graduate Writing Center aims to improve graduate student writing and to equip faculty to teach writing more effectively. Services offered to students include one-on-one tutoring, consultations on thesis and dissertation projects, and conversation practice for non-native English speakers. Services offered for faculty include developing writing and teaching aids for classroom use, presenting on writing-related topics in classes, and assisting faculty with their own research and scholarship. Most services are available in both residential and online formats. More information is available at [www.liberty.edu/graduatwritingcenter](http://www.liberty.edu/graduatwritingcenter).

# Graduate Admissions

## General Requirements

Applicants to graduate programs at Liberty University are assessed according to academic background, aptitude for graduate-level work, and personal information. Professional experience may also be considered for applicants to some graduate programs. Applicants are considered without regard to race, color, gender, national or ethnic origin, age, disability, or status as a veteran or disabled veteran. The school maintains its Christian character, but does not discriminate on the basis of religion except to the extent that applicable law respects its right to act in furtherance of its religious objectives.

Admission to Liberty University's graduate programs is governed by policies and procedures developed by the Graduate Senate and Graduate Administrative Council. Admission to graduate programs does not constitute Degree Candidacy status in a specific graduate program. ***Requirements for Degree Candidacy are outlined in the Program Specific Admission Procedures in the individual program sections of this Catalog.***

The University reserves the right to refuse admission or readmission to any prospective student or re-enrollment to any student. Any applicant who intentionally withholds pertinent information or who falsifies information may be required to withdraw from Liberty University. The regulations listed herein are subject to change after the publication of this catalog. The University reserves the right to make necessary changes to admission requirements without notice.

Liberty University graduate programs utilize a variety of course-delivery formats, some of which are available through online instruction and/or DVDs/videos. Course delivery format options vary by degree program; programs may be offered through online, blended, or residential formats.

An overview of program format options and admissions requirements by program is provided in the ***Admission Requirements Matrix*** located at the end of the Admissions section.

Applicants to all graduate programs are required to have access to the Internet, e-mail service, and proficiency with word processing software.

## Liberty University Resident Programs General Admission Procedures

### Resident Graduate Admissions Office:

Phone: 1-800-543-5317, option 2

Fax: 434-522-0430

Email: [Residentgraduate@liberty.edu](mailto:Residentgraduate@liberty.edu)

Website: [www.liberty.edu/graduate](http://www.liberty.edu/graduate)

M-F: 8:00 am – 5:00 pm EST

### Mailing Address:

Liberty University

Office of Resident Graduate Admissions

1971 University Blvd.

Lynchburg, VA 24502

## ITEMS TO BE SUBMITTED

Applicants must submit the following items to the Office of Graduate Admissions in order to be considered for admission. Admission decisions are not made until all documentation has been received and evaluated.

### 1. Application for Admission

Application can be made online at <http://www.luonline.com/apply> with credit or debit card information. To initiate an application by phone, graduate students may contact the **Resident Graduate Admissions Office** (1-800-543-5317, option 2). The application can also be downloaded from <http://www.liberty.edu/apply> and faxed or mailed to the Resident Graduate Admissions Office.

The application fee will be waived for LU Alumni; download PDF application from [www.liberty.edu/media/1238/APP\\_Graduate\\_Application.pdf](http://www.liberty.edu/media/1238/APP_Graduate_Application.pdf).

### 2. Application Fee is non-refundable.

### 3. Academic Records

Applicants to master's-level degree programs must submit an official transcript indicating successful completion of a baccalaureate degree program from an accredited or approved unaccredited institution. Applicants to doctoral programs may be required to submit official transcripts indicating successful completion of both baccalaureate and

master's degrees. Please see program specific admission requirements for more details. In some cases, additional transcripts may be required in order for an acceptance decision to occur. In order to receive credit for both transfer courses and prerequisite courses, students must send in official transcripts from the school(s) at which the class(es) was/were taken. An "official transcript" is one that is received directly from the educational institution attended, or is sent to Liberty University (by any party) within the original, sealed, university envelope. Official transcripts should be sent to the Office of Graduate Admissions.

Unaccredited degrees will be reviewed and may be accepted for admission into some graduate programs based on university standards.

Applicants holding a bachelor's degree from an unaccredited institution who have also earned a master's degree from an accredited institution will be assessed on the basis of the master's-level degree.

Please see the Program Specific Admissions Procedures in the individual program sections of this Catalog for information regarding minimum grade-point-average requirements.

Applicants who hold a bachelor's degree from an unaccredited institution may be admitted to some master's degree programs on Academic Probation status. Policies regarding removal from Academic Probation status vary per degree program. The Office of Graduate Admissions reserves the right to use professional judgment when conducting admission reviews and may request additional documentation to evaluate a candidate's record. In addition, if certain documentation is not available or does not meet admission standards, the Office of Graduate Admissions reserves the right to offer admission to students based on professional judgment.

Some applicants may be required to provide Graduate Record Examination (GRE) scores or Miller Analogies Test (MAT) scores.

A. 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 <http://www.gre.org> and the toll-free number is 1-866-473-4373. 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 should be printed as a temporary score report. Please use the Liberty University code 5385 on the GRE forms in order to have test results sent directly to the University.

- B. Applicants who have taken the Miller Analogies Exam should contact <http://www.milleranalogies.com> to request that an official score report be sent to the Office of Graduate Admissions.

### CONDITIONAL ENROLLMENT

Conditional enrollment is not available to applicants or programs offered in the **traditional resident** semester format.

### SELF-CERTIFICATION FORM

Undergraduate students must complete a Self-Certification Form that they have or will have completed a bachelor's degree by the time that they begin their master's-level classes. Students must have met all other admission requirements for the program for which they are applying. Students under this status will be eligible for financial aid.

**Resident graduate or seminary students** must submit both a Self-Certification form and an official transcript to confirm that you are in your final term. The official preliminary transcripts must show a minimum of 105 credit hours. Finally, in order to maintain your acceptance and be permitted to continue in your program, you must send in an additional, final official transcript with a conferral date on it by the end of your first term of enrollment.

### TRANSFER STUDENTS

Graduate applicants who intend to transfer to the University must be eligible for reenrollment or readmission to the graduate program at the institution they most recently attended.

### TRANSFER OF CREDITS

Only courses from institutions accredited by accrediting agencies recognized by the U.S. Department of Education are eligible for transfer credit. These include regional accrediting bodies such as the Southern Association of Colleges and Schools (SACS) and other accrediting bodies such as the Association for Biblical Higher Education (ABHE), the Transnational Association of Christian Colleges and Schools (TRACS), and the Association of Theological Schools (ATS). Courses from University-approved institutions that meet regional or national accreditation equivalency will be accepted for transfer credit based on transfer credit policy. Applicants must request official transcripts be sent directly to the Office of Graduate Admissions from the registrar(s) of previously-attended schools. Transfer credit policies vary by degree program. Additional information is available in the Program Specific Admission Procedures in the individual program sections of this Catalog.

Transfer credit will not be granted from completed degrees, including those degrees awarded by Liberty University. Information regarding exceptions to this policy for specific degree programs is noted in this Catalog in the sections pertaining to those programs. Internship credit and life-experience credit are not transferable.

### ADMISSION NOTIFICATION

When all required items have been received, applicants will be notified of an admission decision from the Office of Graduate Admissions or the appropriate academic department. Course registration information, pertinent information about financial check-in, and orientation for residential courses are included in the letter of acceptance.

### READMISSION

**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 may be required to provide official transcripts from all educational institutions attended since enrollment at Liberty. Admission decisions for re-applicants will be based on the current admission criteria of the respective degree program at the time the re-application is submitted.

Students who break enrollment and apply for readmission will be required to follow the current degree completion plan in effect at the time of re-entry to the University.

### INTERNATIONAL STUDENT ADMISSION

Those who are not citizens or legal permanent residents of the United States and who desire to be enrolled as on-campus international students must follow procedures established by the Office of International Student Admissions. Graduate applicants who will be applying for Student (F-1) Visas should submit applications for the fall semester by May 1 and for the spring semester by October 1. Applicants must submit an affidavit of financial support for themselves and any family members accompanying them before they can be admitted.

Students living abroad and foreign nationals residing in the U.S. are eligible to enroll in online classes provided they have the necessary Internet access and email service. Enrollment in online courses does not enable students to obtain Student (F-1) Visa Status.

Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and earn a score of 600 (250 on the computer-based exam or 100 on the Internet-based exam) for graduate program admission, or 550 (213 on the computer-based exam or 80 on the Internet-based exam) for seminary admission. A score of 100 is required for the Internet-based test for all graduate degree programs. An official TOEFL score report must be submitted to the University before an admission decision can be made. In addition, the Office of Graduate Admissions may require students whose native official language is English to submit TOEFL scores, if such documentation is deemed necessary. Enrollment in certain courses may be determined by the TOEFL score in conjunction with other diagnostic assessments administered after the student matriculates on campus. Information regarding the TOEFL may be obtained from: TOEFL Services; The Educational Testing Service; P.O. Box 6151; Princeton, NJ 08541; or online at <http://www.toefl.org>.

### KOREAN LANGUAGE ASSISTANCE PROGRAM

The Korean Language Assistance Program (KLAP) has been developed for those Korean students for whom English is a second language, whose TOEFL score is less than 550, and who plan to return to Korea for ministry. For students who qualify for this program, the courses are taught in Korean, translated, assisted by a Korean-qualified reading assistant, or delivered by any method approved by the Graduate Senate to ensure comparable educational outcomes. Only Seminary courses are available in KLAP and students may take only courses designated as KLAP.



**SPECIAL (NON-DEGREE) STUDENTS**

Students who are not seeking degrees may enroll in master's-level courses as Special Students. These students may accumulate no more than 12 semester hours under this status. Doctoral-level programs do not have special-student status; however, Special Students may be able to take doctoral-level classes upon approval by the Associate Dean or Academic Dean.

Special Students are not eligible to receive transfer credit, including credit earned through advanced standing, ICE (Institutional Challenge Examination), and PLA (Prior Learning Assessment). Financial Aid is not available for Special Students.

**ACADEMIC AMNESTY**

Students Academically Dismissed from Liberty University must satisfy the subsequent guidelines for readmission:

1. The student must not have been enrolled at the University for a period of five years.
2. Eligibility for readmission must be affirmed in writing to the Graduate Registrar by the following: (1) Department of Student Accounts; (2) Department of Student Affairs; and (3) the Dean of the degree program to which the student is applying for admission/readmission. The Graduate Registrar will review for the Dean the reason for the dismissal.
3. Upon receiving a written appeal from the student, the Senate Committee on Graduate Academic and Admission Standards **may** approve readmission. Said request must be stated clearly and contain: (1) reason for request; (2) efforts made to improve during absence from Liberty. Such corroboration as may be deemed necessary may be requested of the student, i.e., transcripts from other institutions, etc.
4. Only the allowable number of grade repeats that were remaining at the time of Dismissal can be utilized.
5. Previously earned grades of A and B will calculate into the student's GPA. As determined by the Graduate Senate, grades of C, D, and F are revised to Q.
6. Students in master's-level seminary programs may retain grades of C on their records.
7. Students who have been granted Academic Amnesty are not eligible for graduation honors.

**DEGREE CANDIDACY**

Requirements for Degree Candidacy vary by program. See the Program-Specific Admission Requirements in the individual program sections of this Catalog.

**DUAL ENROLLMENT**

Undergraduate students may enroll in master's-level courses during the semester in which they have nine or fewer semester hours remaining to complete their bachelor's degrees. Students must meet the cumulative GPA requirement for admission in good standing into a graduate program to be eligible to register under dual enrollment for that program.

Students may be dually enrolled for a maximum of two semesters, and may enroll for a maximum of nine semester hours.

Non-Liberty University undergraduate students must send in their graduate application, official transcripts, and a letter from their current Registrar's Office indicating their current Grade Point Average, the specific degree they are pursuing, the estimated date of graduation, and the number of remaining credit hours for degree completion. Once these documents are received by the Office of Graduate Admissions, the student must contact the Liberty University Registrar's Office to request approval for dual enrollment.

Currently enrolled Liberty University undergraduate students do not need to send in an application; they must contact the Registrar directly to request approval for dual enrollment.

Dual enrollment is not available to students already enrolled at the graduate level.

**GRADUATE STUDENT ASSISTANTSHIPS**

Graduate Student Assistantships are available for **residential students** in most of the graduate programs. These involve a stipend and tuition rebate. Application is separate from the admissions process. For detailed information and the application forms consult the GSA Manual at: [http://www.liberty.edu/media/1238/codes\\_handbooks/GSA\\_Handbook%20to%20printer%206-10-09.pdf](http://www.liberty.edu/media/1238/codes_handbooks/GSA_Handbook%20to%20printer%206-10-09.pdf)

**ADDITIONAL INFORMATION**

Additional information regarding the University's academic and administrative policies and procedures can be found on the University web site at <http://www.liberty.edu/registrar>.

## *Liberty University Online General Admission Procedures*

**LU Online Graduate Admissions Office:**

Phone: 1-800-424-9595

Fax: 1-888-301-3577

Email: [gradadmissions@liberty.edu](mailto:gradadmissions@liberty.edu)

Website: <http://www.luonline.com>

M-F: 8:00 am – 9:00 pm EST

Sat: 10:00 am – 9:00 pm EST

**Mailing Address:**

Liberty University Online  
Graduate Admissions  
1971 University Blvd.  
Lynchburg, VA 24502

**ITEMS TO BE SUBMITTED**

Applicants must submit the following items to the LU Online Graduate Admissions Office in order to be considered for

admission. Admission decisions are not made until all documentation has been received and evaluated.

**4. Application for Admission**

Application can be made online at <http://www.luonline.com/apply>. To initiate an application for online programs by phone, graduate students may contact Liberty University Online (1-800-424-9595). The application can also be downloaded from [www.liberty.edu/media/1238/APP\\_Graduate\\_Application.pdf](http://www.liberty.edu/media/1238/APP_Graduate_Application.pdf) and faxed or mailed to the LU Online Graduate Admissions Office.

**5. Application Fee** is non-refundable. The fee is deferred until Financial Check-in.

**6. Academic Records**

Applicants to master's-level degree programs must submit an official transcript indicating successful completion of a baccalaureate degree program from an accredited or approved unaccredited institution. Applicants to doctoral programs may be required to submit official transcripts

indicating successful completion of both baccalaureate and master's degrees. Please see program specific admission requirements for more details. In some cases, additional transcripts may be required in order for an acceptance decision to occur. In order to receive credit for both transfer courses and prerequisite courses, students must send in official transcripts from the school(s) at which the class(es) was/were taken. An "official transcript" is one that is received directly from the educational institution attended, or is sent to Liberty University (by any party) within the original, sealed, university envelope. Official transcripts should be sent to the LU Online Graduate Admissions Office.

Unaccredited degrees will be reviewed and may be accepted for admission into some graduate programs based on university standards.

Applicants holding a bachelor's degree from an unaccredited institution who have also earned a master's degree from an accredited institution will be assessed on the basis of the master's-level degree.

Please see the Program Specific Admissions Procedures in the individual program sections of this Catalog for information regarding minimum grade-point-average requirements.

Applicants who hold a bachelor's degree from an unaccredited institution may be admitted to some master's degree programs on Academic Probation status. Students admitted on Academic Probation must take and pass GRST 500 *Introduction to Graduate Writing*. The Office of Graduate Admissions reserves the right to use professional judgment when conducting admission reviews and may request additional documentation to evaluate a candidate's record. In addition, if certain documentation is not available or does not meet admission standards, the Office of Graduate Admissions reserves the right to offer admission to students based on professional judgment.

Some applicants may be required to provide Graduate Record Examination (GRE) scores or Miller Analogies Test (MAT) scores.

- A. 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 <http://www.gre.org> and the toll-free number is 1-866-473-4373. 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 should be printed as a temporary score report. Please use the Liberty University code 5385 on the GRE forms in order to have test results sent directly to the University.
- B. Applicants who have taken the Miller Analogies Exam should contact <http://www.milleranalogies.com> to request that an official score report be sent to the Office of Graduate Admissions.

### CONDITIONAL ENROLLMENT

Applicants to master's-level degree programs in **online and blended programs** may be conditionally enrolled following the receipt of a completed application. Conditionally enrolled students may enroll for up to twelve semester hours of online coursework pending the receipt of all remaining admission documentation.

Students who have not submitted the required documentation by the completion of twelve semester hours will not be permitted to enroll in additional courses until the admission file is completed and program admission is granted.

Conditional enrollment is not a guarantee of full admission to a degree program. Federal and state financial aid is not available to students under conditional enrollment.

### SELF-CERTIFICATION FORM

Undergraduate students must complete a Self-Certification Form that they have or will have completed a bachelor's degree by the time that they begin their master's-level classes. Students must have met all other admission requirements for the program for which they are applying. Students under this status will be eligible for financial aid.

**Online students** must submit official baccalaureate degree transcripts by the end of their first semester.

### TRANSFER STUDENTS

Graduate applicants who intend to transfer to the University must be eligible for reenrollment or readmission to the graduate program at the institution they most recently attended.

### TRANSFER OF CREDITS

Only courses from institutions accredited by accrediting agencies recognized by the U.S. Department of Education are eligible for transfer credit. These include regional accrediting bodies such as the Southern Association of Colleges and Schools (SACS) and other accrediting bodies such as the Association for Biblical Higher Education (ABHE), the Transnational Association of Christian Colleges and Schools (TRACS), and the Association of Theological Schools (ATS). Courses from University-approved institutions that meet regional or national accreditation equivalency will be accepted for transfer credit based on transfer credit policy. Applicants must request official transcripts be sent directly to the Office of Graduate Admissions from the registrar(s) of previously-attended schools. Transfer credit policies vary by degree program. Additional information is available in the Program Specific Admission Procedures in the individual program sections of this Catalog.

Transfer credit will not be granted from completed degrees, including those degrees awarded by Liberty University. Information regarding exceptions to this policy for specific degree programs is noted in this Catalog in the sections pertaining to those programs. Internship credit and life-experience credit are not transferable.

### ADMISSION NOTIFICATION

When all required items have been received, applicants will be notified of an admission decision from the Office of Graduate Admissions or the appropriate academic department. Course registration information, pertinent information about financial check-in, and orientation for residential courses are included in the letter of acceptance.

### READMISSION

**LU Online students** must apply for readmission if they have broken enrollment. A student breaks enrollment if he does not matriculate in a course at least once every fiscal year (July 1 – June 30).

Admission status is subject to the terms of any previous academic or disciplinary suspension or probation. Students may be required to provide official transcripts from all educational institutions attended since enrollment at Liberty. Admission decisions for re-applicants will be based on the current admission

criteria of the respective degree program at the time the re-application is submitted.

Students who break enrollment and apply for readmission will be required to follow the current degree completion plan in effect at the time of re-entry to the University.

### SPECIAL (NON-DEGREE) STUDENTS

Students who are not seeking degrees may enroll in master's-level courses as Special Students. These students may accumulate no more than 12 semester hours under this status. Doctoral-level programs do not have special-student status; however, Special Students may be able to take doctoral-level classes upon approval by the associate dean.

Special Students are not eligible to receive transfer credit, including credit earned through advanced standing, ICE (Institutional Challenge Examination), and PLA (Prior Learning Assessment). Financial Aid is not available for Special Students.

### ACADEMIC AMNESTY

Students Academically Dismissed from the Liberty University must satisfy the subsequent guidelines for readmission:

1. The student must not have been enrolled at the University for a period of five years.
2. Eligibility for readmission must be affirmed in writing to the Graduate Registrar by the following: (1) Department of Student Accounts; (2) Department of Graduate Student Affairs; and (3) the Dean of the degree program to which the student is applying for admission/readmission. The Graduate Registrar will review for the Dean the reason for the dismissal.
3. Upon receiving a written appeal from the student, the Senate Committee on Graduate Academic and Admission Standards **may** approve readmission. Said request must be stated clearly and contain: (1) reason for request; (2) efforts made to improve during absence from Liberty. Such corroboration as may be deemed necessary may be requested of the student, i.e., transcripts from other institutions, etc.
4. Only the allowable number of grade repeats that were remaining at the time of Dismissal can be utilized.
5. Previously earned grades of A and B will calculate into the student's GPA. As determined by the Graduate Senate, grades of C, D, and F are revised to Q.
6. Students in master's-level seminary programs may retain grades of C on their records.

7. Students who have been granted Academic Amnesty are not eligible for graduation honors.

### DEGREE CANDIDACY

Requirements for Degree Candidacy vary by program. See the Program-Specific Admission Requirements in the individual program sections of this Catalog.

### DUAL ENROLLMENT

Undergraduate students may enroll in master's-level courses during the semester in which they have nine or fewer semester hours remaining to complete their bachelor's degrees. Students must meet the cumulative GPA requirement for admission in good standing into a graduate program to be eligible to register under dual enrollment for that program.

Students may be dually enrolled for a maximum of two semesters, and may enroll for a maximum of nine semester hours.

Non-Liberty University undergraduate students must send in their graduate application, official transcripts, and a letter from their current Registrar's Office indicating their current Grade Point Average, the specific degree they are pursuing, the estimated date of graduation, and the number of remaining credit hours for degree completion. Once these documents have been received by the Office of Graduate Admissions, the student must contact the Liberty University Registrar's Office to request approval for dual enrollment.

Currently enrolled Liberty University undergraduate students do not need to send in an application; they must contact the Registrar directly to request approval for dual enrollment.

Dual enrollment is not available to students already enrolled at the graduate level.

### ADDITIONAL INFORMATION

Additional information regarding the University's academic and administrative policies and procedures can be found on the University web site at <http://www.luonline.com>.

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

*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/libertyway](http://www.liberty.edu/libertyway) (login required). Persons desiring additional information about University policies and procedures should call or write the Director of Graduate Student Affairs.*

## Admission Requirements Matrix

MASTER'S DEGREE PROGRAMS							
Program	Format	GPA	GPA Probation	GRE	Recommendations	Statement of Purpose Essay	Questionnaire
MA in Communication Studies	R	3.00	case-by-case	Y	1	Y	N
MA in English	R	3.00	case-by-case	Y	1	Y	N
MA in Ethnomusicology	B	3.00	case-by-case	N	1	Y	N
MA in History	R	3.00	case-by-case	Y	1	Y	N
MA in Religious Studies	R	3.00	2.00	Y	1	N	Y
MA in Global Apologetics	R	3.00	2.00	N	1	N	Y

**GRADUATE ADMISSIONS**

**MASTER'S DEGREE PROGRAMS**

Program	Format	GPA	GPA Probation	GRE	Recommendations	Statement of Purpose Essay	Questionnaire
MS in Accounting	O	3.00	2.00	N	0	N	N
MA in Professional Counseling	R / B / O	3.00	2.00	N	0	N	N
MA in Marriage and Family Therapy	R / B / O	3.00	2.00	N	0	N	N
MS in Nursing (MSN)	O	3.00	2.00	N	1	N	N
Master of Arts in Teaching (MAT)	B / O	3.00	2.50	N	0	N	N
Master of Education (M.Ed.)	B / O	3.00	2.50	N	0	N	N
M.Ed. in Teaching & Learning (Non-licensure)	O	3.00	2.50	N	0	N	N
MBA	O	3.00	2.50	N	0	N	N
MA in Management and Leadership	O	2.50	2.00	N	0	N	N
MA in Human Services	R / B / O	2.00	none	N	0	N	N
Seminary Professional MA degrees	R / B / O	2.00	none	N	1	N	Y
Master of Arts in Religion (MAR)	R / B / O	2.00	none	N	1	N	Y
Master of Divinity (MDiv)	R / B / O	2.00	none	N	1	N	Y
Master of Religious Education (MRE)	R / B / O	2.00	none	N	1	N	Y

**POST-MASTER'S AND DOCTORAL DEGREE PROGRAMS**

Program	Format	GPA	GPA Probation	GRE/MAT	Recommendations	Vita	GSR	Statement of Purpose Essay	Writing Sample
Master of Theology (ThM)	R	3.00	2.00	N	1	N	N	N	N
Master of Sacred Theology (STM)	R	3.00	2.00	N	1	N	N	N	N
Doctor of Ministry (DMin)	B	3.00	2.00	N	2	Y	N	Y	N
PhD in Theology and Apologetics	B	3.25	none	Y	2	Y	N	Y	Y
Education Specialist (EdS)	O	3.00	none	N	1	Y	Y	Y	N
Doctor of Education (EdD)	B / O	3.00	none	Y	2	Y	Y	Y	N
PhD in Counseling	B	3.25	case-by-case	Y	2	Y	Y	Y	N

**Important Notes:**

- R = Resident; B = Blended; O = Online
- Y = Yes; N = No
- GSR = Graduate Status Record
- TOEFL is required, if applicable
- Resident students are required to submit the "Personal Information Questionnaire" ([http://www.liberty.edu/media/1238/FRM\\_Personal\\_Information.pdf](http://www.liberty.edu/media/1238/FRM_Personal_Information.pdf))
- Program-specific admissions requirements are located in the sections of this Catalog with the program requirements.

# Academic Information and Policies

**Larry Shackleton, B.A., M.S.**

*Vice President for Administrative Information Management and Registrar*

**Tracy Godsey, B.S.**

*Graduate Registrar*

**Terry Connor, B.S., M.A.**

*Director of Liberty University Online Academic Operations*

## PLEASE NOTE:

Academic information and policies recorded in this section of the catalog that pertain to students in the Resident Program are displayed in a gray text box. Information that is specific to Liberty University Online students is displayed in a white text box. Information not marked pertains to all students.

## 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 15 weeks, with an assumption of two hours of outside preparation or two 50-minute periods of laboratory work for each semester hour.

## SEMESTER LOAD

Master's-level graduate students are considered to be full-time when enrolled nine or more hours per semester. All doctoral graduate students are considered full-time with a semester load of six or more semester hours.

Graduate students must secure permission from the Program Director and from the Graduate Registrar to take more than 15 hours.

For financial aid purposes, **online student** 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.

## GRADES, QUALITY POINTS, AND GPA

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

<u>Grade</u>	<u>Meaning</u>	<u>Quality Points Per Semester Hour</u>
A	Excellent	4
AU	Audit	0
B	Good	3
C	Average	2
D	Poor	1
F	Failure	0
FD	Failure for academic dishonesty	0
FN	Failure for non-attendance	0
I	Incomplete	0
IP	In Progress	0

M	Medical Incomplete	0
NP	Non-Pass (for Pass/ Fail courses)	0
P	Pass	0
Q	Academic Amnesty	0
R	Course Repeated	0
W	Withdrew	0

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 (40 quality points divided by 16 semester hours). Only courses taken at Liberty are used in computing the GPA. Only grades of A, B, C, D, F, FD, and FN 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.

<u>Classification</u>	<u>Graduate Level Semester Hours Earned</u>
First Year Graduate	0—29.99
Second Year Graduate	30.00—59.99
Third Year Graduate	60.00—89.99
Fourth Year Graduate	90.00 +
Doctoral	Pursuing a doctoral degree

## ADVISORS AND COURSE SELECTION

Each **resident** student will be assigned a faculty 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 advisors for help with any school-related problems they may encounter during the academic year.

**Online students** will have a team of academic advisors to assist them during their studies at 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 advisors 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, ABHE, etc.). Applicants must request official transcripts to be sent directly from the Registrar(s) of the previous school(s) to the Offices of Graduate Admissions. 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 Academically Dismissed from Liberty University must satisfy the subsequent guidelines for readmission:

1. The student must not have been enrolled at the University for a period of five years.
2. Eligibility for readmission must be affirmed in writing to the Graduate Registrar by the following: (1) Department of Student Accounts; (2) Department of Student Affairs; and (3) the Dean of the degree program to which the student is applying for admission/readmission. The Graduate Registrar will review for the reason for Dismissal.
3. Upon receiving a written appeal from the student, the Senate Committee on Graduate Academic and Admissions Standards MAY approve readmission. Said request must be stated clearly and contain: (1) reason for request and (2) efforts made to improve during absence from Liberty. Such corroboration as may be deemed necessary may be requested of the student, i.e., transcripts from other institutions, etc.
4. Only the allowable number of grade repeats that were remaining at the time of Dismissal can be utilized.
5. Grades of A and B will remain on the student's record and will calculate into the GPA.
6. Previously earned grades of A and B will calculate into their GPA. As determined by the Graduate Senate, grades of C, D, and F are revised to Q.
7. Students in the M.A.R., M.R.E., and M.Div. programs may retain grades of C on their records.
8. Students who have been granted Academic Amnesty are not eligible for graduation honors.

#### ONLINE COURSE REGISTRATION, ACTIVATION, AND COMPLETION DATES

**Online students** may register for courses online through ASIST. A student's enrollment period (course activation) begins the first day of the upcoming sub-term, provided the student is in good academic standing and has paid the tuition or secured financial aid approval. Students are encouraged to allow sufficient time to review their course materials before the beginning of the sub-term. Students must register and complete Financial Check-In at least 14 business days prior to the sub-term start date. See the University calendar for sub-term dates.

The student has 8 weeks from the sub-term course activation date to complete the course. Students are expected to submit tests and course work throughout the term. At the end of the first week of each sub-term, courses are reviewed to determine if the student is attending in the course. If the student has not submitted an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event), the student will be dropped from the course roster and will not be allowed to submit further course work. The student may appeal to their instructor to remain in the course.

Students who begin attendance by submitting an academic assignment but eventually cease progressing toward the completion of the course will be assigned a grade of FN during the semester.

If the student receives all FNs in a term, the student is subject to the Unofficial Withdrawal procedure which includes the reduction and/or return of all Financial Aid.

Students receiving all Fs in a term must appeal to Financial aid to receive aid in their next term of enrollment.

Students must complete and receive final grades for all courses in a semester before they will be allowed to enroll in the next semester. Students receiving all F's in a term must appeal to Financial Aid to receive aid in their next term of enrollment.

Students may drop a 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 from a course for a grade of W. Failure to submit any or all of the coursework may result in a grade of F or FN.

#### ONLINE COURSE MATERIALS

**Online students** must purchase all course materials from MBS Direct. Materials for some practicums and intensives may be purchased from the University Bookstore. Students should purchase materials after registration but prior to the sub-term begin date (course activation). Liberty does not guarantee that required course materials will be available after the sub-term activation date. Tuition does not cover the cost of course materials.

#### ONLINE CLASS ATTENDANCE

Regular attendance in online courses is expected throughout the length of the term. **Online students** who do not attend within the first week of a sub-term by submitting an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event) will be dropped from the course roster and will not be allowed to submit further course work. The student may appeal to their instructor to remain in the course.

The **online student** alone assumes responsibility for course work missed from non-attendance. A student who presents the instructor with an adequate and documented reason for absence may be given an opportunity to make up the work missed.

**Online students** who begin attendance by submitting an academic assignment but eventually cease progressing toward the completion of the course will be assigned a grade of FN during the semester.

#### SCHOLASTIC REGULATIONS

**Warning/Probation/Suspension/Dismissal.** Students must maintain satisfactory standing in order to remain at Liberty.

Satisfactory scholastic standing for students enrolled in the graduate programs is:

Seminary 36-hour Professional M.A. degrees	2.00
M.A. in Global Apologetics and Religious Studies	3.00
M.A.R., M.R.E., and M.Div.	2.00
M.A. in Human Services	2.50
M.A.T. and M.Ed.	2.50
All other programs	3.00

Academic standing is calculated only at the end of each semester (including the Summer).

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 desire to return to Liberty in the future must contact the Registrar's Office in writing. The Graduate Registrar will in turn submit the student's appeal to the appropriate program director or Associate Dean for review.

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

Students who are readmitted to Liberty after serving a period of Suspension and who fail to raise their GPA to the required academic level (see above) by the end of the semester will be



Academically Dismissed and will not be allowed to return to Liberty unless qualifying for Academic Amnesty.

At the end of each semester, students on Academic Warning, Probation, Suspension, and Dismissal will be sent a notification by the Registrar's Office.

### COURSE SUBSTITUTIONS

Students desiring to use another course in place of a required course must complete a Request for a Course Substitution form. Course substitution forms must include a detailed rationale, explaining why the substitution is requested. Requests should be made with discretion. They should not be used merely to enable a student to graduate on time. If the course was taken at another college, provide a course description or course syllabus with the request. Requests must be submitted prior to the students last sub-term. Forms should be submitted to [coursesub@liberty.edu](mailto:coursesub@liberty.edu). Forms will be reviewed by a Dean or Associate Dean within 2 weeks of submission.

### 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.

### DROPPING/ADDING COURSES

Changes are discouraged after a student and advisor have arranged the student's schedule for the semester.

Students desiring to take a LU Online 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 unless an extension is granted.

A 1-2 week intensive course may be dropped without a grade or tuition charges through the first day of that class up to 4:00 p.m. A 1-2 week intensive course may be dropped with a grade of W 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.*

A summer school course (3-8 week) may be dropped without a grade or tuition charges through the third day of class until 4:00 pm. The student is responsible for tuition and fees after this deadline. A summer school course (3-8 week) may be dropped with a grade of W by 4:00 pm on the 14th business day after the first day of class.

**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 Fall/Spring course may be dropped without a grade, tuition, and fee charges within the first 7 days of the semester. From the 8th day until the end of the 10th week, a Fall/Spring course may be dropped with a grade of W.** The student will be responsible for the tuition and fees for the course. All drops after the 7th day will be recorded as W. Grades of W will not be used in calculating a GPA. Courses dropped with grades of W 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.

Summer school tuition and fee adjustments for classes that are 3-8 weeks in length must be made by the third day of class.

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 add/drop form is submitted to the Registrar's Office and processed.

This form requires the written approval of the instructor of the course.

### DROPPING/ADDING COURSES

**Online students** may drop a course for a full refund, anytime 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 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

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

1. Graduate students, with the exception of M.A.R., M.R.E., and M.Div. students, must petition to the Registrar's Office to use the repeat policy.
2. The course must be taken at Liberty in order to activate the policy.
3. The second grade of A, B, C, D or F will apply toward the cumulative GPA.
4. The repeat policy will not be applied to grades of FD.
5. A maximum of 15 semester hours may be repeated for those students completing the M.A.R., M.R.E., and M.Div. degrees.
6. The grade which has been deleted from the computation of the cumulative GPA will not count toward quality hours or hours earned, but will remain on the record as a course attempted.
7. This policy is retroactive to include any course taken at Liberty.
8. Use of the repeat policy for a prior semester will not affect the academic standing for that semester. Academic standing in a prior semester can be changed only because of a grade reporting error.
9. The repeat policy form must be completed prior to graduation for the policy to be activated.

### INDEPENDENT STUDY / DIRECTED RESEARCH

Students may request to complete an Independent Study or Directed Research project in a major field or related discipline. Permission for the Independent Study or Directed Research will be granted only upon approval by the program director, the Dean of the School, Student Accounts, and the Graduate Registrar. Forms are available in the Registrar's Office.

### CLASS CANCELLATION POLICY

From time to time it may be necessary to cancel a class because of insufficient enrollment or other extenuating circumstances. The decision for such a cancellation is ultimately that of the Provost of the University. Every effort will be made to provide notice of the cancellation at least two weeks prior to the first scheduled meeting of the class. The Registrar's Office will advise the student of the cancellation and any other options including the possible rescheduling of the class. The University does not assume responsibility for any delay in the anticipated graduation date of individual students that might result from such class cancellations.

**INCOMPLETES**

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

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

Incomplete request forms will only be accepted during the last three weeks of classes.

**LU ONLINE EXTENSIONS AND INCOMPLETE GRADES****Intensives**

An **online student** enrolled in Intensives must appeal to his/her professor for a temporary course grade of Incomplete (I). The professor will establish a new deadline for completing the coursework, based on the circumstances. A maximum of four (4) additional months may be allowed from the end date of the course. If the coursework is not submitted by the new deadline, the student will receive a grade of zero for the incomplete assignments and a final grade will be submitted.

**LU Online Courses**

A student enrolled in any LU Online course, who is unable to complete coursework by the last day of class due to illness or injury, may appeal to his/her professor for a temporary course grade of M (Medical Incomplete). Appeals must be supported by medical documentation signed by a physician. There is no charge for a medical incomplete. Medical incompletes may be allowed, if the condition warrants, up to a maximum of four (4) months from the course start date of the course (or 2 additional months after the end of the course). If the coursework is not submitted by the new deadline, the student will receive a grade of zero for the incomplete assignments and a final grade will be submitted.

**Military Incompletes**

Military service members are guaranteed a military incomplete 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 Incomplete, a military student must send either 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's Academic Advising Office staff will gather the documentation and confer with the professor to determine the new deadline for the course. A Military Incomplete cannot extend beyond two (2) months for any given course. If the student cannot finish the coursework within the two (2) additional months, he/she may request a military withdrawal with

the option of a free repeat of the course. This documentation must be submitted to the LU Online Academic Advising Office. The LU Online Advisor will complete the appropriate forms and submit them to Liberty University's Military Affairs Office for continued processing. Military students must notify their Military Education Office of a course Incomplete if they are receiving Tuition Assistance. Incomplete requests and supporting documents may be faxed to (434) 455-1287, scanned/e-mailed to [luomilitary@liberty.edu](mailto:luomilitary@liberty.edu), or mailed to:

Liberty University Online  
Office of Military Affairs  
1971 University Boulevard,  
Lynchburg, VA 24502.

Incompletes must be secured no later than 2 weeks prior to the course end date. If the faculty member is no longer active, the course manager is responsible for handling the completion of the course.

**WITHDRAWAL FROM ONLINE COURSES**

**LU Online** students requesting to withdraw from courses during the semester must submit a request to their academic advisor. Generally, the withdrawal date will be the date the students submitted the email to their academic advisor. A grade of W will be assigned to all courses from which the student withdraws.

Students are subject to not being refunded for withdrawn courses and/or being charged a \$50 withdrawal fee based on pre-set, University criteria. Students should consult with their advisor before withdrawing from a course.

**GRADUATE RESIDENTIAL GRADE APPEALS**

Liberty encourages students to have open and respectful communication with their professor to resolve any concerns regarding individual course assignment grades and/or the final grade for the course.

**Criteria for Appeal:**

Only final posted grades may be appealed beyond the professor. Appeals are accepted only when the grade assigned conflicts with:

- The published grading rubrics for the course assignments
- Written communication (i.e. email, announcements, etc.)
- Calculation error on an assignment (resulting in a change to the final grade).

Appeals, other than those mentioned above, will not be reviewed.

The student must provide written documentation that demonstrates the occurrence of one or more of the above listed grounds for appeal. Documentation may be in the form of e-mail correspondence, graded assignments, proof of timely submission, etc.

**Appeal Process:**

A student wishing to appeal a final grade must submit the appeal to their professor and seek to resolve the situation with them. If the student wishes to appeal further they must follow the process outlined below:

1. Within 30 calendar days of the end of the term, the student may submit a written appeal to the Program Director/Chair. The student must include the information required above. The Program Director/Chair will consult with the instructor and review the student's written appeal. The Program Director/Chair will then notify the instructor and the student of his/her decision.

2. If the student has additional support for their appeal, the student may submit a written appeal to the Dean/Academic Director after receiving the decision by the Program Director/Chair. This written appeal must be received within 5 business days of the Program Director/Chair's email. The Dean/Academic Director will review the student's appeal, as well as any information provided by faculty member. When a decision has been reached, the Dean/Academic Director will notify the Program Director/Chair, the faculty member and the student. If the student has additional support for their appeal, after receiving the decision by the Dean/Academic Director, the student may submit a written appeal to the Dean of Academic Administration for the Graduate School and Online Education.
3. This written appeal must be received within 5 business days of the Dean/Academic Director's email. The Dean of Academic Administration for the Graduate School will review the student's appeal, as well as any information provided by faculty member. When a decision has been reached, the Dean of Academic Administration for the Graduate School will notify the Dean/Academic Director, the Program Director/Chair, the faculty member, and the student. The Decision of the Dean of Academic Administration for the Graduate School is final.

#### LU ONLINE GRADE APPEALS

Liberty encourages students to have open and respectful communication with their professor to resolve any concerns regarding individual course assignment grades and/or the final grade for the course.

##### Criteria for Appeal:

Only final posted grades may be appealed beyond the professor. Appeals are accepted only when the grade assigned conflicts with:

- The published grading rubrics for the course assignments
- Written communication (i.e., email, announcements, etc.)
- Calculation error on an assignment (resulting in a change to the final grade).

Appeals, other than those mentioned above, will not be reviewed.

The student must provide written documentation that demonstrates the occurrence of one or more of the above grounds for appeal. Documentation may be in the form of email correspondence, graded assignments, proof of timely submission, etc.

##### Appeal Process:

A student wishing to appeal a final grade must submit the appeal to their professor and seek to resolve the situation with them. If the student wishes to appeal further they must follow the process outlined below:

1. Within 30 calendar days of the end of the term, the student may submit a written appeal to the Online Chair/Chair, but should do so through LU Online Advising. The student must include the information required above. The Online Chair will consult with the instructor and review the student's written appeal. The Online Chair will then notify LU Online Advising, the instructor and the student of his/her decision.
2. If the student has additional support for their appeal,

the student may submit a written appeal to the Online Associate Dean, through LU Online Advising after receiving the decision by the Online Chair. This written appeal must be received by LU Online Advising within 5 business days of the Online Chair's email. The Online Associate Dean will review the student's appeal, as well as any information provided by faculty member. When a decision has been reached, the Online Associate Dean will notify LU Online Advising, the Online Chair, the faculty member and the student.

3. If the student has additional support for their appeal, after receiving the decision by the Online Associate Dean, the student may submit a written appeal to the Online Academic Dean through LU Online Advising. This written appeal must be received by LU Online Advising within 5 business days of the Online Associate Dean's email. The Associate Dean will review the student's appeal, as well as any information provided by faculty member. When a decision has been reached, the Online Academic Dean will notify LU Online Advising, the Online Associate Dean, the Online Chair, the faculty member, and the student. The Online Academic Dean's decision is final.

#### WITHDRAWAL FROM LIBERTY

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

If an official withdrawal occurs within the refund period, the student will 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.

Any student withdrawing from the University must submit the withdrawal form to the advisor, or notify the advisor via the student's Liberty University email account, of his/her intent to withdraw from the University. The advisor will forward the information to the Financial Aid, Student Accounts, and Registrar offices. The withdrawal will be effective on the date the notice is received by Liberty University.

Grades of W will be recorded for all courses from which the individual withdraws. A student may not withdraw after finals begin (for intensives), or after the final exam or paper has been submitted.

Students who wish to withdraw from one or all courses in a given semester will need to contact their advisor in writing, or via their Liberty University email account of their intent to withdraw. Students who withdraw from all courses in which they are enrolled in a given semester, but not wishing to fully withdraw from the

University, will not be considered to have withdrawn from the University.

### LU ONLINE WITHDRAWAL

**Online students** withdrawing from the University must contact their academic advisor via the student's Liberty University email account. The withdrawal date will generally be the date the student submitted the email to their academic advisor. If the withdrawal request is mailed or faxed to the academic advisor, the withdrawal date will generally be the date the Withdrawal Form is received by the University or the last date an academic assignment was submitted (such as an examination, written paper or project, discussion board post, or other academic event). The academic advisor will notify the Financial Aid Office, Student Accounts Office and Registrar's Office.

Grades of W will be recorded for all courses from which the individual withdraws. A student may not withdraw after the last day of the course or after submission of the final exam or final required course work. Courses not completed will be assigned a grade of W. For intensive courses, a student may not withdraw after the final exam has begun. Students requesting to withdraw will be subject to the Title IV withdrawal calculation. The Title IV withdrawal calculation will result in the reduction and/or cancellation of all Financial Aid. See Financial Information section.

Students who wish to withdraw from one or more courses in a given semester must contact their academic advisor in writing or via their Liberty University email account. Students who withdraw from all courses in which they are enrolled will be subject to the Title IV withdrawal regulations and will be reported as withdrawn from the University. However, it will not be necessary to reapply unless more than 12 months have elapsed since the original deadline date of the student's last enrollment period. Students only withdrawing from all courses in a given semester, and not the University, will be allowed to re-enroll in the next semester. However, the student will be subject to the Satisfactory Academic Progress Policy administered by the Financial Aid Office.

### ONLINE PROGRAM UNOFFICIAL WITHDRAWALS

In accordance with Title IV regulations which require that universities have a mechanism in place for determining whether or not a student who began a course and received or could have received a disbursement of Title IV funds unofficially withdrew, the University has established a procedure for students enrolled in the online courses. This procedure is used to determine if students are progressing toward the completion of their courses.

Students who cease to submit any academic assignments (such as an examination, written paper or project, discussion board post, or other academic event) during the enrollment period will be assigned grades of FN. Students receiving all FNs in a semester will be processed as an unofficial withdrawal. The withdrawal date will be the last date an academic assignment was submitted during the enrollment period. A Title IV withdrawal calculation will be performed for the student and the student will be reported as withdrawn. Students will be notified of the results of the Title IV withdrawal calculation by the Financial Aid Office.

### ACADEMIC AND PERSONAL CODE OF HONOR

Liberty University students, faculty, administrators, and staff together form a Christian community based upon the values and goals of the Bible. These are defined in our foundational

statements, including our Doctrinal Statement, our Philosophy of Education and Mission Statement, the Statement of Professional Ethics for the Faculty, and our Student Code. Together, these statements situate Liberty University within the long tradition of university culture, which in its beginnings was distinctively Christian, designed to preserve and advance truth.

Anyone, whether Christian or non-Christian, who shares our values and goals, is both welcome and valued in our community. We want all students to feel comfortable in our community of learning, and we extend to all of our students our spiritual and academic resources, with the goal of fostering spiritual growth, character development, and academic maturity.

Communities are based upon shared values and practices. This Code of Honor, an expression of the values inherent in our Doctrinal Statement, defines the rules and principles by which our community functions. At the core of this Code are two key concepts: a belief in the dignity of all persons and an insistence on the existence of objective truth.

While we understand that everyone will not agree with the statements that follow, we do expect that our students respect and uphold these standards while registered at Liberty University. Abiding by the principles and behaviors established in this Code of Honor makes possible the success of our students and the strengthening of the Liberty community.

Please note: Graduate students who choose to live on campus are required to read and abide by the Personal Code of Honor in the "Liberty Way" in addition to the Graduate School Personal Code of Honor.

## *Academic Code of Honor*

### ACADEMIC MISCONDUCT

Academic misconduct includes, but is not limited to, plagiarism, cheating, and falsification.

#### 1. Plagiarism

Plagiarism is the intentional failure to give sufficient attribution to the words, ideas, or data of others that the student has incorporated into his/her work for the purpose of misleading the reader. In some cases, a student may be careless and fail to give credit to the words, ideas or data of others. In such situations, plagiarism has still occurred, but the professor may choose from an array of sanctions he/she deems appropriate. In order to avoid plagiarism, students must conscientiously provide sufficient attribution. Attribution is sufficient if it adequately informs and, therefore, does not materially mislead a reasonable reader as to the true source of the words, ideas, or data. Students who have any doubt as to whether they have provided sufficient attribution have the responsibility to obtain guidance from their professor or other person to whom they are submitting their work.

Plagiarism in papers, projects or any assignment prepared for a class shall include the following:

- Omitting quotation marks or other conventional markings around material quoted from any printed source (including digital material)
- Directly quoting or paraphrasing a specific passage from a specific source without properly referencing the source
- Replicating another person's work or parts thereof and then submitting it as an original
- Purchasing a paper (or parts of a paper) and representing it as one's own work

#### 2. Cheating

Cheating is a form of dishonesty in which a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained, gives unauthorized aid, or wrongly takes advantage of another's work. Examples include, but are not limited to:

- Copying from another person's work on an examination or an assignment
- Allowing another student to copy any portion of one's work on an examination or an assignment
- Using unauthorized materials or giving or receiving any other unauthorized assistance on an examination or an assignment
- Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for the student
- Reusing a paper from a previous course
- Paying another student to complete a course, an individual assignment or an examination

### 3. Falsification

Falsification is a form of dishonesty in which a student misrepresents the truth, invents facts, or distorts the origin or content of information used as authority. Examples include, but are not limited to:

- Dishonestly answering or providing information in the application process
- Citing a source that is known not to exist
- Attributing to a source ideas and information that are not included in the source
- Falsely citing a source in support of a thought or idea when it is known not to support the thought or idea
- Citing a source in a bibliography when the source was neither cited in the body of the paper nor consulted
- Intentionally distorting the meaning or applicability of data
- Inventing data or statistical results to support conclusions

## **PROCEDURE FOR THE INVESTIGATION, ADJUDICATION AND ASSIGNMENT OF SANCTIONS FOR THE VIOLATIONS OF THE ACADEMIC CODE OF HONOR**

### 1. Processing Allegations

When an alleged violation of the Academic Honor Code has been reported to the faculty or administration, the instructor will confront the student within ten business days of the discovery of the infraction. The instructor may issue an oral or written reprimand, send written notification to the Program Director and/or Dean, reduce a grade, adjust credit on an assignment and/or require additional work. The instructor may determine that a failing grade for the course is the appropriate sanction. In any event, the instructor will inform the student of his or her decision. The reporting procedure is as follows:

- The instructor will write a report outlining the violation.
- The report will be provided to the student and the Program Director along with the sanction(s) recommended.
- If blatant academic dishonesty is demonstrated in a clear and convincing manner, the student may

receive a grade of F for the course in which the academic misconduct occurred.

- Students who receive a grade of F for academic dishonesty on a particular assignment will be notified by the professor of the course in an appropriate manner, including but not limited to returning the assignment with comments, email, letter, telephone call and/or a personal meeting.
- If warranted, the results of academic honesty review may be forwarded to the Office of Student Affairs for any additional disciplinary action that may be appropriate.
- If non-blant academic misconduct (such as inadvertent plagiarism) occurs in a course, the professor will contact the student and conduct such further investigation as needed. If the professor determines that a sanction is called for, he/she may issue an oral reprimand, send a written notification to the Department Chair of the School in which the course resides, reduce a grade, adjust credit, and/or require additional work.
- When a student receives a course grade of F for academic dishonesty, the professor may report the reason for the F to the Graduate Registrar and request that it be recorded as an FD grade. This FD grade will appear on the student's transcript.
- The student, upon receipt of the results of the academic honesty review, will have five business days to appeal the decision to the professor and Program Director.

### 2. Sanctions

If the professor determines that a sanction is called for, the professor may issue an oral or written reprimand, adjust credit, and/or require additional work. The professor also maintains the right to assign the grade of F for the course if the investigation determines that it is the appropriate sanction. In this instance, the Graduate Registrar will record the F as FD, which will appear on the student's transcript. The repeat policy may not be applied to this grade.

If the student is found guilty of academic dishonesty (either blatant or non- blatant) in any subsequent course where a grade of FD is posted, he or she will be dismissed from Liberty University.

In determining the sanction to be imposed, the following will be considered: the student's intent to violate the Code of Honor, the degree of carelessness, the gravity of the offense and the student's overall conduct while enrolled at Liberty University. The Director of Graduate Student Affairs and the Registrar's Office may be consulted during this process.

In cases of proven academic misconduct in a particular course, the Program Director will usually defer to the course professor's recommendation. In some cases, however where the Department Chair or Dean perceives a clear conflict of interest or faulty judgment on part of the faculty member, or where the sanctions suggested by the professor are demonstrably inconsistent with those that resulted from other similar instances of academic misconduct, the Department Chair and Dean reserve the right to adjust the sanction(s) as appropriate.

A written copy of the decision shall be mailed or e-mailed to the student.

Please Note: All cases of alleged academic dishonesty will be resolved with the utmost concern for

strict confidentiality by those individuals involved in the proceedings. Information concerning the academic misconduct will be provided only to those with a need to know in order to perform their job duties.

### 3. Appeal Procedure

In cases where an allegation of any Academic Code of Honor violation occurs and the student does not admit guilt, he/she may pursue the process below. The student will be given an opportunity to provide written evidence in opposition to the charge. Persons who threaten or conduct other acts of retaliation against those individuals who acted in good faith (i.e., honestly and with intentions of being fair) in reporting (even if mistakenly) alleged instances of academic dishonesty will be subject to disciplinary action, including possible suspension or expulsion from Liberty. Any report of alleged academic dishonesty not made in good faith will also be subject to disciplinary action. Examples of retaliation include, but are not limited to:

- Circumventing the appeal procedure and going directly to a university administrator such as the Dean, the Provost or the Chancellor
- Threatening a faculty member or student
- Harassment
- Verbal or physical abuse
- Verbal or written disrespect to a faculty or staff member (this includes e-mails)
- Offensive or crude language directed at individuals
- Falsely accusing someone of committing academic dishonesty

A complete overview of the appeal process follows:

- Within five business days of the notification, the student may submit a written appeal to the Program Director. The Program Director will review the instructor's report and the student's written appeal, then notify the instructor and the student of his/her decision.
- Both the student and any LU personnel involved in or affected by the Academic Honor Code violation will have the right to present their views to the Committee before any decision is rendered.
- If the student produces additional support for his/her appeal, after receiving the decision by the Program Director, he/she may submit a written appeal to the Conduct Review Committee. The Conduct Review Committee, which shall consist of the appropriate school Dean, the Dean of The Graduate School and the Department Chair. This written appeal must be received within five business days of the Program Director's notification.
- The Committee will review the student's appeal, as well as the faculty member's report. When a decision has been reached, the Committee will notify the Program Director, the faculty member and the student. Both the student and any LU personnel involved in or affected by the Academic Honor Code violation will have the right to present their views to the Committee before any decision is rendered.
- In determining whether any violation has occurred, the Committee will apply a "clear and convincing" evidence standard. In some cases, the Director of Graduate Student Affairs or another University

representative may join in the deliberations of the Conduct Review Committee as a non-voting member for the purpose of providing any background information that may be pertinent to the appeal.

- Should no violation be found, the Committee's report indicating such will be forwarded to the Program Director and faculty member. A report of all findings (either in favor of or against the student) will be sent to the Director of Graduate Student Affairs' and Registrar's office. The findings will be kept in the student's official record.
- In situations that do not require a grade of "FD," but may require a failed assignment, failure in the course or reduced grade, the professor reserves the right not to report the violation to the Student Affairs' or Registrar's office.

## *Personal Code of Honor*

### A. CONDUCT THAT UNDERMINES THE SAFETY, MISSION, OR REPUTATION OF LIBERTY UNIVERSITY

Acts that may undermine the safety, mission, or reputation of the Liberty University are violations of the Personal Code of Honor. Examples of such acts include, but are not limited to:

- Flagrant violations of institutional policies and standards of dress (see Appendix A for dress code)
  - Causing public embarrassment to the Graduate School, the University, or its representatives or employees
1. Sexual, Physical, Written or Verbal Misconduct  
Respect for the dignity of each individual as a person created in God's image is fundamental to the institutional culture desired at The Graduate School at Liberty University. Misconduct that is contrary to the teachings of the Christian faith (thus constituting a violation of the Graduate School's Personal Code of Honor includes, but is not limited to:
    - Sexually-oriented joking or comments
    - Harassment of an individual based on race or gender
    - Unwelcome touching or any touching of a sexual nature
    - Verbal or physical abuse
    - Verbal or written disrespect to a faculty or staff member (this includes e-mails)
    - Offensive or crude language directed at individuals
    - Display of objects or pictures that depict nudity or are otherwise sexual in nature
    - Persistent, unwanted attempts to change a casual or friendly relationship into a romantic or more intimate one

Non-marital sexual relations and the encouragement or advocacy of any form of sexual behavior that would undermine the Christian identity or faith mission of the University are morally inappropriate sexual misconduct and constitute violations of this Personal Code of Honor.

2. Pornography

Involvement with pornographic, obscene, indecent, or other similarly offensive materials, expressions, or conduct is inconsistent with the Personal Code of Honor and the Christian faith. Use of the University's



computing network to obtain or distribute such materials constitutes a violation of the Personal Code of Honor.

3. Prohibited Substances

The Graduate School seeks to provide a drug-free, healthy, and safe learning environment. To this end, no student may misuse legal drugs or other legal medications, or use, possess, distribute, or sell alcohol, illegal drugs or tobacco products.

**B. PROCEDURES FOR THE INVESTIGATION  
ADJUDICATION AND SANCTIONING OF  
VIOLATIONS OF THE PERSONAL CODE OF HONOR**

1. Processing Allegations

When an alleged violation of the Personal Code of Honor has come to the attention of the faculty, staff, or administration, that allegation shall be passed on to the Director of Graduate Student Affairs and/or the School Dean, who shall determine whether formal discipline is warranted and, if so, the nature of the appropriate sanction(s).

Pastoral or professional counseling may be recommended in some instances. Any cost associated with such counseling shall be borne by the student. If counseling is deemed to have been sufficient to address the student's misconduct, Liberty University reserves the right to remove the record from the student's permanent file. If counseling was deemed to have been ineffective, then Liberty University reserves the right to retain permanent records and dismiss the student from the University.

2. Conduct Review

Where evidence exists that a violation of the Personal Code of Honor may have occurred, the Director of Graduate Student Affairs shall investigate the matter. The Director of Graduate Student Affairs shall deliberate and determine the appropriate penalty.

Should no violation be found, the Director's report indicating such shall be forwarded to the School Dean and the Dean of the Graduate School. Where a violation is found, the Director may notify the student verbally, but will also notify the student in writing (by e-mail or letter) of the sanction(s). The School Dean and the Dean of the Graduate School shall receive a copy of the final decision.

3. Sanctions

The Findings of the Director of Graduate Student Affairs along with any recommendations for further action will be carefully reviewed by the School Dean and the Dean of the Graduate School. These two individuals may accept, reject or modify the director's report and shall determine the final disposition of the matter.

The School Dean and Dean of the Graduate School may direct that the records of a disciplinary action be retained in the student's file, noted on transcripts, or disclosed to the appropriate entities responsible for assessing the character and fitness of the student as an applicant to a chosen profession.

In addition to any personal communication of the decision to the student involved, a written copy of the decision shall be sent to the student by registered, return-receipt mail.

**C. APPEAL PROCEDURE**

Students are provided the opportunity to appeal any disciplinary decision to the Director of Graduate Student Affairs, the School Dean and the Dean of the Graduate School. The

outcome of an appeal may include an overturn of the proposed action or disciplinary probation, the assignment of disciplinary community service, retention or administrative withdrawal.

The School Dean and the Dean of the Graduate School may either accept or overturn a previous decision to withdraw a student from Liberty University. Records documenting this process are maintained by the Director of Graduate Student Affairs.

1. Reapplication/Readmission

If a student is administratively withdrawn or asked not to return, he/she must submit a written request for readmission to the Director of Graduate Student Affairs. The student is to provide a thorough account of the actions that led to his/her dismissal or non-return and the student's strategy for successfully continuing studies at the University. In addition, the following is required:

- Separate letters of recommendation from a counselor and civic leader
- One letter of recommendation from a pastor or LU faculty member

Only after the aforementioned information is received will consideration for reinstatement occur. Readmission to the University will be subject to any stipulations made by the School Dean and the Dean of the Graduate School and the Director of Graduate Student Affairs. This process does not guarantee readmission. If readmission is granted, the Director of Graduate Student Affairs will notify the Office of Graduate Admissions. The Office of Graduate Admissions will notify the student of the decision.

2. Administrative Withdrawal

Students who are reported to have violated the policies or regulations of the University that require an administrative withdrawal are required to meet with the Director of Graduate Student Affairs for a personal conference. The Director of Graduate Student Affairs will present the alleged violation(s) to the student and the student will then be given full opportunity to present his/her position concerning the allegation. The Director of Graduate Student Affairs will conduct an investigation of the alleged violation(s). When the investigation is complete, and the allegation is determined to be true, the Office of Graduate Student Affairs will consider the facts and relevant information concerning the violation(s), including the student's prior disciplinary record. The Office of Graduate Student Affairs will consult with the School Dean and Dean of the Graduate School before making a decision. NOTE: During the investigative process, the student is allowed to continue attending classes.

3. Administrative Withdrawal Process and Appeal

- If the student decides to appeal the decision, that decision must be reported to the Director of Graduate Student Affairs within 24 hours after receiving notification of the decision. NOTE: Failure to meet the 24-hour deadline will result in an automatic administrative withdrawal.
- If the student decides to appeal the decision, the time of the appeal hearing will be determined and the student will be notified by the Director of Graduate Student Affairs. The Director of Graduate Student Affairs will schedule the hearing within seven business days of the student's request for appeal. NOTE: During the appeal process, the student is allowed to continue attending classes.

- If the administrative withdrawal is upheld, all academic work is lost for the semester except classes that have been completed before the time of the decision. If the student resides on campus, the student must vacate the residence hall within 48 hours of the final decision.
- Once the student has been administratively withdrawn, he/she will not be permitted to visit the campus until his/her student status has been reinstated.
- Reapplication is subject to administrative review after a six-month period of absence from the University.
- Readmission will be considered after a minimum one-year absence from the University for the commission of a felony, assault, drug and/or stealing dismissals and is also subject to administrative review and approval.

## STANDARD OF DRESS

### Class Dress

Students are expected to dress in a neat and professional manner and are to dress according to the individual guidelines set by faculty in the respective Graduate Programs.

### Casual Dress

Students are expected to dress modestly.

### Swimming Pool

**Women** – Swimwear is only appropriate at the swimming pool. Students are to wear appropriate casual or sport attire (as stated in The Liberty Way) going to and from the pool. Women are required to wear a one-piece suit that is in good taste. Swimsuits that are see-through/mesh, expose the midriff and/or are low in the front or back or cut high on the legs are not acceptable.

**Men** – Swimwear is only appropriate at the swimming pool. Students are to wear appropriate casual or sport attire going to and from the pool. Speedos, spandex suits, or cut-off jeans are not acceptable.

**Note:** Academic Programs may choose to add requirements to the dress code policy.

The Code of Honor can also be found at: <http://www.liberty.edu/gradstudentaffairs>.

The corresponding **Liberty University Code of Honor for Online Undergraduate and Graduate Students** is located in the Liberty University Online section of this Catalog.

## THESES AND DISSERTATIONS

Some graduate degrees require a thesis, thesis project, or dissertation for graduation. Graduate thesis and dissertation requirements will not be considered complete until receipt of an acceptable copy of the approved thesis or dissertation is confirmed by the Integrated Learning Resource Center (ILRC) in accordance with current ILRC deposit policies.

## DEGREE COMPLETION PLANS

Degree completion plans outlining the program of study and other requirements for each graduate program are available online at <http://www.liberty.edu/registrar/>.

## TIME LIMITS FOR DEGREE COMPLETION

All 30-47 semester hour master's programs have a maximum time limit of five years from the date of matriculation. All 48-60 semester hour master's programs, doctoral programs, or degrees offered outside the regular semester have a maximum time limit of

seven years from the date of matriculation. All over-60 semester hour master's programs and doctoral programs have a maximum time limit of ten years from the date of matriculation.

Any student who does not complete coursework within the permissible time limit for any reason – including discontinued enrollment – must reapply for admission. The respective program director will determine if any previous courses are sufficiently time sensitive and must be repeated. Beginning with the date of readmission, the time limit for degree completion is determined by the number of hours remaining: less than 48 hours – five years; 48-60 hours – seven years; more than 60 hours – ten years.

## WORK IN RESIDENCE

**Online student** candidates for the Master of Arts in Counseling and Master of Education degrees must complete nine 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 LU Online Faculty Coordinator.

## 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 instructors.

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 an assignment for extra credit after the semester has ended and a final exam has been given.

## ACADEMIC TRANSCRIPTS

Official transcripts are made only at the written, signed request of the student concerned. No transcript will be issued for anyone who has failed to meet all financial obligations to the University. Official transcripts are not released directly to the student. Requests for transcripts are to be made directly to the Registrar's Office. There is a \$10.00 fee for one transcript. Additional transcript requests **made at the same time** are \$1.00 each.

## 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.
2. The student must have a cumulative GPA of 3.00 unless otherwise stated.
3. The majority of the course work for any program of study must be earned through Liberty University. The minimum number of hours which must be completed through Liberty for each degree program is noted in this catalog in section pertaining to each program.
4. The student must submit a Graduate Application to the Registrar's Office at the beginning of his/her final semester.

**GRADUATION APPROVAL**

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

**GRADUATION HONORS**

Honors graduation is available for all graduate, post-graduate, and doctoral programs. Honors for graduation will be determined by the cumulative GPA earned at Liberty. Students must meet the following GPA standards to earn the corresponding academic distinction:

<b><u>GPA</u></b>	<b><u>Distinction</u></b>
3.90 – 3.94	Graduate with distinction
3.95 – 4.00	Graduate with high distinction

Seminary students graduating with a M.A. (except for the M.A. degrees in Global Apologetics and Religious Studies), M.A.R., M.R.E., or M.Div. degree who were admitted prior to the Fall 2009 semester will be awarded honors per the following standards:

<b><u>GPA</u></b>	<b><u>Distinction</u></b>
3.50 – 3.74	cum laude
3.75 – 3.89	magna cum laude
3.90 – 4.00	summa cum laude

The specific honor calculated on April 1 of the student's graduation year will be printed in the commencement program and the student will wear that particular honor regalia; however, the final cumulative grade point average will be recorded and that final cumulative GPA will determine the specific honor that will be printed on the diploma and transcript.

**COMMENCEMENT CEREMONY**

Degrees are granted in September, January, and May of each year. All candidates for degrees may participate in the annual graduation exercises which take place in May.

# Expenses and Financial Policy

**Don Moon, B.S.**

*Chief Financial Officer*

*Vice President for Investment Management/Risk Manager*

**Anthony Beckles, B.S., C.P.A.**

*Vice President for Finance*

## Resident Program Tuition and Fees 2009 – 2010

Graduate Programs				Per Hour
Master of Arts in Communications Studies				\$395
Master of Arts in English				395
Master of Arts in Ethnomusicology				395
Master of Arts in History				395
Master of Arts in Human Services				395
Master of Arts in Marriage & Family Therapy				395
Master of Arts in Professional Counseling				395
Master of Science in Nursing				395
Seminary Graduate School Programs				
Master of Arts in Global Apologetics				405
Master of Arts in Religious Studies				405
Master of Arts in Worship Studies – Ethnomusicology				405
Doctor of Philosophy in Theology & Apologetics				495
Seminary Professional Degree Programs				
Master of Arts in Children’s Ministries				250
Master of Arts in Christian Leadership				250
Master of Arts in Discipleship Ministries				250
Master of Arts in Evangelism and Church Planting				250
Master of Arts in Intercultural Studies				250
Master of Arts in Marketplace Chaplaincy				250
Master of Arts in Pastoral Counseling				250
Master of Arts in Religion				250
Master of Arts in Student Ministries				250
Master of Arts in Theological Studies				250
Master of Arts in Worship Studies				250
Master of Divinity				250
Master of Religious Education				250
Master of Theology				250
Seminary Block Rate: 6 – 15 credit hours per semester				1,700
Less than 6 or more than 15 credit hours per hour				250
Law School				Per Year
Juris Doctor				\$26,637
	One Time	Per Hour	Per Semester	Per Year
Application Fee	\$ 50	\$	\$	\$
HOUSING/ROOM & BOARD:				
Housing Fees				
Main Campus			2,998	5,996
Lynchburg Inn			2,998	5,996
Quad Living			3,310	6,620
Campus East			3,615	7,230
Campus East “B” (Effective 2010)			3,310	6,620
MANDATORY FEES:				
Activity Fee			252	504
Activity Fee – Seminary			36	72
Activity Fee – Law School			75	150
Technology Fee: All FT/PT students*			278	556
*D.Min. students only		20		

	One Time	Per Hour	Per Semester	Per Year
Transportation Fee			75	150
<b>Auto Registration Fees:</b>				
Full-time			113	226
Part-time (6 hrs. or less)			50	100
Motorcycles, motorbikes, or mopeds			15	30
Additional vehicle			5	10
<b>Additional Expense:</b>				
Books (Estimate)			700	1,400
<b>Other Fees:</b>				
Late Check-in Fee	\$	\$	\$125	\$
Audit Fee		75		
Late Registration Fee	100			
Withdrawal Fee	50			
Graduation Fee	100			
Replacement LibertyOne Card	30			
Check Cashing (per check)	3			
Returned Payment Fee (per transaction)	35			
International Student Health Insurance (estimated)				700
<b>Payment Plan Fees:</b>				
Payment Plan Participation Fee			45	
Deferred Payment Plan Fee			125	
Payment Plan change (per change)			25	

## Liberty University Online Tuition 2009

Doctoral Programs *	Per Hour Part-time	Per Hour Full-time
Doctor of Philosophy in Counseling (Ph.D.)	\$440	\$425
Doctor of Education (Ed.D.)	440	425
Doctor of Ministry (D.Min.)	440	425
<b>Graduate Programs ±</b>		
Education Specialist (Ed.S.) *	440	425
Master of Arts in Ethnomusicology	415	395
Master of Arts in Human Services	415	395
Master of Arts in Management and Leadership	415	395
Master of Arts in Marriage & Family Therapy	415	395
Master of Arts in Professional Counseling	415	395
Master of Arts in Teaching	415	395
Master of Arts in Worship Studies – Ethnomusicology	415	395
Master of Business Administration	415	395
Master of Education	415	395
Master of Science in Accounting	415	395
Master of Science in Nursing	415	395
*Part-time if taking 5 hours or less ± Part-time if taking 8 hours or less		
<b>Seminary Programs</b>		Per Hour
Master of Arts in Christian Leadership		250
Master of Arts in Discipleship Ministries		250
Master of Arts in Evangelism and Church Planting		250
Master of Arts in Marketplace Chaplaincy		250
Master of Arts in Pastoral Counseling		250
Master of Arts in Religion		250
Master of Arts in Theological Studies		250

**EXPENSES AND FINANCIAL POLICY**

Seminary Programs	Per Hour
Master of Divinity	250
Master of Religious Education	250
<b>Seminary Block Rate: 9 – 15 hours per semester</b>	<b>2,000</b>
Less than 9 or more than 15 credit hours per hour	250

**Liberty University Online  
Fees 2009 – 2010**

Fees	One Time	Per Hour	Per Semester
Application Fee	\$ 50	\$	\$
Readmission Application Fee	50		
Technology Fee (All students regardless of FT/PT status)			150
M.A. Counseling Assessment Fee	50		
On Campus Intensive Fee – per course	25		
Withdrawal Fee	50		
Portfolio Assessment per course	100		
D.Min. Administrative Fee			50
Graduation Fee	100		
Replacement LibertyOne Card	30		
Late Financial Check-in Fee			125
Returned Payment Fee (per transaction)	35		
Payment Plan Participation Fee			45
Payment Plan Change Fee (per change)			25
<b>Institutional Challenge Exam (ICE)</b> <i>All charges listed below are per test</i>			
Administration Fee per course	45		
Recording Fee		15	
Service Fee on Unpaid Balance is 1% per month.			

**Liberty University Online  
Tuition – 2010**

Doctoral Programs *	Per Hour	
	Part-time	Full-time
Doctor of Philosophy in Counseling (Ph.D.)	\$450	\$430
Doctor of Education (Ed.D.)	450	430
Doctor of Ministry (D.Min.)	450	430
<b>Graduate Programs ±</b>		
Education Specialist (Ed.S.) *	450	430
Master of Arts in Ethnomusicology	420	400
Master of Arts in Human Services	420	400
Master of Arts in Management and Leadership	420	400
Master of Arts in Marriage & Family Therapy	420	400
Master of Arts in Professional Counseling	420	400
Master of Arts in Teaching	420	400
Master of Arts in Worship Studies – Ethnomusicology	420	400
Master of Business Administration	420	400
Master of Education	420	400
Master of Science in Accounting	420	400
Master of Science in Nursing	420	400
*Part-time if taking 5 hours or less ± Part-time if taking 8 hours or less		
Seminary Programs	Per Hour	
Master of Arts in Christian Leadership	250	
Master of Arts in Discipleship Ministries	250	
Master of Arts in Evangelism and Church Planting	250	

Seminary Programs	Per Hour
Master of Arts in Marketplace Chaplaincy	250
Master of Arts in Pastoral Counseling	250
Master of Arts in Religion	250
Master of Arts in Theological Studies	250
Master of Divinity	250
Master of Religious Education	250
<b>Seminary Block Rate: 9 – 15 hours per semester</b>	<b>2,000</b>
Less than 9 or more than 15 credit hours per hour	250

**FINANCIAL CHECK-IN**

All students, including those enrolled in Liberty University Online, are required to complete Financial Check-in through Liberty University's online system. Official Financial Check-in (matriculation) occurs when a student has completed registration and has either paid or completed satisfactory financial arrangements with Liberty University for all tuition and fees, including prior balances.

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. New LU Online students and returning students are expected to complete Financial Check-in online after completing registration. Deadlines, specific procedures, and payment options are posted online.

Students who do not matriculate prior to or during the official, published Financial Check-in days will be subject to a Late Check-in Fee of \$125. Check-in dates are published online.

**INITIAL PAYMENTS FOR RETURNING STUDENTS**

Once a returning student completes Financial Check-in, payments made prior to the beginning of the semester are held in deposit to secure the student's class schedule, any institutional grants or scholarships, and campus housing, as applicable. Should the student decide not to return, the University must be notified in writing with a request for refund of the initial payments prior to the last day of drop/add. Otherwise, after drop/add, without prior written notification, the student and money on the account are subject to the conditions described in the official withdrawal policy.

**HOUSING FEE**

A student living in University housing is required to pay the applicable housing fee each semester depending on location and amenities. This fee covers room, and the basic resident board plan in the University dining hall.

If a student moves into the hall at Check-in, and then withdraws or is allowed to move off campus during the first three weeks of the semester, he will be charged as follows:

- Main Campus - \$200 per week for any part of a week in which he resides in the residence hall.
- Lynchburg Inn - \$200 per week for any part of a week in which he resides in the Lynchburg Inn.
- Quads Living- \$210 per week for any part of a week in which he resides in the residence hall.
- Campus East- \$250 per week for any part of a week in which he resides in the residence hall.

There will be no adjustment made for the room portion of the housing fee if he moves off campus after the three-week period; however, the meals portion will be rebated at a flat rate of \$40 per week for the unused portion of the semester. The three-week adjustment period begins on the first official day of classes.

New and transfer students who attend orientation, live in university housing prior to the first week of classes, and who then withdraw at any time during that week, will be charged \$150 for their stay.

**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 \$700 per semester. Books may be charged to the student's account by means of the online book voucher system, if there is a credit on the account.

**ONLINE COURSE MATERIALS**

**Online students** must purchase all course materials from MBS Direct. Materials for some practicums and intensives may be purchased from the University Bookstore. Students should purchase materials after registration but prior to the sub-term begin date (course activation). Liberty does not guarantee that required course materials will be available after the sub-term activation date. Tuition does not cover the cost 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.

**ACTIVITY FEE**

All students are required to pay an Activity Fee each semester in return for access to Ultimate LU activities, admission to athletic events, access to the LaHaye Student Union recreational facilities, and to help offset the cost of other resources dedicated to student activities. Regardless of residence status, all students are subject to this fee. This fee is not pro-rated for part-time students.

**LU Online students** are charged a \$25 Activity Fee only when attending an intensive course on campus.

**SEMINARY ACTIVITY FEE**

All Seminary students are required to pay the Seminary Activity Fee each semester to help offset the cost of the Seminary's Student Government and social events sponsored on behalf of Seminary students. Regardless of resident status, all students are subject to this fee. This fee is not pro-rated for part time students. **The Seminary Activity Fee does not apply to LU Online students.**

**LAW SCHOOL ACTIVITY FEE**

All Law School students are required to pay the Law School Activity Fee each semester to help offset the cost of the Law School's student government and social events sponsored on behalf of law students. Regardless of resident status, all students are subject to this fee. This fee is not pro-rated for part time students.

**SEMINARY CONTINUATION FEE**

All Doctor of Ministry program students who are unable to take classes during a semester will be charged a \$30 continuation fee. Students who remain inactive for more than three semesters will be automatically dropped from the program and will be required to reapply in order to be readmitted to the program.

**SEMINARY ADMINISTRATION FEE**

All Doctor of Ministry program students who enroll in at least one course each Spring, Summer, or Fall term, including the Thesis Project courses, will be charged \$50 per term.

**TECHNOLOGY FEE**

All students, regardless of on-campus, off-campus, full- or part-time status, are required to pay a Technology Fee each semester to help provide for the operation and modernization of Liberty University's technological capabilities. These capabilities offer direct

and indirect benefits to our students as these funds contribute to improving educational and classroom facilities, information services accessible both on and off campus, student services, and administration.

**LU Online students** taking an intensive course on campus during the winter session will be charged a \$15 per credit hour technology fee. .

**TRANSPORTATION FEE**

The Transportation Fee helps offset the cost of the intra-campus transportation system, off-campus transportation access, and other resources provided by the University dedicated to student transportation services. In addition, Liberty University students receive universal access pass privileges to use the Lynchburg Public Transit System at no cost. This is a required fee for all students, regardless of residence status, and is not pro-rated for part-time students.

**RETURNED PAYMENT FEE**

A student will be charged a \$35 Returned Payment Fee for any returned or declined payment (check, automatic draft or declined credit card drafts). After two returned or declined payments, all transactions for the remainder of the academic year may be made by cash, money order, or certified check only. Repeat offenders are subject to losing check payment privileges completely, and the privilege of monthly payment plan options will then be at the discretion of the Director of Student Accounts. If a student provides invalid checking or credit card account information for their tuition payment plan, the student will also subject to this charge.

**COURSE FEES**

In certain courses, fees will be charged in addition to tuition. The list of course fees is published online on the Registrar's web page at <http://www.liberty.edu/registrar>.

**REPLACEMENT ID CHARGE (LibertyOne Card)**

Every student, living on or off campus, receives a LibertyOne Card, the official student identification card. In the event the card is lost, the student may purchase a replacement at the cost of \$30.

**PAYMENT PLANS**

The University offers Tuition Payment Plan (TPP) options in the form of scheduled monthly payments for tuition, fees, and on-campus housing charges. A non-refundable Payment Plan Participation Fee of \$45 is charged for each semester that the student participates in the TPP. The scheduled monthly payments are payable through (1) automatic draft from a bank account; or (2) automatic debit from a charge account. No interest is charged on the outstanding balance. Those students who enter a TPP and later withdraw from the plan are still subject to the \$45 Payment Plan Participation Fee. While the system will accommodate online adjustments to a student's account as additional credits or debits change the balance due, changes to a TPP requiring University staff intervention are subject to a \$25 Payment Plan Change Fee.

It is the responsibility of the student and/or person financially responsible for the student's account to maintain current bank or credit card information and to insure that the account has sufficient funds at the time of the scheduled draft under the TPP agreement. The bank or credit card account must be from an institution that participates in automatic draft/debit programs. Liberty University cannot draft payments from money market, trust, home equity, or savings accounts.

Payment Plan options for **LU Online students** will vary depending upon when Financial Check-in is completed.



**STUDENT ACCOUNT PAYMENT**

A student's account must be paid in full in order to enroll in any courses in the subsequent semester. The online Financial Check-in process is the means by which a student confirms their financial arrangements with Liberty University.

Electronic monthly statements are emailed to students' Liberty email account if they have an outstanding balance on their account. Payments not received in the Student Accounts Office by the first week of the following month, will be charged a Late Fee of 1% per month.

**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 housing fee (applicable to on-campus students only), and all other costs for the full semester are payable prior to, or at the time of Financial Check-in. Students who do not make payment on their account within a reasonable amount of time will be denied access to the cafeteria, printing services, 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 university housing and administrative withdrawal.

Students with unpaid accounts will not be eligible to register for subsequent. 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.

**STUDENT ACCOUNTS APPEAL POLICY**

A written appeal may be submitted to the department that assessed the charge. If the disputed charge cannot be reconciled with the assessing department, a written appeal can be submitted to the Liberty University Student Account Office within 30 business days of the billing/notification along with all supporting documentation.

1. All pertinent information will be obtained and complied by the Student Account Office.
2. The disputed charge will be reviewed by the Supervisor and/or the Associate Director of Student Accounts.
3. If necessary, an appeal may be reviewed by the Director of Student Accounts as it relates to prescribed University regulations and render a decision based upon those regulations.
4. In the event the student requests an additional review, the Vice President for Finance, or his/her designee, will render the final decision.

All appeals will receive a response within 30 days after the written appeal has been received.

**WITHDRAWAL FEE**

A fee of \$50 will be charged for the processing of an official, unofficial, or administrative withdrawal from the University.

**WITHDRAWAL REFUND POLICY**

Withdrawals from Liberty University fall under different categories: academic, administrative, medical or personal.

Resident students are considered 'withdrawn from the University' if they withdraw from all courses for the semester. Withdrawing from individual courses, while maintaining enrollment in others, does not constitute a total withdrawal.

Any resident student who withdraws from the University and completes the official withdrawal procedure will receive a refund of tuition and fees as follows:

1. 100% will be credited if a student withdraws during the first week of classes
2. 50% will be credited if a student withdraws during the second, third or fourth week of classes
3. 25% will be credited if a student withdraws during the fifth through eighth week of classes
4. No tuition or fees will be credited after the eighth week of classes

The dormitory fee will be charged at the rate of \$200 per week for Main Campus residence halls, \$210 for Quad-living residence halls, and \$250 per week for Campus East residence halls, for any part of a week in which the student 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 \$40 per week for the unused portion of the semester, regardless of room location.

**OFFICIAL WITHDRAWAL POLICY**

Students requesting to withdraw from courses during the semester must submit a Withdrawal Form to the Registrar. Generally, the withdrawal date will be the date the student submitted the form to the Registrar.

**MEDICAL WITHDRAWAL POLICY**

This applies to **Resident students only** and only for medical conditions documented by the on-campus Light Medical physicians. Tuition, mandatory fees and housing fee will be prorated by week or any portion for a week attended. Fees are charged at 100%.

**ONLINE PROGRAM****OFFICIAL WITHDRAWAL POLICY**

An **LU Online student** who is currently enrolled in courses for a given sub-term (including overlapping 16-week sub-terms) will be considered as totally withdrawn when that student is withdrawn from all courses in that sub-term. Withdrawing from individual courses in a sub-term (including overlapping 16-week sub-terms) does not constitute a total withdrawal until that student has withdrawn from all courses in that sub-term (including overlapping 16-week sub-terms).

Students requesting to withdraw must submit a request to their academic advisor. This will constitute a withdrawal. Generally, the withdrawal date will be the date the student notified their academic advisor.

Any student who completes the official withdrawal procedure will receive a refund of tuition and mandatory fees (i.e. technology and activity fees, if applicable) as follows:

Any online student who withdraws from a course during a given sub-term (including overlapping 16-week sub-terms) will receive a refund of tuition and fees as follows:

1. 100% tuition and fees will be credited if the student withdraws within the first week of the class but before submission of the first assignment.
2. 75% tuition and fees will be credited if the student withdraws after submitting their first assignment and through the end of the second week of classes.
3. 50% tuition and fees will be credited if the student withdraws after the second week of classes and before the end of the fourth week of classes.
4. 25% tuition and fees will be credited if the student withdraws after the fourth week of classes but before the seventh week of classes.
5. No tuition or fees will be credited after the sixth week of classes.

### ONLINE PROGRAM UNOFFICIAL WITHDRAWALS

In accordance with Title IV regulations which require that universities have a mechanism in place for determining whether or not a student who began a course and received or could have received a disbursement of Title IV funds unofficially withdrew, the University has established a procedure for students enrolled in the **online courses**. This procedure is used to determine if students are progressing toward the completion of their courses.

Students who cease to submit any academic assignments (such as an examination, written paper or project, discussion board post, or other academic event) during the enrollment period will be assigned grades of FN. Students receiving all FNs in a semester will be processed as an unofficial withdrawal. The withdrawal date will be the last date an academic assignment was submitted during the enrollment period. A Title IV withdrawal calculation will be performed for the student and the student will be reported as withdrawn. Students will be notified of the results of the Title IV withdrawal calculation by the Financial Aid Office.

balance within 14 days from the time the credit occurs or the first day of classes, whichever is later. All other students must submit a written request by email, letter, or FAX. All refunds will be processed according to the student's preferences as indicated online. Options include direct deposit to the student's LibertyOne account or automatic transfer to a checking account. Refund checks will be disbursed for the entire credit balance, unless otherwise specified. Students will be limited to two checks per semester. Refunds will not be provided for credit balances derived solely from institutional scholarships. These accounts will be properly adjusted by Financial Aid.

### ONLINE CLASS ATTENDANCE

Regular attendance in online courses is expected throughout the length of the term. **Online students** who do not attend within the first week of a sub-term by submitting an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event) will be dropped from the course roster and will not be allowed to submit further course work. The student may appeal to their instructor to remain in the course.

The **online student** alone assumes responsibility for course work missed from non-attendance. A student who presents the instructor with an adequate and documented reason for absence may be given an opportunity to make up the work missed.

**Online students** who begin attendance by submitting an academic assignment but eventually cease progressing toward the completion of the course will be assigned a grade of FN during the semester.

### TITLE IV WITHDRAWAL POLICY

When students withdraw from all classes in a given term, they will be subject to a proration of all federal, state and institutional aid. This proration takes into account the total number of days that the student was enrolled. For instance, if there are 100 days in a term, and a student withdraws on day 20, that student has earned 20% of his federal, state and institutional aid. All remaining aid is unearned, and unearned portions of federal funds are required by law to be sent back to the federal government (34 CFR 668.22). *Please note that Liberty University institutional aid will be prorated according to the same schedule as Title IV federal student aid.* Because of these provisions, please be aware that having enough financial aid to cover your charges at the beginning of the semester does not ensure that your financial aid will completely cover your charges at the time of withdrawal.

To begin the withdrawal process, LU Online students must contact their Academic Advisor. Resident Students must contact their Student Advocate. For more information on the financial repercussions of withdrawing, please contact Liberty University's Financial Aid Office at 434-582-2270.

### REFUND POLICY FOR ENROLLED STUDENTS

Authorization to hold a Title IV credit balance is indicated through the Financial Check-in process. 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

# Financial Aid Information and Policies

**Robert Ritz, B.S., M.S., Ph.D.**  
Executive Director of Financial Aid

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. Primarily the student is 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 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. 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.ed.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). The SAR calculates the Expected Family Contribution (EFC), which 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 may include 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. Each financial aid recipient is provided an Award Notification, which is the University’s official offer of financial aid. Students do not need to respond to the Award Notification Letter unless they are:

1. requesting a decreased loan amount;
2. declining the loans or other aid offered; or
3. receiving additional financial aid.

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, visit the Financial Aid Office, located in the Student Services Center at Campus North or find us on the Internet web site at <http://www.liberty.edu>.

## Financial Aid

### Satisfactory Academic Progress Policy

The Financial Aid Office of Liberty University administers student financial aid programs from Federal, State, and Institutional sources. Institutional sources include scholarships, grants, discounts and Continuing Education and Dependent Grant-In-Aid Benefits. The U.S. Department of Education requires schools to develop and implement policies by which academic progress is evaluated and monitored for all students, even those who did not receive financial aid in prior terms at Liberty University. Students must meet Financial Aid Satisfactory Academic Progress (SAP) requirements to receive Federal Title IV aid that includes Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study, Academic Competitiveness Grants, Federal SMART Grants, Federal TEACH Grants, and Federal Student Loans (Student, PLUS and Graduate PLUS). Liberty University also applies the SAP requirements to monitor eligibility for all Institutional aid. The Virginia Commonwealth programs are administered under the guidelines from the State Council of Higher Education for Virginia (SCHEV).

This policy describes the **Financial Aid** Satisfactory Academic Progress requirements and is in addition to and operates separately from the **Academic** Satisfactory Progress requirements for each academic program and department/division.

### Evaluating Satisfactory Academic Progress

The standards against which all students are measured include Qualitative, Quantitative, Maximum Time Frame, and “All Unearned Credits” standards. The academic record of all students is reviewed after the end of each term. The academic record review is cumulative and includes all courses taken at the student’s current academic level. After the evaluation, letters will be sent to all students who have insufficient academic progress and are being placed on Financial Aid Warning, Probation, or Suspension as a result.

### Qualitative Standard

Cumulative GPA is composed of all coursework at the current academic level and is calculated by the Registrar’s Office. To meet the qualitative standards students must meet the minimum cumulative GPA as determined by their classification and program.

Academic Program	Required Minimum Cumulative GPA for Program
M.A.R., M.R.E., M.Div., J.D. M.A. (Christian Leadership, Discipleship Ministries, Evangelism and Church Planting, Intercultural Studies, Marketplace Chaplaincy Ministries, Pastoral Counseling, Student Ministries, Theological Studies, Children’s Ministry, Worship Studies)	2.00
M.A. (Human Services), M.A.T., M.Ed., M.A.M.L.	2.50

Academic Program	Required Minimum Cumulative GPA for Program
M.A. (Counseling, Global Apologetics, Marriage/Family Therapy, Communications, English, History, Religious Studies), M.B.A., M.S., M.S.N., S.T.M., Th.M., Ed.S., Ed.D., D.Min, Ph.D.	3.00

Additional academic progress criteria may exist for certain financial aid programs. For example, some private scholarships and Commonwealth of Virginia programs require a higher cumulative grade point average than those listed above. Also, the Federal SMART and Federal ACG Grants have additional requirements including a 3.00 cumulative grade point average. **Once a transfer student has grades for a payment period at Liberty University for coursework taken toward the eligible program, Liberty University will use the cumulative GPA calculated from those grades only.**

#### Quantitative Standard

In order to meet the quantitative standard students must complete 67% of attempted coursework at the current level. Withdrawals, incompletes, repeated courses, failure grades, and transfer hours will count as attempted coursework. Please note: completion rates are not rounded up to meet progress. If a student has a completion rate of 66.666%, they are not meeting the minimum 67% federal requirement for financial aid satisfactory academic progress.

#### Maximum Time Frame

A student may not exceed a maximum number of attempted hours in any program even if aid was not received during that term or prior terms. Once the student reaches the maximum timeframe allowed, the student will be ineligible to receive financial aid; students may appeal on the basis of coursework not applicable to the current degree program.

Academic Program	Maximum Number of Attempted Hours
Masters Degree (Except M.Div.) Education Specialist (Ed.S.) Doctoral Degrees (Except J.D.)	90
M.Div.; J.D.	135

#### All Unearned Credits

Students attempting at least half-time level credits who earn no credits for the term will be placed on financial aid suspension and will not be permitted to receive financial aid in their next term.

**Grades that do not count as earned toward completion of the academic program:** Because the following grades are NOT counted as earned credits toward the completion of a degree program, they are not counted as successfully completed credits toward the minimum financial aid satisfactory academic progress standards: AU, BU, CR, CU, F, FD, FN, FW, I, IP, M, N, NP, U, W, WF, WP, WU, X, Z.

#### Break in Enrollment

When a student has a break in enrollment and is readmitted, the SAP status for prior terms will apply. For example, if a student is placed on financial aid suspension at the end of the Spring Term, does not return in the Fall Term, and is readmitted the next Spring Term, the student will continue in a financial aid suspension status for that term.

#### Federally Defined Leaves of Absence (FLOA)

Liberty University does not grant federally defined Leaves of Absence for Financial Aid purposes. Instead of utilizing a federally defined Leave of Absence, the University assists students by:

- making tutoring available
- allowing students to work with faculty to finish incomplete coursework
- allowing an official appeal of the Financial Aid Refund calculation based on unusual circumstances
- allowing students to “stop-out” for one or more semesters
- allowing students to drop courses with a “W” rather than an “F” during specific time-frames
- allowing students to submit a Special Considerations Form (even during the period of enrollment) to reconsider the calculation of need-based financial aid eligibility
- allowing students to appeal a determination of insufficient satisfactory academic progress under the Financial Aid Satisfactory Academic Progress Policy requirements.

The “*Federally Defined Leave of Absence*” policy listed above is for student financial aid purposes only and does not address College policy for employees (i.e. FMLA regulations).

#### Terms/Parts-of-Term/Summer Sessions

A traditional semester is referred to as a standard term (e.g. Fall, Spring, and Summer). Standard terms, as defined by Liberty University, are comprised of a combination of smaller “sub-terms” (e.g. Sub-Term B, Sub-Term C, etc.). Satisfactory Academic Progress requirements are calculated based on the combined sub-terms as defined by Liberty University. Intercession credits from classes occurring during approximately the final two weeks of December and/or the first two weeks of January will be added to the Spring Term. Any other intensive courses will fall within a standard term (and will be attributed to only that specific standard term). Summer sub-terms, for the purpose of credit hour load and measurement of progress, are combined together into the Summer Term. The Summer Term is considered a “trailer” at Liberty University. This means that aid processed for the Summer Term will be based on the FAFSA from the prior year.

#### Withdrawals and Incompletes

Courses from which a student withdraws or receives a grade of incomplete will not be considered as satisfactorily completed. The courses, which will be considered courses attempted but not completed, may negatively affect eligibility for the next term. Additionally, they will factor into the measurement for the maximum time frame.

#### Repeated Courses

Repeated courses are considered in the maximum time frame requirement. The course(s) will be considered as attempted each time the course is taken. Repeating the same course during the same term is not allowed as this would inflate the student’s enrollment level requiring the elimination of related financial aid. Additionally, a course that is repeated during the same term would cause an incorrect calculation of the completion rate (Quantitative Standard) listed above.

#### Transfer Courses

Transfer courses are not considered in determining eligibility under the qualitative measure but are considered in the quantitative and maximum time frame measurements. Transfer students are awarded as first-year students without regard to grade or warning

status at the prior post-secondary institution. The FASAP requirements would then be used to measure the transfer student's continued status. Transfer credits must be evaluated and a grade-level established before any educational loans are processed.

### Consortium Agreements

The number of credits earned under an approved consortium agreement is integrated into the student's record upon completion of the course. Note: Courses must first be approved for transfer by the Liberty University Registrar's Office. The Consortium Agreement is also subject to approval by both the home and host institution's authorized financial aid staff. Failure to complete the course/s could negatively reflect in the SAP evaluation. Financial Aid staff from the home school will request information from the host school during the enrolled term to confirm continued enrollment and satisfactory academic progress.

### Remedial/Developmental Course Work

Financial aid is not available for non-credit remedial courses. Remedial/Developmental courses carrying regular college credit are considered in determining the qualitative, quantitative and maximum time frame requirements for SAP. These courses are counted in enrollment for financial aid eligibility since they meet the following federally defined requirements:

1. They are not a prerequisite that would hinder admission into an eligible degree program at Liberty University.
2. They are less than one year in length.
3. They offer instruction above the 5<sup>th</sup> Grade Elementary level.
4. They are not used to satisfy high school graduation requirements.

### ESL Courses

Financial aid, including Dependent Grant in Aid (DGIA) and Continuing Education (CE) benefits, is not available for students enrolled in the ESL/ELIL program. ESL courses taken as part of an undergraduate program are non credit courses. ESL/ELIL courses are not included in the calculation of satisfactory academic progress.

### Special Graduate Student Status

Special Students are not eligible for federal and state aid. Some Special Students qualify for certain institutional aid programs. For this reason, the Quantitative Standard Rule, Maximum Timeframe Rule and All Unearned Credits Rule of the Financial Aid Satisfactory Progress Policy apply to Special Students. The minimum cumulative requirement for Special Students is 2.00 for Graduate, Doctoral and Law programs.

### Change in Major / Additional Degrees

When a student changes their major or seeks an additional degree, the student may appeal to the Financial Aid Office to have courses attempted and earned that do not count toward the student's new major or degree excluded from the Maximum Time Frame calculation of a student's SAP standing.

### Changed Grades

If a grade is changed, the student is required to notify the Financial Aid Office immediately. The Financial Aid Office will then initiate a review of the effect of the grade change on academic progress within 30 days of notification. A grade change late in or after the term in question, or failure to notify the Financial Aid Office may result in the loss of financial aid eligibility because regulations may limit the time within which aid may be re-awarded or disbursed.

The Liberty University School of Law adheres to a schedule which allows for grades to be submitted after the end of the term.

Because of this, Liberty University School of Law students evaluated after grade submissions may have their aid eligibility recalculated and may need to adjust their payment arrangements through Financial Check-In later than non-law students.

### Academic Amnesty Program

Federal regulations require that the student's complete academic history be included in the evaluation of financial Aid satisfactory academic progress. Therefore the Academic Amnesty Program at Liberty University cannot alter the academic history reviewed for Financial Aid Satisfactory Academic Progress.

### Failure to Make Satisfactory Academic Progress

Students who fail to meet the qualitative and/or quantitative standards at the end of a term (based upon the student's enrollment), will be placed on financial aid "warning" status and will remain eligible for financial aid while on a warning status. Students on financial aid warning status must meet the qualitative and quantitative requirements by the next term's measurement of progress.

Students not meeting the requirements at the next term's measurement of progress will be placed on financial aid "probation" and will remain eligible for financial aid while on financial aid probation.

Students not meeting the requirements at the next term's measurement of progress will be placed on financial aid suspension and considered ineligible for future financial aid until the deficiencies are resolved.

### Re-establishing Eligibility

Students may re-establish eligibility for financial aid by taking appropriate action that brings the student into compliance with the standards. Readmission to Liberty University after academic suspension or approval of an academic suspension appeal does not automatically reinstate financial aid eligibility after a financial aid suspension. Reinstatement of aid eligibility is not retroactive. Reinstatement of aid eligibility will only affect current or future enrollment periods.

### Exemption of Certain Institutional Funds

Some specific institutionally funded sources of financial aid are excluded from the minimum requirements under the Financial Aid Satisfactory Academic Progress Policy. These funds are:

- Liberty University Online Alumni Scholarship
- Liberty University Online Military Tech Fee Waiver
- Founder's Memorial Scholarship Programs (including associated funds formerly known as "Jerry Falwell Ministries - JFM" or "Jerry Falwell Scholarship - JFS").
- Discounts processed through Student Accounts (those that are not listed as an aid fund, but as a resource).
- Liberty University employees who are not enrolled in a degree program and not receiving any other type of financial aid covered under this policy, are exempt from the 150% rule requirement. PLEASE NOTE: The Dependent Grant in Aid (DGIA) program does require the student to be enrolled in a degree program and therefore DGIA recipients are subject to the 150% rule and other requirements within this policy.
- LU VTAG Institutional Fund
- WWMC Radio Scholarship Fund

### Appeals

A student who is placed on financial aid suspension may appeal this decision. To appeal a financial aid suspension, a student must submit to the Director of Financial Aid a signed and dated letter of appeal explaining why s/he should not be suspended along with the Satisfactory Academic Progress Appeal Form and any

supporting documentation. After committee review of the submitted appeal, the student will be notified of the decision in writing. All financial aid awards remain cancelled until the student follows these appeal procedures and receives a written notification of reinstatement. If a reinstatement is approved, the reinstatement will last from the date of the appeal approval until the next term measurement event.

Students on financial aid warning or probation status are not required to submit a letter of appeal since their financial aid eligibility will continue during the warning and probation status. In the cases of those students receiving financial aid in the form of subsidized employment, the students' worksite supervisor/s will be notified of the reinstatement.

Students who submit an appeal to the Financial Aid Office very late in a term or after the term has ended may result in the loss of financial aid eligibility because regulations may limit the time within which aid may be re-awarded and/or disbursed.

### **Student Should Monitor Progress**

Students are responsible to review their grades (when midterm and end-of-term grades are available) and compare their progress to the standards set forth in the Financial Aid Satisfactory Academic Policy to ensure that they are aware of their standing. As they review their academic information, students are encouraged to proactively seek assistance. For example, students could pursue additional academic advising, arrange tutoring, or regularly discuss their academic work with their instructor/s. The student's responsibility to monitor their own academic progress is important especially as the evaluation may immediately affect their financial aid eligibility for the next term. For example, failure to meet standards while on financial aid probation in the Spring Term will immediately affect aid eligibility for the Summer Term.

**PLEASE NOTE:** Since a financial aid suspension that is caused from one term's grades could immediately affect the next term's aid -- even after the student begins attendance of that term, all students are encouraged to monitor their own progress very closely.

## ***Consumer Information Statements***

Liberty University, as permitted by federal regulation, now uses electronic means to disseminate required student consumer and "Right-To-Know" Act information. Anyone signing or processing financial aid forms, seeking financial aid information or assistance, or seeking consumer information at Liberty University must read, understand, and comply with the requirements disclosed which are available 24 hours a day at [www.liberty.edu/financialaid](http://www.liberty.edu/financialaid).

### **LENDING STATEMENT**

Students may borrow through any lender that participates in the Federal Student Loan Programs. Liberty University encourages students to borrow only what is absolutely needed. Excessive borrowing leads to debt(s), resulting in very large monthly payments in the future.

## ***Student Rights and Responsibilities***

### **STUDENT RIGHTS**

Every student has the right to know:

- 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;
- Information made available under the Equity in Athletics Disclosure Act;
- 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 is 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;
- read Liberty University email for communication from the Financial Aid Office;
- complete Exit Counseling upon graduation, withdrawing, when a break in enrollment occurs, and when dropping below half time;
- re-apply for financial aid each academic year;
- complete the online loan application and entrance counseling when receiving a Federal Student Loan for the first time at Liberty University.

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. *You may reach the Ombudsman at: 1-877-557-2575 or [www.ombudsman.ed.gov](http://www.ombudsman.ed.gov).*

## ***Federal Title IV Student Aid Programs***

### **ELIGIBILITY FOR FEDERAL AID**

To receive federal aid, a student must:

- not be in default on a Federal Perkins Loan, a National Direct; Student Loan, or a Federal Stafford Student Loan;
- not owe a refund on a Federal 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.

### **FEDERAL STUDENT LOANS**

Federal Student Loans are low interest loans available to students who are enrolled at least halftime. Students demonstrating sufficient need (as reflected on their Student Aid Report, which is sent to the University by the U.S. Department of Education) may be eligible for subsidized funds, in which the government pays interest accrued while they are in school and during their grace periods. Students who do not have sufficient demonstrated need may be eligible for unsubsidized funds in which the student pays the interest. The student has the option to capitalize the interest (add it to the principal) while in school. Repayment begins six (6) months after students graduate, withdraw, break enrollment, or drop below half-time status.

### **FEDERAL GRADUATE PLUS LOAN**

A federal loan program, the Federal Graduate PLUS Loan is a low interest, federally backed student loan, guaranteed by the US Government. Like its undergraduate counterpart, the Grad PLUS Loan can be used to pay for the total cost of education – less any aid you've already been awarded. Also like the undergraduate version, eligibility for the Graduate PLUS Loan is largely dependent on the borrower's credit rating and history, as opposed to the purely financial need based graduate Federal Student Loan.

- A Federal Graduate PLUS Loan allows graduate students to borrow the total cost of graduate education including tuition, room and board, supplies, lab expenses, and travel, less any other aid.
- These student loans are non-need based. PLUS Loans are based on your credit history.
- The FAFSA (Free Application for Federal Student Aid) is required.
- Graduate PLUS Loans require no collateral (like other types of loans – including home equity).
- Interest may be tax deductible.
- Grad PLUS loans can be deferred while you are in school.

### **FEDERAL WORK STUDY (FWS)**

The Federal Work Study program provides employment opportunities for students who have a financial need. The financial need is determined from the results of the FAFSA. Students are paid on an hourly basis; pay will be at least the current federal minimum wage. The total amount of aid a student receives from both federal and non-federal sources cannot exceed financial need. The \$4,000 Federal Work Study cannot be applied toward initial financial check-in.

## ***Virginia Student Aid Programs***

### **TUITION ASSISTANCE GRANT PROGRAM (VTAG)**

Established in 1972, the Tuition Assistance Grant Program (VTAG) is designed to assist Virginia residents who attend accredited private, non-profit colleges and universities in Virginia for other than religious training or theological education. The VTAG is authorized in Chapter 4.1 Section 23-38.11 through 18 of the *Code of Virginia* as the Tuition Assistance Grant Act.

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 eight (8) semesters for undergraduate and six (6) semesters for graduate students.

Students pursuing a degree in religious training or theological education may not receive VTAG. Students pursuing the Worship and Music Studies or the Pastoral Leadership and Biblical Exposition majors are not eligible for VTAG.

Beginning in 2009-10, eligible graduate programs are limited to those in a health-related professional program. At Liberty University, the Masters of Science in Nursing (M.S.N.) program is the only graduate program eligible for VTAG.

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

Students may receive benefits under one of the following programs:

- Selected Reserve Educational Assistance Program;
- Post-Vietnam Era Veterans' Educational Assistance Program (VEAP);
- Active Duty Educational Assistance Program;
- GI Bill;
- Vocational Rehabilitation; and
- Dependent's Educational Assistance (Chapter 35).

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

### **SCHOOL CLASSIFICATION**

The VA classifies the Liberty University Online Program as an Independent Study Program, not a 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 22-1999 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-GI BILL1) or by email at [buffrpo@vba.va.gov](mailto:buffrpo@vba.va.gov). The VA's web site is <http://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 1606 (New GI Bill for Selected Reservists) should obtain an approved DD 2384 and submit it to Liberty with the VA 22-1999. 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 Eligibility for Active Duty Military, National Guard, and Reservists***

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.

### **RESERVIST'S ELIGIBILITY**

The student must contact the employee's Personnel Office for information concerning continuing education benefits.

## ***Corporate Tuition Assistance***

### **FORMS**

All Tuition Assistance application forms must be obtained from the student's employer. The Liberty University Online Program will invoice the employer for tuition payments upon receipt of an original approval certificate or letter. Corporate Tuition Assistance must be paid at the time of registration to the University to be used towards payment of the student's account. Corporate Tuition Assistance paid upon completion of courses will not be used towards payment of the student's account.

### **REIMBURSEMENTS**

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



# Graduate Student Affairs

**W. Mike Floyd, B.S., M.A.R.**

*Director of Graduate Student Affairs*

## ORIENTATION

In order to assist new graduate 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. Information can be found on the Graduate School website.

## BASIC REGULATIONS

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

Students are expected to conduct themselves according to the rules of the University at all times. The specific rules, regulations, and policies that govern student behavior are outlined in this catalog, in the Academic and Personal Code of Honor and/or *The Liberty Way*, which is available on the Internet at <http://www.liberty.edu/libertyway> (login required).

Students enrolled in Liberty University Online are subject to the Liberty University Online Academic and Personal Code of Honor. This information is available on the Internet at <http://www.liberty.edu/gradstudentaffairs> as well as the Liberty University Online section of this Catalog.

Students enrolled in the School of Law are subject to the Liberty University School of Law Academic Honor Code and Personal Code of Honor. This information is available on the internet at <http://www.liberty.edu/academics/law/index.cfm?PID=6244>.

## GENERAL COMPLAINT POLICY FOR RESIDENT GRADUATE STUDENTS

Complaints not specifically addressed by policies in any portion of this catalog should be directed to the Office of Graduate Student Affairs by completing the student complaint form which can be found on this website: <http://www.liberty.edu/academics/graduate/index.cfm?PID=19407>. The Office of Graduate Student Affairs will assess the complaint, identify the appropriate person(s) to assist the student, and facilitate contact with the student to ensure resolution of the complaint.

It is important to note that this policy is ONLY for complaints not addressed by other stated policies within this catalog. Additionally, the Office of Graduate Student Affairs may be contacted in cases where a student is uncertain on how to proceed with a complaint, or if a complaint remains unresolved after a reasonable amount of time.

The following procedure for resident graduate student complaints is posted on the Graduate Student Affairs web page at: <http://www.liberty.edu/gradstudentaffairs>.

1. Complete the student complaint form and including all pertinent information and documentation.
2. Submit the completed form with documentation by email to [gradstudentaffairs@liberty.edu](mailto:gradstudentaffairs@liberty.edu) or by mail to:

Liberty University  
Office of Graduate Student Affairs  
1971 University Blvd.  
Lynchburg, VA 24502

3. Within 7 business days of receipt of the complaint, the Office of Graduate Student Affairs will assess the nature of the complaint and coordinate with appropriate university personnel to work towards a satisfactory resolution.

## Online Student Advocate

**Jason Byrd, B.S., M.B.A.**

*LU Online Director of Student Advocate*

The LU Online Student Advocate Office is committed to making the student's experience at Liberty University both positive and life changing by assisting students in taking advantage of every opportunity to succeed and overcome obstacles on the journey from enrollment through graduation.

The Student Advocate Office is located in the Campus North complex, Room 2500. For more information visit the website at <http://www.liberty.edu/index.cfm?PID=14289>.

## Office of Commuter Affairs

**Lawrence Provost, B.A., M.A.**

*Director of Commuter Affairs*

The Office of Commuter Affairs (OCA) is committed to connecting commuter students to Liberty University and the Lynchburg community by providing services and programs that will identify and meet the needs of the commuter student population. For additional information on commuter student services and programs call 434-592-3067 or visit the webpage at <http://www.liberty.edu/index.cfm?PID=158>.

## OFF-CAMPUS HOUSING

The off campus living policy states that single students must be 21 years of age or older or be living with an immediate family member who is 21 years of age or older. No student who is 30 years or older may live in the residence hall. For specific information regarding the off-campus living policy, contact the Office of Commuter Affairs.

While the University has no housing facilities for married students, the Office of Commuter Affairs provides an online "Apartment Finder" that lists apartments, houses, rooms, etc., which are available for rent or sale in the Lynchburg area. This information can be found at <http://www.liberty.edu/index.cfm?PID=158>. Rental fees generally range from \$500 to \$800 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 a full-service student center, attendance at intercollegiate athletic events, intramural sports, concerts, plays, and many other activities. All social functions are subject to the rules and regulations of the University.

**STUDENT GOVERNMENT ASSOCIATION (SEMINARY)**

The Seminary Student Government Association (SSGA) is a student lead group that seeks to strengthen the unity of purpose among the students. Each year the student body votes for three individuals to serve as President, Vice President and Secretary/Treasurer. These students assist in communication between the student body and administration. SSGA promotes not only the cultivation of excellence within the classroom but seeks to provide opportunities and support in putting classroom instruction to work within the community. SSGA ultimately seeks to serve our Savior through every activity with which it is involved.

**THE AMERICAN ASSOCIATION OF CHRISTIAN COUNSELORS STUDENT CHAPTER (AACC)**

The student chapter of the American Association of Christian counselors seeks to foster the spiritual and professional development of students interested in the counseling or pastoral care fields. Monthly meetings focus on topics integrating Christianity and psychology, and clinical training workshops sponsored by the LU AACC chapter also occur. The chapter has a Facebook site under American Association of Christian Counselors at Liberty. No membership fee is required to attend meetings. For further information, join us on Facebook or contact Dr. Fernando Garzon at [fgarzon@liberty.edu](mailto:fgarzon@liberty.edu).

***Career Center***

**Carrie Barnhouse, B.A., M.A.**

*Director, Career Center*

The Career Center provides services that equip students with the professional development skills to combine with their academic training in preparation for their career goals. Many services are also available to alumni, including resume critiques, job searching information, and other services to further career advancement or career change.

**CAREER SERVICES**

Website: <http://www.liberty.edu/career>

Career Assessment Test – Career Direct

Career Counseling / Goal Setting

Local and Regional Career Fairs

Online Job Database – LUnetWORK for full-time and part-time opportunities

Career Workshops and Professional Skills Development

Resume and Cover Letter Workshops and Critiques

Job Search and Research

Mock Interviews

Graduate School Preparation

Internships and Externships

Washington Fellowship

The Career Center has recently expanded its office to a highly visible and easily accessible location that includes state-of-the-art meeting facilities, interview rooms, computer lab, and resource library. The Career Direct assessment combined with career counseling is available to assist students in determining career goals and implementing appropriate educational plans. Through the website, online job listings, career resource library, and a computerized interest assessment, students are encouraged to explore various occupational fields, develop job-hunting skills, and research graduate education programs. Staff, alumni, and local employers conduct training workshops on topics such as resume writing, interviewing techniques, and job search strategies. Further networking opportunities are provided through Career Fairs and on-campus interviewing. Students are also encouraged to participate in experiential education programs, such as externships

and internships, including the Washington Fellowship, which provide practical work experience and complement their formal education.

For more information on any of the stated topics, please visit the Career Center website at <http://www.liberty.edu/career>.

**INTERNSHIP PROGRAM**

All students are encouraged to complete an internship to assist with career planning and gain practical experience within their chosen field of study. Approximately sixty-percent of all interns receive a full-time job offer. Students may earn from one to six (in some cases nine) semester hours of credit. Many majors require at least three credits.

Students are also encouraged to consider participating in Liberty University's Washington Fellowship. This program allows students, from all majors, to be placed in an internship in Washington, DC. Students are required to register for a six credit internship and take at least six credits through online courses, thus maintaining their full-time residential status as LU students. On-site housing is required for all students participating in the Washington Fellowship. For more information, contact [washing@liberty.edu](mailto:washing@liberty.edu) or visit <http://www.liberty.edu/washington>.

## *Spiritual Programs*

### **Rev. Johnnie Moore, Jr., B.S., M.A.R.**

*Vice President of Executive Projects and Media Relations  
Campus Pastor*

### ***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 a thrice-weekly 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. Each year more than 50 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 Vice Chancellor help make convocation a refreshing and challenging time. All students are required to attend all convocations.

### **CAMPUS CHURCH SERVICES**

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

### ***Liberty Online Ministries***

#### **Kevin Conner, B.S., M.A.R., M.Div.**

*Online Campus Pastor*

Liberty Online ministries provide distance students with spiritual resources to encourage and strengthen them.

Various online resources are offered including Bible studies, articles on a variety of life issues of interest to students, and prayer ministry resources. All of this is available through a community web page designed to connect online students with other Liberty students within their geographic area. More information on the resources and services provided is available at <http://www.libertyonlineministries.com/index.cfm>.

### ***Ministry Chapel***

The Seminary and ministry students meet once a week for Ministry Chapel. The goal of these chapels is to focus on meeting the needs of men and women who are committed to the pursuit of a lifetime vocation in professional ministry.

Speakers are frequently national experts in ministry and professional life.

### ***Center for Global Ministries***

#### **Dr. Don Fanning, B.A., M.A., M.Div., D.Min.**

*Executive Director, Center for Global Ministries  
Chair, Department of Inter-Cultural Studies  
Professor of Inter-Cultural Studies*

The purpose of the Center for Global Ministries is to challenge, train and mentor Liberty students for world evangelism, church planting and church growth in all areas of the world, providing the knowledge, tools and experience to become champions for Christ in a global strategy for building His Church.

The Center for Global Ministries offers dozens of short term mission trips for high school and college students, hosts Missions Emphasis Week each semester, and supervises the Intercultural Studies degree program. For more information call 434-592-4127, email [missions@liberty.edu](mailto:missions@liberty.edu), or visit the website at <http://www.liberty.edu/index.cfm?PID=154>.

### **LIGHT MINISTRIES**

#### **Tom Nylander, B.S., M.A.R.**

*Director, Light Ministries*

Light Ministries is the collegiate short term missions department of the Center for Global Ministries. Light organizes and lead international mission trips for Liberty University students. In more than 20 years, Light has conducted over 250 evangelistic campaigns involving over 8,000 students in more than 100 nations.. More than three million people have heard the gospel through LU students serving with Light Ministries. Each year, Light Ministries schedules around a dozen short term mission trips.

### **LU ABROAD**

#### **Matt Rawlins, B.S., M.A.R.**

*Director, LU Abroad*

LU Abroad gives students the opportunity to fulfill the internship requirements for their major in a cross-cultural ministry setting. These internships connect students with long-term mission agencies and provide practical training and experience, in the student's field of study, in another country, language and culture.

Interns work side-by-side in a country of their choosing with local missionaries who offer practical ministry training. Students use their major as they assist with children's programs, college ministries, adult ministries, Bible studies, accounting, data entry, communication, graphic design, health clinics, web development or many other ministry-related responsibilities. Interns gain real life missions experience by seeing the country and the work first-hand.

# Campus Recreation

## Lee Beaumont, B.S., M.S.

*Assistant to the Chancellor*

*Director of Auxiliary Services*

The Department of Campus Recreation provides a variety of options for resident students to interact socially through state of the art indoor and outdoor recreation facilities as well as programs and services that provide entertainment and physical fitness.

Campus Recreation helps to connect students to all that Liberty University has to offer beyond the classroom. By offering dozens of sporting options through the Intramural Sports and Club Sports departments, Campus Recreation gives every student an opportunity to participate in a competitive sport. In order to assist in the social atmosphere on campus, the Student Activities department plans weekly entertainment events. Several different fitness facilities are available for student use to stay physically fit, or they can relax with friends at one of the different lounge areas on campus. With all of these options, Campus Recreation promises something for everyone.

## Student Activities

### Chris Misiano, B.S., M.A.R.

*Director of Student Activities*

The Student Activities Office is committed to the service of the students of Liberty University by providing a variety of culturally-relevant events and recreational activities throughout each semester, giving students a full calendar of social occasions to interact with one another and enhance their overall experience at LU.

Student Activities provides an extensive variety of entertainment opportunities, both on and off-campus, usually free or at an exclusive LU student discount price. Options include everything from concerts featuring the biggest names in Christian music (Switchfoot, Leeland, David Crowder Band, Casting Crowns) to Open Mic Nights, movie nights, and outdoor recreation (whitewater rafting, skiing, horseback riding, hiking) Student Activities has something for everyone. For detailed information call 434-592-3061 or access the Student Activities website at <http://www.liberty.edu/studentactivities>.

## Recreation Facilities

### Andrea Sherwood, B.S., M.S., ATC/L, NASM-PES

*Director of Student Centers*

The LaHaye Student Union provides multiple opportunities for meeting the recreational, fitness, and wellness needs of the University family in a Christ-centered atmosphere. More information is available online at <http://www.ultimatelu.com/> or by calling 434-592-3221.

## LAHAYE STUDENT UNION

The Recreation Center offers students a variety of co-curricular environments that provide vital social outlets for the development of a well-rounded collegiate experience. In the Fitness Center students can work out with the assistance of a personal trainer, take fitness classes, use the work out equipment or climb the rock wall.

The Aquatic Center has a 25 yard, six lane swimming pool with a maximum depth of 12 feet for lap swimming and recreational use. The aquatic facility also includes two spas, and a one meter diving board. Aquatic equipment such as training fins, training paddles, flexible kickboards, jogger weight belts, hand bar

exercisers, pull buoys, and water polo equipment is accessible for use.

## TILLEY STUDENT CENTER

The Tilley Student Center is a student recreational and lounge facility designed specifically for students. The facility features a coffee bar, game tables, couches, chairs and six flat screen televisions. There is also a billiard hall within the facility featuring six pool tables and three ping pong tables as well as three flat screen television gaming stations. The Tilley Center is a swipe only facility making it available only to LU students and anyone who pays a membership to the LaHaye Student Union.

## THOMAS INDOOR SOCCER FIELDS

Connected to LaHaye Student Union, the Thomas Indoor Soccer Center is comprised of two turf fields partially surrounded by transparent walls and netting. The facility also features a spectator section, multiple televisions and wireless capability

## CAMPUS EAST CLUBHOUSE

The Club House is a recreational center that offers billiards, a theatre, computer lounge, the Campus East Market and an outdoor pool.

## LAHAYE ICE CENTER

### Kirk Handy, B.S.

*Director of Club Sports*

This facility is the home of the Flames and Lady Flames hockey teams. During non-practice hours, students can enjoy ice skating, hockey and broomball. The LaHaye Ice Center also offers figure skating and Learn to Skate sessions. Additional information on programs and scheduling is available by calling 434-592-3953 or online at <http://www.lahayeicecenter.net/>.

## Outdoor Recreation

### LIBERTY MOUNTAIN TRAIL SYSTEM

The Liberty Mountain Trail System consists of over 65 miles of single and double track trails and logging roads spanning approximately 5,000 acres. The mountain rises to over 1,360 feet and offers cross country and gravity-fed trails for both hiking and mountain biking. a trail map and additional information is available online at <http://www.ultimatelu.com/>.

## LIBERTY MOUNTAIN SNOWFLEX® CENTRE

### Bryan Evans

*General Manager*

Liberty Mountain Snowflex® Centre, located off Candler's Mountain Road, consists of two main distinct ski runs. The 550 ft. terrain run with three jumps and a quarter pipe at the bottom, and a 550 ft. ski slope with two integrated rails. The ski lodge is an 8,000 square foot facility at the base of the ski runs. This building houses the ticket and rental area on the first floor with a seating and concession area on the second floor with a full view of the ski slope. The Liberty Mountain Snowflex Centre is open seven days a week for LU students and public access.

### IVY LAKE

Ivy Lake, located about 25 minutes from Liberty's campus in Forest, VA, spans 112 acres with a 6,000 square foot beach. It is available for a variety of activities for Liberty University students, faculty and staff. This is a great spot for fishing, canoeing, or just having a picnic with friends. Before going to Ivy Lake, students must complete a permission form and drop it off at the front desk of the LaHaye Student Union. Ivy Lake is the home of the Liberty Crew team.

### PAINTBALL FIELDS

LU's Paintball Team now has a place on campus to prepare for competitions. The paintball complex consists of two fields with a retractable netting system made with a protective mesh. Students may watch the team behind the safety of the netting during practices. These fields are open for intramurals, special events, and recruitment events.

### MOTORCROSS/ATV TRACK AND TRAIL SYSTEM

Nestled in Liberty University's Jack Mountain property, the mile-long wooded arena features numerous doubles, table tops, loops and off-camber turns. Encompassing the track is a trail system giving riders even more room to roam. New trails maintain the land's natural elements while offering ATV riders of all skill levels a place to enhance their technique.

To complement the ATV trail system, the University has purchased several ATV's for student use free of charge. To use the University-owned ATV's, students must enroll and pass an ATV safety course. A safety range has been constructed to ensure that the maximum number of students can pass the class and enjoy the ATV Trail System.

### 3-D ARCHERY RANGE

Located on Liberty Mountain, is a 3-D Archery Range nestled in 10 acres for the Liberty Archery Club. The range consists of 20 life-like animal targets as well as several practice bag targets. In order to qualify as a potential state qualifier site, the range is setup to comply with Archery Shooters Association (ASA) standards. The Archery Club has access to shoot and hold tournaments on the 3-D Archery Range.

### Hunting on Liberty Mountain

Students have the opportunity to bow hunt on Liberty's Jack Mountain property through membership in the Liberty Archery Club. In order to qualify, students must provide proof that they have completed a Hunter's Safety Course and also pass a hunting proficiency test which is provided by the Archery Club. Students who meet these requirements will be permitted to bow hunt fall and spring seasons on Liberty's Jack Mountain.

### Club Sports

Kirk Handy, B.S.

*Director of Club Sports*

A Club Sport is an organization recognized by Liberty University comprised of individuals who have an interest in competing in a particular sport. The club provides the opportunity for teams to compete against other colleges and universities with the same interests.

Our goal is to provide the availability to participate in a sport within the campus of Liberty University as well as develop values in leadership, fellowship and social skills.

For additional information on club sports, please visit <http://www.ultimatelu.com/>.

### MEN'S CLUB SPORTS

Archery	Snowboarding
Crew	Taekwondo
Gymnastics	Triathlon
Ice Hockey	Volleyball
Paintball	

### WOMEN'S CLUB SPORTS

Crew	Lacrosse
Equestrian	Snowboarding
Figure Skating	Taekwondo
Gymnastics	Triathlon
Ice Hockey	

### Intramural Sports

**Ed Barnhouse, B.S.**

*Director of Intramural Sports*

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

Intramural Sports are organized recreational sports leagues that allow students at Liberty to participate in a variety of team and individual sports. Competition exists, but the real focus of intramural sports is health and exercise, social interaction, stress reduction, sportsmanship, and teamwork.

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. Information on intramural sports is available at <http://www.ultimatelu.com/>.

Men's Ultimate Frisbee	Table Tennis
Women's Ultimate Frisbee	Coed Volleyball
Coed Ultimate Frisbee	Men's Basketball
Open Paintball	Women's Basketball
Men's Broomball	Dunk Contest
Women's Broomball	Men's 3-point Shootout
Coed Broomball	Women's 3-point Shootout
Men's Flag Football	Men's Beach Volleyball
Women's Flag Football	Women's Beach Volleyball
Fantasy Football	Coed Beach Volleyball
Men's Outdoor Soccer	Men's Softball
Women's Outdoor Soccer	Women's Softball
Men's Indoor Soccer	Men's Dodgeball
Women's Indoor Soccer	Women's Dodgeball
Billiards	Coed Dodgeball

## *Intercollegiate Athletics*

### ***Athletics Administration***

**Jeff Barber, B.S.**

*Director of Athletics*

**Mickey Guridy, B.S., M.B.A.**

*Senior Associate Athletics Director, Internal Operations*

**Meredith Eaker, B.S., M.A.**

*Associate Athletics Director, Senior Woman Administrator*

**Kevin Keys, B.S.**

*Associate Athletics Director, External Operations*

**Kristie Beitz, B.S., M.S., Ed.S.**

*Associate Athletics Director for Academic Affairs*

**Bob Good, B.S.**

*Director of Athletics Development*

*Executive Director, Flames Club*

**Mike Hagen, B.S., M.A.**

*Assistant Athletics Director for Compliance*

**Todd Wetmore, B.S.**

*Assistant Athletics Director for Communications*

**Anna Whitehurst, B.S.**

*Assistant Athletics Director, Ticket Operations*

### **STUDENT FLAMES CLUB**

**Doug Wallace, B.S.**

*Student Flames Club President, Flames Club Graduate Assistant*

Founded in 2006, the Student Flames Club (SFC) is designed for students who are passionate about Liberty Athletics. The purpose of the SFC is to provide members with activities and events that will connect them to the teams and enhance the pre-game atmosphere, while also helping to increase enthusiasm and support for our athletics program among the entire student body. The SFC grew to more than 900 members in 2008, and membership benefits include an authentic 2009 Nike SFC t-shirt, discounts at local restaurants and retailers, exclusive game-day tailgating privileges, and priority on tickets for away games, postseason tournaments, and playoffs. For more information, visit the Hancock Athletic Center, call 434-592-4693, contact by email at [SFC@liberty.edu](mailto:SFC@liberty.edu) or visit the official Flames website at [www.LibertyFlames.com](http://www.LibertyFlames.com).

### **ATHLETIC PROGRAMS**

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 19 NCAA Division I athletics programs, giving student-athletes the opportunity to compete at the highest level of intercollegiate athletics. The Flames have been a NCAA Division I program since 1988 and a dominate member of the Big South Conference since 1991, winning seven Big South Sasser Cups and a league-best 88 conference titles.

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 athletics program of interest. For more information, visit the official Flames website at [www.LibertyFlames.com](http://www.LibertyFlames.com).

#### **MEN**

Baseball	Soccer
Basketball	Tennis
Cross Country	Track and Field
Football	(Indoor and Outdoor)
Golf	Wrestling

#### **WOMEN**

Basketball	Swimming (2010-11)
Cross Country	Tennis
Lacrosse	Track and Field
Soccer	(Indoor and Outdoor)
Softball	Volleyball

## University Services

### Liberty University Police Department

**Col. Richard D. Hinkley, B.S.**

*Chief of Police*

Liberty University Police Department (LUPD), located in the southwest corner of the Campus North complex, provides 24/7 patrol protection by police, security, security and medical service personnel to the campus, parking lots, residence halls and other properties owned or controlled by the University. LU Police Officers are duly sworn with full law enforcement powers and responsibilities, identical to the local police and sheriff's department. The officers are trained at Central Virginia Criminal Justice Academy and receive additional in-service and specialized training in first aid, firearms, defensive tactics, legal updates, human relations, sensitivity issues and criminal investigations.

University Police share concurrent jurisdiction with the Lynchburg Police Department for properties owned or controlled by the University and other properties agreed upon. University Police offer assistance to the city Police when requested according to an established mutual aid agreement. University Police Officers are responsible for a full range of public safety services, including all crime reports, investigations, medical emergencies, traffic accidents, enforcement of laws regulating underage drinking, the use of controlled substances, firearms and other weapons and all other incidents requiring police assistance. In an effort to assist in combating crime, University Police share information on arrests and serious crimes with all surrounding police agencies.

LUPD can be contacted by phone at 434-582-7641 (non emergencies) or 434-582-3911 (emergencies). Additional information is available online at <http://www.liberty.edu/lupd>.

#### PUBLIC SAFETY SERVICES

The LUPD provides several service-oriented functions to the University community consisting of more than 14,000 students, faculty, staff and visitors on campus during any given day. Officers are equipped with two-way radios as they patrol campus in marked and unmarked vehicles. University Police responsibilities range from responding to medical and fire emergencies, criminal investigations to providing an on-campus escort service during hours when the campus transit system is not running.

In conjunction with Student Affairs, the University Police help students engrave an identification number on personal property items kept on campus, such as bikes, computers, radios, and stereo systems. Operation Identification is a nationally recognized identification system which has shown to facilitate the recovery of stolen items.

The University Police, upon appointment, also provide Fingerprinting Services for Liberty University students, employees and their families for a small fee. Classes are also offered to students, free of charge, in firearms and range safety as well as RAD (Rape Aggression Defense – basic defense for women).

Extensive efforts are made to create a campus environment that fosters personal safety, property security, and learning for all members of the University community. All criminal actions or suspicious behavior should be reported immediately so University Police can take prompt action.

#### EMERGENCY NOTIFICATION SYSTEM

In conjunction with Federal Signal Codespear, Liberty University has implemented the Campus Alerting System. This system allows all University constituents to receive notification the

moment an emergency situation occurs on campus. Messages can be transmitted to a cell phone, home phone, work phone or email address. Specific notification for emergency road closures, fires, school closings and severe weather are also features of this system. Login is required, to register contact information online at <https://liberty.smartmsg.com/>.

#### AUTOMOBILE REGISTRATION

Any vehicle owned or operated on campus must have a current Liberty University Parking Decal properly displayed on that vehicle. Liberty University Parking Decals are **only** issued by the Liberty University Police Department.

The following documents are required to register a vehicle:

1. Valid Vehicle Registration, issued by a Department of Motor Vehicles.
2. Valid Driver's License of person registering the vehicle.
3. Complete a form online, print it, and bring it with you to the LUPD office. The link to the form is on the LUPD home page

Parking Decals must be obtained from LUPD within two business days of operating the vehicle on campus. For additional information on Traffic and Parking Regulations see <http://www.liberty.edu/index.cfm?pid=1228>.

### LU Transit Services

Liberty University provides one of the most comprehensive transportation systems found at large institutions. The goal of LU Transit Services is to make a 20-minute cross-campus commute possible without the use of a personal vehicle with the focus on the reduction of dependency on single occupancy vehicles. Buses operate over 136 hours per week and service is as frequent as every three minutes.

LU has partnered with the Greater Lynchburg Transit Company (GLTC) to operate the campus transit system and the U-PASS program. With U-PASS, all current resident students and employees can also ride the 15-route GLTC system free of charge all year. LU Transit also provides no cost park and ride options and the carpool program. For more details regarding LU Transit Services see <http://www.liberty.edu/transit>.

### Liberty OneCard (Campus ID)

The Liberty OneCard is the official Liberty University ID card. The University has partnered with Higher One to provide the optional OneAccount, an FDIC insured checking account. If the OneAccount is opened, the Liberty OneCard becomes the debit card and can be used to make purchases anywhere MasterCard is accepted. You are under no obligation to open the OneAccount; it is there for your convenience.

When the student receives their Liberty OneCard they must "Activate" their card. During this process the student will be prompted to select one of the Refund Preferences available. Any credit on the student account (with the exception of Parent Plus Loans and if the student selects during Financial Check-in that any credit on the student account remain from the Fall to Spring semester) will be released to Higher One. The funds are disbursed to the student based on the refund preference on file with Higher One at that time.

For more information, contact the Liberty OneCard office at 434-582-7771 or access the web page at <http://www.liberty.edu/onecard>.

## ***Student Service Center***

The Student Service Center (SSC), located in the Campus North complex, houses the offices of **Financial Aid**, **Student Accounts**, and the **Registrar**. The purpose of the SSC is to provide accurate information and direct you to the appropriate staff members within these offices for assistance.

The Student Service Center hours of operation are 8:30 am - 4:30 pm, Monday through Friday. During Convocation, the SSC is closed from 9:00 – 10:00 am Monday and Friday, and 9:30 - 11:30 am on Wednesday. The Call Center is open 8:30 am - 4:30 pm Monday through Friday and closed for Convocation on Wednesday from 9:30 - 11:30. For more information call 434-592-5100; additional resources and information is available online at <http://www.liberty.edu/studentservicecenter>.

## ***International Student Center***

**William Wegert, B.S., M.S., M.Div., D.Min.**

*Dean, International Student Programs*

**Debbie Webb**

*Coordinator and Office Manager*

The C. Daniel Kim International Student Center (ISC) opened its doors in the spring of 2004 to meet the needs of the growing body of international students at Liberty University. Since that time, the ISC staff have sponsored more than 20 year-round events to celebrate international students and their cultures.

The International Student Center is the primary location for information and activities for current international students. Foreign Student Advisors, the International Student Advocate, the International Student Program Coordinator and international student health insurance office are all housed in the International Student Center. Additional information for international students is provided at <http://www.liberty.edu/index.cfm?PID=6452>.

## ***Information Services***

**Matthew Zealand, B.S.**

*Chief Information Officer*

Liberty University Information Services (LUIS) strives to provide world-class information resources, telecommunications, computing and networking tools and services to Liberty faculty, staff, students and the community to facilitate learning, instruction, research, creative activities, and the daily operations of Liberty University.

LUIS maintains the campus wireless network, which extends to the University's 123 buildings, covering 2.9 million square feet of facilities including the University classrooms, 100% of which are technology-enabled.

### **IT CUSTOMER SUPPORT**

**Jason Rawlings, A.A., MCP, CompTIA A+, Network+**

*Director, IT Customer Support*

IT Customer Support provides the most robust level of technical support to the Liberty University community and to build relationships with faculty, staff and students alike to better serve their technological needs. The latest information is available via Blog, Twitter, and PodCast and can be found at [www.liberty.edu/customersupport](http://www.liberty.edu/customersupport).

### **IT HELP DESK**

The IT Help Desk assists students with computer problems by phone, remote assistance, or walk-in service. Help Desk hours and other resources such as the Liberty University Knowledge Base

(Ask L.U.K.E.) are published online at <http://www.liberty.edu/helpdesk>. The IT HelpDesk is located in Campus North 1539; to contact by phone call 866-447-2869 or 434-592-7800.

In addition to wireless support and network access, Liberty University recently opened the IT Marketplace, a single location to purchase laptops, software, and computer peripherals at discounted prices. The IT Marketplace can be accessed online at <http://www.liberty.edu/itmarketplace>.

### **IT TESTING AND TRAINING CENTER**

The IT Testing and Training Center provides IT-related training to faculty and staff. Testing services are also offered to the University, students and the general public for certification in fields of expertise including Cisco, Apple and Oracle. For more information, visit the web page at <http://www.liberty.edu/training>; to contact by phone call 434-592-7820.

### **IT OPERATIONS**

**Connie Allison, B.S., M.B.A.**

*Director, IT Operations*

IT Network Operations monitors, maintains and manages the enterprise information, communication and infrastructure systems and participates in planning and implementing of highly secure, fault tolerant, and scalable information and communication solutions.

### **IT DEVELOPMENT**

**Christopher Hara, B.A.**

*Director, IT Development*

IT Development provides technical support to the University community in the areas of IT Project Management, Software Applications Development, Verification and Testing, Creative Media and Network Engineering. For information please visit the IT Development web site at <http://www.liberty.edu/itdevelopment>.

### **IT BUSINESS INTELLIGENCE**

**Ted G. Whitney, B.S.**

*Executive Director, IT Business Intelligence*

The Business Intelligence Office provides support to many of the University departments including SCT Banner support, enrollment analysis and projections, reports and more.

## ***University Bookstore***

**Ellen Mayes, B.S., M.S.**

*Manager*

Located at the entrance to Main Campus, the Barnes and Noble Campus Bookstore is a two-story, 20,000 square foot, free standing brick facility that features a Barnes and Noble Café serving Starbucks® coffee and outdoor patio area. In addition to textbooks, the bookstore also sells leisure books, University apparel and more. For more information on the products and services available including hours of operation, access the webpage at <http://liberty.bncollege.com/>.

## ***Office of Disability Academic Support***

**Denny McHaney, B.S., M.Ed.**

*Director, Office of Disability Academic Support*

*Associate Professor of Education*

Under the umbrellas of the Center for Academic Support and Advising Services (CASAS) and the Bruckner Learning Center, the Office of Disability Academic Support (ODAS) was created to coordinate academic support services for Liberty University students who have documented disabilities.



Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability against students in institutions of higher education. Section 504 mandates "reasonable" accommodations to provide equal program access to all students with disabilities. Faculty must provide accommodations that meet the special needs of each student with a disability. Developing reasonable accommodations is a real challenge for everyone involved.

The University has an obligation to make reasonable accommodations in policies, practices or procedures when accommodations are needed to prevent discrimination on the basis of disability unless making the accommodations would fundamentally alter the nature of the service, program or activity, or would result in undue financial and administrative burdens.

A student who requests accommodations is required to sign a waiver form each semester giving Disability Support Advisors permission to send written summaries of the individual's disability, as well as the requests for accommodations. Then each student is instructed to individually seek a private meeting with professors to discuss any accommodations that may be necessary. Professors only need to arrange for those accommodations which have been identified.

Students with documented disabilities may be eligible for some of the following services:

- Extended time for testing
- Testing in a quiet environment
- Note-taking help
- Priority pre-registration
- One-on-one academic advising
- Interpreters
- Assistive technology lab
  - Kurzweil 1000 – scanning and reading software for the visually impaired
  - JAWS for Windows – screen reading software for the visually impaired
  - Kurzweil 3000 – scanning and reading software for students with reading disabilities
  - Dragon Naturally Speaking – speech recognition software which can turn speech into print
  - Inspiration – software which helps students learn visually and streamline projects
  - CCTV – magnification hardware for the visually impaired

## **HANDS OF LIBERTY DEAF DEPARTMENT**

**Mrs. Sue Willmington**

*Coordinator*

Since 1973 the Hands of Liberty Deaf Department has been providing support services for hearing impaired students. These support services include: interpreters in classrooms and all campus-related activities, direction and counseling, and facilitated communication with official agencies/offices on and off campus, etc.

## ***Health Services***

**Gregg R. Albers, MD**

**Richard A. Lane, MD, MPH & TM**

Light Medical and Counseling Associates, Inc. is a family and occupational medical service available to all students, staff and faculty at Liberty University. The facility serves the campus community with a distinctively Christian medical practice. The office is located on Liberty University's campus in Campus North (434-582-2514), and 2811 Linkhorne Drive, Lynchburg, VA (434-

384-1581). Office hours are 8:30 am to 5:00 pm, Monday through Friday. We are closed for lunch between 12:00 p.m. through 1:30 p.m. After office hours, the doctor on call can be reached for emergencies by calling 434-384-1581. Medical services are available on a fee basis. To minimize your wait, services are by appointment only. For more information visit the Health Services webpage at <http://www.liberty.edu/index.cfm?PID=451>.

## ***LU Dining Services***

LU Dining Services are offered at nine locations throughout the campus. Reber-Thomas Dining Hall, the main campus dining facility, offers four dining sessions during the fall and spring semesters: breakfast, lunch, dinner, and late night.

Students residing on campus may select from a variety of meal plans and meal plan points which are added to the Liberty OneCard. Commuter students purchase meal plans and points on a semester basis.

Additional information on meal plans, nutritional information, locations, hours of operation and other services provided can be accessed at <http://www.libertydining.net>.

## ***LU Postal Services***

**Bob Boyer**

*Manager*

The LU Post Office is located in the Campus North complex and maintains hours of operation from 8:30 am to 5:00 pm during the fall and spring semesters.

Each on campus resident student is assigned a LU box number based on the location of their dorm to the nearest mail receptacle. Students can locate their LU box number by logging onto ASIST and accessing the information through "My Housing and Dining".

Restricted mail, such as registered, certified, insured and express mail, as well as packages, are held at the Post Office and notification is sent to the student's LU email address when the package has arrived.

For more information related to LU Postal Services, please see <http://www.liberty.edu/postalservices>.

## *A. Pierre Guillermin Integrated Learning Resource Center*

### **Faculty**

**David L. Barnett, Th.B., M.L.S., M.Div., M.S., D.Min.**

*Dean, Integrated Learning Resource Center*

*Associate Professor of Business*

**Lowell Walters, B.S., M.S.L.S.**

*Associate Dean, Integrated Learning Resource Center*

*Access Services Librarian*

**Michael A. Cobb, A.A.S., B.A., M.L.S., M.A.**

*Electronic Resources Librarian*

**Kimberly J. Day, B.S.**

*Document Delivery Librarian*

**Jeffrey M. Dull, B.S., M.S.L.S.**

*Liberty University Online Librarian*

**Thomas W. Fesmire, B.A., M.A., M.L.I.S.**

*Department Chair, Information Management*

**Russell H. File, B.A.A., B.S., M.L.S., M.Ed.**

*Collection Management Librarian*

**Carl Merat, B.S., M.S.L.S.**

*Head of Collection Management*

**Randy L. Miller, B.S., M.S.**

*Outreach and Instruction Librarian*

**Rory Patterson, B.A., M.A., M.L.I.S.**

*Reference and Instruction Librarian*

**Anne Reynolds, B.S., M.L.S.**

*Assistant Librarian*

**Abigail R. Sattler, B.S., M.S.**

*Archivist*

**Rachel E. Schwedt, B.A., M.L.S.**

*Curriculum Librarian*

**Tyler Veak, B.A., M.A., Ph.D.**

*Associate Librarian for Instruction*

**Robert Weaver, B.A., M.L.S.**

*Serials Librarian*

### **PURPOSE**

The Integrated Learning Resource Center (ILRC) incorporates the University's main library and academic computing facilities. Bearing the name of the University's President Emeritus, the ILRC is the focal point of academic life at Liberty. Strategically located in the Arthur S. DeMoss Learning Center, the ILRC supports instruction, research, productivity, community-building, and other activities relevant to the University's mission. The ILRC's library resources and services are housed primarily on the first floor, while student computing access is concentrated on the second and third floors. The ILRC staff also manages a 24-workstation computer lab in the Campus North complex. The ILRC is open for student use across a wide range of hours each week during the academic term.

### **INSTRUCTIONAL RESOURCES**

The ILRC's computing resources consist of more than 800 workstations located in fifteen classrooms and six open areas. With the exception of machines reserved for library catalog searching, all ILRC computers are pre-loaded with a variety of

software titles available for student use, including Microsoft® Office 2007, Adobe® Creative® Suite 4, Microsoft® Visual Studio® 2007, Mathematica® 6, and SPSS.

Classrooms in the ILRC support a wide array of disciplines, including business, computer science, graphic design, information technology, language, math, psychology, and video production. All ILRC computers have a high-speed connection to the Internet. In addition, wireless network signal is available throughout the facility, allowing laptop computer users to access the full array of network resources.

### **COLLECTIONS**

The ILRC is an integral part of the educational process, providing digital and traditional information resources to support the University curriculum and mission. The ILRC collects and organizes resources across a wide range of media, including books, periodicals, audio-visual resources in various formats, musical scores, curriculum, and archival materials. Its physical collections consist of approximately 310,000 volume equivalents and 700 current periodical subscriptions.

While the ILRC expects to collect print resources for the foreseeable future, it has shifted to a significant degree from physical ownership to electronic access – a model that serves both residential and distance students. Digital information resources provided by the ILRC include some 105,000 electronic books and full-text content from more than 73,000 periodicals. The ILRC provides access to more than 230 online research resources from companies such as Dow Jones, EBSCO, JSTOR, LexisNexis, OCLC, ProQuest-CSA, the APA, Emerald, Standard and Poor's, and Thomson Gale.

Students and faculty can request materials from libraries across the United States through the ILRC's interlibrary loan service. Books and media borrowed from local and in-state libraries are often available in less than three days. Copies of periodical articles are typically delivered in digital form, often within two days or less.

The ILRC bears responsibility for collecting and providing access to academic publications and historical records created by members of the Liberty University community. Accordingly, the ILRC maintains an archive of physical resources and hosts an institutional repository known as Digital Commons.

### **CURRICULUM LIBRARY**

The Curriculum Library supports the School of Education at Liberty University by providing access to a variety of instructional resources. Offerings include textbooks and teaching materials for pre-school through grade twelve as well as standardized tests. Educational games, manipulatives, and models enhance the collection.

An extensive selection of juvenile titles provides reinforcement for classes in Children's Literature and Adolescent Literature in addition to classes in curriculum development. Materials related to educational theory and research can be found on the shelves of the main collection of A. Pierre Guillermin Library.

Audio-visual items, such as DVDs, CDs, and videos are also kept in the Curriculum Library along with musical scores.

## **SERVICES**

ILRC functions are organized and serviced through a well-qualified faculty and staff. The ILRC provides a broad range of services to help students and faculty use information resources and technology effectively. These services include classroom-based instruction, personalized research assistance, and software support.

The ILRC provides many of its library services and resources to students in the Liberty University Online programs. Online students can access virtually all database resources through a proxy login system. In addition, they have direct toll-free telephone and email access to a librarian specializing in online support. The ILRC is committed to being the primary library for LU Online students by offering timely personal contact and document delivery in order to meet their special needs. This includes the delivery of books and journal articles as well as research and reference services. Fees are assessed for copying, mailing, and faxing.

## **MEDIA SERVICES/CLASSROOM SUPPORT**

The main purpose of Media Services/Classroom Support is to provide efficient technical support to our Faculty and Staff in the area of classroom technology. All of our classrooms are equipped with Smart Technologies, and we provide training to Faculty and Staff in using our multimedia equipment. Our goal is to combine the tools of education and technology, so they can be used together to enhance the learning experience at Liberty University.

## **MEMBERSHIPS**

Academic libraries are undergoing significant changes as they adapt to the terms of a new information economy. Not only are information and technology resources in unprecedented demand, but they must be configured to support teaching, learning, and research regardless of the end user's location. In this context, the ILRC benefits from collaboration with other agencies and professionals through membership in the American Library Association, the Association of Christian Librarians, the Christian Library Consortium, the Consortium of College and University Media Centers, EDUCAUSE, InfoComm, the Society of American Archivists, SOLINET, VIVA (the Virtual Library of Virginia), and other organizations.

## *The University Writing Program*

**Emily S. Heady, B.A., M.A., Ph.D.**

*Executive Director, Liberty University Writing Program  
Associate Professor of English*

**Shelah Simpson, B.S., M.A.R., M.A.**

*Director, Online Writing Center  
Instructor in English*

The University Writing Program (UWP) was established as part of Liberty's efforts to improve graduate student writing. Formed in 2006, the UWP fulfills part of Liberty University's (LU) Quality Enhancement Plan, which was accepted by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) in 2006. The UWP offers writing-related services tailored to the University's residential and online graduate populations, and it supports faculty members as they seek to incorporate writing instruction in their classrooms. Finally, the UWP offers help to any LU-affiliated scholars seeking to publish or present their work in professional venues.

The heart of the UWP is one-on-one tutoring. The UWP—the umbrella organization over the Graduate Writing Center (GWC), Undergraduate Writing Center (UWC), and Online Writing Center (OWC)—employs advanced graduate students with superior writing and teaching skills to offer individualized writing instruction to LU graduate students. Residential graduate students can schedule appointments with the GWC, and online graduate students can schedule appointments or paper-reviews through the OWC. A trained tutor will review drafts and offer feedback, suggestions for revision, and personalized instruction on all aspects of the writing process. Tutors can help with brainstorming, grammar, punctuation, content, organization, and documentation, and help is available to students from the earliest stages of a program through the thesis or dissertation. The UWP also has a library liaison who guides students through the research process and answers research-related questions.

In addition to tutoring, the UWP also offers a variety of tools to help students with their writing. The GWC web page (<http://www.liberty.edu/graduatewritingcenter>) includes a large collection of worksheets and PowerPoint presentations on common topics such as “commas” or “APA Documentation.” In addition, the web page offers a variety of links to reliable online sources for writing instruction. Through the web page, students can e-mail quick questions to writing-center tutors or offer suggestions for further online writing aids that the UWP should consider developing.

The UWP hosts conversation groups for non-native English speakers. In these groups, students practice their spoken English, read stories or other texts, and work together on developing reading and speaking competency in the English language. The UWP offers conversation groups suitable to most ability levels, ranging from very basic to very advanced, and group leaders are prepared to adjust their topics and teaching techniques to meet students' needs. The UWP also has a Korean tutor dedicated to helping Korean students who require more intensive language instruction than the conversation groups alone can offer.

The Directors of the Writing Program are available to faculty for classroom presentations or for help in developing teaching aids, rubrics, or assignments. UWP staff members routinely make presentations on topics such as documentation, common grammar errors, plagiarism, and many other writing-related skills in classrooms and in faculty workshops. In addition, all faculty and staff are encouraged to bring their academic work to the GWC for review and commentary by the Directors.

Currently, all UWP services are free of charge to LU students. All students may utilize the UWP's services, and faculty may download any UWP-produced online materials for use in their classes. The UWP is currently working toward fully operational one-on-one tutoring for all LU students, both graduate and undergraduate.

The GWC is located in Campus North 1877. Students or faculty may contact the center by calling (434) 592-4727 or by emailing [graduatewriting@liberty.edu](mailto:graduatewriting@liberty.edu).

### *Course of Instruction*

**GRST 500    *Introduction to Graduate Writing*    No Credit**

This course is designed to give students the skills they need to complete successful written projects in graduate-level courses. Students who pass the course will demonstrate proficiency in the following areas: grammar, punctuation, syntax, diction, organization, revision, documentation, and topic development.

# Liberty University Online

## Academic Administration

**Ronald E. Hawkins, B.A., M.Div., Ed.S., D.Min., Ed.D.**

*Vice Provost for the Graduate School and Online Programs  
Professor of Counseling and Practical Theology*

**Frederick Milacci, B.R.E., M.Ed., D.Ed.**

*Dean of Academic Administration for the Graduate School and  
Online Education*

*Director, Quality Enhancement Plan (QEP)*

*Associate Professor of Research*

**Ben Gutierrez, IV, A.A., B.S., M.A.R., M.Div., Ph.D.**

*Academic Dean, Online Programs, School of Business, School of  
Religion, and General Education*

*Professor of Religion*

**Kevin Corsini, B.B.A., Th.M., Ph.D.**

*Academic Dean, Online Programs, College of Arts and Sciences  
and the Seminary*

*Director, Master of Arts in Human Services*

*Assistant Professor of Counseling*

**Douglas F. Mann, B.A., M.A., Ph.D.**

*Associate Dean of Online Graduate Programs, College of Arts and  
Sciences*

*Assistant Professor of History*

**Steve E. Warren, B.S., M.A.**

*Associate Dean, Online Undergraduate Programs for the College  
of Arts and Sciences*

*Instructor of Psychology*

**Anita Satterlee, B.S., M.A., Ed.D.**

*Associate Dean, Online Programs for the School of Business  
Assistant Professor of Business*

**Beth Ackerman, B.S., M.Ed., Ed.D.**

*Associate Dean, Online Programs for the School of Education  
Associate Professor of Education*

**Gabriel Etzel, B.S., M.A.R. M.Div., D.Min.**

*Associate Dean, Online Programs for the School of Religion  
Assistant Dean, School of Religion*

*Assistant Professor of Religion*

**Rick Rasberry, B.A., M.Ed., M.A.R., D.Min.**

*Associate Dean, Online Programs for General Education  
Associate Professor of Religion*

**Terry Conner, B.S., M.A.**

*Director of Liberty University Online Academic Operations  
Adjunct Instructor of Business*

## MISSION

The mission of Liberty University Online (LU Online) is to provide Liberty University courses and programs through non-traditional delivery systems. While LU Online and residential course offerings may differ due to distinctions in student profiles and methodologies of instruction, the residential and LU Online courses and programs are comparable in range, goals and purpose.

## HISTORY

Founded in 1985 as the Liberty University School of Lifelong Learning (LUSLL), the distance learning program was designed to bring an accredited University program to non-traditional learners at home, military personnel, and Christian school teachers seeking certification from the Association of Christian Schools International

(ACSI). The courses were adapted from those offered on the University campus and the initial programs offered were the A.A. in Religion, B.S. in Church Ministries, and M.A. in Counseling.

Almost 25 years later, the initial goal to provide quality Christian education to students around the world has remained intact. Currently, Liberty University Online services nearly 40,000 students across the globe in degree programs ranging from diploma programs in Biblical Studies to Doctor of Philosophy programs in Counseling.

Using innovative methods, students can take classes without having to relocate. The same quality courses that are offered on the Lynchburg campus are made available to our LU Online students in the convenience of their own homes. Courses are also offered in an intensive format a number of times throughout the year.

## INSTRUCTIONAL DELIVERY METHODS

Liberty University Online offers its courses through several delivery methods. The University has adopted *Blackboard®*, an online software platform, as its primary delivery method. Students can access individual lessons, have interaction with other students taking the same course, utilize links to online resources, view supplemental streaming video clips, and receive direct feedback from their professors using this innovative means of delivery. Students may also be required to purchase video tapes or DVDs for select courses. 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

Currently, Liberty offers courses in an eight-week format with multiple entry dates throughout the year (see academic calendar). Some courses are offered in a 16-week format (with one entry date per semester) in which students may enroll at the beginning of each term. Students will need to show consistent progress throughout their coursework in order to maintain strong academic standing. Liberty provides students with tools for success. However, students must manage their time to take advantage of these tools.

## DEGREE PROGRAM FORMAT OPTIONS

LU Online offers graduate degree programs of study in two formats. Some programs are delivered completely online, while some consist of a blended format which is a combination of conventional (face-to-face courses in a classroom setting) and online courses. Please refer to the Programs of Study section of this Catalog for more information.

## TESTING

Liberty University Online students take timed tests online and receive immediate feedback and test results. Essay exams and papers are also submitted online, graded by the course instructor and returned to the student. Portions of assigned work are used to facilitate student-to-student interaction. The interaction is often included as an element in student grading.

## BASIC REGULATIONS

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

All students enrolled in Liberty University Online are subject to the LU Online Code of Honor and Personal Code of Honor.

## **LIBERTY UNIVERSITY CODE OF HONOR FOR ONLINE UNDERGRADUATE AND GRADUATE STUDENTS**

### **I. PREAMBLE**

Liberty University students, faculty, administrators, and staff together form a Christian community based upon the values and goals of the Bible. These are defined in our foundational statements, including our Doctrinal Statement, our Philosophy of Education and Mission Statement, the Statement of Professional Ethics for the Faculty, and our Student Code. Together, these statements situate Liberty University within the long tradition of university culture, which in its beginnings was distinctively Christian, designed to preserve and advance truth.

Anyone, whether Christian or non-Christian, who shares our values and goals, is both welcome and valued in our community. We want all students to feel comfortable in our community of learning, and we extend to all of our students our spiritual and academic resources, with the goal of fostering spiritual growth, character development, and academic maturity.

Communities are based upon shared values and practices. This Code of Honor, an expression of the values inherent in our Doctrinal Statement, defines the rules and principles by which our community functions. At the core of this Code are two key concepts: a belief in the dignity of all persons and an insistence on the existence of objective truth.

While we understand that everyone will not agree with the statements that follow, we do expect that our students respect and uphold these standards while registered at Liberty University. Abiding by the principles and behaviors established in this Code of Honor makes possible the success of our students and the strengthening of the Liberty community.

### **II. ACADEMIC CODE OF HONOR**

#### **A. ACADEMIC MISCONDUCT**

Academic misconduct includes, but is not limited to, plagiarism, cheating and falsification.

##### **1. Plagiarism**

Plagiarism is the intentional failure to give sufficient attribution to the words, ideas, or data of others that the student has incorporated into his/her work for the purpose of misleading the reader. In some cases, a student may be careless and fail to give credit to the words, ideas or data of others. In such situations, plagiarism has still occurred, but the professor may choose from an array of sanctions he/she deems appropriate. In order to avoid plagiarism, students must conscientiously provide sufficient attribution. Attribution is sufficient if it adequately informs and, therefore, does not materially mislead a reasonable reader as to the true source of the words, ideas, or data. Students who have any doubt as to whether they have provided sufficient attribution have the responsibility to obtain guidance from their professor or other person to whom they are submitting their work.

Plagiarism in papers, projects or any assignment prepared for a class shall include the following:

- Omitting quotation marks or other conventional markings around material quoted from any printed source (including digital material)
- Directly quoting or paraphrasing a specific passage from a specific source without properly referencing the source
- Replicating another person's work or parts thereof and then submitting it as an original

- Purchasing a paper (or parts of a paper) and representing it as one's own work

##### **2. Cheating**

Cheating is a form of dishonesty in which a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained, gives unauthorized aid, or wrongly takes advantage of another's work. Examples include, but are not limited to:

- Copying from another person's work on an examination or an assignment
- Allowing another student to copy any portion of one's work on an examination or an assignment
- Using unauthorized materials or giving or receiving any other unauthorized assistance on an examination or an assignment
- Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for the student.
- Reusing a paper from a previous course
- Paying another student to complete a course, an individual assignment or an examination

##### **3. Falsification**

Falsification is a form of dishonesty in which a student misrepresents the truth, invents facts, or distorts the origin or content of information used as authority. Examples include, but are not limited to:

- Dishonestly answering or providing information in the application process
- Citing a source that is known not to exist
- Attributing to a source ideas and information that are not included in the source
- Falsely citing a source in support of a thought or idea when it is known not to support the thought or idea
- Citing a source in a bibliography when the source was neither cited in the body of the paper nor consulted
- Intentionally distorting the meaning or applicability of data
- Inventing data or statistical results to support conclusions.

#### **B. PROCEDURE FOR THE INVESTIGATION, ADJUDICATION, AND ASSIGNMENT OF SANCTIONS FOR THE VIOLATIONS OF THE ACADEMIC CODE OF HONOR**

##### **1. Processing Allegations**

When an alleged violation of the Academic Code of Honor has been reported to the instructor or administration, the instructor will confront the student within ten business days of the discovery of the infraction. The instructor may issue an oral or written reprimand, send written notification to the Online Department Chair, reduce a grade, adjust credit on an assignment and/or require additional work. The instructor may determine that a failing grade for the course is the appropriate sanction. In any event, the instructor will inform the student of his or her decision.

The reporting procedure is as follows:

- The instructor will write a report outlining the violation.

- The report will be provided to the student and the Online Department Chair along with the sanction(s) recommended.
- The Online Department Chair will forward report to the Online Associate Dean. The Online Associate Dean will review, make decision on appropriate sanction and notify the student.
- If blatant academic dishonesty is demonstrated in a clear and convincing manner, the student may receive a grade of F for the course in which the academic misconduct occurred.
- Students who receive a grade of F for academic dishonesty on a particular assignment will be notified by the professor of the course in an appropriate manner, including but not limited to returning the assignment with comments, email, letter and/or a personal telephone call.
- If non-blantant academic misconduct (such as inadvertent plagiarism) occurs in a course, the professor will contact the student and conduct such further investigation as needed. If the professor determines that a sanction is called for, the professor will write a report of the infraction. The professor may issue an oral reprimand, send written notification to the Online Department Chair of the School in which the professor teaches the specific course, reduce a grade, adjust credit and/or require additional work.
- When a student receives a course grade of F for academic dishonesty, the Online Associate Dean will report the reason for the F to the Registrar and request that it be recorded as an FD grade. This FD grade will appear on the student's transcript.
- The student, upon receipt of the results of the academic honesty review by the Online Associate Dean, will have five business days to appeal the decision to the Dean through the Online Associate Dean.
- If warranted, the results of academic honesty review may be forwarded to the Office of Student Affairs for any additional disciplinary action that may be appropriate.

## 2. Sanctions

If the professor determines that a sanction is called for, the professor will write a report of the infraction. The professor may issue an oral or written reprimand, reduce a grade, adjust credit, and/or require additional work. The professor also maintains the right to recommend a grade of F for the course if the investigation determines that it is the appropriate sanction. The Online Associate Dean will review the report and determine the appropriate sanction. If the FD grade is given, the student will be notified by the Online Associate Dean. In this instance, the Registrar will record the F as FD, which will appear on the student's transcript. The repeat policy may not be applied to this grade.

If the student is found guilty of academic dishonesty (either non-blantant or blatant) in any subsequent course where a grade of FD is posted, he or she will be dismissed from Liberty University.

In determining the sanction to be imposed, the following will be considered: the student's intent to violate the Code of Honor, the degree of carelessness, the gravity of the offense and the student's overall conduct while enrolled at Liberty

University. The Office of Student Affairs and the Registrar's Office may be consulted during this process.

In cases where the Dean perceives a clear conflict of interest or faulty judgment on the part of the Online Associate Dean, or where the sanctions suggested by the Online Associate Dean are demonstrably inconsistent with those that resulted from other similar instances of academic misconduct, the Dean reserves the right to adjust the sanction(s) as appropriate.

A written copy of the decision shall be mailed or e-mailed to the student.

**Please Note: All cases of alleged academic dishonesty will be resolved with the utmost concern for strict confidentiality by those individuals involved in the proceedings. Information concerning the academic misconduct will be provided only to those with a need to know in order to perform their job duties**

## 3. Appeal Procedure

In cases where an allegation of any Academic Code of Honor violation occurs and the student does not admit guilt, he/she may pursue the process below. The student will be given an opportunity to provide written evidence in opposition to the charge. Persons who threaten or conduct other acts of retaliation against those individuals who acted in good faith (i.e., honestly and with intentions of being fair) in reporting (even if mistakenly) alleged instances of academic dishonesty will be subject to disciplinary action, including possible suspension or expulsion from Liberty. Any report of alleged academic dishonesty not made in good faith will also be subject to disciplinary action.

Examples of retaliation include, but are not limited to:

- Circumventing the appeal procedure and going directly to a university administrator such as the Dean, the Provost or the Chancellor
- Threatening a faculty member or student
- Harassment
- Verbal or physical abuse
- Verbal or written disrespect to a faculty or staff member (this includes e-mails)
- Offensive or crude language directed at individuals
- Falsely accusing someone of committing academic dishonesty

A complete overview of the appeal process follows:

- Within five business days of the notification, the student may submit a written appeal to the Online Associate Dean, but should do so through the professor. The Online Department Chair and Online Associate Dean will consult with the instructor and review the student's written appeal. The Online Associate Dean will then notify the instructor, the Registrar and the student of his/her decision.
- After receiving the decision by the Online Associate Dean, the student may submit a written appeal to the Dean, through the Online Associate Dean. This written appeal must be received by the Online Associate Dean within five business days of the Online Associate Dean's notification. The Dean will review the student's appeal, as well as any information provided by the faculty member. When a decision has been reached, the Dean will notify the Online Department Chair, the faculty member, the Registrar and the student.

- In determining whether any violation has occurred, the Online Associate Dean and Dean will apply a "clear and convincing" evidence standard. In some cases, a Student Affairs official or another University representative may join in the deliberations as a non-voting member for the purpose of providing any background information that may be pertinent to the appeal.
- Should no violation be found, a report indicating such will be forwarded to the faculty member. A report of all findings (either in favor of or against the student) will be sent to the Student Affairs' and Registrar's office. The findings will be kept in the student's official record.
- In situations that do not require a grade of "FD," but may require a failed assignment, failure in the course or reduced grade, the professor reserves the right to impose a lesser sanction and send a report to the student's file.

### III. PERSONAL CODE OF HONOR

#### A. CONDUCT THAT UNDERMINES THE SAFETY, MISSION, OR REPUTATION OF LIBERTY UNIVERSITY

Acts that may undermine the safety, mission, or reputation of Liberty University are violations of the Personal Code of Honor. Examples of such acts include, but are not limited to:

- Flagrant violations of institutional policies and standards of dress when visiting campus (see Appendix A for dress code)
  - Causing public embarrassment to the University, or their representatives or employees.
1. Sexual, Physical, Written or Verbal Misconduct
 

Respect for the dignity of each individual as a person created in God's image is fundamental to the institutional culture desired at Liberty University. Misconduct that is contrary to the teachings of the Christian faith (thus constituting a violation of Liberty University's Personal Code of Honor) includes, but is not limited to:

    - Sexually-oriented joking or comments
    - Harassment of an individual based on race or gender
    - Unwelcome touching or any touching of a sexual nature
    - Verbal or physical abuse
    - Verbal or written disrespect to a faculty or staff member (this includes e-mails)
    - Offensive or crude language directed at individuals
    - Display of objects or pictures that depict nudity or are otherwise sexual in nature
    - Persistent, unwanted attempts to change a casual or friendly relationship into a romantic or more intimate one

Non-marital sexual relations and the encouragement or advocacy of any form of sexual behavior that would undermine the Christian identity or faith mission of the University are morally inappropriate sexual misconduct and constitute violations of this Personal Code of Honor.
  2. Pornography
 

Involvement with pornographic, obscene, indecent, or other similarly offensive materials, expressions, or conduct is inconsistent with the Personal Code of Honor and the

Christian faith. Use of the University's computing network to obtain or distribute such materials constitutes a violation of the Personal Code of Honor.

3. Alcohol and Drug Use

Liberty University is dedicated to providing a learning environment that promotes reverence for the Word of God, a commitment to the highest ideals of academic excellence, health, and responsible social behavior. This includes recognizing the rights of others and respecting the Christian ideals of Liberty University.

The following are strictly prohibited: any illegal use of a controlled substance, any use of alcohol or tobacco by any LU Online student on the property of Thomas Road Baptist Church or Liberty University, or any use of alcohol or tobacco as any part of a Thomas Road Baptist Church or Liberty University related or sponsored program off campus (this includes school sponsored courses or missions trips in the United States or overseas).

All LU Online students, whether on or off-campus, are expected to conduct themselves at all times in a manner supportive of the Christian character and reputation of Liberty University. Keeping in mind that the public will judge Liberty University and its Christian ideals by the actions of its students, Liberty University will not tolerate conduct by any student, whether on or off-campus, which is deemed by the administration to reflect negatively on the public image of the University.

#### B. PROCEDURES FOR THE INVESTIGATION, ADJUDICATION, AND SANCTIONING OF VIOLATIONS OF THE PERSONAL CODE OF HONOR

1. Processing Allegations

When an alleged violation of the Personal Code of Honor has come to the attention of the faculty, staff, or administration, that allegation shall be passed on to Student Affairs, who shall determine (with assistance from the appropriate Online Associate Dean and Online Dean) whether formal discipline is warranted and, if so, the nature of the appropriate sanction(s).

Pastoral or Professional counseling may be recommended in some instances. Any cost associated with such counseling shall be borne by the student. If counseling is deemed to have been sufficient to address the student's misconduct, Liberty University reserves the right to remove the record from the student's permanent file. If counseling was deemed to have been ineffective, then Liberty University reserves the right to retain permanent records and dismiss the student from the University.

2. Conduct Review

Where evidence exists that a violation of the Personal Code of Honor may have occurred, Student Affairs shall refer the matter to the appropriate Online Associate Dean and Online Dean. They along with Student Affairs shall deliberate and determine the appropriate penalty.

Should no violation be found, the Director's report indicating such shall be forwarded to the appropriate Online Associate Dean and Online Dean. Where a violation is found, Student Affairs may notify the student verbally, but will also notify the student in writing (by e-mail or letter) of the sanction(s). The appropriate Online Associate Dean and Online Dean shall receive a copy of the final decision.

3. Sanctions

The Findings of Student Affairs along with any recommendations for further action will be carefully reviewed by the appropriate Online Associate Dean and Online Dean. These two individuals may accept, reject or modify the



Student Affairs report and shall determine the final disposition of the matter.

The appropriate Online Associate Dean and Online Dean may direct that the records of a disciplinary action be retained in a student's file, noted on transcripts or be disclosed to the appropriate entities responsible for assessing the character and fitness of the student as an applicant to a chosen profession.

In addition to any personal communication of the decision to the student involved, a written copy of the decision shall be sent to the student by e-mail or registered, return receipt mail.

### C. APPEAL PROCEDURE

Students are provided the opportunity to appeal any disciplinary decision to the Student Affairs office, appropriate Online Associate Dean and Online Dean. The outcome of an appeal may include an overturn of the proposed action or disciplinary probation, the assignment of disciplinary community service, retention or administrative withdrawal. The appropriate Online Associate Dean and Online Dean may either accept or overturn a previous decision to withdraw a student from Liberty University. Records documenting this process are maintained by the Office of Student Affairs and the Registrar.

#### 1. Reapplication/Readmission

If a student is administratively withdrawn or asked not to return, he/she must submit a written request for readmission to Student Affairs. The student is to provide a thorough account of the actions that led to his/her dismissal or non-return and the student's strategy for successfully continuing studies at the University. In addition, the following is required:

- Separate letters of recommendation from a counselor and civic leader
- One letter of recommendation from a pastor or LU faculty member

Only after the aforementioned information is received will consideration for reinstatement occur. Readmission to the University will be subject to any stipulations made by the appropriate Online Associate Dean and Online Dean and the Office of Student Affairs. This process does not guarantee readmission. If readmission is granted, the Office of Student Affairs will notify the Office of Admissions. The Office of Admissions will notify the student.

#### 2. Administrative Withdrawal

Students, who are reported to have violated the policies or regulations of the University that require an administrative withdrawal, are required to meet (in person or by phone) with Student Affairs for a personal conference. Student Affairs will present the alleged violation(s) to the student and the student will then be given full opportunity to present his/her position concerning the allegation. Student Affairs will conduct an investigation of the alleged violation(s). When the investigation is complete, and the allegation is determined to be true, Student Affairs will consider the facts and relevant information concerning the violation(s), including the student's prior disciplinary record. Student Affairs will consult with the appropriate Online Associate Dean and Online Dean before making a decision. NOTE: During the investigative process, the student is allowed to continue attending classes.

#### 3. Administrative Withdrawal Process and Appeal

- The student has 24 hours, after receiving notification of the decision, to decide whether he/she wishes to accept the decision. NOTE: Failure

to meet the 24-hour deadline will result in an automatic administrative withdrawal.

- If the student decides to appeal the decision, the time of the appeal hearing will be determined and the student will be notified by Student Affairs who will schedule the hearing within seven business days of the student's request for appeal. NOTE: During the appeal process, the student is allowed to continue attending classes.
- If the administrative withdrawal is upheld, all academic work is lost for the semester except classes that have been completed before the time of the decision.
- Once the student has been administratively withdrawn, he/she will not be permitted to visit the campus until his/her student status has been reinstated.
- Reapplication is subject to administrative review after a six-month period of absence from the University.
- Readmission will be considered after a minimum one-year absence from the University for the commission of a felony, assault, drug and/or stealing dismissals and is also subject to administrative review and approval.

### STANDARD OF DRESS (When Visiting Campus)

#### Class Dress:

Students are expected to dress in a neat and professional manner and are to dress according to the individual guidelines set by faculty in the respective Online Graduate and Online Undergraduate Programs.

#### Casual Dress:

Student are expected to dress modestly

#### Swimming Pool:

Women – Swimwear is only appropriate at the swimming pool. Students are to wear appropriate casual or sport attire (as stated in The Liberty Way) going to and from the pool. Women are required to wear a one-piece suit that is in good taste. Swimsuits that are see-through/mesh, expose the midriff and/or are low in the front or back or cut high on the legs are not acceptable.

Men – Swimwear is only appropriate at the swimming pool. Students are to wear appropriate casual or sport attire going to and from the pool. Speedos, spandex suits, or cut-off jeans are not acceptable.

**Note:** Academic Programs may choose to add requirements to the dress code policy.

This information is available on the Internet at <http://www.liberty.edu/academics/graduate/index.cfm?PID=19459>

## Online Student Services

### Online Advising

**Amy Rackley, B.S.,**

*Director of Academic Advising*

Each student has access to professional Academic Advisors who will assist the student with choosing and scheduling courses and are 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 and academic questions.

Each student will need to contact a New Enrollment Specialist (NES), who will guide students in course selection for the first semester. Upon full admission and enrollment, all questions concerning academic issues should be directed to the Academic Advising Department. Students are encouraged to contact the Academic Advising Department for help with any school-related problems they may encounter during the academic year.

Online services include Webmail and ASIST (Automated Student Information Services Tool). 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, students may register and drop courses, 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.

### Intensives

Intensive course schedules, enrollment procedures, tuition and fees, transportation and lodging information is accessible online at <http://www.luonline.com/index.cfm?pid=14244>.

### Disability Support

The LU Online Office of Disability Academic Support (LU ODAS) exists to coordinate support services for online students with a documented disability. Under Section 504 of the Rehabilitation Act of 1973, we seek to provide "reasonable" accommodations and create equal program access to all students. Our office works in conjunction with students and faculty to ensure that reasonable accommodations are made for students with documented disabilities. For more information, visit the ODAS web page <https://www.liberty.edu/index.cfm?PID=15659> (login required) or contact the LU Online ODAS staff at [dlpodas@liberty.edu](mailto:dlpodas@liberty.edu).

### Liberty University Bookstore

Students purchase all course materials from MBS Direct. Purchases can be made online by accessing the web page at <http://www.mbsdirect.net/liberty>. Students should purchase materials after registration but prior to the sub-term begin date (course activation). Liberty does not guarantee that required course materials will be available after the sub-term activation date.

Materials for practicums and required intensives can be purchased from MBS Direct.

Tuition does not cover the cost of course materials.

### LU Online Library Services

**Jeffrey M Dull, B.S., M.S.L.S.**

*LU Online Librarian*

The A. Pierre Guillermin Integrated Learning Resource Center (ILRC) functions are organized and serviced through a well-qualified faculty and staff. The ILRC provides a broad range of services to help students and faculty use information resources

and technology effectively. These services include classroom-based instruction, personalized research assistance, and software support.

The ILRC provides many of its library services and resources to students in the Liberty University Online programs. Online students can access virtually all database resources through a proxy login system. In addition, they have direct toll-free telephone and email access to a librarian specializing in online support. The ILRC is committed to being the primary library for LU Online students by offering timely personal contact and document delivery in order to meet their special needs. This includes the delivery of books and journal articles as well as research and reference services. Fees are assessed for copying, mailing, and faxing.

LU Online students can contact the ILRC by email [research@liberty.edu](mailto:research@liberty.edu) or phone 434-582-2821

### Liberty Online Ministries

**Kevin Conner, B.S., M.A.R., M.Div.**

*Online Campus Pastor*

Liberty Online ministries provide online students with spiritual resources to encourage and strengthen them.

Various online resources are offered including Bible studies, articles on a variety of life issues of interest to students, and prayer ministry resources. All of this is available through a community web page designed to connect online students with other Liberty students within their geographic area. More information on the resources and services provided is available at <http://www.libertyonlineministries.com/index.cfm>.

### Convocation and Campus Church

**Rev. Johnnie Moore, Jr., B.S., M.A.R.**

*Vice President of Executive Projects and Media Relations*

*Campus Pastor*

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 and campus church services. LU Online students are encouraged to attend church services as well as convocation when completing on campus intensives.

### Online Student Advocate

**Jason Byrd, B.S., M.B.A.**

*LU Online Director of Student Advocate*

The LU Online Student Advocate Office is committed to making the student's experience at Liberty University both positive and life changing by assisting students in taking advantage of every opportunity to succeed and overcome obstacles on the journey from enrollment through graduation.

The Student Advocate Office is located in the Campus North complex, Room 2500. For more information visit the website at <http://www.liberty.edu/index.cfm?PID=14289>.

### Career Center

**Carrie Barnhouse, B.A., M.A.**

*Director of the Career Center*

The Career Center provides services that assist students in fulfilling one of their main objectives for acquiring a degree – obtaining professionally satisfying employment upon graduation. Services are also available to alumni seeking a change in employment or career path.

## CAREER SERVICES

<http://www.liberty.edu/career>

Career Assessment Tests – Career Direct

Local and Regional Career Fairs

Online Job List – LUnetWORK for full-time, part-time and internship opportunities

Career Workshops Fairs

Career Resource Library

Resume and Cover Letter Critiques

Job Search and Research

Mock Interviews

Graduate School Preparation

Experiential Learning Programs

Internships

Externships

Several programs are available to assist students in determining career goals and implementing appropriate educational plans. Through an informative website, on-line job listings, a career resource library, and a computerized interest assessment, students are encouraged to explore various occupational fields, develop job-hunting skills, and research graduate education programs. Local employers conduct training workshops on topics such as resume writing, interviewing techniques, and job search strategies. Further networking opportunities are provided through Career Fairs and on-campus interviewing. Students are also encouraged to participate in experiential education programs, such as externships and internships, which provide practical work experience and complement their formal education.

For more information on any of the stated topics, please visit the Career Center website at <http://www.liberty.edu/career>.

## INTERNSHIP PROGRAM

All students are encouraged to complete an internship to assist with career planning and gain practical experience within their chosen field of study. Approximately sixty-percent of all interns receive a full-time job offer. Students may earn from one to six (in some cases nine) semester hours of credit. Many majors require at least three credits. All applicants for credit internships, which are listed in the University's catalog, are processed through the Liberty University Career Center.

Students are also encouraged to consider participating in Liberty University's Washington or Richmond Semester Internship Programs. These are programs in which students, from all majors, are placed in an internship in Washington, DC or Richmond, Virginia. Students are required to register for a six credit internship and take at least six credits through LU Online, thus maintaining their full-time status. On-site housing is required for all students participating in the Washington or Richmond Semester.

**Completed applications must be submitted to the Career Center by the appropriate deadline (NO EXCEPTIONS).**

## *Programs of Study*

Liberty University offers graduate degree programs of study in several formats. Residential degree programs are conducted through conventional, face-to-face courses in a classroom setting on Liberty's campus. Some programs are delivered completely online, while some consist of a blended format which is a combination of resident and online courses. Regardless of format, the majority of the course work for any program of study must be earned at Liberty University.

The requirements for graduation for all programs are listed in this catalog and on degree completion plans, which are available online at <http://www.liberty.edu>.

The following is a list of graduate programs and specializations. Degrees marked **(R)** are residential programs, **(O)** are online programs, and **(B)** are blended format programs. Blended programs are completed through any one of the following combinations:

- Online courses and traditional residential courses;
- Online courses and on-campus intensives that are weekend, one-week or two-weeks long; or
- Online courses, traditional residential courses, and on-campus intensives.

Some programs are offered in a combination of formats.

### DOCTORAL DEGREES

#### *Doctor of Philosophy*

Professional Counseling **(B)**  
 Pastoral Care and Counseling **(B)**  
 Theology and Apologetics **(B)**

#### *Doctor of Education (O) (B)*

Educational Leadership **(O) (B)**  
 Teaching and Learning **(O) (B)**

#### *Doctor of Ministry (B)*

Evangelism and Church Growth **(B)**  
 Expository and Evangelistic Preaching **(B)**  
 Pastoral Counseling **(B)**  
 Pastoral Leadership and Management **(B)**  
 Worship **(B)**

### POST-MASTERS DEGREES

#### *Educational Specialist (O)*

Educational Leadership **(O)**  
 Teaching and Learning **(O)**

#### *Master of Sacred Theology (O) (B) (R)*

#### *Master of Theology (R)*

Biblical Studies **(R)**  
 Church History/Theology **(R)**  
 Practical Theology **(R)**

### FIRST PROFESSIONAL DEGREES

#### *Juris Doctor (R)*

#### *Master of Divinity (O) (B) (R)*

Academic/Pre-Ph.D. **(O) (B) (R)**  
 Chaplaincy **(O) (B) (R)**  
 Missional Studies **(O) (B) (R)**  
 Pastoral Ministries **(O) (B) (R)**  
 Professional Ministries **(O) (B) (R)**

### MASTERS DEGREES

#### College of Arts and Science

##### *Master of Arts*

Ethnomusicology **(B)**  
 History **(R)**  
 Human Services **(O) (B) (R)**  
     Business **(O)**  
     Christian Ministries **(O)**  
     Communication Studies **(R)**  
     Executive Leadership **(O)**  
     Health and Wellness **(O)**  
     Marriage and Family **(B)**  
     Organizational Studies **(B)**  
 Marriage and Family Therapy **(O) (B) (R)**  
 Professional Counseling **(O) (B) (R)**

##### *Master of Science in Nursing (O)*

Adult/Acute Care CNS **(O)**  
 Nurse Educator **(O)**

#### School of Communication

##### *Master of Arts*

Communication Studies **(R)**  
     Interpersonal and Organizational Communication **(R)**  
     Media and Communication Studies **(R)**  
     Rhetoric and Religious Communication Studies **(R)**  
 English **(R)**

#### Liberty Baptist Theological Seminary and Graduate School

##### *Focused Professional Master of Arts*

##### SEMINARY PROGRAMS

Children's Ministries **(R)**  
 Christian Leadership **(O) (B) (R)**  
 Discipleship Ministries **(O) (B) (R)**  
 Evangelism and Church Planting **(O) (B) (R)**  
 Intercultural Studies **(O) (R)**  
 Marketplace Chaplaincy Ministries **(O) (B) (R)**  
 Pastoral Counseling **(O) (B) (R)**  
 Student Ministries **(R)**  
 Theological Studies **(O) (B) (R)**  
 Worship Studies **(O) (B) (R)**  
     Ethnomusicology **(B)**

##### GRADUATE SCHOOL

Global Apologetics **(R)**  
 Religious Studies **(R)**

***Master of Arts in Religion (O) (B) (R)***

Biblical Studies (O) (B) (R)  
 Church Ministries (O) (B) (R)  
 Christian Leadership (O) (B) (R)  
 Discipleship Ministries (R)  
 Evangelism and Church Planting (O) (R)  
 Intercultural Studies (O) (R)  
 Pastoral Counseling (O) (B) (R)  
 Pre-Pastoral (O) (B) (R)  
 Theology/Apologetics (R)  
 Worship Studies (O) (B) (R)  
 Youth Ministries (R)

***Master of Religious Education (O) (B) (R)***
**School of Business**
***Master of Arts in Management and Leadership (O)***
***Master of Business Administration (O)***

Accounting (O)  
 General (O)  
 Human Resource Management (O)  
 International Management (O)  
 Leadership (O)

***Master of Science in Accounting (O)***
**School of Education**
***Master of Arts in Teaching (O) (B)***

Elementary Education (O) (B)  
 Secondary Education (O) (B)  
 Special Education (O) (B)

***Master of Education (O) (B)***

Administration/Supervision (O) (B)  
 Program Specialist: Gifted, Math, Reading (O) (B)  
 School Counseling (O) (B)  
 Teaching and Learning (O) (B)

***Course Numbering and Identification***

Each course is identified by a four-letter prefix and a three-digit number. The letters represent the academic area.

***Course Numbering***

500 Basic Master's Level  
 600 Advanced Master's Level  
 700 Special Master's Level and Doctoral Level  
 800 Doctoral Level  
 900 Advanced Doctoral Level

***Course Prefixes***

ACCT Accounting  
 APOL Apologetics  
 BIOL Biology  
 BUSI Business  
 CHHI Church History  
 CHPL Chaplaincy Ministry  
 CJUS Criminal Justice  
 CLED Christian Leadership  
 CMIN Children's Ministry  
 COMS Communication Studies  
 COUC Counseling (*Ph.D. students only*)  
 COUN Counseling

DISS Dissertation  
 DMIN Doctor of Ministry  
 DSMN Discipleship Ministries  
 EDUC Education  
 ENGL English  
 ETHM Ethnomusicology  
 EVAN Evangelism  
 GOVT Government  
 GRST Graduate Studies  
 HIEU European History  
 HIST General History  
 HIUS United States History  
 HIWD World History  
 HOMI Homiletics  
 HSER Human Services  
 ICST Intercultural Studies  
 LAW Law  
 MATH Mathematics  
 NBST New Testament Biblical Studies  
 NGRK New Testament Greek  
 NURS Nursing  
 OBST Old Testament Biblical Studies  
 OTCL Old Testament Cognate Languages  
 PACO Pastoral Counseling  
 PHIL Philosophy  
 PLED Pastoral Leadership  
 RTCH Research Methods and Teaching  
 THEK Theological English for Korean Students  
 THEO Theology  
 WRSP Worship Studies  
 YOUT Youth Ministries

## College of Arts and Sciences

**Roger Schultz, B.A., M.A., Ph.D.**

*Dean, College of Arts and Sciences  
Professor of History*

**Joe Crider, B.M., M.M., D.A.**

*Associate Dean, Performing Arts, College of Arts and Sciences  
Professor of Worship and Music Studies*

**Scott Hawkins, B.S., M.A., Ph.D.**

*Associate Dean for Behavioral Sciences, College of Arts and Sciences  
Associate Professor of Counseling*

**Douglas F. Mann, B.A., M.A., Ph.D.**

*Associate Dean of Online Graduate Programs, College of Arts and Sciences  
Assistant Professor of History*

**Kevin Corsini, B.B.A., Th.M., Ph.D.**

*Online Academic Dean, College of Arts and Sciences and Liberty Baptist Theological Seminary  
Assistant Professor of Counseling*

### 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 athletic training, biology, chemistry, counseling, exercise science, family and consumer sciences, geography, health sciences, history, mathematics, military science, music, nursing, physical education, physical science, physics, psychology and sociology, worship studies.

### AIMS

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

1. a coherent academic program in each discipline taught by faculty who are knowledgeable and effective communicators;
2. graduate programs are integrated with a Christian and biblical world view;
3. assessment of the student's academic growth through standardized tests, academic portfolios, licensure requirements and other discipline-specific measurements;
4. faculty advisors who assist students in making wise academic decisions and offer accurate advice on career opportunities in the major disciplines;
5. 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.

## Center for Counseling and Family Studies

**Tim Clinton, B.S., M.A., Ed.S., Ed.D., LPC**

*Executive Director, Center for Counseling and Family Studies  
Professor of Counseling and Practical Theology*

**Victor Hinson, B.A., M.Div., M.A., Ed.D., LPC**

*Chair, Center for Counseling and Family Studies  
Associate Professor of Counseling*

**Denise Daniel, B.S., M.A., Ph.D., LPC**

*Director, Counseling Licensure Programs  
Assistant Professor of Counseling*

**Patricia A. Hinkley, B.S., M.A., Ed.D.**

*Online Chair, Department of Counseling  
Associate Professor of Counseling and Psychology*

**Mark J. Myers, B.S., M.A.R., M.R.E.**

*Online Chair, Center for Counseling and Family Studies  
Instructor of Counseling*

**Clay E. Peters, II, B.A., B.S., M.A., Ed.D., LPC**

*Director, Master of Arts in Human Services  
Associate Professor of Counseling*

**Gary Sibcy, B.S., M.A., Ph.D., LP, LPC, LMFT**

*Director, Ph.D. Program in Counseling  
Director, Center for Research and Evaluation  
Associate Professor of Counseling*

**Lisa S. Sosin, B.S., M.A., Ph.D., LLP, LPC**

*Associate Director, Ph.D. Program in Counseling  
Assistant Professor of Counseling*

### FACULTY

*Professor*

Barker, E.; Clinton; Hawkins, R.; Wheeler, W.

*Associate*

Appleby; Garzon; Hawkins, S.; Hinkley; Hinson; Jenkins; Milacci; O'Hare; Peters; Sibcy; Thomas, J.

*Assistant*

Corsini; Daniel; Sosin; Upchurch

*Instructor*

Barclay; Myers

### PURPOSE

The Center for Counseling and Family Studies provides graduate education and training to prepare individuals for service as professionals within both the Christian and secular communities. Both the master's and doctoral programs are offered to prepare students to work as counselor educators, supervisors, and advanced practitioners in academic, ministry, and clinical settings, as well as prepare them for leadership roles in other various human service fields. The M.A. programs also provide foundational studies that equip students to pursue doctoral studies and careers in community mental health and human service agencies, educational institutions, private practice, government, and business and industrial settings.

The Graduate Counseling Program, launched in 1981, is committed to providing quality professional training for healing human hurts from a perspective permeated by Christian faith. Our training in theory and practice of counseling is designed for those seeking career opportunities in mental health agencies, hospital programs, private practices, church-related counseling centers, and other public and private facilities.

Both the master's and doctoral program are offered to prepare students to work as counselor educators, supervisors, and advanced practitioners in academic ministry, and clinical settings. The M.A. program provides foundational studies that equip students for licensure, to pursue doctoral students and careers in community mental health and human service agencies, educational institutions, private practice, government, and business and industrial settings.

## ***Master of Arts in Professional Counseling***

## ***Master of Arts in Marriage and Family Therapy***

## ***Master of Arts in Human Services***

*The Professional Counseling and/or Marriage and Family Therapy licensure program(s) at Liberty University/ Liberty University Online may not fulfill licensure requirements for the states of Arkansas, California, Illinois, Kansas, Missouri, New Hampshire, New York and Oregon. Students wishing to pursue professional counseling licensure in these states should contact the appropriate state licensing board for more information.*

*The state of Mississippi does not accept the Master of Arts in Marriage and Family Therapy degree earned through Liberty University Online for licensure purposes.*

### **PROGRAM SPECIFIC ADMISSION PROCEDURES**

In addition to the General Admission Procedures outlined in this catalog, Master's applicants to any of our Counseling programs must have (*variations in italics*):

1. An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.);
2. An undergraduate cumulative GPA of at least 3.00 (on a 4.00 scale). *Applicants to the M.A. in Human Services are required to hold an undergraduate cumulative GPA of at least 2.00 (on a 4.00 scale)*
3. Successfully completed a minimum of six semester hours of coursework in psychology or a closely related field of study (e.g., sociology, human services) and three hours of statistics. *Applicants for the 30-hour M.A. in Human Services are not required to complete prerequisite work.*

Applicants must submit each of the items listed in the General Admissions Procedures to the Office of Graduate Admissions **before being considered for acceptance to the program.**

Applicants who have not successfully completed six hours of psychology or related studies and three hours of statistics for the Master's in Professional Counseling or Marriage and Family Therapy may be admitted with the provision that they must complete the undergraduate coursework within the first two semesters of study. Applicants who do not meet the minimum GPA requirement may be considered for admission on Academic Probation status. Students admitted on Academic Probation must take and pass GRST 500 Intro to Graduate Writing in their first semester. .

The applicant's character, integrity, and general fitness to practice counseling may also be considered in the admission process. In addition, limited resources may indicate a need for limited enrollments, requiring the Center for Counseling and Family Studies to restrict admissions and to entertain special admissions only under exceptional circumstances.

### **NOTIFICATION OF ADMISSION**

Admission decisions normally are made within a few weeks following the receipt of *all* of the student's documentation. Official notification of admission, and of any conditions attached to that admission, is sent by letter to the applicant by the Office of Graduate Admissions. Correspondence or notification from other sources does not constitute official notice of admission. The term for which the applicant is admitted is stated in the official admission letter from the Office of Graduate Admissions.

### **ADMISSION TO CANDIDACY**

A student must be admitted to master's degree candidacy before the M.A. in Professional Counseling or M.A. in Marriage and Family Therapy degree can be awarded. Students submit an M.A. Candidacy Application to the Center for Counseling and Family Studies for approval. The Application for Candidacy form is available for downloading from the departmental web site.

Students enrolled in the Professional Counseling or Marriage and Family degree programs may apply for candidacy during the first 33 hours of coursework that must include COUN 501, 502, 503, 504, 505, 506, 510, 512, 521, 522, 601, and the completion of the Comprehensive Examination with a passing grade (See *Master of Arts in Counseling* section in this catalog for details). Students will be officially notified of their admission to candidacy, and of any conditions attached to that admission, in a letter sent from the Center for Counseling and Family Studies.

Students pursuing the M.A. in Human Services are not required to submit an Application for Candidacy.

### **TRANSFER OF CREDIT**

Students may transfer up to six semester hours of coursework into the 30-hour Human Services program, up to 12 hours of coursework into the 48-hour Professional Counseling program, and up to 15 hours of coursework into the 60-hour Professional Counseling and Marriage and Family Therapy programs. For a transferred course to replace a Liberty University 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 three semester hours or five 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 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. Course work must have been completed within the previous eight years. Transfer credits ***will not*** be accepted for the following courses: COUN 501, 505, 506, 507, 512, 667, 698, and 699. Courses from an earned degree will not be accepted for transfer credit. Credit will not be awarded for life experience or continuing education workshops.

Students in the 48- and 60-hour Professional Counseling program are required to take COUN 505, 512, and 667 *in residence (on campus)*. Students in the 60-hour Marriage and Family Therapy program are required to take COUN 505, 512, 610, and 667 *in residence (on campus)*.

### **LICENSURE**

Liberty University's Center for Counseling and Family Studies provides academic course work in all areas required by the Virginia Board of Professional Counselors and Marriage and Family Therapists for licensure. The 60-hour M.A. degree program has been designed to meet licensure requirements for LPC in Virginia. With 12 additional hours of coursework, Liberty University's M.A. degree (48-hour degree program) is acceptable to meet academic education and degree requirements established by the Virginia Board of Professional Counselors and Marriage and Family Therapists for licensure as a Licensed Professional Counselor, and a Marriage and Family Therapist. Students interested in licensure in other states are required to contact the licensing boards of those states to obtain copies of their licensing laws and regulations. These will help students ensure they take all courses necessary for licensure in those states.

## EVALUATION AND RETENTION

Students are responsible for meeting the academic and professional standards of Liberty University and the counseling profession. The following requirements apply to all students:

1. Students are expected to use the American Counseling Association "Code of Ethics and Standards of Practice," the American Association of Christian Counselors "Code of Ethics," this Catalog, the Student Handbook, and the *Liberty Way* as guides for their behavior throughout their program. Each of these documents is available for reading and downloading from the respective organizational web sites. Students will undergo periodic evaluation by the Counseling faculty for suitability as students and prospective counselors.
2. Students must remain in good academic standing, are required to maintain high ethical standards, and must demonstrate evidence of functional competency in fulfilling the professional roles required by the discipline.
3. Students (other than 30-hour M.A. students) must pass a comprehensive examination that requires an ability to deal with more than individual course content. Satisfactory completion of comprehensive examination requires analysis, synthesis, and integration of the content within the counseling discipline.
4. Doctoral students must also develop, complete, and defend an acceptable dissertation following guidelines developed by the Graduate Administrative Council and approved by the Graduate Senate.

Consult specific program sections of this catalog for additional requirements.

## PROGRAM LEARNING OUTCOMES

A graduate of *Masters of Counseling or Human Services* program will be able to:

1. Illustrate appropriate knowledge in all core curricular areas of counseling in preparation for certification and taking licensure exams and in procuring employment in the mental health field.
2. Demonstrate appropriate research and report writing skills including the use of APA format and computer technology.
3. Integrate biblical principles and secular theories in a responsibly eclectic manner.
4. Incorporate ethical and legal standards in the counseling arena.
5. Assess, diagnose and treat clients with a broad array of presenting problems and mental disorders using multiple counseling skills in established best practices.

In addition to the program learning outcomes listed above, a graduate of the Marriage and Family Therapy program will be able to:

- Evaluate child, adolescent, and marriage and family clients in order to effectively determine a treatment.

In addition to the program learning outcomes listed above, a graduate of the licensure programs in counseling will be able to:

- Evaluate diverse individual, group and family populations in order to effectively determine a treatment for client(s).

## COURSE REQUIREMENTS

The Center for Counseling and Family Studies offers four master's-level degree programs. The M.A. in Human Services is designed for professionals from all walks of life dedicated not only to career advancement, but impacting tomorrow's world and the well being of others in the spirit of Christian services. The degree is grounded in a core of courses developed through the Center for Counseling and Family Studies; a core reflective of the University's

mission statement and designed to provide the values, knowledge, and skills needed for effective work in the vast field of human services. This degree consists of 18 hours of human services courses and a 12 hour specialization from such graduate level academic disciplines as business, counseling, communications, education, religion, and varied human services fields.

The two M.A. in Professional Counseling programs consist of a minimum of 48 and 60 hours of counseling courses that provide students with a thorough background in the areas of integration of faith and practice; individual and group counseling theories and skills; clinical practice; ethical, professional, and legal issues in counseling; social and cultural factors in counseling; human development across the lifespan; work, leisure, and career development theories and interventions; appraisal and assessment issues in counseling; and the application of research methodology and statistics to understand mental health issues. These degrees prepare individuals for licensure and national certification and careers in mental health agencies, hospital programs, private practices, ministry-related counseling centers, and other public and private facilities.

The M.A. in Marriage and Family Therapy consists of a minimum of 60 hours; 48 hours of course work from the Professional Counseling program, plus four additional courses: COUN 602, Marriage and Family Counseling II or COUN 611, Counseling Children and Their Families; COUN 603, Pre-Marital and Marital Counseling; COUN 610, Human Sexuality; and COUN 620, Counseling Adolescents and Their Families. Students' internship experiences must consist of work with couples, families, and individuals from a systems perspective, with the majority of the direct service clock hours occurring with couples and family units. This specialization is appropriate for those seeking licensure as Marriage and Family Therapists (MFT).

The Human Services program (30 hours) typically takes three semesters (1-1/2 years) to complete; the Professional Counseling program (48 hours), five semesters (2-1/2 years) to complete; the Professional Counseling program (60 hours), six semesters (3 years) to complete; and the Marriage and Family Therapy program, (60 hours) six semesters (3 years) to complete.

Detailed information, policies, and procedures regarding the various programs offered are provided in the Student Handbook. Students should familiarize themselves with the Student Handbook before they begin their studies and before they register for classes every semester.

## COMPREHENSIVE EXAMINATION

Students enrolled in the 48- or 60-hour program must take a comprehensive examination. This examination is offered periodically throughout the year. (See the *Study Guide for the Counseling Comprehensive Examination* for scheduling.) The study guide is available online on the departmental website at <http://www.liberty.edu/academics/arts-sciences/counseling>.

The comprehensive examination should be taken after the 48 hours of core coursework is completed. To register for the Comprehensive Exam, please contact Stan Medvedenko at [smedvedenko@liberty.edu](mailto:smedvedenko@liberty.edu) 30 days prior to the exam date. The Comprehensive Exam is offered the third Saturday of February, July, and October. Students will be given three attempts to successfully complete the exam.

## GRADUATION REQUIREMENTS

To graduate, students in the M.A. programs must:

1. Pass the Comprehensive Exam for the 48 and 60 hour Counseling programs and;
2. Have completed their required curriculum with a cumulative GPA of 3.00 or better for the 48 and 60 hour



Counseling programs or 2.50 or better for the Human Services program Coursework with a recorded grade below C will not count toward the degree. A student may petition the department for permission to retake a course in which he or she received a grade of C or below. The most recent grade will be recorded on the transcript.

- Submit a Graduation Application to the Registrar's Office in the beginning of the final semester.

### Programs of Study

#### Professional Counseling (M.A.) (48-hr track)

##### Program Options: Online, Blended and Resident Formats<sup>1</sup>

COUN 501	Counselor Professional Identity, Function, and Ethics	3
COUN 502	Human Growth and Development	3
COUN 503	Research and Program Evaluation	3
COUN 504	Ethnicity, Families, and Counseling	3
COUN 505 <sup>2</sup>	Counseling Techniques and the Helping Relationship	3
COUN 506	Integration of Psychology and Theology	3
COUN 507	Theology and Spirituality in Counseling	3
COUN 510	Theories of Counseling	3
COUN 512 <sup>2</sup>	Group Process	3
COUN 521	Individual Appraisal	3
COUN 522	Career Development and Counseling	3
COUN 601	Marriage and Family Counseling I	3
COUN 646	Psychopathology and Counseling	3
COUN 667 <sup>2</sup>	Clinical Diagnosis and Treatment Planning	3
COUN 698 <sup>3</sup>	Practicum	3
COUN 699 <sup>3</sup>	Counseling Internship	3

<sup>1</sup> On-campus intensives required for online program

<sup>2</sup> Intensive

<sup>3</sup> May be repeated

#### Professional Counseling (M.A.) (60-hr track)

##### Unique to Virginia State Licensure

##### Program Options: Online, Blended and Resident Formats<sup>1</sup>

COUN 501	Counselor Professional Identity, Function, and Ethics	3
COUN 502	Human Growth and Development	3
COUN 503	Research and Program Evaluation	3
COUN 504	Ethnicity, Families, and Counseling	3
COUN 505 <sup>2</sup>	Counseling Techniques and the Helping Relationship	3
COUN 506	Integration of Psychology and Theology	3
COUN 507	Theology and Spirituality in Counseling	3
COUN 510	Theories of Counseling	3
COUN 512 <sup>2</sup>	Group Process	3
COUN 521	Individual Appraisal	3
COUN 522	Career Development and Counseling	3
COUN 601	Marriage and Family Counseling I	3
COUN 646	Psychopathology and Counseling	3
COUN 667 <sup>2</sup>	Clinical Diagnosis and Treatment Planning	3
COUN 699 <sup>3</sup>	Counseling Internship	3
COUN 711	Addictive Behaviors	3
COUN	600-700 level COUN electives or COUN Seminar	12

<sup>1</sup> On-campus intensives required for online program

<sup>2</sup> Intensive

<sup>3</sup> May be repeated

#### Marriage and Family Therapy (M.A.) (60 hrs)

##### Program Options: Online, Blended and Resident Formats<sup>1</sup>

COUN 501	Counselor Professional Identity, Function, and Ethics	3
COUN 502	Human Growth and Development	3
COUN 503	Research and Program Evaluation	3
COUN 504	Ethnicity, Families, and Counseling	3
COUN 505 <sup>2</sup>	Counseling Techniques and the Helping Relationship	3
COUN 506	Integration of Psychology and Theology	3
COUN 507	Theology and Spirituality in Counseling	3
COUN 510	Theories of Counseling	3
COUN 512 <sup>2</sup>	Group Process	3
COUN 521	Individual Appraisal	3
COUN 522	Career Development and Counseling	3
COUN 601	Marriage and Family Counseling I	3
COUN 603	Pre-Marital and Marital Counseling	3
COUN 610 <sup>2</sup>	Human Sexuality	3
COUN 620	Counseling Adolescents and Their Families	3
COUN 646	Psychopathology and Counseling	3
COUN 667 <sup>2</sup>	Clinical Diagnosis and Treatment Planning	3
COUN 698	Practicum	3
COUN 699 <sup>3</sup>	Counseling Internship	3
<b>Choose ONE of the following:</b>		
COUN 602 <sup>2</sup>	Marriage and Family Counseling II	3
or		
COUN 611	Counseling Children and Their Families	3

<sup>1</sup> On-campus intensives required for online program

<sup>2</sup> Intensive

<sup>3</sup> May be repeated

#### Human Services (M.A.) (30 hrs)

##### Program Options: Online<sup>1</sup>, Blended<sup>2</sup> and Resident<sup>3</sup> Formats

<b>Core Courses<sup>1</sup></b>		<b>(18 hrs)</b>
HSER 500	Introduction to Human Services	3
HSER 508	Studies in Interpersonal Communication	3
HSER 509	Multicultural Issues in Human Services	3
HSER 511	Group Dynamics	3
COUN 502	Human Growth and Development	3
COUN 506	Integration of Psychology and Theology	3
<b>Specialization</b>		<b>(12 hrs)</b>

##### Business<sup>1</sup> Specialization (12 hrs)

BUSI 520	Strategic Marketing Management
BUSI 530	Managerial Finance
BUSI 560	Corporate Responsibility
BUSI 561	Legal Issues in Business

##### Christian Ministries<sup>2</sup> Specialization (12 hrs)

COMS 542	Communication in Christian Ministry	3
DSMN 601	Ministry of Teaching	3
DSMN 620	Strategic Driven Ministries	3
<b>Choose one of the following:</b>		
YOUT 510	Foundations in Youth Ministries I	
YOUT 520	Foundations in Youth Ministries II	
YOUT 597	Seminar in Youth Ministries	
YOUT 615	The Role of the Youth Leader	
YOUT 630	Student Ministries	

<b>Communication Studies<sup>3</sup> Specialization (12 hrs)</b>		
COMS 520	<i>Communication Theory</i>	3
COMS 542	<i>Communication in Christian Ministry</i>	3
COMS 558	<i>Listening and Non-Verbal Communication</i>	3
<b>Choose one of the following:</b>		
COMS 552	<i>Leadership Communications</i>	
COMS 560	<i>Communication and Conflict</i>	
COMS 624	<i>Intercultural Communication</i>	
<b>Executive Leadership<sup>1</sup> Specialization (12 hrs)</b>		
CLED 510	<i>Biblical Foundations of Christian Leadership</i>	3
CLED 520	<i>The Life of the Leader</i>	3
CLED 610	<i>Team Leadership and Conflict Resolution</i>	3
CLED 620	<i>Vision and Strategic Planning</i>	3
<b>Health and Wellness<sup>1</sup> Specialization (12 hrs)</b>		
NURS 501	<i>Health Policy and Ethics</i>	3
NURS 503	<i>Health Promotion/Disease Prevention</i>	3
NURS 519	<i>Strategies for End of Life Care</i>	3
NURS 668	<i>Health and Wellness Capstone Project</i>	3
<b>Marriage and Family<sup>2</sup> Specialization (12 hrs)</b>		
COUN 501*	<i>Counselor Professional Identity Function and Ethics</i>	3
COUN 505*	<i>Counseling Techniques and the Helping Relationship</i>	3
COUN 601	<i>Marriage and Family Counseling I</i>	3
COUN 603	<i>Premarital and Marital Counseling</i>	3
* COUN 510, 602, 611 and 620 are approved substitutions for COUN 501 and 202		
<b>Organizational Studies<sup>2</sup> Specialization (12 hrs)</b>		
BUSI 500	<i>Organizational Behavior</i>	3
CLED 620	<i>Vision and Strategic Planning</i>	3
COMS 622	<i>Organizational Communication Theory and Practice</i>	3
COMS 652	<i>Organizational Communication Consulting</i>	3

**DEGREE COMPLETION PLANS (DCP)**

The Degree Completion Plans for programs in Counseling and the Master of Arts in Human Services program are available online at <http://www.liberty.edu/index.cfm?PID=2981>.

**Doctor of Philosophy in Counseling (Ph.D.)****PURPOSE**

The terminal Ph.D. in Counseling allows the University to prepare professionals for clinical practice, education, and ministry who demonstrate the highest levels of clinical competence and scholarship in their approach to their vocation. Students who enroll in the Ph.D. program are professionals who see their vocations as a calling to serve God by facilitating bio-psycho-social-spiritual wholeness and healing.

The Ph.D. in counseling is distinctive in its integration of the Christian worldview with the science and practice of contemporary behavioral sciences. The program aims to achieve a threefold integration of (a) spiritual and theological understandings; (b) clinical theory and practice; and (c) empirical research methodology. Programmatic emphasis on the use of empirical research in addressing bio-psycho-social-spiritual issues offers an innovative approach to understanding the experience and behavior of persons in an increasingly complex society. Such an integrated

approach is of special interest to individuals who wish to enhance the Christian perspective with contemporary scientific methodology and clinical techniques of the helping professions.

**PROGRAM LEARNING OUTCOMES**

A graduate of the Doctor of Philosophy in Counseling program will be able to:

1. Synthesize and apply a wide array of counseling theories from within an integrated Christian worldview.
2. Evaluate and incorporate ethical and legal standards in the counseling field.
3. Assess, diagnose, and treat clients with a broad array of presenting problems and mental disorders using multiple counseling skills.
4. Appraise theories in all core curricular areas of counseling utilizing a biblical worldview and an awareness of industry best practices.
5. Design, conduct and critically evaluate scientific research studies and translate them to clinical and applied settings.
6. Evaluate child, adolescent and marriage and family clients in order to effectively determine a treatment in accordance with a distinctly biblical worldview and established best practices.
7. Evaluate diverse individual, group and family populations within a developmental systems context in order to effectively determine appropriate treatments.

**PROGRAM SPECIFIC ADMISSION PROCEDURES**

Admission to the Ph.D. in Counseling is a two-step process: (a) admission as a graduate student who may enroll in master's and doctoral classes, and (b) admission to candidacy for the Ph.D. degree.

In addition to the General Admission Procedures outlined in this catalog, doctoral applicants to the Counseling program must have:

1. An earned master's degree or its equivalent from an appropriately accredited seminary or graduate school in a related field;
2. A cumulative GPA of at least 3.25 or above (on a 4.00 scale) in all previous graduate course work;
3. MAT scores are preferred, but GRE General Test scores will be accepted;
4. A TOEFL score with a minimum of 600 or 250 on computer test (if applicable);
5. Two Letters of Recommendation: At least one must be from a pastor and, if possible, one from a professor. All should be obtained from individuals qualified to address the applicant's ability to complete doctoral work, maturity, motivation, and ethics;
6. A 300-word Letter of Intent specifying the applicant's purpose and goals for entering the Ph.D. Program;
7. Professional Vita including degrees earned, ministry and/or counseling experience, and career goals;
8. Demonstration of Writing Competency. Applicants must respond to a case study describing the manner in which they would handle the case. The case study (vignette) is available online.
9. Graduate Status Record (available online).

Applicants whose GPA is below the required level may, at the discretion of the Ph.D. Admissions Committee, be admitted if they satisfy one of the following criteria:

1. Demonstrated ability to conduct graduate work at an accredited college or university.
2. Exceptional performance on the required GRE.

3. Presentation of other relevant evidence acceptable to the Ph.D. Admissions Committee.

The above are minimum academic requirements for admission to the Ph.D. in Counseling. The applicant's character, integrity, and general fitness to practice a particular profession may also be considered in the admission process. In addition, limited resources may indicate a need for limited enrollments, requiring the Center for Counseling and Family Studies to restrict admissions and to entertain special admissions only under exceptional circumstances.

### ADMISSIONS COMMITTEE

Upon receipt of the materials described above, a student's file is sent to the Ph.D. Admissions Committee for review. The Admissions Committee determines whether the student is admitted, and if any advanced standing should be awarded for the Foundational Competencies. Admission to the program requires the approval of a majority of the members of the Ph.D. Admissions Committee, who may also request additional actions prior to admittance, if deemed necessary (e.g., an admissions interview; additional writing sample, etc.).

### NOTIFICATION OF ADMISSION

Admission decisions normally are made within a few weeks following the receipt of *all* of the student's documentation. Official notification of admission, and of any conditions attached to that admission, is made in a letter sent to the applicant by the Ph.D. Directors. Correspondence or notification from other sources does not constitute official notice of admission.

A student must be admitted at least 120 days prior to the start of an academic term in order for the admission to be effective for that term. If the admission process is completed after that deadline, whether because the file was not completed or because admissions action was not taken earlier, the admission will be effective for the following academic term.

### TRANSFER OF CREDIT

Students may transfer up to 15 semester hours of coursework. For a transferred course to replace a Liberty University specialization 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 three semester hours or five quarter hours;
3. The student must have earned a grade of B or better in the course; and
4. The course must overlap one of Liberty's courses by at least 80%.

Transfer credits must have been completed as post-master's course work within the previous 10 years to be accepted. Coursework cannot be transferred from a completed degree. Courses with a recorded grade of C or below will not be accepted. Correspondence studies or life experiences will not be accepted for transfer credit.

### ADMISSION TO CANDIDACY

A student must be admitted to doctoral degree candidacy before the doctoral degree can be awarded. Students submit a Ph.D. Candidacy Application to the Center for Counseling and Family Studies for approval. Students are admitted to candidacy upon recommendation of the Center for Counseling and Family Studies and successful completion of the following:

1. The Core Curriculum
2. The Ph.D. Comprehensive Examination
3. Area of Specialization, Practicum and Internship

Students will be officially notified of their admission to candidacy in a letter sent from the Center for Counseling and Family

Studies. If for any reason the student successfully completes the core curriculum, but is unable to complete the other requirements for candidacy, a Certificate of Advanced Graduate Studies will be awarded.

### ADVISEMENT

Advisement is given regarding coursework, the qualifying and comprehensive examinations, and other academic requirements by the core doctoral faculty and the appointed advisement staff. Students needing advisement may e-mail the administrator (coun@liberty.edu) to be directed to the proper advisor. It is always the responsibility of the student to be aware of University policies and regulations and state licensing requirements affecting his or her program.

### COURSE REQUIREMENTS

The Ph.D. requires completion of a minimum of 63 hours of post-master's coursework. Newly admitted students must show competency in statistics before taking the first doctoral core course. Students must complete 15 hours of Qualifying Coursework and 30 hours of Core Courses and electives. With approval of the Ph.D. Admissions Committee, up to 30 hours of previous master's or post-master's coursework may be accepted as credit for the Clinical Prerequisites and the Foundational Competencies.

Students have two major examinations in their doctoral coursework. A qualifying exam must be successfully passed after having completed 15 hours of designated doctoral core courses. After all coursework is successfully completed each student is required to complete a candidacy (comprehensive) examination that is developed and evaluated by a faculty committee. After successful completion of the comprehensive examination, students may become Ph.D. candidates and can begin work on their dissertations.

The Ph.D. Specialization in Pastoral Care and Counseling (24 hours, including nine hours of clinical instruction) is distinctive in its integration of the Christian worldview with the science and practice of contemporary behavioral sciences. The program functions in cooperation with Liberty Baptist Theological Seminary.

The specialization aims to achieve a threefold integration of:

- (a) spiritual and theological understandings;
- (b) clinical theory and practice; and
- (c) empirical research methodology.

Programmatic emphasis on the use of empirical research in addressing psycho-theological issues offers an innovative approach to a more complete understanding of the experience and behavior of persons in an increasingly complex society. Such an integrated approach is of special interest to individuals who wish to enhance the Christian perspective with contemporary scientific methodology and clinical techniques of the helping professions.

The Ph.D. Specialization in Professional Counseling (24 hours, including nine hours of clinical instruction) is distinctive in its integration of graduate-level studies in biblical exegesis and theological studies with the science and practice of contemporary behavioral sciences, clinical theory and practice, and empirical research methodology. These emphases are of special interest to professional practitioners who seek to address the total spectrum of issues for which persons seek professional therapy with the added training required to service clients seeking assistance in the area of spirituality.

### CLINICAL PREREQUISITES AND FOUNDATIONAL COMPETENCY

The Ph.D. in Counseling requires that students demonstrate professional competence with transcript evidence of having the following graduate-level clinical prerequisites representing 24 hours:

- Professional Identity, Function and Ethics (COUN 501); Human Development (COUN 502);

- Research and Statistics (COUN 503);
- Techniques and the Helping Profession (COUN 505);
- Counseling Theories (COUN 510);
- Group Process (COUN 512);
- Individual Appraisal (COUN 521); and
- Psychopathology (COUN 646).

The Foundational Competency (9 hours) focuses on theology. It is imperative that students have proper theological instruction in order to integrate effectively. Students must demonstrate transcript evidence of graduate-level courses in Systematic Theology (two courses) and one course in Hermeneutics.

### CLINICAL INSTRUCTION

Approved Practicum and Internship experiences are required for all students enrolled in the Specialization in Professional Counseling or the Specialization in Pastoral Care and Counseling. Both are planned in consultation with the student's faculty advisor.

### EXAMINATIONS

All doctoral students in Counseling are required to pass three examinations prior to proceeding into different stages of the doctoral experience. The Statistical Competency Examination is taken after admission and before any doctoral coursework has begun. Successful passing of the exam will result in the student moving into the beginning of their doctoral coursework. Failure of this exam will require graduate level coursework in the statistics to be completed. This exam is required of all admitted students regardless of prior work in statistics.

After the completion of all Foundational Competencies and Qualifying Coursework, the student will be required to pass a Qualifying Exam. This exam builds upon knowledge gleaned from prerequisite courses and qualifying coursework. Areas include: Integration, Theories and Clinical Practice, and Research and Statistics. The Qualifying Examination is a proctored exam that can be taken without coming to campus. It consists of three questions that students are given a total of six hours to complete. Students are given two attempts to pass each of the three content areas. Once a student passes a content area they are not required to retake that portion of another area is failed. Students have two attempts to pass all portions of the exam. Failure to pass this exam will lead to dismissal from the program.

The last exam students are required to pass is the Candidacy Examination. This exam is completed from the student's residence and consists of two parts: research design and clinical/counseling application. This written exam is designed to enable students to demonstrate that they have developed excellence in both research and clinical application. Students have two attempts to pass both sections of the exam. Failure to pass this exam will lead to dismissal from the program.

A student must be enrolled in the term in which he or she takes the Qualifying and Candidacy Examinations. A student must be in good academic standing and must have departmental approval to take both examinations.

### DISSERTATION

The dissertation is expected to represent the results of original and significant research written in a scholarly and literate manner and worthy of publication. It is the culmination of the doctoral program.

The student's dissertation committee will guide him or her through the research process. The number of committee members, including the chair, is normally three to five. The primary members of the committee will be the chair of the dissertation committee and others from the Counseling faculty or an approved scholar/professional chosen from outside the Center for Counseling

and Family Studies. All members must meet the standards for appointment as graduate faculty.

### GRADUATION REQUIREMENTS

To graduate, students in the Ph.D. program must:

1. Have passed the Qualifying Exam.
2. Have passed the Candidacy Examination.
3. Have been admitted to candidacy.
4. Have successfully written and defended their dissertation.
5. Have completed their required curriculum with a cumulative GPA of 3.00 or better. Any coursework taken toward fulfilling the requirements of the Doctor of Philosophy degree or required by the student's advisor or committee with a recorded grade below C will not count toward the degree and may result in dismissal from the program.
6. Submit a Graduation Application to the Registrar's Office (at the beginning of the final semester).

A student may petition the Center for Counseling and Family Studies for permission to retake one course in which he/she received a grade of C. The most recent grade will be recorded on the transcript. No further coursework can be completed until the grade of C is replaced on the student's transcript. If a student receives a grade of C in any subsequent course he/she will be academically dismissed from the program.

#### **Program of Study**

#### **Doctor of Philosophy in Counseling (Ph.D.)**

#### **Professional Counseling Specialization (63 hrs)**

#### **Program Options: Blended Format**

Clinical Prerequisites		
Foundational Competencies		
Statistics Competency Exam		
<b>Core Courses (33 hrs)</b>		
COUC 705	<i>Philosophy of Religion and the Helping Professions</i>	3
COUC 715	<i>Applied Counseling Theories</i>	3
COUC 730	<i>Issues in Integration</i>	3
COUC 740	<i>Advanced Research Design</i>	3
COUC 745	<i>Intermediate Statistics and Quantitative Research</i>	3
<b>Qualifying Examination</b>		
COUC 710	<i>Advanced Group Counseling</i>	3
COUC 720	<i>Family Development</i>	3
COUC 735	<i>Spirituality and Identity</i>	3
COUN 714	<i>Counseling Supervision</i>	3
COUN 800	<i>Personality Testing</i>	3
COUN 805	<i>Advanced Psychopathology and its Treatment</i>	3
<b>Specialization (18 hrs)</b>		
COUN	Electives	9
COUN 998	<i>Advanced Practicum</i>	3
COUN 999	<i>Internship in Counseling</i>	6
<b>Candidacy Examination</b>		
<b>Dissertation (12 hrs)</b>		
COUC 870	<i>Advanced Quantitative Research and Statistics</i>	3
COUC 871	<i>Qualitative Research Seminar</i>	3
COUN 989	<i>Dissertation Proposal and Research</i>	6
COUN 990	<i>Dissertation Defense</i>	3

<b>Doctor of Philosophy in Counseling (Ph.D.)</b>		
<b><i>Pastoral Care and Counseling Specialization (63 hrs)</i></b>		
<b><i>Program Option: Blended Format</i></b>		
Clinical Prerequisites		
Foundational Competencies		
Statistics Competency Exam		
<b>Core Courses (30 hrs)</b>		
COUC 705	<i>Philosophy of Religion and the Helping Professions</i>	3
COUC 715	<i>Applied Counseling Theories</i>	3
COUC 730	<i>Issues in Integration</i>	3
COUC 740	<i>Advanced Research Design</i>	3
COUC 745	<i>Intermediate Statistics and Quantitative Research</i>	3
<b>Qualifying Examination</b>		
COUC 700	<i>Theology and Counseling</i>	3
COUC 710	<i>Advanced Group Counseling</i>	3
COUC 720	<i>Family Development</i>	3
COUC 725	<i>Counseling Religious Clients</i>	3
COUC 735	<i>Spirituality and Identity</i>	3
<b>Specialization (21 hrs)</b>		
PACO	Electives	9
PACO 998	<i>Practicum in Pastoral Counseling</i>	3
PACO 999	<i>Internship in Pastoral Counseling</i>	6
<b>Candidacy Examination</b>		
<b>Dissertation (12 hrs)</b>		
COUC 870	<i>Advanced Quantitative Research and Statistics</i>	3
OR		
COUC 871	<i>Qualitative Research Seminar</i>	3
PACO 989	<i>Dissertation Proposal and Research</i>	6
PACO 990	<i>Dissertation Defense</i>	3

#### DEGREE COMPLETION PLANS (DCP) AND COURSE DOCUMENTS

The Degree Completion Plans for the Ph.D. programs in Counseling are available online from the Registrar's webpage at <http://www.liberty.edu/registrar>. Ph.D. course documents and other important information are also available online at <http://www.liberty.edu/index.cfm?pid=675>.

#### CERTIFICATE OF ADVANCED GRADUATE STUDIES

Liberty University offers the Certificate of Advanced Graduate Studies to those students who complete a course of study not linked to the pursuit of a degree and consisting of a coherent set of courses addressing a specific theme. Students will be awarded a Certificate of Advanced Graduate Studies if they choose not to complete their dissertation or have failed their second attempt on the comprehensive examination. Students awarded a Certificate of Advanced Graduate Studies in Counseling must have: (a) been admitted to the Ph.D. program; (b) completed the Foundational Competencies and Core Courses; and (c) earned a GPA of 3.00 or better. The awarding of a Certificate of Advanced Graduate Studies will result in an appropriate notation on the student's academic record.

**COUC courses are open to Ph.D. students only**

The course is designed to assist dissertators in clarifying, developing, and completing their dissertations by examining both the

The course is designed to assist dissertators in clarifying, developing, and completing their thesis by examining both the philosophical and methodological issues of qualitative research. Under the supervision of the instructor, students will present their own work to the seminar participants for discussion, critique, and advice. Additionally, institutional guidelines regarding thesis and dissertation policies and procedures, the Human Research Review Committee application, publication options, timelines, committee membership, etc., requirements will be reviewed.

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 507 *Theology and Spirituality in Counseling*** 3 hours

An examination of the content, comprehensiveness, and validity of several counseling theories that have been developed by prominent Christian counselors.

**COUN 510 *Theories of Counseling*** 3 hours

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

**COUN 512 *Group Process*** 3 hours

Prerequisites: COUN 501 and 502

This 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 required to participate in small groups for educational and self-assessment purposes.

**COUN 521 *Individual Appraisal*** 3 hours

Prerequisites: COUN 501, 502 and 503

A survey of the appraisal methods in education and psychology is given. Basic psychometric properties of these are also examined along with issues related to the use and interpretation of tests. Emphasis is on the use of tests by counselors and educators.

**COUN 522 *Career Development and Counseling*** 3 hours

Prerequisites: COUN 501 and 502

This 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 597 *Seminar*** 1 to 3 hours

**COUN 601 *Marriage and Family Counseling I*** 3 hours

Prerequisites: COUN 501, 502 and 504

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

**COUN 602 *Marriage and Family Counseling II*** 3 hours

Prerequisites: COUN 501, 502, 504 and 601

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

**COUN 603 *Premarital and Marital Counseling*** 3 hours

Prerequisites: COUN 501, 502, 504 and 601

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.

**COUN 604 *Crisis Counseling and Brief Therapy*** 3 hours

An examination of the theory and practice of crisis intervention and approaches to brief therapy.

**COUN 610 *Human Sexuality*** 3 hours

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

**COUN 611 *Counseling Children and Their Families*** 3 hours

Prerequisites: COUN 501, 502, 505 and 510

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

**COUN 620 *Counseling Adolescents and Their Families*** 3 hours

Prerequisites: COUN 501, 502, 505 and 510

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

Prerequisites: COUN 501, 502, 503, 510, 512, and 601

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

Prerequisites: COUN 501, 502 and 504

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

**COUN 646 *Psychopathology and Counseling*** 3 hours

Prerequisites: COUN 501, 502, 503 and 510

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 667 *Clinical Diagnosis and Treatment Planning*** 3 hours

Prerequisites: COUN 501, 502, 503, 505, 510, 521, and 646

Students become knowledgeable of the principles of clinical diagnosis and the development of treatment plans; includes use of the current edition of the Diagnostic and Statistical Manual. Both Liberty University Online and Residential students complete this course in residence.

**COUN 668 *Capstone Project*** 3 hours

Prerequisites: Students in the 30-hour track may enroll in COUN 668 only during their final semester of studies

**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

**COUN 691 *Substance Abuse: Diagnosis, Treatment and Prevention*** 3 hours

Prerequisites: COUN 501, 502, 503, 504, 505, 506, 507, 510, 512, 521, 522, 601, 646, and 667

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    *Practicum*    3 hours\***

Prerequisites: COUN 501, 502, 503, 504, 505, 506, 507, 510, 512, 521, 601, 646, and 667

\*This course may be repeated.

Students will complete supervised counseling and counseling-related experiences in a professional setting. The primary focus is the development of counseling skills.

**COUN 699    *Counseling Internship*    3 hours\***

Prerequisites: COUN 501, 502, 503, 504, 505, 506, 507, 510, 512, 521, 601, 646, 667, and 698 (if in the 48-hour degree)

\*This course may be repeated.

This course offers student participation in a clinical experience under supervision in an approved agency.

**COUN 711    *Diagnosis and Treatment of Addictive Behaviors*    3 hours**

Prerequisites: Ph.D. student or M.A. student who has completed COUN 501, 502, 503, 510 and 646

The psychological and psychosocial effects of various drugs are discussed, along with current information on addictive patterns and behaviors of individuals. Emphasis is placed on counseling skills and techniques in working with various types of addictive individuals.

**COUN 712    *Neurological and Psychopharmacological Issues in Clinical Practice*    3 hours**

Prerequisite: Ph.D. student or M.A. student who has completed COUN 646

This course is a study of neurology, brain-behavioral relationships, diseases, injuries, and psycho-pharmacology. The effects of psychotropic drugs on individuals are examined and Pastoral Care and Counseling treatments are developed.

**COUN 713    *Community Systems Counseling: Programs and Practice*    3 hours**

Prerequisite: Ph.D. student or M.A. student who has completed COUN 646

Principles of service delivery in community agencies is reviewed, including roles and functions of counselors, trends in community systems, problems, and special populations.

**COUN 714    *Counseling Supervision*    3 hours**

Prerequisite: Ph.D. student or M.A. student who has completed COUN 699

Theory, practice, and experience of supervision for counselors in training are reviewed. Students apply principles and theory while supervising other students, as well as being supervised themselves.

**COUN 716    *Consultation in Human Services*    3 hours**

Prerequisite: Ph.D. student or M.A. student who has completed COUN 646

Consultation strategies in working with individuals and groups are surveyed. Topics, problems, and research are taken from counseling, adult education, community service agencies, and instructional technology.

**COUN 747    *Teaching and Learning*    3 hours**

The course is designed to address the need for counselor educators to operate within a biblically framed pedagogy. To do so, the course examines established and emerging teaching and learning perspectives and practices, viewed through the lens of

Scripture, as foundational for developing and reflectively practicing a personal philosophy of education. Participants will be expected to reflect on their own learning, as well as dialogue with others, to build a meaningful education learning community.

**COUN 797    *Counseling Seminar*    3 hours**

An intensive study in a specific subject of Professional Counseling. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**COUN 800    *Personality Testing*    3 hours**

Prerequisites: COUN 521 and 646

Use and application of personality assessment instruments are discussed, including projective tests with individuals. Students learn testing procedures as well as application of results and use in diagnosis and treatment planning.

**COUN 801    *Pastoral Care and Counseling in the New Millennium Church*    3 hours**

This course presents an overview of the field of pastoral care and counseling in the local church setting.

**COUN 805    *Advanced Psychopathology and its Treatment*    3 hours**

Prerequisite: COUN 646

This course presents a comprehensive examination of the major psychiatric disorders contained in the Diagnostic and Statistical Manual of Mental Disorders, including Personality Disorders and Character Flaws. Students will learn multi-axial diagnosis and develop treatments for these disorders.

**COUN 806    *Cognitive Theory in Counseling*    3 hours**

Prerequisite: COUN 646

An overview of theoretical foundations of cognitive therapy. Students learn the assessment, conceptual framework, strategic focus, and technical details of how cognitive therapy is conducted.

**COUN 820    *Advanced Readings in Pastoral Care and Counseling*    1 to 3 hours**

An advanced reading class of an approved subject area in pastoral care and counseling.

**COUN 850    *Advanced Theory in Career Development*    3 hours**

Prerequisite: COUN 522

A thorough grounding in current career development theories and application is provided. Special attention is given to career development, career counseling with special populations, and decision-making models.

**COUN 852    *Growth and Development of the Contemporary Minister*    3 hours**

An in-depth look at the person in the ministry. Extensive testing will form the foundation for this course and the results of the testing will be used to develop a growth profile for the individual student.

**COUN 875    *Advanced Family Counseling*    3 hours**

Advanced theoretical foundations and intervention for the practice of marriage and family therapy. Emphasizes intervention for couples and families in conflict. Treatment strategies and goals for intervention in specific areas of family conflict are described. Supervision of current cases are employed.

**COUN 980    *Ministering to Troubled Families*    3 hours**

This course presents a biblical-theological base for resolving issues related to marriage and family problems developed within the context of the current American lifestyle.

**COUN 985    *Pastoral Counseling with Couples in Distress*    3 hours**

Provides an in-depth study of marital distress and dissolution, theory, intervention strategies, and factors central to marital stability, growth, and health.



**COUN 989    *Dissertation Proposal and Research*                      6 hours**

Preparation for research and writing of the Dissertation.

**COUN 990    *Dissertation Defense*    3 hours**
**COUN 995    *Directed Research*    3 to 6 hours**

An individually selected research project or tutorial under supervision of the student's advisor.

**COUN 997    *Counseling Seminar*    3 to 6 hours**

Prerequisite: COUN 646

An intensive study in a specific subject of Professional Counseling. This course allows variation in the approach and content of the regular curriculum, and often will be used by visiting professors.

**COUN 998    *Advanced Practicum*    3 hours**

Supervised practice of counseling. Focus is on the skills and development of the counselor under the supervision and guidance of staff in that setting. Students will actively participate in counseling situations with individuals and groups.

**COUN 999    *Internship in Counseling*                                      6 hours**

Work with individual or groups in practical situations under the supervision and guidance of staff in that setting. Open only to doctoral students or by consent of the department.

### **HUMAN SERVICES**

**HSER 500    *Introduction to Human Services*                              3 hours**

This course explores the historical context and the current structure of the Human Service field. Students will be exposed to the primary intervention strategies utilized in human services including interviewing, case management and facilitating groups. The special populations served in the Human Service profession will be examined. Topics including values and ethical dilemmas, the social welfare system, diversity, program planning, organizing and changing systems, legal issues, staying current and avoiding burnout will be considered.

**HSER 508    *Studies in Interpersonal Communication*                3 hours**

An interactive learning experience designed to equip students with a comprehensive understanding of self and the "listening-to-understanding" skills which facilitate improved interpersonal communications in establishing and maintaining relationships with God and others.

**HSER 509    *Multicultural Issues in Human Services*                3 hours**

This course examines contemporary scholarship on race/ethnic relations and addresses issues of racial/ethnic identities, gender inequality, and disability discrimination. It will examine social stratification by looking at various public policy arenas, social institutions, and the history of group marginalization. The course employs case studies, various readings, and theoretical and empirical literature on racial/ethnic relations, gender, and disability issues.

**HSER 511    *Group Dynamics*    3 hours**

This course involves the study of human beings in relationship to other persons, singularly and in groups. The course explores-in

theory and through in-class exercises—the real-life application of various aspects of group dynamics including (but not limited to) leadership, motivation, perception, power, and decision-making.

**NOTE: Courses in the following disciplines support the Human Services program.**

### **CRIMINAL JUSTICE**

**CJUS 697    *Special Topics in Criminal Justice*                              1 to 3 hours**

### **GOVERNMENT**

**GOVT 697    *Special Topics in Government*                              1 to 3 hours**

## Department of History

**David L. Snead, B.A., M.A., Ph.D.**

*Chair, Department of History*

*Professor of History*

**Samuel C. Smith, B.A., M.A., Ph.D.**

*Director, History Graduate Program*

*Associate Professor of History*

### FACULTY

*Professor*

Matheny, Schultz, Snead

*Associate*

Blass, Hall, Melton, Saxon, Smith, S. C.

*Assistant*

Davis, Mann

## Master of Arts in History (M.A.)

### PURPOSE

Liberty University's Master of Arts in History program is founded on a Christian worldview and designed to promote superior academic scholarship and professionalism for those students continuing their education or entering vocations in the field of history. It will prepare students to understand history's place in God's plan and to meet the challenges posed by history vocations.

### PROGRAM LEARNING OUTCOMES

Upon completion of the M.A. in History, graduates will be able to:

1. Apply a Christian worldview in their study of history;
2. Demonstrate knowledge in research methodology;
3. Analyze historiographical positions at a graduate level;
4. Possess oral and written communication skills; and
5. Exercise responsibility and professionalism based on the Christian ethic.

### PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the general admission requirements, specific admission procedures to the Master of Arts in History program are as follows:

1. Applicants should apply at least one semester in advance of enrollment. Students interested in being considered for a Graduate Assistantship should apply by February 15.
2. Official transcripts indicating successful completion of a baccalaureate degree program from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.) must be mailed directly from the Registrar of the college(s) attended to the Office of Graduate Admissions.
3. Applicants should hold a cumulative GPA of 3.00 on a scale of 4.00 for undergraduate study. Applicants who do not meet this requirement may be considered for enrollment in the program on a probationary basis but may not qualify for assistantship positions until a 3.00 average is earned in graduate study. These students are required to take and pass GRST 500 Intro to Graduate Writing in their first semester.
4. The Department of History will give preference to applicants who have completed a B.S. or B.A. in History or a related discipline before their first semester of enrollment. However, the Department will also consider students with degrees from other disciplines.
5. Applicants must have at least 30 semester hours in undergraduate history courses. Applicants with between

18 and 29 hours in undergraduate history courses may have to take additional history courses beyond those required for the M.A. degree. Those with less than 18 semester hours must take additional history courses beyond those required for the M.A.

6. Applicants are required to submit current GRE scores. The minimum acceptable scores are 4.5 on the analytical section, 550 on the verbal section and 570 on the quantitative section.
7. Applicants must submit a 10-12 page typed sample of a research paper with their application. The paper should use the Turabian (Chicago Manual) Style for citations and formatting.
8. Applicants must submit a 300- to 500-word (approximately) statement as to why they want to pursue a M.A. in History at Liberty University.

### COURSE REQUIREMENTS

The Master of Arts in History offers two tracks, thesis or non-thesis. Students pursuing the thesis track will take eight graduate courses (24 hours) and then write a thesis (6 hours). Students pursuing the non-thesis track will take twelve courses (36 hours). Regardless of track, all students will take 12 hours of core courses as part of their total hours.

### TRANSFER CREDIT

Students may transfer up to two graduate level courses (total of 6 credit hours) from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum grade of B; and courses must have been completed within 10 years of the start date of the program. No core courses can be transferred from another institution.

### GRADUATION REQUIREMENTS

1. Satisfactory completion of all course and/or thesis requirements in either the thesis (30 hours) or non-thesis (36 hours) tracks. Students must complete all courses with a 3.00 or higher cumulative grade point average.
2. Thesis Option program: 24 hours must be completed through Liberty University.
3. Non-Thesis Option program: 30 hours must be completed through Liberty University.
4. Students must receive at least a B in each of the program's core courses.
5. Students pursuing an M.A. in History (thesis-track) with a European emphasis must have completed the equivalent of 12 hours at the undergraduate level in one language other than English or demonstrate a reading competency in a non-English language.
6. Degree must be completed within five years.
7. Resident students are required to pass the graduate writing assessment or complete GRST 500.
8. Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.

### Programs of Study

#### Master of Arts in History (M.A.)

#### Thesis Option (30 hrs)

#### Program Options: Resident Format

#### Core Courses (12 hrs)

HIST 500	<i>Historical Methods</i>	3
HIST 501	<i>Historiography</i>	3

HIST 550	<i>Readings in American History</i>	3
HIST 551	<i>Readings in Modern European History</i>	3
<b>History Elective Courses (9 hrs)</b>		
<i>Choose three 500-600 level courses</i>		
HIST/HIEU/HIUS/HIWD		9
<b>Graduate Elective Course (3 hrs)</b>		
<i>Choose one 500-600 level graduate course, including</i>		
History electives not already taken		3
<b>Thesis (6 hrs)</b>		
HIST 689 <sup>1</sup>	<i>Thesis Proposal and Research</i>	3
HIST 690	<i>Thesis Defense</i>	3
<sup>1</sup> Any student who is not ready for enrollment in HIST 690 after completing HIST 689 may be required, as determined by the student's thesis chair, to repeat HIST 689 until deemed ready for enrollment in HIST 690.		
NOTE: GSA's are required to take HIST 520 in the first semester. Please refer to Course Sequence on DCP.		

<b>Master of Arts in History (M.A.)</b>		
<b>Non-Thesis Option (36 hrs)</b>		
<i>Program Options: Resident Format</i>		
<b>Core Courses (12 hrs)</b>		
HIST 500	<i>Historical Methods</i>	3
HIST 501	<i>Historiography</i>	3
HIST 550	<i>Readings in American History</i>	3
HIST 551	<i>Readings in Modern European History</i>	3
<b>History Elective Courses (18 hrs)</b>		
<i>Choose six 500-600 level courses:</i>		
HIST/HIEU/HIUS/HIWD		18
<b>Graduate Elective Courses (6 hrs)</b>		
<i>Choose two 500-600 level graduate course, including</i>		
History electives not already taken		6
NOTE: GSA's are required to take HIST 520 in the first semester. Please refer to Course Sequence on DCP.		

#### DEGREE COMPLETION PLANS (DCP)

The Degree Completion Plans for the Master of Arts in History program are available online from the Registrar's webpage at <http://www.liberty.edu/registrar>.

## *Courses of Instruction*

### EUROPEAN HISTORY

#### **HIEU 550    *20<sup>th</sup> Century Germany*                      3 hours**

This course covers the history and historiography of the German states from the early nineteenth century to the present. Study of the rise of German nationalism, pattern of German unification, and dissolution and reunification of Germany in the twentieth century provides the focus of this course. Students will also discuss cultural, religious, and gender issues.

#### **HIEU 555    *Modern European Military History*                      3 hours**

This course examines of modern European military history from the French Revolution in 1789 until the present day as well as the historiography of the field. While focusing on conflicts in Europe, the course also examines European imperial wars. Demographic, industrial, social, and technical developments that shaped the pattern of European warfare provide the background for this class.

#### **HIEU 570    *18<sup>th</sup> Century Europe*                      3 hours**

This course will examine the political, social, economic, and intellectual developments in selected European countries from the late seventeenth century to the end of the Napoleonic Era.

#### **HIEU 580    *19<sup>th</sup> Century Europe*                      3 hours**

The course will cover the political, social, economic, and intellectual developments in selected European countries from the Congress in Vienna to the outbreak of World War I.

#### **HIEU 590    *20<sup>th</sup> Century Europe*                      3 hours**

The political, military, social, economic and intellectual developments in selected European countries from 1914 through 1945 will be analyzed. Topics include causes of WWI, the Versailles Peace Conference, rise of Fascism and Communism, origins of World War II, the war, the holocaust, and end of WWII, setting the stage for the Cold War.

#### **HIEU 595    *Directed Research*                      3 hours**

This course will allow a student to work individually with a professor to do extra readings on topics and/or specific issues related to European history and/or historiography.

#### **HIEU 597    *Special Topics in European History*                      3 hours**

This course will allow a student to work individually with a professor to do research on a specific topic related to European history.

### GENERAL HISTORY

#### **HIST 500    *Historical Methods*                      3 hours**

This course provides students with an opportunity to master the basic methods and tools of historical research and writing, covering every aspect of the process from the selection of a topic to the presentation of a highly polished paper.

#### **HIST 501    *Historiography*                      3 hours**

This course will introduce the historiographical and theoretical approaches to the discipline of history. The course covers the history of historical writing, classic works of historiography, and methodological and interpretive approaches, with a special focus on a Christian philosophy of history.

#### **HIST 520    *Teaching History in College*                      1 hour**

This course will introduce new graduate assistants to teaching in college with an emphasis on teaching history. It will be required of all graduate assistants during their first semester of receiving financial aid.

#### **HIST 550    *Reading Seminar in American History*                      3 hours**

This course will introduce students to major fields and historiographical interpretations in American history.

#### **HIST 551    *Reading Seminar in Modern European History*                      3 hours**

This course will introduce students to major fields and historiographical interpretations in Modern European history.

#### **HIST 689    *Thesis Proposal and Research*                      3 hours**

This course will allow a student to work individually with the director of his/her thesis.

#### **HIST 690    *Thesis Defense*                      3 hours**

This course will allow a student to defend his/her thesis.

### UNITED STATES HISTORY

#### **HIUS 510    *American Colonial History*                      3 hours**

This course will provide a comprehensive examination of the political, economic, religious, cultural, and military developments from the founding of the thirteen colonies to the American Revolution.

#### **HIUS 511    *Colonial Virginia History*                      3 hours**

Students in this course will explore and analyze the key political, economic, religious, cultural, and military developments from the founding of Virginia to the American Revolution.

#### **HIUS 512    *American Revolution*                      3 hours**

The course covers American history during the War for Independence, focusing on the factors that prompted separation of the colonies from Great Britain, on the role of Christianity in the resistance and independence movements, and on the nature and genius of the American constitutional system of government.

#### **HIUS 513    *Jeffersonian America*                      3 hours**

This course more precisely deals with the foundations of the American Republic, than Jefferson alone. It will survey the history of the United States from the ratification of the Constitution through the War of 1812. We will also briefly examine America under the Articles of Confederation and the Constitutional Convention in order to provide context. It will cover important political, military, religious, economic, cultural, and intellectual developments that affected the nation's history.

#### **HIUS 519    *Antebellum South*                      3 hours**

This course will study all aspects of Southern life and civilization from the colonial period to secession with special emphasis on the effects of the institution of slavery and the formation of Southern nationalism.

#### **HIUS 520    *Civil War and Reconstruction*                      3 hours**

This course is a comprehensive examination of the causes, course, and the significance of the American Civil War and Reconstruction.

#### **HIUS 530    *American Christian Heritage*                      3 hours**

The course will explore American Christianity, emphasize its impact on American political, social, and cultural history, and evaluate the role of Christianity in influencing the American character.

#### **HIUS 535    *American Social and Intellectual History to 1865*                      3 hours**

This course examines the significant religious, educational, literary, and scientific developments of the United States from the Colonial period through the Civil War.

#### **HIUS 536    *American Social and Intellectual History Since 1865*                      3 hours**

This course examines the social and intellectual history of the United States from Reconstruction to the present.

**HIUS 541     *History of American Political Parties to 1896*     3 hours**

This course examines the origin and development of the American party system from the ratification of the Constitution to the election of William McKinley. Special emphasis is placed on U.S. presidential elections.

**HIUS 542     *History of American Political Parties Since 1896*     3 hours**

This course examines the party system's response to the emergence of the United States as a world power from the election of McKinley to the present. Special emphasis is placed on U.S. presidential elections.

**HIUS 545     *The Gilded Age*     3 hours**

This course will study American development from the Gilded Age to World War I with emphasis on the political and social consequences of urbanization, industrialization, and immigration.

**HIUS 551     *Studies in U.S. History (1898-1945)*     3 hours**

This course will examine American history from the Spanish-American War through World War II with a focus on major historical events and the arguments made by historians.

**HIUS 552     *Recent America (Since 1945)*     3 hours**

This course will examine U.S. history from the conclusion of World War II to the end of the 20<sup>th</sup> Century with a focus on major historical events and the arguments made by historians.

**HIUS 570     *American Diplomatic History*     3 hours**

Students in this course will examine the key historiographical literature concerning American diplomatic history since 1898. While emphasis will be placed on some of the more recent interpretations of issues, older analyses that have stood the test of time will also be examined.

**HIUS 580     *Modern American Military History*     3 hours**

Students in this course will examine the key historiographical literature concerning American military history since 1898. While emphasis will be placed on some of the newer interpretations of issues, older analyses that have stood the test of time will also be examined.

**HIUS 595     *Directed Readings*     3 hours**

This course will allow a student to work individually with a professor to do extra readings on topics and/or specific issues related to American history and/or historiography.

**HIUS 597     *Special Topics in United States History*     3 hours**

This course will allow a student to work individually with a professor to do research on a specific topic related to American history.

**HIWD 597     *Special Topics in World History*     3 hours**

This course will allow a student to work individually with a professor to do research on a specific topic related to Latin American history.

### **WORLD HISTORY**

**HIWD 571     *Latin American History I*     3 hours**

Students in this course will survey Iberian and Amerindian backgrounds, with special emphasis on the cultures of the Maya, Aztec, and Inca peoples. Students will study the epoch of European conquest and colonization including a description and analysis of the development of colonial institutions and the independence movements.

**HIWD 572     *Latin American History II*     3 hours**

This course deals with the colonial inheritance that influenced national development. Students will study the political, economic, and religious trends of the nineteenth century, the revolutionary forces in the 20th Century, and projections for the 21st Century.

**HIWD 595     *Directed Readings in World History*     3 hours**

This course will allow a student to work individually with a professor to do extra readings on topics and/or specific issues related to Latin American history and/or historiography.

## Department of Nursing

**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., B.S.N., M.S.N., Ph.D.**

*Director of Graduate Studies in Nursing*

*Professor of Nursing*

### FACULTY

*Professor*

Britt, Spear

*Associate*

Goodrich, Kopis, Sanders

*Assistant*

Olmsted

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

### PURPOSE

Liberty University's Master of Science in Nursing program is founded on a Christian worldview and designed to prepare competent men and women to provide advanced practice nursing care as adult/acute clinical nurses specialists in a variety of practice settings. The program also prepares students for careers in the field of nursing education as nurse educators and faculty members in schools of nursing. Graduates are equipped with the critical thinking skills, leadership, and knowledge needed to promote the profession of nursing through clinical practice, teaching, research, program development and implementation, and scholarship

### PROGRAM LEARNING OUTCOMES

Graduates of the M.S.N. Program are able to:

1. Practice as clinical nurse specialists (advanced practice nurse) in selected areas of practice such as primary, acute, or long-term care.
2. Provide complex nursing care to individuals, families, and selected populations.
3. Integrate advanced practice nursing core knowledge into education practice.
4. Able to assume an entry level faculty position in a school of nursing or function in the role of nurse educator in other health care related or community environments.
5. Participate in research, scholarly activities such as writing for publication and formal presentations.
6. Act in leadership roles within the health care and nursing education venues related to activities such teaching, curriculum design and development, health promotion and disease prevention, development and evaluation of health policy, consultation, advocacy, and management of multidimensional nursing care in a variety of health care settings.
7. Demonstrate an understanding of the importance of applying Christian principles to clinical nursing care and education practice.

### ACCREDITATION

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE).

### PROGRAM SPECIFIC ADMISSION PROCEDURES

All policies and procedures for admission to graduate programs as stated in this 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 [[gradadmissions@liberty.edu](mailto:gradadmissions@liberty.edu)] that addresses the following criteria:

1. Graduate of a nationally accredited nursing program/school or its equivalent. Accrediting bodies include: Commission on Collegiate Nursing Education (CCNE), and 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. applicants with an RN may be admitted to the M.S.N. program but must satisfy requirements for the following undergraduate bridge courses: NURS 225, Research in Nursing; NURS 440, Strategies for Community Health; and NURS 490, Leadership/Management in Nursing. Students may elect to submit a portfolio to challenge the bridge course or may build bridge courses into the M.S.N. plan of study. Bridge courses are not prerequisite to admission into the M.S.N. program. Those who opt to develop a portfolio must confer with a Graduate Faculty Advisor prior to development and submission of the document.
3. Introductory statistics course (math preferred) and an undergraduate course in health assessment or demonstrated competency are required. For those who did not complete these courses in their undergraduate programs, they may fulfill these requirements during the first two semesters of the M.S.N. program and must complete the statistics course prior to enrollment in NURS 500, Research; the undergraduate course or competency for the undergraduate course or competency for health assessment must be fulfilled prior to enrollment in NURS 505, Advanced Health/Physical Assessment.
4. Minimum cumulative undergraduate GPA of 3.00 on a scale of 4.00. Students whose undergraduate GPA is below 3.00 will be admitted on Academic Probation. These students are required to take and pass GRST 500 Intro to Graduate Writing in their first semester.
5. RNs who do not practice or plan to practice in the U.S. are not required to obtain licensure in the U.S. and may be eligible for admission to the M.S.N. program at Liberty University Online. RNs not licensed to practice in the US are not eligible for certification as clinical nurse specialists. In addition to the standard admission requirements [excluding U.S. licensure] foreign nurses must submit the following documentation in order to be considered for admission:
  - a. Proof of valid and current RN licensure based on review by the Commission on Graduates for Foreign Nursing Schools (CGFNS) International [+1(215) 222-8454]
  - b. Pass the NCLEX Readiness Exam (offered by the CGFNS)
  - c. Undergraduate transcript evaluation report from the World Education System (WES) or the National Association of Credential Evaluation Services (NACES). This evaluation is required to determine equivalency of the applicant's nursing and baccalaureate degrees to nursing education programs offered by schools in the U.S.
  - d. TOEFL Scores.

**Note:** TOEFL is not required for students who obtained a baccalaureate degree in the United States or Canada.

6. Current license to practice as a registered nurse and CPR certification.
7. Must have one year of nursing practice as a registered nurse.

## 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 six credit hours) from an appropriately accredited institution. In order to transfer credit hours, the student must have earned the minimum grade of B; the courses must have been completed within ten years of the start date of the program. Students may receive transfer credit for graduate courses that were required for another completed master's degree. No correspondence or life experience study will be accepted for credit in the M.S.N. program.

### Special Student Status

Students who are not degree candidates, but who are able to submit proof of current RN license and a minimum of one year of nursing practice as a registered nurse, may take up to twelve credit hours as a special student prior to being admitted to the MSN 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 (e.g., borderline GPA) to enroll in graduate courses.

Upon successful completion of a maximum of twelve 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.

Conditional admission is not a guarantee of full admission to a degree program. Federal and state financial aid is not available to students under conditional admission. Students are eligible for conditional admission, and may take up to twelve credit hours of course work upon the receipt of an approved application, proof that the student has a current license, and a minimum of one year of nursing practice as a registered nurse.

## COURSE REQUIREMENTS

The Master of Science in Nursing (M.S.N.) offers two areas of specialization: adult/acute clinical nurse specialist and nurse educator. With faculty guidance students develop a program of study and practicum that reflects their clinical and nursing education interests. Full and part-time options are available. Each student should obtain an up-to-date copy of the *Graduate Nursing Student Handbook* (available online at Liberty University's M.S.N. website), for information about matriculation and progression in the M.S.N. program. The application information and forms are also available online.

## PHYSICAL EXAMINATION/INSURANCE

Documentation that verifies personal malpractice insurance and current immunization status (i.e., measles, mumps and rubella (MMR), tuberculosis (TB) testing, Hepatitis B) must be submitted once students enroll in courses that include a practicum component. Criminal background checks, complete physical exams, and additional immunizations may be required by student-selected clinical or education-focused practicum facility sites.

## GRADUATION REQUIREMENTS

1. Satisfactory completion of all course and clinical requirements (minimum grade of B); total of 36 credit hours with a 3.00 or higher cumulative grade point average.
2. 30 hours must be completed through Liberty University.
3. 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 graduate courses.
4. 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.
5. Degree must be completed within five years.
6. Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.

### Program of Study

#### Master of Science in Nursing (M.S.N.) (36 hrs) Adult/Acute CNS Track

##### Program Options: Online Format

##### Core Curriculum (12 hrs)

NURS 500	Research	3
NURS 501	Health Policy/Ethics	3
NURS 502	Nursing Theory and Advanced Practice	3
NURS 503	Health Promotion/Disease Prevention	3

##### Advanced Practice Core (9 hrs)

NURS 504	Advanced Pharmacology	3
NURS 505 <sup>1</sup>	Advanced Health/Physical Assessment	3
NURS 506	Advanced Physiology and Pathophysiology	3

##### Adult/Acute CNS Track Courses (15 hrs)

NURS 607 <sup>2</sup>	Adult/Acute CNS I	3
NURS 608 <sup>2</sup>	Adult/Acute CNS II	3
NURS 609 <sup>2</sup>	Adult/Acute CNS III	6

##### Elective Course (3 hrs)

##### Choose one elective from :

NURS 508 <sup>3</sup>	Advanced Critical Care I	
NURS 509 <sup>3</sup>	Advanced Critical Care II	

##### ELECTIVE<sup>4</sup>

- <sup>1</sup> NURS 505 requires a faculty approved MSN prepared preceptor who will proctor the final head-to-toe physical exam.
- <sup>2</sup> All Track courses involve clinical practicum hours [minimum total of 500 hours]; students must obtain an advanced practice nurse preceptor.
- <sup>3</sup> Electives NURS 508 and 509 are required for students who plan to seek Adult Critical Care CNS certification from the American Assoc. of Critical Care Nurses. Either of these courses will count as one required elective course.
- <sup>4</sup> Any 500-600 level graduate courses from the disciplines of Nursing, Education, Business, Accounting, Counseling, Human Services, Seminary, etc. Please note prerequisite requirements prior to enrollment in elective courses.

### Program of Study

#### Master of Science in Nursing (M.S.N.) (36 hrs) Nurse Educator Track

##### Program Options: Online Format

##### Core Curriculum (12 hrs)

NURS 500	Research	3
NURS 502	Nursing Theory and Advanced Practice	3
EDUC 500	Advanced Educational Psychology	3

EDUC 518	<i>Understanding Educational Research and Assessment</i>	3
<b>Advanced Practice Core (9 hrs)</b>		
NURS 504	<i>Advanced Pharmacology</i>	3
NURS 505 <sup>1</sup>	<i>Advanced Health/Physical Assessment</i>	3
NURS 506	<i>Advanced Physiology and Pathophysiology</i>	3
<b>Nurse Educator Track Courses<sup>2</sup> (12 hrs)</b>		
NURS 618	<i>Nursing Education I: Teaching Strategies and Evaluation</i>	3
NURS 619	<i>Nursing Education II: Curriculum Development</i>	3
NURS 620	<i>Nursing Education III: Advanced Practicum</i>	6
<b>Elective Course (3 hrs)</b>		
ELECTIVE <sup>3</sup>		3
<sup>1</sup> NURS 505 requires a faculty approved MSN prepared preceptor who will proctor the final head-to-toe physical exam. <sup>2</sup> All Track courses involve education practicum hours [minimum 200 hrs]. Students must obtain a nurse educator preceptor [doctorally prepared preferred]. <sup>3</sup> Any 500-600 level graduate courses from the disciplines of Nursing, Education, Business, Accounting, Counseling, Human Services, Seminary, etc. Please note prerequisite requirements prior to enrollment in elective courses.		

#### DEGREE COMPLETION PLANS (DCP)

Degree Completion Plans for the Master of Science in Nursing program are available online from the Registrar's webpage at <http://www.liberty.edu/registrar>.





interventions are examined; the effects of acute and chronic illness on the individual and family are also analyzed. In addition, pharmacological, nutritional, and psychosocial management options are studied and applied. Role development as a clinical nurse specialist is discussed. With the assistance of faculty and preceptors, students design practicums tailored to their individual preferences, professional goals, and objectives for future practice as clinical nurse specialists in diverse settings such as primary, acute, and long-term care. A clinical contract is developed and established with an approved MSN preceptor; clinical practicum hours are initiated. (Formerly NURS 507)

A clinical affiliation agreement with a student selected facility is secured and a clinical practicum contract is developed and established with an approved advanced practice nurse preceptor; clinical practicum hours are initiated.

**NURS 608 Adult/Acute Clinical Nurse Specialist II** 3 hours

Prerequisite: NURS 607

Course designed to enhance the ongoing development of critical thinking skills, knowledge, and expertise for the advanced practice role of clinical nurse specialist. Nursing care of the person with complex medical-surgical health problems and relate needs is emphasized. Students consider all influences that may affect the patient's health status and related psychosocial and behavioral problems. Clinical practicum experiences reinforce theory and evidence-based practice and provide students with opportunities to develop and implement advanced nursing interventions for selected complex client situations.

**NURS 609 Adult/Acute Clinical Nurse Specialist III: Practicum** 6 hours

Prerequisite: NURS 608

Main emphasis on continued development of the clinical nurse specialist role through advanced clinical practice experiences in selected adult care or acute care environments and completion of clinical practicum goals and objectives.

**NURS 618 Nursing Education I: Teaching Strategies and Evaluation** 3 hours

Prerequisites: NURS 500, 504, 505, 506. Most coursework should be completed; see Nurse Educator DCP.

This course provides students with a variety of teaching strategies and evaluative approaches designed to promote a productive and effective learning environment. Selected teaching learning theories are examined and applied to the role of nurse educator and nursing education practice. Students establish nurse education practicum goals and objectives and are required to obtain a nurse educator preceptor. Practicum hours involve practical observational and hands-on experiences in both the clinical and classroom environments.

An educational site affiliation agreement with a student selected facility is secured and a practicum contract is developed and established with an approved nurse educator preceptor; practicum hours are initiated.

**NURS 619 Nursing Education II: Curriculum Development** 3 hours

Prerequisites: NURS 618, EDUC 500

This course provides students with the fundamental knowledge and requisite skill set needed to effectively design, develop, implement, and evaluate nursing education focused curricula. Current trends in nursing education and accreditation are discussed; philosophies, conceptual frameworks, development of learning goals and objectives are examined and applied. Practicum hours continue.

**NURS 620 Nursing Education III: Advanced Practicum** 6 hours

Prerequisites: NURS 500, 618, 619, EDUC 518

This course is designed for students who elect to utilize their selected area of advanced practice knowledge and related practicum experiences by serving as nurse educators. Students are guided to continue working with preceptors to fulfill clinical and educational objectives that were developed and initiated in NURS 618. A research project that leads to the writing of a scholarly paper suitable for publication is required.

**NURS 668 Health/Wellness Capstone Project** 3 hours

Prerequisites: NURS 501, 503, 519. Students must be in the final semester of their Health Services degree program.

This capstone course is designed for health/wellness majors who are in the last semester of their Health Services graduate degree program. With guidance from the course professor, students will write a publishable paper, develop a health-oriented program/intervention, or engage in a primary research project related to a selected health issue.

## Department of Worship and Music Studies

**Vernon M. Whaley, B.A., M.C.M., M.A., D.Min., Ph.D.**

*Director, Center for Worship*

*Chair, Department of Worship and Music Studies*

*Professor of Worship and Music Studies*

**John L. Benham, B.M., M.A., Ed.D.**

*Coordinator, Master of Arts in Ethnomusicology*

*Professor of Worship and Ethnomusicology*

### FACULTY

*Professor*

Benham, Crider, Whaley

*Associate Professor*

Hill

*Assistant Professor*

Neto, Rumrill, Suttles

## Master of Arts in Ethnomusicology (M.A.)

### PURPOSE

The Master of Arts in Ethnomusicology equips students to work in a diverse global society using the medium of music, including: foundational scholarship (history and theory), skill development (analysis and technology), performance of non-Western music, and practical application through field experience and independent research. The program at Liberty University fits well with the institution's emphasis on intercultural studies and its stated Aim to "contribute to a knowledge and understanding of other cultures". Music is a universal form of expression in which cultures of the world capture the essence of their worldview, and it is the system of memory in which cultural history and religious belief is recorded. The Master of Arts in Ethnomusicology provides musicians, social scientists, and worship leaders, music educators, ministers of music and church leaders an understanding of ethnic music culture that facilitates the use of indigenous music in cross-cultural communication, ministry, and research.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of the core curriculum for the Master of Arts in Ethnomusicology, all students will be able to:

1. Synthesize various historical and contemporary theories of ethnomusicology.
2. Integrate Christian principles into the use of indigenous music in worship, discipleship and evangelism.
3. Demonstrate knowledge of non-Western systems of music through cultural and theoretical analysis, including application of technology.
4. Demonstrate acquisition of beginning to intermediate performance skill in a selected area of ethnic music.
5. Apply ethnomusicology principles through practical experience and research.

### COURSE REQUIREMENTS

The Master of Arts in Ethnomusicology requires the completion of 42 hours of graduate coursework. Students complete their course of study using a blended delivery system of 16-week online courses combined with on campus summer intensives. Students who do not have an undergraduate course in world music must complete ETHM 511: Introduction to Ethnomusicology in addition to the 42 hours required.

### PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the General Admission Procedures outlined in this catalog, applicants to our Master of Arts in Ethnomusicology program must have (*variations in italics*):

1. An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.).
2. An undergraduate cumulative GPA of at least 3.00 (on a 4.00 scale). Applicants who do not meet this requirement may be considered for enrollment in the program on a probationary basis. These students are required to take and pass GRST 500 Intro to Graduate Writing in their first semester.
3. One recommendation.
4. Students seeking admission to the program must perform an audition that demonstrates musical proficiency sufficient to meet the requirements of the degree.
5. An interview with the Coordinator of Ethnomusicology.
6. Statement of purpose essay.
7. Students will need to verify accessibility of adequate technology to complete requirements as specified by Liberty University Online.

### TRANSFER CREDIT

Transfer students will be required to submit transcripts for evaluation as per the normal process established by the University. Students may transfer up to nine hours of coursework. In addition, transfer students will be required to perform an entrance interview and audition with the Coordinator of Ethnomusicology.

### GRADUATION REQUIREMENTS

1. Successful completion of all course and thesis requirements (42 semester hours). Students must complete all courses with a 3.00 or higher cumulative GPA.
2. Students must complete 30 semester hours through Liberty University.
3. Courses with a grade of D must be repeated.
4. Degree must be completed within seven years.
5. Students are required to take the graduate writing assessment.
6. Students must submit a Graduation Application to the Registrar's Office at the end of the final semester.

### Program of Study

#### Master of Arts in Ethnomusicology (M.A.) (42 hrs)

#### Program Options: Blended Format

#### Foundations Core (33 hrs)

ETHM 512 <sup>1</sup>	<i>Field of Ethnomusicology</i>	3
ETHM 513	<i>Anthropology of Music</i>	3
ETHM 514	<i>Organology</i>	3
ETHM 515	<i>Music, Orality and Storytelling</i>	3
ETHM 530	<i>Worship and Culture</i>	3
ETHM 531	<i>Resources and Materials in Ethnomusicology</i>	3
ETHM 560 <sup>2</sup>	<i>Ethnic Music Performance</i>	3
ETHM 613	<i>Applied Ethnomusicology</i>	3
ETHM 650	<i>Research Methods in Ethnomusicology</i>	3
ETHM 688	<i>Field Experience in Ethnomusicology</i>	3
ETHM 690	<i>Master's Thesis/Project Defense</i>	3

<b>Elective Courses (9 hrs)</b>	3
<b>Choose one elective from:</b>	
ETHM 500 <i>Ethnic Music Theory</i>	
ETHM 600 <i>Transcription and Analysis of Non-Western Music</i>	
<b>Choose two electives from:</b>	
ETHM 540 <i>Seminar in Ethnic Music: Islam</i>	
ETHM 541 <i>Seminar in Ethnic Music: India</i>	
ETHM 542 <i>Seminar in Ethnic Music: Native America</i>	
ETHM 543 <i>Seminar in Ethnic Music: Africa</i>	
ETHM 544 <i>Seminar in Ethnic Music: Latin America</i>	
ETHM 545 <i>Seminar in Ethnic Music: Middle East</i>	
ETHM 546 <i>Seminar in Ethnic Music: China</i>	
ETHM 547 <i>Seminar in Ethnic Music: Southeast Asia</i>	
ETHM 548 <i>Seminar in Ethnic Music: Indonesia</i>	
ETHM 549 <i>Seminar in Ethnic Music: Eastern Europe</i>	
<sup>1</sup> ETHM 511 is an additional requirement for those who have not completed an undergraduate world music course.	
<sup>2</sup> Ethnic Music Performance arrangements are made by the individual student (often in their country of service) and must be pre-approved by the Coordinator of Ethnomusicology who also supervises and evaluates student achievement according to the requirements specified in the syllabus.	

**DEGREE COMPLETION PLANS (DCP)**

Degree Completion Plans for the Master of Arts in Ethnomusicology program are available online at <http://www.liberty.edu/registrar>.

***Master of Arts in Worship Studies (M.A.)***

The Master of Arts in Worship Studies is a 45-hour graduate program sponsored jointly by the Department of Music and Worship Studies in the College of Arts and Science and the Liberty Baptist Theological Seminary. Please see the Seminary section of this Catalog for more information.

## Course Descriptions

### ETHNOMUSICOLOGY

**ETHM 500 *Ethnic Music Theory*** 3 hours

The study of non-Western theories of music, with an emphasis on both existing systems of art and folk music as well as systems without an articulated theory.

**ETHM 511 *Introduction to Ethnomusicology*** 3 hours

The study of traditions, belief systems and practices of world cultures as approached through the comparative study and analysis of the music cultures of contrasting ethnic groups. Specific cultures studied may vary each term.

**ETHM 512 *Field of Ethnomusicology*** 3 hours

The study of various philosophical approaches in the practice of ethnomusicology. Primary emphasis is given to research of the history of the discipline, comparative analysis, and readings of some major contributors in the field of ethnomusicology.

**ETHM 513 *Anthropology of Music*** 3 hours

Explore the anthropological side of ethnomusicology by examining a wide variety of theoretical and ethnographic approaches to music culture analysis.

**ETHM 514 *Organology*** 3 hours

The study of sound instrument classifications and characteristics, their use in Western and non-Western cultures, and the variety of contexts in which instruments are found. Emphasis is also given to recent approaches and uses in the field of organology.

**ETHM 515 *Music, Orality and Storytelling*** 3 hours

The examination of various strategies for using music to break down cultural barriers and build bridges for intercultural relationships, including chronological storytelling in cultures of oral tradition.

**ETHM 530 *Worship and Culture*** 3 hours

A study of worship as observed in biblical examples. Scriptural principles regarding worship are applied to the life of the individual and to individual responsibility in the corporate worship experience. Emphasis is on building a theological orientation for interculturality by understanding the nature of worship as the foundation for building interdependent relationships in the kingdom of God.

**ETHM 531 *Resources and Materials in Ethnomusicology*** 3 hours

Bibliographic research in the field of ethnomusicology. Students will identify, access, evaluate and interpret ethnomusicology resources and materials while performing research of the socio-musical culture of selected ethnic group(s).

**ETHM 540 *Seminar in Ethnic Music: Islam*** 3 hours

**ETHM 541 *Seminar in Ethnic Music: India*** 3 hours

**ETHM 542 *Seminar in Ethnic Music: Native America*** 3 hours

**ETHM 543 *Seminar in Ethnic Music: Africa*** 3 hours

**ETHM 544 *Seminar in Ethnic Music: Latin America*** 3 hours

**ETHM 545 *Seminar in Ethnic Music: Middle East*** 3 hours

**ETHM 546 *Seminar in Ethnic Music: China*** 3 hours

**ETHM 547 *Seminar in Ethnic Music: Southeast Asia*** 3 hours

**ETHM 548 *Seminar in Ethnic Music: Indonesia*** 3 hours

**ETHM 549 *Seminar in Ethnic Music: Eastern Europe*** 3 hours

Concentrated study of a selected ethnic music culture. In scheduling each seminar, consideration will be given to student interest and the availability of appropriate guest musicians.

**ETHM 560 *Ethnic Music Performance*** 3 hours

Individual and/or ensemble performance in an ethnic music instrumental or vocal genre. The performance genre will be arranged in cooperation with the Coordinator of Ethnomusicology,

who will also approve the instrumental or vocal genre to be studied. A minimum of ten (10) 30-minute lessons, ten (10) 60-minute ensemble rehearsals, or a combination thereof is required for **each** of the three credits. May be repeated for credit.

**ETHM 600 *Transcription and Analysis of Non-Western Music*** 3 hours

Practice in the generative transcription and theoretical analysis of non-Western music systems, including etic and emic elements, systems of notation, and computer-assisted analysis.

**ETHM 613 *Applied Ethnomusicology*** 3 hours

The practice of ethnomusicology including: 1) a summary of technology and audio/video recording practices; 2) development of professional and intercultural relationships; 3) contextualization of music in worship, discipleship, and evangelism; 4) promoting the creation of indigenous Christian songs; 5) promoting the distribution of such songs through appropriate media; and, 6) introduction to other areas of "applied ethnomusicology."

**ETHM 650 *Research Methods in Ethnomusicology*** 3 hours

Prerequisite ETHM 531

Introduction to research methodologies in preparation for completion of the capstone project in ethnomusicology.

**ETHM 688 *Field Experience in Ethnomusicology*** 3 hours

Extended field experience in a cross-cultural setting providing for the on-site application and appraisal of skills learned in the classroom. The internship provides a basis for field research for the Master's Thesis or Project. The thesis advisor will be assigned in collaboration between the student and the Coordinator of Ethnomusicology.

**ETHM 689 *Master's Thesis/Project Proposal and Research*** 3 hours

Prerequisite ETHM 688

Completion of the Master's Thesis or Project. This course is required **each** semester following ETHM 688: Field Experience in Ethnomusicology **only** for students who have not made sufficient progress so as to demonstrate they will be able to complete the thesis or project within the time frame required in ETHM 690: Master's Thesis or Project Defense.

**ETHM 690 *Master's Thesis/Project Defense*** 3 hours

Prerequisite ETHM 688

The culmination of the degree program in the form of written and/or oral defense of the research thesis or application project. The final document should reflect the ability of the student to integrate the various facets of course preparation to practical research in the field of ethnomusicology or a field project.

# School of Business

**Ben Gutierrez, IV, A.A., B.S., M.A.R., M.Div., Ph.D.**

Academic Dean, Online Programs, School of Business, School of Religion, and General Education  
Professor of Religion

**Anita Satterlee, B.S., M.A., Ed.D.**

Associate Dean, Liberty University Online and Graduate Programs  
Assistant Professor of Business

**Melanie Hicks, B.S., M.B.A., D.B.A.**

Graduate Online Chair, Liberty University Online and Graduate Business Programs  
Associate Professor of Accounting

**David P. Lawson, B.A., M.B.A., D.Mgt.**

Undergraduate Online Chair, Liberty University Online Business Programs  
Associate Professor of Business

**FACULTY**

Professor

Bell, George, Gilmore, P., Light, A., Preacher,  
Satterlee, B., Shelton, Sullivan

Associate Professor

Barnett, Duby, Fischer, Gerdes, Hicks, Lawson, McLaughlin,  
Moore, Young, G.

Assistant Professor

Satterlee, A.

**PURPOSE**

To educate our business 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 Arts in Management and Leadership (M.A.)

**PURPOSE**

The Master of Science in Management and Leadership is a 30-hour graduate program that will provide students with a foundation in business, leadership and management and is for those from any academic background. The goal is to develop management, leadership and business knowledge within the Christian worldview. In pursuit of this purpose, the M.A. in Management and Leadership degree faculty seeks the following student learning outcomes:

**PROGRAM LEARNING OUTCOMES**

Students will be able to:

1. Evaluate the global and domestic environments of organizations through the lenses of business and culture.
2. Evaluate organizational dynamics from the perspective of a Christian worldview.
3. Reason quantitatively and apply analytical tools to solve problems in an organizational environment.
4. Communicate effectively and logically.
5. Develop solutions to business problems in both individual and team settings.

**PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS**

In addition to the general admission requirements, admission to candidacy in the *M.A. in Management and Leadership* program requires:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.)
2. An undergraduate cumulative GPA of 2.50 or above (on a 4.00 scale)
3. Technology Questionnaire: Computer access and literacy for word processing, Internet, and e-mail are required for all graduate students. This form is available online.
4. TOEFL (if applicable)

Students who do not meet all of the above requirements may be admitted on a provisional basis for nine hours of graduate coursework. Students who do not meet the minimum GPA requirement may be admitted on Academic Probation status; these students must take and pass GRST 500 – Introduction to Graduate Writing in their first semester. Students who have less than an undergraduate 2.00 GPA will not be admitted to the program.

**GRADUATION REQUIREMENTS**

In addition to other regulations governing graduation, as stated in the Liberty University catalog, M.A. in Management and Leadership students must meet the following requirements:

1. Complete 30 total hours; 24 hours must be completed through Liberty University.
2. Maintain a 2.50 GPA to remain in the program. While all course grades are averaged into the GPA, credit toward degree completion is not granted for a grade of D or F.
3. Online students will be required to take the graduate writing assessment.
4. Degree must be completed within five years from the date of admission.
5. Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.

**Program of Study**
**Master of Arts in Management and Leadership  
(M.A.) (30 hrs)**
**Program Options: Online Format**

BUSI 500	<i>Organizational Behavior</i>	3
BUSI 501	<i>Executive Leadership and Management</i>	3
BUSI 520	<i>Strategic Marketing Management</i>	3
BUSI 530	<i>Managerial Finance</i>	3
BUSI 550	<i>Effective Executive Communication</i>	3
BUSI 560	<i>Corporate Responsibility</i>	3
BUSI 561	<i>Legal Issues in Business</i>	3

BUSI 602	<i>Non-Profit Management</i>	3
BUSI 603	<i>Entrepreneurship</i>	3
BUSI 604	<i>International Business</i>	3

### TRANSFER OF CREDIT

Applicants may transfer coursework based on the program to which they are applying. Please refer to the transfer section of this catalog for specific hour amounts. 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 three semester hours or five 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%.
5. The course(s) to be transferred must have been completed within seven years of the start date of the student's program at Liberty University.

Courses related to business administration that meet all but criterion #4 above may be transferred in as elective courses. Transfer credit for BUSI 690 will not be given. Courses from an earned master's degree will not transfer.

Students having graduated with the Master of Science in Management (M.S.M.) degree or the Master of Science in Accounting (M.S.A.) degree may not transfer credits into the Master of Business Administration program (M.B.A.). Students having graduated from the Master of Arts in Management and Leadership (M.A.M.L.) program may transfer a total of 12 credit hours into the Master of Business Administration program (M.B.A.). Students desiring the M.B.A. degree will need to complete a Change of Program form in the Registrar's office before completion of the M.S.M. or M.S.A. degrees.

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

#### PURPOSE

The Master of Business Administration is a 45-hour program that provides master's level training to prepare persons for business leadership. In addition to a strong core curriculum, students are able to specialize in one of four key business areas: Accounting, Human Resource Management, International Business, and Leadership. Alternatively, a student may choose to pursue the general program. 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 their business world. The context for all instruction is the Christian worldview. In pursuit of this purpose, the M.B.A. faculty seeks the following program learning outcomes:

#### PROGRAM LEARNING OUTCOMES

Students will be able to:

1. Evaluate the global and domestic environments of organizations through the lenses of business and culture.
2. Evaluate organizational dynamics from the perspective of a Christian worldview.
3. Reason quantitatively and apply analytical tools to solve problems in an organizational environment.
4. Communicate effectively and logically.
5. Develop solutions to business problems in both individual and team settings.

### PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

In addition to the general admission requirements, admission to candidacy in the **M.B.A. program** requires:

1. Earned baccalaureate degree in a business discipline or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.)
2. An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale)
3. Technology Questionnaire: Computer access and literacy for word processing, Internet, and e-mail are required for all graduate students. This form is available online.
4. TOEFL (if applicable)
5. Fifteen hours of upper-level undergraduate business courses from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.)

Students who do not meet all of the above requirements may be admitted on a provisional basis for nine hours of graduate coursework. Students who do not meet the minimum GPA requirement may be admitted on Academic Probation status; these students must take and pass GRST 500 Intro to Graduate Writing in their first semester. Students who do not have the 15 hours of upper level undergraduate business courses will be denied admission and automatically moved to the M.A. in Management and Leadership program. Once the student has completed BUSI 520, BUSI 530, BUSI 561 and BUSI 604 with a minimum 3.00 GPA, they may request admission to the M.B.A. program.

### GRADUATION REQUIREMENTS

In addition to other regulations governing graduation, as stated in the Liberty University catalog, M.B.A. students must meet the following requirements:

1. Complete 45 total hours; 33 hours must be completed through Liberty University.
2. Maintain a 3.00 GPA to remain in the program, with no more than two C's permitted. While all course grades are averaged into the GPA, credit toward degree completion is not granted for a grade of D or F. Students may petition the School of Business to repeat up to two courses in which a C or below was earned. The most recent grade will be calculated into the GPA.
3. Additional requirements, beyond those listed on the degree completion plan, may be necessary depending upon the student's academic background, and the degree being pursued (i.e. course prerequisites at the undergraduate level may be required before enrollment in graduate course work can take place).
4. Online students will be required to take the graduate writing assessment.
5. Degree must be completed within five years from the date of admission.
6. Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.

#### Program of Study

#### Master of Business Administration (M.B.A.)(45 hrs)

#### Program Options: Online Format

#### Core Courses (36 hrs)

BUSI 512	<i>Managerial Information Technology</i>	3
BUSI 520	<i>Strategic Marketing Management</i>	3
BUSI 530	<i>Managerial Finance</i>	3
BUSI 561	<i>Legal Issues in Business</i>	3
BUSI 600	<i>Business Research Methods</i>	3
BUSI 601	<i>Accounting for Decision Making</i>	3

BUSI 604	<i>International Business</i>	3
BUSI 610	<i>Organizational Design and Structure</i>	3
BUSI 620	<i>Global Economic Environment</i>	3
BUSI 642	<i>Contemporary Issues in Human Resource Management</i>	3
BUSI 650	<i>Operations Management</i>	3
BUSI 690	<i>Policy and Strategy in Global Competition</i>	3
<b>Specialization Courses (9 hrs)</b>		9

**M.B.A – General (9 hrs)**

**Choose three 500-600 level BUSI courses for which prerequisites have been met.**

**NOTE:** BUSI 5XX/6XX transfer courses may satisfy electives.

**M.B.A – Accounting Specialization (9 hrs)**

**Choose three of the following courses for which prerequisites have been met:**

ACCT 531	<i>Accounting and Information Systems</i>
ACCT 612	<i>Tax Research and Jurisprudence</i>
ACCT 622	<i>Advanced Auditing</i>
ACCT 632	<i>Advanced Financial Accounting Theory</i>
ACCT 642	<i>Accounting Ethics</i>

**M.B.A. – Human Resource Specialization (9 hrs)**

BUSI 643	<i>Workforce Planning and Employment</i>	3
BUSI 644	<i>Human Resource Development</i>	3
BUSI 645	<i>Compensation Management</i>	3

**M.B.A. – International Business Specialization (9 hrs)**

BUSI 605 <sup>1</sup>	<i>Environment of International Business</i>	3
BUSI 606 <sup>1</sup>	<i>Global Finance Markets</i>	3
BUSI 607 <sup>2</sup>	<i>Developing Global Markets</i>	3

<sup>1</sup> BUSI 604 is the prerequisite for BUSI 605 & 606

<sup>2</sup> BUSI 605 is the prerequisite for BUSI 607

**M.B.A. – Leadership Specialization (9 hrs)**

BUSI 502 <sup>1</sup>	<i>Servant Leadership</i>	3
BUSI 503 <sup>2</sup>	<i>Leadership Theory</i>	3
BUSI 504 <sup>3</sup>	<i>Leading Organizational Change</i>	3

<sup>1</sup> BUSI 501 is the prerequisite for BUSI 502

<sup>2</sup> BUSI 502 is the prerequisite for BUSI 503

<sup>3</sup> BUSI 503 is the prerequisite for BUSI 504

- Use knowledge of accounting to resolve complex accounting issues in the following areas:
  - The legal and regulatory environment in which accountants and auditors operate, especially as found in larger public companies.
  - The design of accounting information systems that conform to all requirements of the Public Companies Accounting Oversight Board.
  - Taxation and Auditing concepts as illustrated in classic court cases
  - Cost and financial accounting theory and application using the case study approach.
- Demonstrate written competency in evaluating the proposals of others and in advancing one's own proposals.

**PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS**

In addition to the general admission requirements, graduation from the **M.S. in Accounting** requires:

- Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.)
- An undergraduate cumulative GPA of 3.00 or above (on a 4.00 scale)
- Technology Questionnaire: Computer access and literacy for word processing, Internet, and e-mail are required for all graduate students. This form is available online.
- TOEFL (if applicable)

Students who do not meet all of the above requirements may be admitted on a provisional basis for nine hours of graduate coursework. Students who do not meet the minimum GPA requirements may be admitted on Academic Probation status; these students must take and pass GRST 500 Intro to Graduate Writing in their first semester. Students who do not have course work in accounting, or do not have a Bachelor's degree in accounting, will be required to take up to 21 credits of undergraduate prerequisites before beginning graduate level accounting course work.

**PREREQUISITES FOR ADMISSION**

Prerequisites for admission to the Master of Science in Accounting Program are:

ACCT 211	Principles of Accounting I
ACCT 212	Principles of Accounting II
ACCT 301	Intermediate Accounting I
ACCT 302	Intermediate Accounting II
ACCT 404	Auditing
ACCT 401	Taxation I

Students without an accounting undergraduate degree are recommended to take ACCT 403 Advanced Accounting II in order to meet the governmental accounting course requirement for the CPA exam.

**GRADUATION REQUIREMENTS**

In addition to other regulations governing graduation, as stated in the Liberty University Catalog, M.S. in Accounting students must meet the following requirements:

- Complete 30 total hours; 24 hours must be completed through Liberty University.
- Maintain a 3.00 GPA to remain in the program, with no more than two C's permitted. While all course grades are averaged into the GPA, credit toward degree completion is not granted for a grade of D or F. Students may petition the

**Master of Science in Accounting (M.S.)****PURPOSE**

The Master of Science in Accounting is a 30-hour graduate program that, in accordance with the mission of Liberty University, serves to educate the whole person, developing the values, knowledge, and skills individuals need to impact their business world. The goal is to develop accounting knowledge and expertise, within the Christian worldview, essential for functioning in a variety of accounting and business contexts

**PROGRAM LEARNING OUTCOMES**

Students will be able to:

- Demonstrate critical written competencies in specialized accounting contexts.
- Exhibit familiarity with the current research methods and scholarship relevant to accounting, auditing and taxation.
- Apply ethics to accounting dilemmas from a Christian worldview perspective in accordance with the profession's established code of professional conduct.



School of Business to repeat up to two courses in which a C or below was earned. The most recent grade will be calculated into the GPA.

3. Additional requirements, beyond those listed on the degree completion plan, may be necessary depending upon the student's academic background, and the degree being pursued (i.e. course prerequisites at the undergraduate level may be required before enrollment in graduate course work can take place).
4. Online students will be required to take the graduate writing assessment.
5. Degree must be completed within five years from the date of admission.
6. Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.

<b><i>Program of Study</i></b>		
<b>Master of Science in Accounting (M.S.) (30 hrs)</b>		
<b><i>Program Options: Online Format</i></b>		
<b>Core Courses (21 hrs)</b>		
ACCT 511	<i>Advanced Business Law for Accountants</i>	3
ACCT 521	<i>Advanced Cost Accounting</i>	3
ACCT 531	<i>Accounting Information Systems</i>	3
ACCT 612	<i>Tax Research and Jurisprudence</i>	3
ACCT 622	<i>Advanced Auditing</i>	3
ACCT 632	<i>Advanced Financial Accounting Theory</i>	3
ACCT 642	<i>Accounting Ethics</i>	3
<b>Elective Courses (9 hrs)</b>		
<b><i>Choose three of the following:</i></b>		<b>9</b>
BUSI 500	<i>Organizational Behavior</i>	
BUSI 501	<i>Executive Leadership and Management</i>	
BUSI 520	<i>Strategic Marketing Management</i>	
BUSI 530	<i>Managerial Finance</i>	
BUSI 550	<i>Effective Executive Communication</i>	
BUSI 601	<i>Accounting For Decision Making</i>	
BUSI 603	<i>Entrepreneurship</i>	
BUSI 604	<i>International Business</i>	
BUSI 620	<i>Global Economic Environment</i>	
BUSI 642	<i>Contemporary Issues in Human Resource Management</i>	

#### **DEGREE COMPLETION PLANS (DCP)**

The Degree Completion Plans for the graduate programs in the School of Business are available online at <http://www.liberty.edu/registrar>.

## *Courses of Instruction*

### ACCOUNTING

#### **ACCT 511    *Advanced Business Law for Accountants*    3 hours**

Essential to all accountants is a sound understanding of many areas of business law. This advanced course seeks to equip the student with an in-depth understanding of business law specifically as it relates to the legal issues that are encountered by certified public accountants. This course is designed to further the students' knowledge and understanding of the law in such areas as the Uniform Commercial Code, contracts, securities regulation, organizational structure and formation, ethics, the Sarbanes-Oxley Act, property and insurance, and other forms of government regulation of business.

#### **ACCT 521    *Advanced Cost Accounting*    3 hours**

This graduate course will examine the importance of analyzing and managing costs; activity-based management, process costing and cost allocation; planning and decisions making, and evaluating and managing performance. This course is designed primarily for accounting/finance majors who seek careers or are already employed in for profit corporations or not for profit organizations as public (such as CPAs) or private (such as controllers and/or CMAs or CFMs) accounting/business leaders in a fast changing, highly technically oriented society. Among other assignments are a research paper and a graphic/written power point presentation; both will blend research, theory, and practice.

#### **ACCT 531    *Accounting Information Systems*    3 hours**

This course builds upon the student's existing basic knowledge of how accounting information systems function in today's business environment. It strongly emphasizes the internal control features necessary to provide accurate and reliable accounting data as it looks at how accounting information is recorded, summarized, and reported in both manual and computerized systems. Internal control as it applies to production processes (for example, controls over manufacturing inputs and outputs) as required by Rule 404 of the Sarbanes-Oxley Act of 2002 is part of this course. This is in contrast to a more limited view of internal control that existed prior to Sarbanes-Oxley.

#### **ACCT 612    *Tax Research and Jurisprudence*    3 hours**

This innovative course seeks to equip the student with an in-depth understanding of the best tax research methods while providing the student with the opportunity to analyze the statutory and judicial doctrines that collectively give rise to the conceptual framework of tax law. The students will engage in tax research that will give them the opportunity to understand, analyze, and apply these familiar tax doctrines to a host of sophisticated and contemporary fact patterns. Through this process this course seeks to arm the students with the theoretical and practical insights necessary (1) to understand, retain, and apply tax law; (2) to more effectively identify the tax issues lurking in a given set of facts; and (3) to develop more creative and credible solutions to the problems or opportunities that these tax issues create.

#### **ACCT 622    *Advanced Auditing*    3 hours**

This advanced course provides students with actual applications of auditing procedures by exploring cases in which auditing was prominent. Certain auditing areas which are not covered in detail in a typical undergraduate auditing course, but are in this course, include: Auditor's Ethical Responsibilities, Auditor's Responsibility to Detect Fraud, Event leading to creation of the Public Company Accounting Oversight Board (PCAOB) and Classic Court Cases affecting auditors. The course is taught using the modified case method.

#### **ACCT 632    *Advanced Financial Accounting Theory*    3 hours**

This advanced course in financial accounting theory presents an in-depth analysis of the historical development of accounting theory and its application to current and future accounting issues. The course utilizes a case approach that provides a blend of theory, practice, and research. The course enhances critical thinking skills by synthesizing the professional accountant's understanding and knowledge of accounting theory with the resolution of real world accounting problems. The course incorporates a global perspective with respect to the development and analysis of accounting standards.

#### **ACCT 642    *Accounting Ethics*    3 hours**

This course evaluates accounting ethics research in the context of a Christian world view perspective and in relation to the development of the profession's code of professional conduct. The course examines the major ethical systems that exist today and distinguishes those that are compatible with a Christian world view to enable the student to develop a sound framework for ethical decision making. The course presents an in-depth analysis of the two prevailing ethical systems (rule deontology and utilitarianism) advocated for the accounting profession and examines their appropriateness in resolving accounting ethics dilemmas as they relate to the profession's code of conduct. The course also presents an ethical decision making model based on the profession's code of professional conduct that is compatible with a Christian worldview.

#### **ACCT 697    *Special Topics in Accounting*    3 hours**

Topics of special interest not included in the regular department offerings. May be taken more than once, but no topic may be repeated.

### BUSINESS

#### **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. Emphasis is given to assessing one's personality and values and to applying course material to one's work environment.

#### **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. In every organization, people make the difference. The true, lasting competitive advantage of an organization, one that is difficult to emulate, is the composition and ability of its workforce. Thus, success in the marketplace is integrally intertwined with the way firms approach the management of people. While focusing on all management responsibilities, this course emphasizes the problems and opportunities managers face in people management and how they can be effectively met.

#### **BUSI 502    *Servant Leadership*    3 hours**

Prerequisite: BUSI 501

The M.B.A. leadership track follows a holistic approach that deals with the heart, the head, and the hands. Servant leadership aims at the heart. This course blends the academic leadership theory of servant leadership with applied biblical integration. The Liberty University School of Business embraces the biblically-based Servant Leadership as the normative approach to leadership. As a theory, servant leadership is supported by a growing body of academic literature. Students learn practical lessons, applying the principles they are learning in the course while shepherding their teams through required tasks.

**BUSI 503 Leadership Theory** 3 hours

Prerequisite: BUSI 502

The M.B.A. leadership track follows a holistic approach that deals with the heart, the head and the hand. The Leadership Theory course deals primarily with the head. It is the most academically rigorous course in the leadership track. This course broadly surveys the body of leadership literature with heavy emphasis on the major practical theories. Primary source journal articles are incorporated where possible. All theories are evaluated in the light of biblical reasoning. Students must demonstrate proficiency with each theory through class projects and scholarly research. Through readings, discussion groups, class projects and individual leadership assessments, student will review the major leadership theories.

**BUSI 504 Leading Organizational Change** 3 hours

Prerequisite: BUSI 503

The M.B.A. Leadership track follows a holistic approach that deals with the heart, the head and the hands. Leading Organizational Change focuses on implantation- the hands. Business leaders must be equipped to understand, diagnose, prescribe, and lead organizational change efforts. The course reviews the literature for the best practices relating to organizational change and organizational learning and challenges the scholar-practitioner to meet theory with practice. Students will learn practically lessons by applying the principles they are learning as a leader in class and as an organizational consultant.

**BUSI 512 Managerial Information Technology** 3 hours

This course is designed to provide the essential tools needed for the effective management of information technology. The objective is to build a basic understanding of the value and uses of information systems for business operation, management decision-making, and strategic advantage. While not designed as a course in computer literacy, the course does include topics that develop skills as managers and users of information systems technology, rather than as producers of information systems technology.

**BUSI 520 Strategic Marketing Management** 3 hours

This course is designed to provide the M.B.A. student with a working knowledge of the steps involved in the analytical and decision-making processes involved in formulating, implementing and controlling a strategic marketing program for a product market entry. In addition, this course covers topics such as: 1) relationships among corporate, business level and tactical strategies; 2) relationships between marketing strategy and the internal/external operating environments of an organization; and 3) relationships between marketing and other functional areas of the organization. This course also explores the influence of technology on business-to-business (B to B) and consumer-to-business (C to B) markets.

**BUSI 530 Managerial Finance** 3 hours

A treatment of the theory and practice of financial decision making in the firm, with emphasis on the practical application of financial analysis, the course is based on the principle that a firm should be managed to increase the wealth of its shareholders. The target audience is managers, at all levels and in all functional areas. Beginning with an overview of financial analysis, the course topics include financial management, capital investment decisions, financing decisions, and managing for value creation. Importance is placed on the concept of the time value of money. A firm is an ongoing concern. Financial decisions and the value of a firm must be evaluated in terms of the sequencing and amount of the cash flows generated.

**BUSI 550 Effective Executive Communication** 3 hours

Executives in professional organizations are expected to solve problems and make decisions, but ultimately, they must not only make excellent decisions but also communicate them effectively to a variety of stakeholders. This course is designed to integrate

knowledge of the pervasive impact of computer and other information technologies with time-honored communications principles to enable students to maximize their effectiveness in diverse and technologically dynamic business environments.

**BUSI 560 Corporate Responsibility** 3 hours

This course is designed to provide the M.B.A. student with a working knowledge of such issues as the role of business in society, the nature of corporate responsibility, business ethics practices, and the complex roles of government and business in the global economic community. That is, it presents the "non-economic" strategy that a company must have to survive in tomorrow's business world. Underlying this, of course, is the importance of personal character and the Christian worldview.

**BUSI 561 Legal Issues in Business** 3 hours

This course provides the student with a foundational knowledge of the legal issues that both start-up and established business enterprises face. Armed with this wisdom, the student will more correctly assess an organization's need for competent legal advice from an experienced professional in matters of contracts, corporations, employment, insurance, intellectual property, international trade, leases, limited liability organizations, partnerships, and homeland security concerns.

**BUSI 600 Business Research Methods** 3 hours

Business research is a systematic inquiry whose objective is to provide information to solve managerial problems. This course is an introduction on how to do business research with an emphasis on applied problem solving. It has a major focus on problem identification and analysis, problem solving strategies and communication skills.

**BUSI 601 Accounting for Decision Making** 3 hours

This is a graduate level course in cost management with a strategic cost emphasis. The course presents an in-depth study of contemporary management techniques used by managers in a contemporary business environment. The balanced scorecard, critical success factors, and strategic analysis are emphasized and integrated with other decision making techniques in this accounting course.

**BUSI 602 Non-Profit Management** 3 hours

This course provides the student with a foundational knowledge of non-profit business enterprises. Particular emphasis will be given to Christian non-profit businesses. Emphasis will also be given to the common characteristics of all successful business enterprises, that is, what do non-profit businesses have in common with all for-profit businesses and in what significant ways to they differ.

**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 will 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 605 Environment of International Business** 3 hours

Prerequisite: BUSI 604

The course provides in-depth perspectives concerning the nature of international business and the environment in which it is conducted, including international trade, foreign direct investment, the relationship between international organizations and

international business, the international monetary system, and international environmental forces (socio-cultural, natural resources, economic, political, legal, financial, labor).

**BUSI 606     *Global Financial Markets***                      3 hours  
Prerequisite: BUSI 605

This course provides an overview of international financial markets and how they operate and interrelate. The structure, characteristics, and issues for markets in the Americas, Europe, Africa/Middle East, and Asia/Pacific will be identified and synthesized into a model for researching business decision implications for these markets.

**BUSI 607     *Developing Global Markets***                      3 hours  
Prerequisite: BUSI 605

This course provides an organizational analysis framework within which a firm's market-based global operations can be analyzed, understood, and undertaken. Particular focus will be placed on international competitive strategy, the assessment of global markets, modes of entry, workforce planning and development, and global operations and supply chain management.

**BUSI 610     *Organizational Design and Structure***                      3 hours

This course provides graduate-level instruction regarding the design, redesign, and implementation of effective organizations. Special emphasis is placed on the analysis, planning, implementation, and evaluation of both the social and technical systems of organizations with emphasis on the structural changes necessary to improve and maintain productivity and quality of work life.

**BUSI 620     *Global Economic Environment***                      3 hours

This course covers the tools of microeconomics useful in the analysis of producer and consumer behavior. The economics of demand, production and cost, and pricing and output decisions in a market system form the core of an approach adapted to the challenges faced by managers in the private, public, and nonprofit sectors of the economy. The coverage is from the domestic, as well as global perspectives.

**BUSI 642     *Contemporary Issues in Human Resource Management***                      3 hours

A practical approach designed for the general manager that provides a knowledge base in basic human resource topics, as well as an in-depth analysis of important current issues in the field. Through text readings, case studies, experiential exercises, Internet activities, and research, students will learn to synthesize and integrate theory with application and evaluate the effectiveness of an organization's human resources.

**BUSI 643     *Workforce Planning and Employment***                      3 hours

This course will examine the changing nature of the labor market, including conceptual, operational, and the legal issues. Discussion and activities will focus on the legal, ethical, and economic factors affecting recruitment, selection, placement, and appraisal. Students will learn to synthesize theory with application and evaluate the effectiveness of an organization's workforce planning and employment strategies. Understanding strategic organizational considerations and developing decision-making skills related to the staffing process will be emphasized through text readings, case studies, experiential exercises, and secondary research.

**BUSI 644     *Human Resources Development***                      3 hours

This course integrates theory with a practical approach to the topic of human resources development (HRD) with a focus on the design, implementation, and management of employee orientation, training, and career development programs. A comprehensive view of the concepts, processes, and philosophies of training and development is presented in this course. Emphasis is placed on current trends and research related to the various aspects of the human resource development function. Students will discuss the

history and future of HRD, strategies, methods, materials, and measurement of training programs, as well as apply the processes involved in designing, developing, and implementing appropriate and effective training programs.

**BUSI 645     *Compensation Management***                      3 hours

The course will focus on the critical issues related to the strategic management of the organization's compensation and benefit system. Topics discussed will include the components and strategic analysis of compensation systems, bases for pay, designing compensation systems, legally required and discretionary employee benefits, and contemporary strategic compensation challenges. Students will learn to apply tools for decision-making complex, compensation related environments, as well as design, develop, and implement compensation strategies that achieve value-added results, thereby enabling organizations to more effectively and efficiently achieve their goals.

**BUSI 650     *Operations Management***                      3 hours

This course provides graduate level instruction regarding the concepts and analytic methods that are useful in understanding the management of a firm's operations. Special emphasis will be placed on familiarizing the student with the problems and issues confronting operations managers, and providing the student with language, concepts, insights and tools to deal with these issues in order to gain competitive advantage through both for-profit and non-profit organizations, to both service and manufacturing organizations, and to virtually any functional area or industry.

**BUSI 690     *Policy and Strategy in Global Competition***                      3 hours

This capstone course integrates the concepts, techniques, and knowledge of all areas of business administration. Therefore, it may be taken only after the student has completed thirty hours in the program. This course features a capstone dynamic computer simulation. Students compete in teams to gain a competitive advantage and apply textual principles and simulation results to write a comprehensive four-year strategic plan. Preliminary preparation (approx. 6 hours) is required. This course may not be substituted for or transferred in from another institution. This course is the capstone course and must be taken in the final term of enrollment.

**BUSI 697     *Special Topics in Business***                      3 hours

Topics of special interest not included in the regular department offerings. May be taken more than once, but no topic may be repeated.

# School of Communication

**William G. Gribbin, B.S., M.Ed., Ph.D.**

*Dean, School of Communication  
Professor of English*

**Cecil V. Kramer, Jr., B.S., M.A., M. Div., D. Min.**

*Associate Dean, School of Communication  
Director, Master of Arts in Communication Studies  
Professor of Communication Studies*

## Communication Studies

**William Mullen, B.A., M.Div., Ph.D.**

*Chair, Department of Communication Studies  
Associate Professor of Communication Studies*

### FACULTY

*Professor*

Graves, D.; Graves, M.; Kelly; Kramer; Pruitt; Windsor

*Associate Professor*

Allison; Barker; Beavers, L.; Martin, C.; Mullen, F.;  
Mullen, W.; Schwartz; Smith, A.T.; Widgeon

## Master of Arts in Communication Studies (M.A.)

### PURPOSE

The Master of Arts in Communication Studies, a 36 hour program, is an advanced communication degree that invites students to study and practice context-specific communication competencies, communication theory, and research that will enhance their individual communication abilities as they participate in leadership roles in media, ministry, business and education, while also preparing them for further graduate work in communication and related disciplines. The goal is to develop communication knowledge and expertise within the Christian worldview essential for functioning in a variety of communication contexts.

### PROGRAM LEARNING OUTCOMES

Upon successful completion of the M.A. in Communication Studies, students will be able to:

1. Integrate communication theory and practice with a Christian worldview;
2. Critically analyze and apply communication theory and scholarship; and
3. Conduct and present communication research using appropriate methods and scholarly writing.

### PROGRAM SPECIFIC ADMISSION PROCEDURES

In addition to the general admission requirements, specific admission procedures to the M.A. in Communication Studies are as follows:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.)
2. Applicants should hold a 3.00 GPA for undergraduate study. Applicants close to the requirement may be considered for enrollment in the program on a probationary basis but will not qualify for Graduate Assistantship positions. These students are required to take and pass GRST 500 Intro to Graduate Writing in their first semester.
3. Applicants are required to submit one faculty recommendation.
4. Applicants are required to submit GRE General Test scores.

5. Applicants must submit a "Written Statement of Purpose", a one-page summary explaining why an advanced degree in communication is desired.

6. Applicants must submit a personal information questionnaire.

### GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in this Catalog, M.A. in Communication Studies graduates must:

- Complete 36 total hours; 30 hours must be completed through Liberty University
- Coursework includes 12 hours in contextual communication studies, 12 hours in communication strategies, 6 hours in research, and 6 hours of electives
- Maintain a minimum cumulative GPA of 3.00. Students may repeat up to six hours of coursework under the repeat policy
- Grades of D do not count toward degree
- Thesis or Project required
- Students must complete all work for the degree within five years of initial enrollment of the program
- Students will be required to pass GRST 500 or pass the graduate writing assessment
- Submit a Graduation Application to the Registrar's Office at the beginning of the final semester

The faculty may change the requirements for the receipt of the M.A. in Communication Studies, as well as the courses offered, at any time. A student will be subject to the graduation requirements of the Catalog at the time of the student's enrollment. A student who is not enrolled for a semester and who is later permitted to continue coursework will be subject to the graduation requirements of the Catalog at the time of the student's re-enrollment or resumption of classes.

## Interpersonal and Organizational Communication Studies Concentration

### PURPOSE

The M.A. in Communication Studies with a concentration in Interpersonal and Organizational Communication allows students to concentrate their study on communication in personal and organizational contexts with special emphasis being given to the understanding, practice, and application of modern communication approaches.

This concentration is designed for students who want to concentrate their study on communication usually practiced in one-on-one, family, group, or professional interaction in the workplace. Students who plan on communicating or continuing their study in fields of counseling, ministry, business communication, family communication, or related areas will find a resourceful base for practicing communication in these contexts and preparing for further academic achievements.

### Programs of Study

**Master of Arts in Communication Studies (M.A.)  
Interpersonal and Organizational Communication  
Studies Concentration (36 hrs)**

**Program Options: Resident Format**

**Area 1 – Contextual Communication Studies (12 hrs)**

COMS 520	<i>Communication Theory</i>	3
<b>Choose three of the following courses:</b>		
COMS 522	<i>Interpersonal Communication Theory and Practice</i>	3
COMS 524	<i>Small Group Communication Theory and Practice</i>	3
COMS 622	<i>Organizational Communication Theory and Practice</i>	3
COMS 624	<i>Intercultural Communication</i>	3
<b>Area 2 – Communication Strategies (18 hrs)</b>		
<b>Choose six courses from the following electives and/or you may substitute any 500/600 level COMS course from other COMS specializations listed in the course catalog including one of the courses not already taken in Area 1:</b>		
COMS 550	<i>Communication Education Theory</i>	3
COMS 552	<i>Leadership Communication</i>	3
COMS 554	<i>Argument and Persuasion</i>	3
COMS 556	<i>Audience Analysis and Measurement</i>	3
COMS 558	<i>Listening and Nonverbal Communication</i>	3
COMS 560	<i>Communication and Conflict</i>	3
COMS 562	<i>Web-based Communication</i>	3
COMS 564	<i>Family Communication</i>	3
COMS 568	<i>Creative Communication</i>	3
COMS 618	<i>Visual Rhetoric</i>	3
COMS 652	<i>Organizational Communication Consulting</i>	3
COMS 654	<i>Communication and Change</i>	3
COMS 656	<i>Media Strategies</i>	3
COMS 697	<i>Special Topics</i>	3
<b>Area 3 – Research (6 hrs)</b>		
COMS 680 <sup>1</sup>	<i>Communication Research Methods</i>	3
<b>Choose one of the following:</b>		
COMS 690	<i>Thesis Defense</i>	3
COMS 691	<i>Project</i>	3
<sup>1</sup> Any thesis student who is not ready for enrollment in COMS 690 after completing COMS 680 may be required, as determined by the student's thesis chair, to take COMS 689 Thesis Proposal and Research, and may be required to repeat COMS 689 until deemed ready for enrolment in COMS 690.		

## Media and Communication Studies Concentration

### PURPOSE

The Media and Communication Studies concentration is for students wishing to concentrate their study on communication approaches and methods used in the media. Individuals desiring to develop an understanding of media management should choose this concentration.

<b>Master of Arts in Communication Studies (M.A.) Media and Communication Studies Concentration (36 hrs)</b>		
<b>Program Options: Resident Format</b>		
<b>Area 1 – Contextual Communication Studies (12 hrs)</b>		
COMS 530	<i>Mass Media Theory</i>	3
<b>Choose three of the following courses:</b>		
COMS 532	<i>Approaches to Media Technologies</i>	3
COMS 632	<i>Politics and Media</i>	3
COMS 634	<i>Religion and Media</i>	3
COMS 638	<i>Media Management</i>	3
<b>Area 2 – Communication Strategies (18 hrs)</b>		

**Choose six courses from the following electives and/or you may substitute any 500/600 level COMS course from other COMS specializations listed in the course catalog including one of the courses not already taken in Area 1:**

COMS 550	<i>Communication Education Theory</i>	3
COMS 552	<i>Leadership Communication</i>	3
COMS 554	<i>Argument and Persuasion</i>	3
COMS 556	<i>Audience Analysis and Measurement</i>	3
COMS 558	<i>Listening and Nonverbal Communication</i>	3
COMS 560	<i>Communication and Conflict</i>	3
COMS 562	<i>Web-based Communication</i>	3
COMS 564	<i>Family Communication</i>	3
COMS 568	<i>Creative Communication</i>	3
COMS 618	<i>Visual Rhetoric</i>	3
COMS 652	<i>Organizational Communication Consulting</i>	3
COMS 654	<i>Communication and Change</i>	3
COMS 656	<i>Media Strategies</i>	3
COMS 697	<i>Special Topics</i>	3
<b>Area 3 – Research (6 hrs)</b>		
COMS 680 <sup>1</sup>	<i>Communication Research Methods</i>	3
<b>Choose one of the following:</b>		
COMS 690	<i>Thesis Defense</i>	3
COMS 691	<i>Project</i>	3

<sup>1</sup> Any thesis student who is not ready for enrollment in COMS 690 after completing COMS 680 may be required, as determined by the student's thesis chair, to take COMS 689 Thesis Proposal and Research, and may be required to repeat COMS 689 until deemed ready for enrolment in COMS 690.

## Rhetoric and Religious Communication Studies Concentration

### PURPOSE

The M.A. in Communication Studies with a concentration in Rhetoric and Religious Communication Studies allows students to study the impact of the spoken word in public and religious settings.

Students will study legal, social, political and religious rhetoric through traditional rhetorical methods and approaches. Students who plan on continuing their study in fields of law, theology, or communication will find a resourceful base for higher academic achievements.

### Master of Arts in Communication Studies (M.A.) Rhetoric and Religious Communication Concentration (36 hrs)

#### Program Options: Resident Format

#### Area 1 – Contextual Communication Studies (12 hrs)

COMS 510	<i>Rhetorical Theory</i>	3
<b>Choose three of the following courses:</b>		
COMS 513	<i>Public Discourse in Retrospect</i>	3
COMS 542	<i>Communication in Christian Ministry</i>	3
COMS 544	<i>Great Preachers and Preaching</i>	3
COMS 612	<i>Rhetorical Criticism</i>	3
COMS 620	<i>Rhetoric in Popular Culture</i>	3
COMS 643	<i>Contemporary Topics in Religious Communications</i>	3
COMS 644	<i>Communication of Revival and Reform</i>	3

#### Area 2 – Communication Strategies (18 hrs)

**Choose six courses from the following electives and/or you may substitute any 500/600 level COMS course from other COMS specializations listed in the course catalog including one of the courses not already taken in Area 1:**

COMS 550	Communication Education Theory	3
COMS 552	Leadership Communication	3
COMS 554	Argument and Persuasion	3
COMS 556	Audience Analysis and Measurement	3
COMS 558	Listening and Nonverbal Communication	3
COMS 560	Communication and Conflict	3
COMS 562	Web-based Communication	3
COMS 564	Family Communication	3
COMS 568	Creative Communication	3
COMS 618	Visual Rhetoric	3
COMS 652	Organizational Communication Consulting	3
COMS 654	Communication and Change	3
COMS 656	Media Strategies	3
COMS 697	Special Topics	3

**Area 3 – Research (6 hrs)**

COMS 680 <sup>1</sup>	Communication Research Methods	3
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**Choose one of the following:**

COMS 690	Thesis Defense	3
COMS 691	Project	3

<sup>1</sup> Any thesis student who is not ready for enrollment in COMS 690 after completing COMS 680 may be required, as determined by the student's thesis chair, to take COMS 689 Thesis Proposal and Research, and may be required to repeat COMS 689 until deemed ready for enrollment in COMS 690.

**DEGREE COMPLETION PLANS (DCP)**

The Degree Completion Plans for the graduate programs in the School of Communication are available online at <http://www.liberty.edu/registrar>.

**English and Modern Languages**

**Karen S. Prior, B.A., M.A., Ph.D.**

*Chair, Department of English and Modern Languages  
Associate Professor of English*

**Mark R. Harris, B.A., M.A., Ph.D.**

*Director, Master of Arts in English Program  
Associate Professor of English*

**FACULTY**

*Professor*

Ayres; Gribbin; McClelland; Schmidt; Woodard

*Associate Professor*

Adu-Gyamfi; Curtis; Harris; Heady; Müller; Nutter; Prior

*Assistant Professor*

Kim, J.; Towles, M.

**Master of Arts in English (M.A.)**

**PURPOSE**

The Master of Arts in English is a 36-hour, graduate-level degree in English language and literature, practical in its reading and writing about a broad spectrum of texts in English, theoretical in its observation of texts through the diverse critical lenses of current literary theory, philosophical in its investigation of the meaning of literary texts in the human experience, professional in its preparation for further work in the academic disciplines as well as to a wide variety of professional disciplines to which a studied understanding of the human experience is valuable. The purpose of the program is to equip students, within a Christian, biblical worldview, to pursue further studies in English language arts at the doctoral level, as well

as to prepare for careers related to the field. The M.A. in English will provide students with the opportunity to study the texts of literature in English and the western tradition, the critical tradition pertaining to these texts, and critical approaches to interpreting texts, as well as a background in research methods and the practice of writing and in the linguistic characteristics of English throughout its history, offered in advanced degree programs in English.

**PROGRAM LEARNING OUTCOMES**

Upon successful completion of the Master of Arts in English, students will be able to:

1. Discuss English language and literature and critical theory in a manner appropriate to the field.
2. Produce in-depth research using appropriate scholarly methods and resources.
3. Write in a professional and scholarly manner.
4. Evaluate the relationships between literary works and their contexts.
5. Analyze literary texts, theory, and history through a Christian worldview.

**PROGRAM SPECIFIC ADMISSION PROCEDURES**

In addition to the general admission requirements, specific admission procedures to the M.A. in English are as follows:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S., Department of Education (e.g., SACS, TRACS, ABHE, etc.)
2. Applicants should hold a 3.00 GPA for undergraduate study. Applicants close to the requirement may be considered for enrollment in the program on a probationary basis but will not qualify for Graduate Assistantship positions. These students must take and pass GRST 500 Intro to Graduate Writing in their first semester.
3. Applicants must have completed a bachelor's degree, with the completion of at least 15-18 hours in upper-division English by the end of their second semester of enrollment.
4. Applicants are required to submit current GRE scores.
5. Applicants must submit a writing sample explaining why they wish to pursue an advanced degree in English.
6. Applicants must submit a professional letter of recommendation.
7. TOEFL (if applicable)

**GRADUATION REQUIREMENTS**

In addition to other regulations governing graduation as state in the Liberty University catalog, M.A. in English graduates must:

- Complete 36 total hours; 30 hours must be completed through LU
- Maintain a minimum cumulative GPA of 3.00
- Possess reading proficiency in a language other than English
- Complete the M.A. in English within five years
- Students in the Resident program format are required to pass the graduate writing assessment or complete GRST 500
- Complete the thesis or non-thesis track within the M.A. in English
- Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.

<b><i>Program of Study</i></b>		
<b>Master of Arts in English (M.A.) (36 hrs)</b>		
<b><i>Program Options: Resident Format</i></b>		
<b>Area 1 – Core (12 hrs)</b>		
ENGL 501	<i>Christian Poetics</i>	3
ENGL 503	<i>Bibliography and Research</i>	3
ENGL 505	<i>Advanced Literary Criticism</i>	3
<b><i>Choose one course from:</i></b>		
ENGL 507	<i>Teaching Composition (GSA's)</i>	3
ENGL 554	<i>Teaching Writing Across the Curriculum</i> (non-GSAs)	3
<b>Area 2 – Literature (12 hrs)</b>		
<b><i>Choose four courses from:</i></b>		
ENGL 510	<i>Studies in Ancient Lit/Classics</i>	3
ENGL 511	<i>Christian Authors</i>	3
ENGL 512	<i>Seminar in British Authors</i>	3
ENGL 515	<i>Studies in British Literature</i>	3
ENGL 517	<i>Old English Literature</i>	3
ENGL 523	<i>Shakespeare</i>	3
ENGL 529	<i>Studies in American Literature</i>	3
ENGL 532	<i>Seminar in American Authors</i>	3
ENGL 537	<i>African-American Literature</i>	3
ENGL 613	<i>Contemporary and Postmodern Literature</i>	3
ENGL 656	<i>World Literatures</i>	3
<b>Area 3 – Electives (6 hrs)</b>		
<b><i>Choose two courses from the following list or substitute any courses not already taken in Area 1 and 2:</i></b>		
ENGL 513	<i>Linguistics</i>	3
ENGL 533	<i>Advanced Grammar</i>	3
ENGL 550	<i>Nonfiction Writing</i>	3
ENGL 551	<i>Poetry Writing</i>	3
ENGL 552	<i>Fiction Writing</i>	3
ENGL 564	<i>History of English Language</i>	3
<b>Area 4 – Thesis or Electives (6 hrs)</b>		
<b><i>Choose two courses from the following list or substitute any courses not already taken in Area 1, 2, and 3:</i></b>		
ENGL 689 <sup>2</sup>	<i>Thesis Proposal and Research</i>	3
ENGL 690	<i>Thesis Defense</i>	3
<sup>1</sup> Approval of program director required for ENGL 595		
<sup>2</sup> Any thesis student who is not ready for enrollment in ENGL 690 after completing ENGL 689 may be required as determined by the student's thesis chair, to repeat ENGL 689 until deemed ready for enrollment in ENGL 690.		



## Courses of Instruction

### COMMUNICATION STUDIES

#### **COMS 510 *Rhetorical Theory*** 3 hours

An historical survey and study of the major contributions to rhetorical theory in the Western tradition. Attention is given to Greek and Roman rhetorical theory and theories prevalent in the Middle Ages and Renaissance.

#### **COMS 513 *Public Discourse in Retrospect*** 3 hours

A study of Anglo-American public discourse from Colonial times to the present. Focus on speakers, writers, and social movements in their socio-political, cultural, and rhetorical significance.

#### **COMS 520 *Communication Theory*** 3 hours

Intensive study of current theories, research, and trends in communication.

#### **COMS 522 *Interpersonal Communication Theory and Practice*** 3 hours

Analysis of theories and research of the relationships between communication and factors such as self-concept, gender, culture, language, paralanguage, and competence in a variety of interpersonal contexts.

#### **COMS 524 *Small Group Communication Theory and Practice*** 3 hours

An analysis of theories, research, and practice of small group communication in various contexts.

#### **COMS 530 *Mass Media Theory*** 3 hours

Intensive study of current theories, research, and trends in mass media.

#### **COMS 532 *Approaches to Media Technologies*** 3 hours

This course examines established and emerging media technologies used by various organizations in communicating specific messages to diverse audiences.

#### **COMS 542 *Communication in Christian Ministry*** 3 hours

A practical and theoretical course designed to strengthen communication competencies of students in the Christian ministry environment. Concepts of communication theory are applied to ministry contexts.

#### **COMS 544 *Great Preachers and Preaching*** 3 hours

A study of the preaching methods and persuasive practices of preachers who have had effective pulpit ministries. Attention is given to both biographical and textual studies examining the rhetorical methods used to accomplish specific goals from the pulpit.

#### **COMS 550 *Communication Education Theory*** 3 hours

The theories and skills needed to manage the communication environment in the classroom. Exposes graduate students to the principles and practices of teaching college communication courses. (Required for all graduate teaching assistants.)

#### **COMS 552 *Leadership Communication*** 3 hours

Study of communication theory, research, and practice related to leadership in ministry, business, and other public contexts.

#### **COMS 554 *Argument and Persuasion*** 3 hours

An analysis of theories, research, and practice of techniques designed to change attitudes, beliefs, and behavior in various communication contexts.

#### **COMS 556 *Audience Analysis and Measurement*** 3 hours

An examination of the practice, interpretation, and implications of audience research, and the implications it has on communication content. Students will explore among others the topics of demographics, psychographics, and media marketing and research.

#### **COMS 558 *Listening and Nonverbal Communication*** 3 hours

An analysis of theories and research of listening and factors that influence competence and the theoretical foundations of nonverbal communication.

#### **COMS 560 *Communication and Conflict*** 3 hours

Analysis of theories and research of the role of communication in conflict in interpersonal, group, organizational, and societal contexts. Emphasis on individual communication styles and competence in the management of conflict.

#### **COMS 562 *Web-based Communication*** 3 hours

This course explores contemporary technologies including interactive television, broadband, and the Internet.

#### **COMS 564 *Family Communication*** 3 hours

Family Communication is a theoretical overview of communication functions and issues in a variety of contexts within families. Family Communication will include the study and development of effective communication skills in the highly complex, challenging, and diverse family setting.

#### **COMS 568 *Creative Communication*** 3 hours

This course is an exploration of the creative process in communication contexts. Through research on creativity and through experiential learning, students will examine professional and personal applications of the creative process in the contexts of public life, education, business, and ministries. Students will apply problem-solving strategies and creative communication to selected environments.

#### **COMS 612 *Rhetorical Criticism*** 3 hours

Investigation of public address through historical and rhetorical critical methods assessing human use of symbols to manage and coordinate social action.

#### **COMS 618 *Visual Rhetoric*** 3 hours

This course focuses on contributions of rhetorical studies towards understanding the persuasive power of visual images, including photography, graphics, moving images, material art, memorials, and architectural forms.

#### **COMS 620 *Rhetoric and Popular Culture*** 3 hours

Exploration of the intersection of rhetorical studies and popular culture. Focus on the application of rhetorical analysis and critical engagement with popular culture.

#### **COMS 622 *Organizational Communication Theory and Practice*** 3 hours

Analysis of theories and research of historic and current communication practices within a variety of organizational contexts.

#### **COMS 624 *Intercultural Communication*** 3 hours

Analysis of theories and research of communication between people from various generational, racial, ethnic, regional, and international cultures.

#### **COMS 632 *Politics and Media*** 3 hours

An overview of the historic and current interaction between media and politics and an examination of potential effects. Students will develop and design a practical application.

#### **COMS 634 *Religion and Media*** 3 hours

An overview of the historic and current interaction between media and religion and an examination of potential effects. Students will develop and design a practical application.

#### **COMS 638 *Media Management*** 3 hours

A study of management theories and practices related to programming, personnel, promotion, legal, ethical, and economic issues facing mass media organizations.

**COMS 643 Topics in Religious Communication** 3 hours

A study of theoretical and practical communication issues relevant to the religious communication context. Topic areas will vary from semester to semester depending on a given focus for the semester. Potential areas for discussion include: Faith Reason and Communication; A Study of Religious Symbols; The Rhetoric of Billy Graham; The Modernist/Fundamentalism Movements; The Rhetoric of Evolution; etc.

**COMS 644 Communication of Revival and Reform** 3 hours

A study of the communication practices used in revival and reform movements.

**COMS 652 Organizational Communication Consulting** 3 hours

Analysis of theories and research of consulting practices within organizations. Emphasis on establishing a consultant-client relationship, the investigation of communication within an organization, the design of descriptive evaluations and prescriptive applications, the development and presentation of written and oral proposals, and the facilitation of seminars, workshops, and other activities.

**COMS 654 Communication and Change** 3 hours

Analysis of theories and research of the role of communication in the introduction, prediction, and management of change in a variety of contexts. Emphasis on personal and corporate communication competence and strategies related to change.

**COMS 656 Media Strategies** 3 hours

A study of the historic and futuristic uses of mass communication. Students will design strategies for potential applications of print and electronic media

**COMS 680 Communication Research Methods** 3 hours

The study and practice of the design, interpretation and evaluation of qualitative and quantitative research methods. A product of the course will be a formal thesis or project proposal.

**COMS 689 Thesis Proposal and Research** 3 hours**COMS 690 Thesis Defense** 3 hours

Intended to demonstrate a student's ability to carry out original research using one of three class research methods: historical-critical (qualitative), descriptive (qualitative and quantitative), or experimental (quantitative). Thesis may be designed to answer practical research questions, theoretical, or ethical issues of interest to scholars and professionals in the communication field.

**COMS 691 Project** 6 hours

Intended to demonstrate a student's ability to apply learning from the graduate program in a campaign or other major project completed for an actual client.

**COMS 697 Special Topics** 3 hours

Topics of special interest not included in the regular department offerings. May be taken more than once, but no topic may be repeated.

**ENGLISH****ENGL 501 Christian Poetics** 3 hours

This course assists the student in developing, through reading and discussion of salient critical texts, a distinctly Christian poetics: a set of principles by which the reader analyzes, interprets, and evaluates literature in a manner consistent with a Biblical worldview.

**ENGL 503 Bibliography and Research** 3 hours

English 503 provides students with an introduction to graduate-level research and bibliography methods in the field of English. In addition, students will practice the primary forms of writing expected of graduate students.

**ENGL 505 Advanced Literary Criticism** 3 hours

An inquiry into the nature and functions of Anglo-American literary criticism and theory. A review of ancient, early Modern, and 18- and 19<sup>th</sup>-Century figures as context for analysis and critique of a selected recent theorist.

**ENGL 507 Teaching Composition** 3 hours

This course introduces composition studies—its theory, research, scholarship and pedagogy—and the teaching of academic composition classes. Students will engage in both theoretical and practical approaches to teaching writing. This course is required of all Graduate Teaching Assistants who plan to teach English composition classes at LU and must be taken prior to or concurrently with their first semester of teaching.

**ENGL 510 Studies in Ancient Literature/Classics** 3 hours

A study of the literature of the ancient Greek and Roman world, with the works studied each semester to be determined by the genre emphasized (epic, tragedy, comedy). The inquiry into the nature of this body of literature will revolve around an investigation of the poets' peculiar visions and the limits of the genre studied, with reference the theories of Aristotle and Plato regarding the nature and purpose of poetry and civil life.

**ENGL 511 Christian Authors** 3 hours

This course offers advanced study of selected authors, themes, or genres that either reflect or respond to Christian belief as well as analysis of the relationship of such texts to both Christian culture and the larger world.

**ENGL 512 Seminar in British Authors** 3 hours

This course explores the works and contexts, both critical and historical, of a major British author. Authors studied might include Chaucer, Spenser, Fielding, Thackeray, or Joyce, among others.

**ENGL 513 Linguistics** 3 hours

This course lays a foundation for studying and understanding not only English, but any language, primarily from the functional/typological approach, but also from the generative one. Principles will be learned via text analysis, breaking down a language into its basic constituents relative to its phonology, morphology, syntax and discourse.

**ENGL 515 Studies in British Literature** 3 hours

This course offers a focused study of a specific time period, genre, or major figure in British literature.

**ENGL 517 Old English Literature** 3 hours

This course is an introduction to Old English language, literature, and culture. It will focus on an introduction to the language itself with a central view to reading the literature of the Anglo-Saxon world. The course will therefore also involve an introductory study of Anglo-Saxon culture and the history of the Anglo-Saxon peoples.

**ENGL 523 Shakespeare** 3 hours

A study of selected works from the Shakespearean canon, with the chief focus each semester determined by genre (tragedy, comedy, or history).

**ENGL 529 Studies in American Literature** 3 hours

This course offers a focused study of a specific time period, genre, or major figure in American literature.

**ENGL 532 Seminar in American Authors** 3 hours

An in-depth study of the life and literary works of one major American writer who made significant contributions to the canon of American literature.

**ENGL 533 Advanced Grammar** 3 hours

Advanced Grammar will encompass the basic as well as the most complex constituents of the English language, not just in sentence structures, but in phonology, morphology, and discourse.

**ENGL 550** *Nonfiction Writing* 3 hours

**ENGL 551** *Poetry Writing* 3 hours

**ENGL 552** *Fiction Writing* 3 hours

**ENGL 554/ EDUC 533** *Teaching Writing Across the Curriculum* 3 hours

**ENGL 564** *History of the English Language* 3 hours

**ENGL 595** *Directed Research* 3 hours

**ENGL 613** *Contemporary and Postmodern Literature* 3 hours

**ENGL 656** *World Literatures* 3 hours

**ENGL 689** *Thesis Proposal and Research* 3 hours

<b>ENGL 690</b>	<i>Thesis Defense</i>	3 hours
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# School of Education

**Karen Parker, B.A., M.S., Ed.D.**

Dean, School of Education

Professor of Education

**Beth Ackerman, B.S., M.Ed., Ed.D.**

Associate Dean, Liberty University Online and Graduate Studies

Associate Professor of Education

**Scott Watson, B.A., M.A., Ph.D.**

Assistant Dean, Advanced Studies

Professor of Education

**Michelle Goodwin, B.S., M.Ed., Ed.D.**

Assistant Dean, Licensure Programs

Coordinator, Elementary Education

Associate Professor of Education

**Randall Dunn, B.A., M.Ed., Ed.D.**

Coordinator, Technology Education

Assistant Professor of Education

**David Holder, B.S., M.Ed., Ph.D.**

Coordinator, Secondary Education

Assistant Professor of Education

**Deanna L. Keith, B.A., M.Ed., Ed.S., Ed.D.**

Coordinator, Special Education

Assistant Professor of Education

**Connie L. McDonald, A.A., B.S., M.Ed., Ed.S., Ph.D.**

Coordinator, Specialists Programs

Assistant Professor of Education

**Constance Pearson, B.A., M.S.E., Ed.D.**

Chair, Online Programs

Professor of Education

**Samuel J. Smith, B.A., M.A., Ed.D.**

Coordinator, M.Ed. in Administration and Supervision

Associate Professor of Education

**FACULTY**

Professor

Black-McGibbon; Morgan; Pantana; Parker, K.; Pearson;

Watson

Associate

Ackerman; Goodwin; Jones, J.; Parker, L.; Smith, S. J.

Assistant

Austin; Beam; Dunn; Holder; Keith; McDonald;

Rockinson-Szapkiw; Spaulding

**PURPOSE**

The School of Education (SOE) 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 and leaders 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 pre-service 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 and college 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, family and consumer sciences, history/social sciences, and mathematics.. 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 Arts in Teaching (M.A.T.)**

The Master of Arts in Teaching degree program is designed for the purpose of initial teacher licensure.

**PURPOSE**

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.

**PROGRAM LEARNING OUTCOMES**

A graduate of the Initial Licensure Master of Arts in Teaching program:

- A. **Knows** Christian values, moral dimensions, and ethical implications synthesized with academic knowledge
  1. Demonstrates a broad base of professional and general knowledge.
  2. Demonstrates knowledge of content in the endorsement area.
- B. **Implements** skills as a gift from God, because teaching is a calling from God
  3. Integrates skills in speaking, writing, reading, and listening for effective classroom communication, peer leadership, and professional involvement.
  4. Designs and selects a variety of instructional strategies based on the developmental levels and individual needs of the learner.
  5. Applies knowledge of content areas and curriculum goals to design and supervise appropriate instruction.
  6. Enhances the success of all diverse learners, providing for special needs and diverse backgrounds.
  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. Provides evidence of student learning at the grade level and content appropriate for the endorsement.
- C. **Believes** and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity consistent with our mission to prepare competent professionals with a Biblical worldview for Christian, public, and private schools
  11. Models personal integrity and sensitivity to human needs.
  12. Demonstrates behaviors of a reflective practitioner and seeks opportunities for collaboration and professional development.

## PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, specific admission requirements for the *Master of Arts in Teaching* (M.A.T.) program are:

### Programs that Lead to Initial Licensure

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.)
2. GPA of at least a 3.00 on a 4.00 scale (probationary admission is an option if the student has at least a 2.50). Students admitted on Academic Probation must take and pass GRST 500 – Introduction to Graduate Writing in their first semester.
3. **Technology Questionnaire** (available online) - Computer access and literacy in word processing, Internet, and e-mail are required for all graduate education students.
4. **TOEFL** (if applicable)

## TRANSFER OF CREDIT

All graduate transfer credits are subject to the approval of the School of Education (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 six semester hours may be transferred into the M.Ed. and M.A.T. programs (up to 12 hours may be transferred into the M.Ed./School Counselor). 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 five 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. or M.A.T. Credit for life experience and for correspondence courses will not be awarded at the graduate level.

## GRADUATION REQUIREMENTS

In addition to other regulations governing graduation as stated in the Liberty University Catalog, M.A.T. students must meet the following requirements:

1. Complete a minimum of 36 semester hours for the M.A.T.
2. Maintain a 3.00 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. Any additional use of the repeat policy for a repeated course must be approved by the School of Education.
3. Additional requirements may be necessary depending upon the student's academic background. All contracts made between the SOE Program Director and the student upon acceptance into the degree program must be satisfied before the degree will be awarded.
4. Three courses (9 semester hours) must be completed on campus for the M.A.T. One course must be completed in residency within the first year. Thirty hours of coursework must be taken through Liberty.
5. The M.A.T. must be completed within five years.
6. Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.

## LICENSURE GUIDELINES

The Teacher Licensure Program is designed to meet licensure requirements of the Commonwealth of Virginia in the student's approved specialization. In addition, students who complete the Teacher Licensure Program are eligible for the Association of Christian Schools International certificate. The Teacher Licensure Program has been officially approved by the Virginia Department of Education and the National Council for Accreditation of Teacher Education (NCATE). Approved programs include all initial licensure M.A.T. programs in Elementary, Secondary, or Special Education. Students entering the M.A.T. 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 Records will submit the student's application packet to the Virginia Department of Education.

### Additional Requirements for Virginia Licensure

Every applicant for teacher licensure in Virginia is required to answer two questions:

1. Have you ever been convicted of a felony?
2. Have you ever had a teaching license revoked/ suspended in another state?

### Initial Elementary, Secondary, and Special Education

The student must:

1. Hold a bachelor's degree in a liberal arts area (or equivalent) from an institution that is accredited by an agency that is recognized by the U.S. Department of Education. Secondary licensure requires a major (or equivalent) in the endorsement area and the successful completion of the Praxis II content exam for the area of endorsement;
2. Successfully complete Liberty's M.A.T. in Elementary, Secondary, or Special Education;
3. Obtain passing scores on all 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 K-12 school.

### Time Limit for School Licensure

1. Students must have completed all requirements necessary for school licensure within 5 years after completion of the graduate degree;
2. Students who have completed Liberty's M.A.T. 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.A.T. may be eligible for licensure in other states by interstate 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 licensure information, contact the Coordinator of Teacher Licensure Records (phone 1-800-522-6255, extension 2632 or 434-582-2632; e-mail: [teacher@liberty.edu](mailto:teacher@liberty.edu); fax 434-582-2468).

### SCHEDULING RESIDENTIAL COURSES

Residential graduate classes are scheduled as one or two-week intensives during the summer, and in December and January. Weekend classes may be offered during fall and spring. Pre-class and post-class assignments are required for all intensive courses.

### MASTER OF ARTS IN TEACHING (M.A.T.) SPECIALIZATIONS

Elementary Education  
Secondary Education  
Special Education

### COURSE REQUIREMENTS

	<u>Semester Hours</u>
Core Courses	12
Specialization Courses	12
Professional Courses	12*
<b>TOTAL</b>	<b>36*</b>

\*Additional hours may be required for Virginia Licensure

<b>Programs of Study</b>		
<b>Master of Arts in Teaching (M.A.T.)</b>		
<b>Elementary Education Specialization (36 hrs)</b>		
<b>Program Options: Online and Blended Formats</b>		
<b>Initial Education Core Courses (12 hrs)</b>		
EDUC 500	<i>Advanced Educational Psychology</i>	3
EDUC 504 <sup>1</sup>	<i>Historical and Philosophical Foundations of Education</i>	3
EDUC 518	<i>Understanding Educational Research and Assessment</i>	3
EDUC 521	<i>Foundations of Exceptionality</i>	3
<b>Specialization Courses (12 hrs)</b>		
EDUC 530	<i>Teaching Mathematics</i>	3
EDUC 531	<i>Teaching the Natural and Social Sciences</i>	3
EDUC 554	<i>Reading and Language Acquisition</i>	3
EDUC 632 <sup>1</sup>	<i>Language Acquisition and Instruction</i>	3
<b>Professional Courses (12 hrs)</b>		
EDUC 556	<i>Teaching Content Area Reading</i>	3
EDUC 571 <sup>2</sup>	<i>Curriculum Fundamentals</i>	3
EDUC 590	<i>Student Teaching</i>	3
EDUC 623 <sup>1</sup>	<i>Principles of Behavior Management</i>	3
<sup>1</sup> Three courses required in residence; these courses are offered in Residency.		
<sup>2</sup> EDUC 571 to be taken the semester directly before or during student teaching		
Prerequisites: Refer to the Elementary/Middle Content Competency Chart. Competencies must be met prior to student teaching. EDUC 673 or 676 may be added for Middle School endorsement.		

<b>Master of Arts in Teaching (M.A.T.)</b>		
<b>Secondary Education Specialization</b>		
<b>(6-12 or Pre K-12 Subject Endorsement) (36 hrs)</b>		
<b>Program Options: Online and Blended Formats</b>		
<b>Initial Education Core Courses (12 hrs)</b>		
EDUC 500	<i>Advanced Educational Psychology</i>	3
EDUC 504 <sup>1</sup>	<i>Historical and Philosophical Foundations of Education</i>	3
EDUC 518	<i>Understanding Educational Research and Assessment</i>	3
EDUC 521	<i>Foundations of Exceptionality</i>	3
<b>Specialization Courses (12 hrs)</b>		
EDUC 623 <sup>1</sup>	<i>Principles of Behavior Management</i>	3
EDUC 673 <sup>1</sup>	<i>Curriculum and Methods for Middle School</i>	3
EDUC 695	<i>Directed Research</i>	3
<b>Choose one:</b>		
ENGL 554 <sup>3</sup>	<i>Writing Across the Curriculum</i>	3
EDUC 3&4	Elective (500-600 level)	
<b>Professional Courses (12 hrs)</b>		
EDUC 535	<i>Secondary Instructional Procedures</i>	3
EDUC 556	<i>Teaching Content Area Reading</i>	3
EDUC 571 <sup>2</sup>	<i>Curriculum Fundamentals</i>	3
EDUC 590	<i>Student Teaching I (Secondary)</i>	3
or		
EDUC 591	<i>Student Teaching II (Secondary)</i>	
<sup>1</sup> Three courses required in residence; these courses are offered in Residency.		
<sup>2</sup> EDUC 571 to be taken the semester directly before or during student teaching		
<sup>3</sup> 500/600 level content elective may be substituted		
<sup>4</sup> EDUC 554 required for TESL/Spanish		
Refer to Content Competency Chart. Competencies must be met prior to student teaching.		

**NOTE:** Candidates seeking licensure as secondary teachers should have completed a bachelor's degree with a major in the intended endorsement area, or a degree in a related field with courses similar to that required for a bachelor's degree in the field of study. Any deficiencies in course requirements must be addressed prior to student teaching. [See Content Competencies for subject area.] In addition, candidates must successfully complete the appropriate Praxis II content exam in the area of endorsement prior to student teaching.

Candidates seeking licensure at the middle school level should have completed a bachelor's degree with a strong background in one or more of the following four subject areas: English, History/Social Science, Mathematics, or Science. Any deficiencies in course requirements must be addressed prior to student teaching. [See Content Competencies for elementary/middle education.] In addition, candidates must successfully complete the appropriate Praxis II middle school content exam in the area(s) of endorsement prior to student teaching.

<b>Master of Arts in Teaching (M.A.T.)</b>		
<b>Special Education Specialization (K-12) (36 hrs)</b>		
<b>Program Options: Online and Blended Formats</b>		
<b>Initial Education Core Courses (12 hrs)</b>		
EDUC 500	<i>Advanced Educational Psychology</i>	3
EDUC 504 <sup>1</sup>	<i>Historical and Philosophical Foundations of Educations</i>	3
EDUC 518	<i>Understanding Educational Research and Assessment</i>	3
EDUC 521	<i>Foundations of Exceptionality</i>	3

<b>Specialization Courses (12 hrs)</b>		
EDUC 524	<i>Collaborating for Successful Inclusive Classrooms</i>	3
EDUC 525	<i>Collaborating for Successful Transitions</i>	3
EDUC 622 <sup>1</sup>	<i>Educational Assessment and Intervention</i>	3
EDUC 623 <sup>1</sup>	<i>Principles of Behavior Management</i>	3
<b>Professional Courses (12 hrs)</b>		
EDUC 530	<i>Teaching Mathematics</i>	3
EDUC 554	<i>Reading and Language Acquisition</i>	3
EDUC 571 <sup>2</sup>	<i>Curriculum Fundamentals</i>	3
EDUC 590	<i>Student Teaching I</i>	3
<sup>1</sup> Three courses required in residence; these courses are offered in Residency.		
<sup>2</sup> EDUC 571 to be taken the semester directly before or during student teaching		

**PASS RATES OF PROGRAM COMPLETERS  
ON VIRGINIA TEACHER LICENSURE ASSESSMENTS  
2006-2007**

- 410 admitted to teacher licensure program
- 143 student teachers
- 20 supervisors
- 6:1 student teacher/faculty ratio
- 300 hours minimum required for student teaching
- LU programs are state-approved and NCATE approved

Type of Assessment	# Taking	# Passing	LU Pass	Quartile Rank	VA Pass
<i>Aggregate-Basic Skills</i>	89	89	100%	I	100%
<i>Aggregate: Academic Content Areas</i>	101	101	100%	I	99%
<i>Aggregate: Other Content Areas</i>	11	11	100%	I	100%
<b>Summary Totals and Pass Rates</b>	133	133	100%	I	99%

In accordance with public disclosure requirements for Title II, Section 207(f)

### ***Master of Education (M.Ed.)***

#### **PURPOSE**

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.

#### **PROGRAM LEARNING OUTCOMES**

A graduate of the **Master of Education** program:

- Knows** Christian values, moral dimensions, and ethical implications synthesized with academic knowledge
  - Demonstrates a broad base of professional and general knowledge.
  - Conceptualizes a broad spectrum of educational precepts, generalizations, practices, dispositions, points of view, and resources.
- Implements** skills as a gift from God, because teaching/leadership is a calling from God
  - Integrates skills in speaking, writing, reading, and listening for effective classroom communication, peer leadership, and professional involvement.

- Designs and selects a variety of instructional strategies based on the developmental levels and individual needs of the learner.
  - Applies knowledge of content areas and curriculum goals to design and supervise appropriate instruction.
  - Manages classroom climate and procedures to motivate students and maximize learning.
  - Integrates a variety of assessment strategies to improve student learning.
  - Integrates appropriate technology and resources to support instruction and to facilitate professional development opportunities.
  - Demonstrates competence as a consumer of research findings and other information technology resources.
  - Demonstrates skill in critical thinking, problem solving, decision making, and interpersonal skills.
- C. **Believes and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity consistent with our mission to prepare competent professionals with a biblical worldview for Christian, public, and private schools**
- Models personal integrity and sensitivity to human needs.
  - Enhances the success of all diverse learners, providing for special needs and diverse backgrounds.
  - Demonstrates behaviors of a reflective practitioner and seeks opportunities for collaboration and professional development.
  - Exerts confident leadership as well as accepts responsibility in the broad field of education.

#### **PROGRAM SPECIFIC ADMISSION REQUIREMENTS**

##### ***M.Ed. in Teaching and Learning Concentrations in Elementary Education, Middle Grades Education, or Special Education***

##### **These programs do not lead to Licensure:**

- Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.)
- GPA of at least a 3.00 on a 4.00 scale
- Technology Questionnaire** (available online) - Computer access and literacy in word processing, Internet, and e-mail are required for all graduate education students.
- TOEFL** (if applicable)

##### ***M.Ed. in Administration/Supervision, School Counseling, or Program Specialist***

##### **Programs that Lead to Licensure:**

- Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACS, TRACS, ABHE, etc.)
- GPA of at least a 3.00 on a 4.00 scale (probationary admission is an option if the student has at least a 2.50). Students admitted on Academic Probation must take and pass GRST 500 Intro to Graduate Writing in their first semester.
- Technology Questionnaire** (available online) Computer access and literacy in word processing, Internet, and e-mail are required for all graduate education students.
- TOEFL** (if applicable)

## TRANSFER OF CREDIT

All graduate transfer credits are subject to the approval of the School of Education (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 six semester hours may be transferred into the M.Ed. and M.A.T. programs (up to 12 hours for the M.Ed./School Counselor). 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 five 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. or M.A.T. Credit for life experience and for correspondence courses will not be awarded at the graduate level.

## SCHEDULING RESIDENTIAL COURSES

Residential graduate classes are scheduled as one week intensives during the summer, in December and January, and as weekend classes during fall and spring. Pre-class and post-class assignments are required for all intensive 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 specialization);
2. Maintain a 2.50 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 Program Director and the student upon acceptance into the degree program must be satisfied before the degree will be awarded; and
4. Three courses (9 semester hours) must be completed on campus for the M.Ed. programs in Administration/Supervision, Program Specialist, and School Counseling. No residence courses are required for the M.Ed. in Teaching and Learning. One course must be completed in residency within the first year. Thirty hours of coursework must be taken through Liberty.
5. Online students will be required to take the graduate writing assessment.
6. Time limits for degree completion:
  - a. M.Ed. School Counselor degree must be completed within 7 years
  - b. M.Ed. degree programs in Administration/Supervision and Program Specialist must be completed within 5 years.
7. Submit a Graduate Application to the Registrar's Office at the beginning of the final semester.

## LICENSURE GUIDELINES

The Teacher Licensure Program is designed to meet licensure requirements of the Commonwealth of Virginia in the student's approved specialization. In addition, students who complete the

Teacher Licensure Program are eligible for the Association of Christian Schools International certificate. The Teacher Licensure Program has been officially approved by the Virginia Department of Education and the National Council for Accreditation of Teacher Education (NCATE). Approved programs for licensure for support personnel may be earned in the program through Administration/Supervision, Program 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 Records will submit the student's application packet to the Virginia Department of Education.

**NOTE:** The M.Ed. program in Teaching and Learning is not a licensure program. It is meant for individuals who are already licensed, or for those who are not pursuing licensure.

### 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?

### 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. (Work experience form required.);
2. Successfully complete Liberty's M.Ed. in Administration/Supervision;
3. Complete an 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; and
4. Obtain a passing score on all tests required for Virginia licensure.

### Program Specialist

The student must:

1. Complete three years of successful classroom teaching in which the teaching in the specialty area was/is an important responsibility. (Work experience form required.); and
2. Successfully complete Liberty's M.Ed. for Reading, Math, or Gifted Education Specialists which includes an internship.
3. Obtain passing scores on all tests required for Virginia licensure.

### School Counseling

The student must:

1. Complete two years of successful full-time teaching or two years of successful experience in guidance and counseling. (Work experience form required.); and
2. Successfully complete Liberty's M.Ed. in School Counseling which includes an internship in preK-6 and grades 7-12).

### Time Limit for School Licensure

1. Students must have completed all requirements necessary for school licensure within 5 years after completion of the graduate degree;



- 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
- 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 interstate 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 licensure information, contact the Coordinator of Teacher Licensure Records (phone 1-800-522-6255, extension 2632 or 434-582-2632; e-mail: [teacher@liberty.edu](mailto:teacher@liberty.edu); fax 434-582-2468).

### **MASTER OF EDUCATION (M.Ed.) SPECIALIZATIONS:**

Administration/Supervision

Program Specialist:

- Early Childhood Specialist
- Gifted Specialist
- Math Specialist
- Reading Specialist

School Counseling

### **MASTER OF EDUCATION (M.Ed.)**

#### **TEACHING AND LEARNING SPECIALIZATIONS**

#### **(Non-Licensure):**

General Education

Elementary Education

Middle Grades Education

Special Education

### **COURSE REQUIREMENTS**

	<b>SEMESTER HOURS</b>	
	<b>School</b>	<b>Other</b>
	<b>Counseling</b>	<b>Specializations</b>
Core Courses	15	15
Specialization Courses	21	12
Professional Courses	12	9*
<b>TOTAL</b>	<b>48</b>	<b>36*</b>

\*Additional hours may be required for Virginia Licensure

<b>Programs of Study</b>		
<b>Master of Education (M.Ed.)</b>		
<b>Administration and Supervision (preK-12) (36 hrs)</b>		
<b>Program Options: Online and Blended Formats</b>		
<b>Advanced Education Core Courses (15 hrs)</b>		
EDUC 500	<i>Advanced Educational Psychology</i>	3
EDUC 518	<i>Understanding Educational Research and Assessment</i>	3

EDUC 521	<i>Foundations of Exceptionality</i>	3
EDUC 645 <sup>1</sup>	<i>Foundations for Educational Leaders</i>	3
EDUC 672	<i>Curriculum Development</i>	3
<b>Specialization Courses (12 hrs)</b>		
EDUC 640	<i>School Administration</i>	3
EDUC 646	<i>School-Community Relations</i>	3
EDUC 647	<i>School Law</i>	3
EDUC 648	<i>School Finance and Management</i>	3
<b>Professional Courses (9 hrs)</b>		
EDUC 641 <sup>1</sup>	<i>Supervision of Instruction</i>	3
EDUC 6__ <sup>1</sup>	<i>Elective (600 level)</i>	3
EDUC 699	<i>A01 Internship</i>	3
<sup>1</sup> Three courses required in residence; these courses are offered in Residency.		
<b>NOTE:</b> Upon completion of this program plan, initial license/experience, and passing the required Virginia assessments, you will be eligible for a Virginia license in this program's area of endorsement. Refer to <a href="http://www.liberty.edu/advisingguide">www.liberty.edu/advisingguide</a> .		

### **Master of Education (M.Ed.)**

#### **Program Specialist: Early Childhood, Gifted Math or Reading (36 hrs)**

#### **Program Options: Online and Blended Formats**

#### **Advanced Education Core Courses (15 hrs)**

EDUC 500	<i>Advanced Educational Psychology</i>	3
EDUC 518	<i>Understanding Educational Research and Assessment</i>	3
EDUC 521	<i>Foundations of Exceptionality</i>	3
EDUC 645 <sup>1</sup>	<i>Foundations for Educational Leadership</i>	3
EDUC 672	<i>Curriculum Development</i>	3

#### **Specialization Courses (12 hrs)**

EDUC 622 <sup>1</sup>	<i>Educational Assessment and Intervention</i>	3
EDUC 650 <sup>2</sup>	<i>The Specialist and the School Program</i>	3
EDUC 652 <sup>2</sup>	<i>Current Issues in School Programs</i>	3

#### **Choose one specialty methods course:**

EDUC 530	<i>Teaching Mathematics</i>	3
EDUC 554	<i>Reading and Language Acquisition</i>	
EDUC 627	<i>Readings and Research in Gifted Education</i>	
EDUC 670	<i>Curriculum and Methods for Early Childhood</i>	

#### **Professional Courses (9 hrs)**

EDUC 641 <sup>1</sup>	<i>Supervision of Instruction</i>	3
EDUC 699	<i>A-03 Internship</i>	3

#### **Choose One:**

EDUC 556	<i>Teaching Content Area Reading (required for Reading Specialist)</i>	3
EDUC 524	<i>Collaborating for Successful Inclusive Classrooms</i>	3
EDUC ____	<i>Elective (Math, Early Childhood, or Gifted Specialist)</i>	3

<sup>1</sup> Three courses required in residence; these courses are offered in Residency.

<sup>2</sup> EDUC 650 and 652 are taken the final semester. May be taken with EDUC 699-A03

**NOTE:** Upon completion of this program plan, initial license/experience, and passing the required Virginia assessments, you will be eligible for a Virginia license in this program's area of endorsement. Refer to [www.liberty.edu/advisingguide](http://www.liberty.edu/advisingguide).

### **Master of Education (M.Ed.)**

#### **School Counseling (preK-12) (48 hrs)**

#### **Program Options: Online and Blended Formats**

#### **Advanced Education Core Courses (15 hrs)**

EDUC 500	<i>Advanced Educational Psychology</i>	3
EDUC 518	<i>Understanding Educational Research and Assessment</i>	3

**SCHOOL OF EDUCATION**

EDUC 521	<i>Foundations of Exceptionality</i>	3
EDUC 672	<i>Curriculum Development</i>	3
<b>Choose one:</b>		
EDUC 604	<i>Foundations of Education</i>	3
EDUC 645 <sup>1</sup>	<i>Foundations for Educational Leadership</i>	
<b>Specialization Courses (21 hrs)</b>		
COUN 501	<i>Counselor Professional Identity, Function and Ethics</i>	3
COUN 504	<i>Ethnicity, Families, and Counseling</i>	3
COUN 505 <sup>1</sup>	<i>Counseling Techniques and the Helping Relationship</i>	3
COUN 510	<i>Theories of Counseling</i>	3
COUN 512 <sup>1</sup>	<i>Group Process</i>	3
COUN 522	<i>Career Development and Counseling</i>	3
<b>Choose one:</b>		
COUN 611	<i>Counseling Children and Their Families</i>	3
COUN 620	<i>Counseling Adolescents and Their Families</i>	3
<b>Professional Courses (12 hrs)</b>		
EDUC 622 <sup>1</sup>	<i>Educational Assessment and Intervention</i>	3
EDUC 660	<i>Organization and Administration of Guidance Programs</i>	3
EDUC 661 <sup>1</sup>	<i>Consultation, Coordination, and Referral</i>	3
EDUC 699	<i>A02 Internship</i>	3
<sup>1</sup> Four courses required in residence; these courses are offered in Residency.		
<b>NOTE:</b> Upon completion of this program plan, initial license/experience, and passing the required Virginia assessments, you will be eligible for a Virginia license in this program's area of endorsement. Refer to <a href="http://www.liberty.edu/advisingguide">www.liberty.edu/advisingguide</a> .		

<b>Master of Education (M.Ed.) Teaching and Learning General Education Specialization (36 hrs)</b>		
<b>Program Options: Online and Blended Formats</b>		
<b>Advanced Education Core Courses (15 hrs)</b>		
EDUC 500	<i>Advanced Educational Psychology</i>	3
EDUC 518	<i>Understanding Educational Research and Assessment</i>	3
EDUC 521	<i>Foundations of Exceptionality</i>	3
EDUC 672	<i>Curriculum Development</i>	3
<b>Choose One:</b>		
EDUC 604	<i>Foundations of Education</i>	3
EDUC 645	<i>Foundations for Educational Leadership</i>	
<b>Specialization Courses (12 hrs)</b>		
<sup>1</sup> EDUC	Choose four courses	
<b>Professional Courses (9 hrs)</b>		
<sup>1</sup> EDUC	Elective	3
EDUC 698	<i>Directed Practicum</i>	3
<b>Choose one:</b>		
EDUC 6__		3
EDUC 642	<i>Leadership and Supervision in Education</i>	
<sup>1</sup> Choose any 500-600 level EDUC courses, not including EDUC 590, 591, 698, or 699.		
<b>NOTE:</b> This program is a non-licensure program. Refer to <a href="http://www.liberty.edu/advisingguide">www.liberty.edu/advisingguide</a> . No residency required for non-licensure.		

<b>Master of Education (M.Ed.) Teaching and Learning Elementary Education Specialization (36 hrs)</b>		
<b>Program Options: Online and Blended Formats</b>		
<b>Advanced Education Core Courses (15 hrs)</b>		
EDUC 500	<i>Advanced Educational Psychology</i>	3
EDUC 518	<i>Understanding Educational Research and Assessment</i>	3

EDUC 521	<i>Foundations of Exceptionality</i>	3
EDUC 645	<i>Foundations for Educational Leaders</i>	3
EDUC 604	<i>Foundations of Education</i>	3
EDUC 672	<i>Curriculum Development</i>	3
<b>Specialization Courses (12 hrs)</b>		
EDUC 530	<i>Teaching Mathematics</i>	3
EDUC 554	<i>Reading and Language Acquisition</i>	3
EDUC 634	<i>Teaching Science in the Elementary School</i>	3
EDUC 636	<i>Teaching Social Studies in the Elementary School</i>	3
<b>Professional Courses (9 hrs)</b>		
EDUC 642	<i>Leadership and Supervision in Education</i>	3
EDUC 675	<i>Elementary Curriculum and Methods</i>	3
EDUC 698	<i>Directed Practicum</i>	3
<b>NOTE:</b> This program is a non-licensure program. Refer to <a href="http://www.liberty.edu/advisingguide">www.liberty.edu/advisingguide</a> . No residency required for non-licensure.		

<b>Master of Education (M.Ed.) Teaching and Learning Middle Grades Specialization (36 hrs)</b>		
<b>Program Options: Online and Blended Formats</b>		
<b>Advanced Education Core Courses (15 hrs)</b>		
EDUC 500	<i>Advanced Educational Psychology</i>	3
EDUC 518	<i>Understanding Educational Research and Assessment</i>	3
EDUC 521	<i>Foundations of Exceptionality</i>	3
EDUC 604	<i>Foundations of Education</i>	3
EDUC 672	<i>Curriculum Development</i>	3
<b>Specialization Courses (12 hrs)</b>		
EDUC 601	<i>Professional Development in Middle Grades Education</i>	3
EDUC 602	<i>Young Adolescents, Schools and Communities</i>	3
<b>Choose two elective courses:</b>		
EDUC 530	<i>Teaching Mathematics</i>	3
EDUC 554	<i>Reading and Language Acquisition</i>	3
EDUC 635	<i>Teaching Science in the Middle School</i>	3
EDUC 637	<i>Teaching Social Studies in the Middle School</i>	3
<b>Professional Courses (9 hrs)</b>		
EDUC 642	<i>Leadership and Supervision in Education</i>	3
EDUC 676	<i>Middle Grades Curriculum and Methods</i>	3
EDUC 698	<i>Directed Practicum</i>	3
<b>NOTE:</b> This program is a non-licensure program. Refer to <a href="http://www.liberty.edu/advisingguide">www.liberty.edu/advisingguide</a> . No residency required for non-licensure.		

<b>Master of Education (M.Ed.) Teaching and Learning Special Education Specialization (36 hrs)</b>		
<b>Program Options: Online and Blended Formats</b>		
<b>Advanced Education Core Courses (15 hrs)</b>		
EDUC 500	<i>Advanced Educational Psychology</i>	3
EDUC 518	<i>Understanding Educational Research and Assessment</i>	3
EDUC 521	<i>Foundations of Exceptionality</i>	3
EDUC 604	<i>Foundations of Education</i>	3
EDUC 672	<i>Curriculum Development</i>	3
<b>Specialization Courses (12 hrs)</b>		
EDUC 524	<i>Collaborating for Successful Inclusive Classrooms</i>	3
EDUC 525	<i>Collaborating for Successful Transitions</i>	3
EDUC 621	<i>Educational Assessment for Special Needs</i>	3

EDUC 624	<i>Classroom Management</i>	3
<b>Professional Courses (9 hrs)</b>		
EDUC 642	<i>Leadership and Supervision in Education</i>	3
EDUC 698	<i>Directed Practicum</i>	
<b>Choose one of the following:</b>		
EDUC 530	<i>Teaching Mathematics</i>	3
EDUC 632	<i>Language Acquisition and Instruction</i>	3
EDUC 634	<i>Teaching Science in the Elementary School</i>	3
EDUC 635	<i>Teaching Science in the Middle School</i>	3
EDUC 636	<i>Teaching Social Studies in the Elementary School</i>	3
EDUC 637	<i>Teaching Social Studies in the Middle School</i>	3
<b>NOTE:</b> This program is a non-licensure program. Refer to <a href="http://www.liberty.edu/advisingguide">www.liberty.edu/advisingguide</a> No residency required for non-licensure.		

## Educational Specialist (Ed.S.)

### PURPOSE

The Educational Specialist degrees with concentrations in Teaching and Learning and in Educational Leadership are designed to prepare competent effective leaders with a Biblical worldview 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 is as a teacher, superintendent, principal, curriculum director, instructional supervisor, college instructor, or university administrator.

### PROGRAM LEARNING OUTCOMES

A graduate of the Educational Specialist (EdS) program:

- A. **Knows** research competencies synthesized with Christian values, moral dimensions, and ethical implications.
  1. Makes broad distinctions between research philosophies and approaches.
  2. Demonstrates an understanding of the practices that inform site-based research by interpreting and designing research.
  3. Interprets how practitioners carry out inquiry and the issues faced, and can make inferences about research implications.
- B. **Implements** leadership, teaching and learning competencies as a gift from God because teaching/learning is a calling from God
  4. Integrates skills in speaking, writing, reading, and listening for effective communication in educational settings.
  5. Models citizenship through moral leadership and sensitivity to human needs.
  6. Collaborates with various educational stakeholders in a variety of settings.
  7. Selects appropriate technology and resources to support educational goals.
  8. Utilizes highly effective educational strategies based on individual needs.
  9. Uses a variety of assessment strategies to improve student learning.
- C. **Believes** foundation competencies consistent with our mission to prepare competent professionals with a Biblical worldview for Christian, public, and private schools
  10. Upholds high standards of competence and integrity, exercises sound judgment in the practice

of the profession, and participates in activities of professional organizations relevant to their field.

### COURSE REQUIREMENTS

Ed.S. students have the option of completing concentrations in the areas of Educational Leadership or Teaching and Learning. General requirements are as follows:

	Semester Hours
Foundation of Education Core	9
Research and Evaluation Core <sup>1</sup>	6
Concentration Courses	15
<b>TOTAL</b>	<b>30</b>

<sup>1</sup> A prerequisite graduate educational research course equivalent to EDUC 518 is required if not completed previously.

### PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, specific admission requirements for the Ed.S are listed below. 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.luonline.com](http://www.luonline.com).

1. **Graduate Status Record** (available online)
2. **Recommendations for Graduate Program.** This should be obtained from the **one** individual best qualified to answer questions concerning the applicant's professional, technical, and personal qualifications for graduate studies in education. The form is available online.
3. **Academic Records.** Applicants must submit an official transcript indicating successful completion of a master's degree program from an institution accredited by an accrediting agency recognized 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) is required before enrolling in doctoral-level coursework.
  - Applicants with a non-educational master's degree may be required to complete M.Ed. core courses (up to 12 additional hours) before taking any Ed.S. coursework.
  - Ed.S. applicants must have a cumulative GPA of 3.00 or above on graduate degree required for entrance to the program.
4. **Professional Vita.** Include degrees earned, educational experience, and career goals.
5. **Technology Questionnaire (available online).** Computer access and literacy in word processing, Internet, and e-mail are required for all graduate education students.
6. **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, NJ 08541, USA.

**TRANSFER OF CREDIT**

All graduate transfer credits are subject to the approval of the School of Education (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 six hours may be transferred into the Ed.S. 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 five years. Courses from a completed degree will not be accepted as transfer (see exception below). Credit for life experience and for correspondence courses will not be awarded at the graduate level.

**GRADUATION REQUIREMENTS**

In addition to other regulations governing graduation, as stated in the Liberty University Catalog, Ed.S. graduates must:

1. Complete a minimum of 30 semester hours beyond the Master's degree.
2. Complete a minimum of 24 semester hours through Liberty.
3. Maintain a 3.00 GPA to remain in the program, with no more than two C's permitted in program courses. While all course grades are averaged in the GPA, course credit toward degree completion is not granted for a grade of D or F. A student may repeat one course in which a C or below was received with the most recent grade to be calculated in the GPA. Any additional use of the repeat policy for a repeated course must have the approval of the School of Education.
4. Certain additional requirements may be necessary depending upon the student's academic background. Any and all contracts made between the SOE Graduate Committee and the student at the time of acceptance into the degree program must be satisfied before the degree will be awarded.
5. Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.

There are no on-campus residency requirements for the Ed.S. degree. However, students interested in pursuing the Ed.D. degree after completion of the Ed.S. should complete the residence course options, where available (EDUC 741 and 730 for the Teaching and Learning concentration and EDUC 741 and 747 for the Educational Leadership concentration). For students who choose the residence course options, EDUC 741 must be completed within the first year in the program with a minimum grade of "B".

**TIME LIMITS FOR DEGREE COMPLETION**

The time limit for completing the degree from the date of admission to the program is five years. 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 if readmitted. 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 student's time limit for degree completion is determined by the number of hours remaining.

**Programs of Study****Education Specialist (Ed.S.)****Concentration: Educational Leadership (30 hrs)****Program Options: Online Format****Foundation of Education Core (9 hrs)**

EDUC 701	<i>Theories and Research in Educational Psychology</i>	3
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EDUC 740	<i>Leadership Principles and Ethics</i>	3
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**Choose one:** 3

EDUC 604	<i>Foundations of Education</i>	
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EDUC 741 <sup>1,3</sup>	<i>Theories of Educational Leadership</i>	
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**Research and Evaluation Core (6 hrs)**

**Prerequisite:** An Educational Research course equivalent to EDUC 518

EDUC 712	<i>Advanced Education Statistics</i>	3
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EDUC 718	<i>Advanced Research and Writing</i>	3
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**Concentration Courses (15 hrs)**

EDUC 742	<i>Educational Leadership and Public Relations</i>	3
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EDUC 746	<i>Conflict Resolution</i>	3
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EDUC ____ <sup>3</sup>	600-700 level elective course	3
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EDUC ____ <sup>3</sup>	600-700 level elective course	3
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**Choose one:** 3

EDUC 745	<i>Systems Analysis</i>	
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EDUC 747 <sup>1,3</sup>	<i>Advanced School Law</i>	
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<sup>1</sup> Course offered in residency. No residence is required for the non-licensure program. Residence is required for licensure and is strongly recommended for those who plan to complete the Ed.D. after the Ed.S.

<sup>2</sup> Capstone course to be taken in final semester

<sup>3</sup> 600 level courses are K-12 focus and may require field experience. Additional courses required for licensure: EDUC 641, 648, 672, 699-A01; may take one for 600-700 level elective. Equivalent course from master's is acceptable for EDUC 672

**Education Specialist (Ed.S.)****Concentration: Teaching and Learning (30 hrs)****Program Options: Online Format****Foundation of Education Core (9 hrs)**

EDUC 701	<i>Theories and Research in Educational Psychology</i>	3
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EDUC 740	<i>Leadership Principles and Ethics</i>	3
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**Choose one:** 3

EDUC 604	<i>Foundations of Education</i>	
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EDUC 741 <sup>1</sup>	<i>Theories of Educational Leadership</i>	
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**Research and Evaluation Core (6 hrs)**

**Prerequisite:** An Educational Research course equivalent to EDUC 518

EDUC 712	<i>Advanced Education Statistics</i>	3
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EDUC 718 <sup>2</sup>	<i>Advanced Research and Writing</i>	3
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**Concentration Courses (15 hrs)**

EDUC 721	<i>Issues and Trends in Exceptionality</i>	3
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EDUC 771	<i>Curriculum Theory</i>	3
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EDUC ____ <sup>3</sup>	600-700 level elective course	3
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EDUC ____ <sup>3</sup>	600-700 level elective course	3
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**Choose one:** 3

EDUC 730 <sup>1</sup>	<i>Technology Practices for School Improvement</i>	
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EDUC 746	<i>Conflict Resolution</i>	
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<sup>1</sup> Course offered in residency. No residence is required for the non-licensure program. Residence is required for licensure and is strongly recommended for those who plan to complete the Ed.D. after the Ed.S.

<sup>2</sup> Capstone course to be taken in final semester

<sup>3</sup> 600 level courses are K-12 focus and may require field experience. Additional courses required for licensure by program; may take two for 600-700 level electives:

- School Counseling: EDUC 622<sup>1</sup>, 660, 661<sup>1</sup>, 699-A02 and 21 hours of COUN courses equivalent to M.Ed. courses
- Program Specialist: EDUC 622<sup>1</sup>, 641<sup>1</sup>, 650, 652, 699-A03 and choose ONE: EDUC 530 or 554 & 556, or 627, or 670

## Doctor of Education (Ed.D.)

### PURPOSE

The Doctor of Education degrees with concentrations in Teaching and Learning and in Educational Leadership are 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.

### PROGRAM LEARNING OUTCOMES

A graduate of the Doctor of Education (Ed.D.) program:

A. **Knows** research competencies synthesized with Christian values, moral dimensions, and ethical implications.

1. Makes broad distinctions between research philosophies and approaches.
2. Demonstrates an understanding of the practices that inform site-based research by interpreting and designing research.
3. Interprets how practitioners carry out inquiry and the issues faced, and can make inferences about research implications.

B. **Implements** leadership, teaching and learning competencies as a gift from God because teaching/learning is a calling from God

4. Integrates skills in speaking, writing, reading, and listening for effective communication in educational settings.
5. Models citizenship through moral leadership and sensitivity to human needs.
6. Collaborates with various educational stakeholders in a variety of settings.
7. Selects appropriate technology and resources to support educational goals.
8. Utilizes highly effective educational strategies based on individual needs.
9. Uses a variety of assessment strategies to improve student learning.

C. **Believes** foundation competencies consistent with our mission to prepare competent professionals with a Biblical worldview for Christian, public, and private schools

10. Upholds high standards of competence and integrity, exercises sound judgment in the practice of the profession, and participates in activities of professional organizations relevant to their field.

### COURSE REQUIREMENTS

	Semester Hours
Leadership Core	12
Research and Evaluation Core <sup>1</sup>	12
Concentration Area	24
Dissertation	12
<b>TOTAL</b>	<b>60</b>

<sup>1</sup> A prerequisite graduate educational research course equivalent to EDUC 518 is required if not completed previously.

### PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, specific admission procedures for the Ed.D. are listed below. Submit the following items to the Office of Graduate Admissions prior to registering for any graduate courses. Where noted, forms are available online at: <http://www.liberty.edu/apply>.

1. **Graduate Status Record** (available online)
2. **Recommendations for Graduate Program.** 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.
3. **Graduate Record Examination (GRE) Score Report or a Miller Analogies Test (MAT) Score Report.**
  - a. A minimum GRE score of 900 or above (combination of verbal and quantitative scores) and a 4.0 on the analytical writing component is expected.
  - b. A minimum score of 400 or better on the MAT may be used instead of the GRE.
4. **Academic Records.** Applicants must submit an official transcript indicating successful completion of a master's degree program from an institution accredited by an accrediting agency recognized by the U.S. Department of Education. Transcripts should be sent directly to the Office of Graduate Admissions from all schools previously attended.
5. A master's degree in education (or a related area) is required before enrolling in doctoral-level coursework.
6. Applicants with a non-educational master's degree may be required to complete M.Ed. core courses (up to 12 additional hours) before taking any Ed.D. coursework.
7. Ed.D. applicants must have a cumulative GPA of 3.00 or above on graduate degree required for entrance to 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, NJ 08541, USA.

### TRANSFER OF CREDIT

All graduate transfer credits are subject to the approval of the School of Education (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 six hours may be transferred into the Ed.S. program and up to 15 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 five years. Courses from a completed degree will not be accepted as transfer (see exception below). Credit for life experience and for correspondence courses will not be awarded at the graduate level.

Applicants who have previously completed an Educational Specialist (Ed.S.) or equivalent degree from an institution or school accredited by an agency recognized by the U.S. Department of Education will be considered for advanced standing in the Ed.D. program. This may include credit for up to 24 hours of actual coursework toward satisfaction of Ed.D. requirements. Where previous courses from an Ed.S. degree are appropriate, this entails credit for up to half of the actual courses required for the Ed.D.

### 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. A minimum of 45 semester hours of coursework must be taken through Liberty.
  - Applicants who have previously completed an Education Specialist (Ed.S.) or equivalent degree from an institution accredited by an agency recognized by the U.S. Department of Education will be considered for advanced standing (up to 24 hours) in the Ed.D. program.
3. Maintain a 3.00 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 repeat one course in which a C or below was received. The most recent grade will be calculated into the GPA. Any additional use of the repeat policy for a repeated course must have the approval of the School of Education.
4. Satisfy 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.
5. Complete a minimum of 12 semester hours in residency; EDUC 741 must be completed in residency within the first year in the program with a minimum grade of "B". Ed.D. candidates must pass an on-campus comprehensive examination upon completion of the course requirements for the program of study.
6. Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.

### COMPREHENSIVE EXAM

A comprehensive examination must be successfully completed prior to submission of the dissertation proposal. The exam process begins with EDUC 719, the final residential course. The remainder of the exam is administered online, after EDUC 719 is completed. 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 dissertation 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 specialized. A faculty committee of at least three (3) members, comprised of a major professor and at least two (2) other approved members is responsible for the general supervision of the doctoral dissertation. An on-campus defense of the dissertation is required for final approval.

### 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 student's time limit for degree completion is determined by the number of hours remaining.

#### *Programs of Study*

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

#### **Concentration: Educational Leadership (60 hrs)**

#### *Program Options: Online and Blended Formats*

#### **Leadership Core (12 hrs)**

EDUC 701	<i>Theories and Research in Educational Psychology</i>	3
EDUC 703	<i>Theories of Historical and Social Foundations</i>	3
EDUC 740	<i>Leadership Principles and Ethics</i>	3
EDUC 741 <sup>1,3</sup>	<i>Theories of Educational Leadership</i>	3

#### **Research and Evaluation Core (12 hrs)**

#### *Prerequisite: An Educational Research course equivalent to EDUC 518*

EDUC 712	<i>Advanced Education Statistics</i>	3
EDUC 715	<i>Quantitative Methods of Research</i>	3
EDUC 817	<i>Qualitative Methods of Research</i>	3
EDUC 919 <sup>1,5</sup>	<i>Professional Writing for Publication</i>	3

#### **Concentration Area Courses (24 hrs)**

EDUC 742	<i>Educational Leadership and Public Relations</i>	3
EDUC 745	<i>Systems Analysis</i>	3
EDUC 746	<i>Conflict Resolution</i>	3
EDUC 747 <sup>1</sup>	<i>Advanced School Law</i>	3
EDUC 840	<i>Issues and Trends in Educational Leadership</i>	3
EDUC ____	600-800 level elective course	3
EDUC ____	600-800 level elective course	3
<b>Choose one:</b>		3

EDUC 848 *Culture and Educational Leadership (K-12)*

EDUC 849 *College and University Administration*

#### **Dissertation (12 hrs)**

EDUC 970	<i>Comprehensive Exam</i>	0
EDUC 989 <sup>2</sup>	<i>Dissertation Proposal and Research</i>	6
EDUC 990 <sup>4</sup>	<i>Dissertation Defense</i>	6

<sup>1</sup> Three courses required in residence; these courses are offered in Residency.

<p><sup>2</sup> EDUC 989 will be taken at least twice in order to achieve 6 credits. Continuous enrollment in EDUC 989 (3 credits per semester) is required until the candidate is approved to register for EDUC 989.</p> <p><sup>3</sup> EDUC 741 must be earned with a grade of B or higher.</p> <p><sup>4</sup> EDUC 990 (Dissertation Defense) must be completed on campus; does not count toward residency requirements.</p> <p><sup>5</sup> EDUC 919 should be one of the final courses in the program; must be taken after completion of EDUC 715 and 817.</p>
<p><b>NOTE: Licensure Option:</b> Complete this program plan including: 600 level courses are K-12 focus and may require field experience. Additional courses required for licensure: EDUC 641, 648, 672, 699-A01; may take one for 600-700 level elective. Equivalent course from master's is acceptable for EDUC 672. Initial license/experience and passing the required Virginia assessments to become eligible for a Virginia license. Refer to <a href="http://www.liberty.edu/advisingguide">www.liberty.edu/advisingguide</a>.</p>

<b>Doctor of Education (Ed.D.)</b>		
<b>Concentration: Teaching and Learning (60 hrs)</b>		
<i>Program Options: Online and Blended Formats</i>		
<b>Leadership Core (12 hrs)</b>		
EDUC 701	<i>Theories and Research in Educational Psychology</i>	3
EDUC 703	<i>Theories of Historical and Social Foundations</i>	3
EDUC 740	<i>Leadership Principles and Ethics</i>	3
EDUC 741 <sup>1,3</sup>	<i>Theories of Educational Leadership</i>	3
<b>Research and Evaluation Core (12 hrs)</b>		
<b>Prerequisite: An Educational Research course equivalent to EDUC 518</b>		
EDUC 712	<i>Advanced Education Statistics</i>	3
EDUC 715	<i>Quantitative Methods of Research</i>	3
EDUC 817	<i>Qualitative Methods of Research</i>	3
EDUC 919 <sup>1,5</sup>	<i>Professional Writing for Publication</i>	3
<b>Concentration Area Courses (24 hrs)</b>		
EDUC 721	<i>Issues and Trends in Exceptionality</i>	3
EDUC 730 <sup>1</sup>	<i>Technology Practices for Instructional Improvement</i>	3
EDUC 746	<i>Conflict Resolution</i>	3
EDUC 771	<i>Curriculum Theory</i>	3
EDUC 871	<i>Investigations in Curriculum Change</i>	3
EDUC ____	600-800 level elective course	3
EDUC ____	600-800 level elective course	3
<b>Choose one:</b>		
EDUC 735	<i>Issues and Trends in Teaching and Learning (K-12)</i>	3
EDUC 758	<i>Teaching the College Student (Higher Education)</i>	
<b>Dissertation (12 hrs)</b>		
EDUC 970	<i>Comprehensive Exam</i>	0
EDUC 989 <sup>2</sup>	<i>Dissertation Proposal and Research</i>	6
EDUC 990 <sup>4</sup>	<i>Dissertation Defense</i>	6
<p><sup>1</sup> Three courses required in residence; these courses are offered in Residency.</p> <p><sup>2</sup> EDUC 989 will be taken at least twice in order to achieve 6 credits. Continuous enrollment in EDUC 989 (3 credits per semester) is required until the candidate is approved to register for EDUC 989.</p> <p><sup>3</sup> EDUC 741 must be earned with a grade of B or higher.</p> <p><sup>4</sup> EDUC 990 (Dissertation Defense) must be completed on campus; does not count toward residency requirements.</p> <p><sup>5</sup> EDUC 919 should be one of the final courses in the program; must be taken after completion of EDUC 715 and 817.</p>		

**NOTE: Licensure Option:**

Complete this program plan including:  
600 level courses are K-12 focus and may require field experience. Additional courses required for licensure by program; may take two for 600-700 level electives:

- School Counseling: EDUC 622<sup>1</sup>, 660, 661<sup>1</sup>, 699-A02 and 21 hours of COUN courses equivalent to M.Ed. courses
- Program Specialist: EDUC 622<sup>1</sup>, 641<sup>1</sup>, 650, 652, 699-A03 and choose ONE: EDUC 530 or 554 & 556, or 627, or 670

Initial license/experience and passing the required Virginia assessments to become eligible for a Virginia license. Refer to [www.liberty.edu/advisingguide](http://www.liberty.edu/advisingguide).

**SCHEDULING RESIDENTIAL COURSES**

Residential graduate classes are scheduled as one week intensives during the summer, in December and January and weekend classes in fall and spring. Pre-class and post-class assignments are required for intensive courses and for many of the weekend courses. Required residential classes include EDUC 741, 730 and 919 for the Ed.D. with a concentration in Teaching and Learning, and EDUC 741, 747, and 919 for the Ed.D. with a concentration in Educational Leadership. It is strongly recommended that EDUC 919 be taken as a final residential course.

**DEGREE COMPLETION PLANS (DCP)**

The Degree Completion Plans for the graduate programs in the School of Education are available online at <http://www.liberty.edu/registrar>.

## *Courses of Instruction*

**NOTE: Courses related to the Secondary Education program may be found following the Education courses.**

### EDUCATION

**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 504    *Historical and Philosophical Foundations of Education*                      3 hours**

A comprehensive survey of the historical and philosophical development of education. Emphasis is placed upon analysis of religious and public educational trends in the past and present. The candidates will be required to formulate a personal, Christian world view 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**

Prerequisite: EDUC 506 or equivalent course in tests and measurements

An examination of descriptive statistics and basic inferential statistical techniques. Also, hypothesis testing, confidence intervals and correlation techniques will be studied.

**EDUC 518    *Understanding Educational Research and Assessment*                      3 hours**

Overview of the nature of research on human development, learning, and pedagogical knowledge and skills. Topics include current trends and issues in education, skills in data collection and assessment, and application of research in the school setting.

**EDUC 521    *Foundations of Exceptionality*                      3 hours**

Prerequisite: EDUC 500 or equivalent

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. Recommended as the first special education course.

**EDUC 524    *Collaborating for Successful Inclusive Classrooms*                      3 hours**

Prerequisite: EDUC 500 or equivalent

A study of the types and characteristics of students with learning disabilities. Emphasis will be placed on classroom intervention strategies. Field experience required.

**EDUC 525    *Collaborating for Successful Transitions*                      3 hours**

Prerequisite: EDUC 500 or equivalent

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**

Prerequisite: EDUC 500 or equivalent

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 530    *Teaching Mathematics*                      3 hours**

Prerequisite: EDUC 500 or equivalent

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**

Prerequisite: EDUC 500 or equivalent

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 instructional activity in each of eight subject areas.

**EDUC 532    *Language Acquisition and Instruction*                      3 hours**

A study of the major perspectives on the acquisition 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. Field experience required.

**EDUC 533    *Teaching Writing Across the Curriculum*                      3 hours**

This course investigates theories and applications of writing to learn, using writing as a means of learning in the English classroom and within the disciplines.

**EDUC 535    *Secondary Instructional Procedures*                      3 hours**

Prerequisite: EDUC 500 or equivalent

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 554    *Reading and Language Acquisition*                      3 hours**

Prerequisite: EDUC 500 or equivalent

A study of foundations of reading and language acquisition principles, techniques, and materials for developmental reading programs. Field experience required.

**EDUC 556    *Teaching Content Area Reading*                      3 hours**

Prerequisite: EDUC 500 or equivalent

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 571    *Curriculum Fundamentals*                      3 hours**

Prerequisite: To be taken the semester directly before student teaching or during student teaching

An introduction to basic concepts and issues related to curriculum design, development, change and evaluation.

**EDUC 590    *Student Teaching I*                      3 hours**

Prerequisite: Completion of all program course work.

Co-teaching with a responsible classroom teacher in an accredited K-12 institution and participation in professional activities. Applies what has been learned to the actual process of teaching and guiding K-12 students. Offers practice in all phases of teacher responsibility. Lab fee.



Prerequisite: Completion of all program coursework and employment as a full-time K-12 teacher

Teaching in an accredited K-12 institution and participation in related professional activities. Applies what has been learned to the actual process of the classroom for which the candidate has been employed. Lab fee.

<b>EDUC 601</b>	<b><i>Professional Development in Middle Grades Education</i></b>	3 hours
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This class will heighten Middle Grade Educators' understanding of their personal pedagogy by encouraging reflective practice through individualized and collaborative professional development opportunities.

<b>EDUC 602</b>	<b><i>Young Adolescents, Schools and Communities</i></b>	3 hours
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An overview of the characteristics and issues related to transience and their implications for educational practice. Understanding of preadolescent physical, social, emotional, intellectual, and spiritual development will be applied to school processes and the teacher's interaction with middle school students and families.

<b>EDUC 603</b>	<b><i>Comparative Education</i></b>	<b>3 hours</b>
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A study of selected national systems of education in their differing cultural settings, with particular reference to administration, curriculum development and educational opportunity.

**EDUC 604** *Foundations of Education* 3 hours

This course is a comprehensive survey of the historical development of education. Emphasis is placed on American education and the emergence of the Christian School Movement.

**EDUC 618**    *Applications of Educational Research*    3 hours

Prerequisite: EDUC 518 or equivalent

Principles and techniques in the utilization of research methods to solve problems and answer questions in educational settings. This course requires completion of a major research project, along with demonstration of skills in using technology as a tool in qualitative and quantitative educational research and assessment.

<b>EDUC 620</b>	<b><i>Organization and Design of Gifted Education Programs</i></b>	3 hours
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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 extracurricular models. Strategies for securing funding for gifted programs will be explored.

<b>EDUC 621</b>	<b><i>Educational Assessment for Special Needs</i></b>	3 hours
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This course examines the processes and strategies for assessing students with special needs.

<b>EDUC 622</b>	<b><i>Educational Assessment and Intervention</i></b>	3 hours
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A study of the techniques and procedures of educational identification and intervention strategies, collaboration, and referral. Field experience required.

<b>EDUC 623</b>	<b><i>Principles of Behavior Management</i></b>	3 hours
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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.

<b>EDUC 624</b>	<b><i>Classroom Management</i></b>	<b>3 hours</b>
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This course will explore research for instructional approaches and methods for classroom management. Emphasis will be placed on management styles and the various methods associated with those styles.

**EDUC 627** *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.

<b>EDUC 634</b>	<b><i>Teaching Science in the Elementary School</i></b>	3 hours
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Contemporary methods and research for teaching science to elementary-aged students.

**EDUC 635** *Teaching Science in the Middle School* 3 hours

Contemporary methods and research for teaching science to middle school students.

<b>EDUC 636</b>	<i>Teaching Social Studies in the Elementary School</i>	3 hours
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An analysis of trends and practices of teaching social studies in the elementary school. An emphasis will be made on how to transfer theory into practice through preparation of activities and materials appropriate for the elementary classroom and critical reflection on those very materials and approaches. Students will plan instruction considering student-based diversity, instructional demands of the field and the best integration of other tools and disciplines. Teaching candidates will be required to prepare these instructional elements focused on the Virginia Standards of Learning.

<b>EDUC 637</b>	<b><i>Teaching Social Studies in the Middle School</i></b>	<b>3 hours</b>
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An analysis of trends and practices of teaching social studies in the middle school, and its contextual relationship to elementary and secondary instruction in social science. An emphasis will be made on how to transfer theory into practice through preparation of activities and materials appropriate for the elementary classroom and critical reflection on those very material and approaches. Students will plan instruction considering student-based diversity, instructional demands of the field and the best integration of other tools and disciplines.

<b>EDUC 640</b>	<b><i>School Administration</i></b>	<b>3 hours</b>
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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 641** *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 642** *Leadership and Supervision in Education* 3 hours

Methods, theories and research applying to supervision and leadership at the elementary school level of education: analyses made concerning the work of curriculum directors, general supervisors, special supervisors, and 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.

<b>EDUC 645</b>	<b><i>Foundations for Educational Leaders</i></b>	<b>3 hours</b>
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A study in the philosophy, precepts, and principles of education applied to Christian leadership in the educational setting. Emphasis is placed on self-investigation and analysis of leadership skills, strengths, and styles.



**EDUC 712 *Advanced Educational Statistics*** 3 hours

Prerequisite: EDUC 518 or an equivalent course in educational research

This course involves an examination of descriptive statistics and basic inferential statistical techniques. Hypothesis testing, confidence intervals, analysis of variance, correlation techniques and nonparametric statistical methods will be discussed.

**EDUC 715 *Quantitative Methods of Research*** 3 hours

Prerequisite: EDUC 712

This course is designed for those planning to write a dissertation. An examination of quantitative designs for educational research topics will be considered. These are: Developing a research problem, Reviewing the Literature, The Hypothesis, Descriptive Statistics, Sampling and Inferential Statistics, Tools of Research, Validity and Reliability, Experimental Research Designs, Ex Post Facto Research, Correlational Research, Survey Research, Guidelines for Writing a Quantitative Research Proposal, and Interpreting and Reporting Results of Quantitative Research.

**EDUC 718 *Advanced Research and Writing*** 3 hours

This course will provide an overview of current educational research and its use as an inquiry tool. Students will apply professional writing skills by completing a final research project for the Ed.S. program, and by writing and submitting an article for publication.

**EDUC 721 *Researching Issues and Trends in Exceptionality*** 3 hours

A research oriented course that focuses on issues and trends that face the discipline of special education. The course utilizes research to analyze and examine through written discussions controversial issues in various areas of exceptionalities.

**EDUC 730 *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 735 *Issues and Trends in Teaching and Learning*** 3 hours

An overview of the current issues and trends in the field of education, specifically targeting the area of teaching and learning.

**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

Prerequisite: EDUC 741

An investigation into the issues and practices of developing communication and relationships to enhance support for educational activities within and outside the school.

**EDUC 745 *Systems Analysis*** 3 hours

Prerequisite: EDUC 741

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 747 *Advanced School Law*** 3 hours

An in-depth study into educational law and how social and cultural changes are directing how our courts act and react. A new global mind-set present in our high courts has and will continue to re-direct how our courts view many judicial rulings and from those considerations a new set of legal precedents will emerge impacting how our educational systems are viewed by those courts.

**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 817 *Qualitative Methods of Research*** 3 hours

Prerequisite: EDUC 712

This course examines qualitative methods used in educational research, focusing primarily on participant-observation, asking questions, writing field notes, and on the transformation of these primary field data into written ethnographic documents.

**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

Prerequisite: Candidacy status

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 848 *Culture and Educational Leadership*** 3 hours

Prerequisite: EDUC 715, 817

This course deals with the complexities of multicultural issues in school systems by exploring the history, philosophy, and goals of multicultural education. Emphasis is given to the role of educational leaders in evaluating cultural issues in the context of a Biblical worldview and developing practices that maximize the opportunities of cultural diversity.

**EDUC 849 *College and University Administration*** 3 hours

Prerequisite: EDUC 715, 817

A study of the administrative and organizational aspects of colleges and universities with emphasis on principle organizational components, and contemporary leadership issues.

**EDUC 871 *Investigations in Curriculum Change*** 3 hours

Prerequisite: EDUC 771 or equivalent

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

Prerequisite: EDUC 771 or equivalent

Designed for candidates in advanced study with a research orientation. Content and emphasis will vary according to student needs and current issues.

**EDUC 895 *Advanced Directed Research*** 3 hours

Prerequisite: 12 hours of 600-800 level education courses and approval of instructor

Offers opportunity and challenge for advanced independent research to develop the individual's ability as an independent student and enable the student to pursue needed study or to pursue a particular interest (thesis or project). May be repeated for credit to a maximum of 6 hours.

**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 919    *Professional Writing and Research*                      3 hours**

Prerequisite: EDUC 715, 817

Overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. Includes components of research design.

**EDUC 970    *Comprehensive Exam*                                      \*No Credit**

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. \*Tuition charged for a one hour course.

**EDUC 989    *Dissertation Proposal and Research*                      3 hours**

Prerequisite: EDUC 919

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.

**EDUC 990    *Dissertation Defense*                                      6 hours**

Prerequisite: EDUC 970, 980

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.

**NOTE: Courses in the following disciplines support the Secondary Education program.**

**BIOLOGY**

**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 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.

**BIOL 597    *Special Topics in Biology*                                      1 to 3 hours**

**EUROPEAN HISTORY**

**HIEU 595    *Directed Research*    1 to 3 hours**

**HIEU 597    *Special Topics in European History*                      1 to 3 hours**

**UNITED STATES HISTORY**

**HIUS 595    *Directed Research*    1 to 3 hours**

**HIUS 597    *Special Topics in United States History*                      1 to 3 hours**

**MATHEMATICS**

**MATH 595    *Directed Research*    1 to 3 hours**

**MATH 597    *Seminar*    1 to 3 hours**

# School of Law

**Mathew D. Staver, B.A., M.A., J.D.**

*Dean, School of Law*

*Director, Liberty Center for Law and Policy*

*Professor of Law*

**Jeffrey C. Tuomala, B.S., J.D., LL.M.**

*Associate Dean for Academic Affairs, School of Law*

*Professor of Law*

**Joseph M. Wiegand, B.A., M.A., J.D., LL.M.**

*Associate Dean for Internal Affairs, School of Law*

**J. Matt Barber, B.S., M.A., J.D.**

*Associate Dean for Career and Professional Development, School of Law*

## FACULTY

*Professor*

Manns, Staver, Tuomala

*Visiting Professor*

Blackwell, Dunbar, Honeycutt, D., Kline, Mouly, Thomas, S.

*Associate*

Lindevaldsen, Spinden, Thompson, Ulrich

*Assistant*

Baxter, Chrisman, Gilbert, Hesch, Kippenhan, Osborn, Rice, Sandez, Tchividjian

## PURPOSE

Liberty University School of Law exists to equip future leaders in law with a superior legal education in fidelity to the Christian faith expressed through the Holy Scriptures.

- **Equip future leaders in law.** Inspiring students and preparing them to excel and lead in their profession.
- **With a superior legal education.** Constructing and implementing an education characterized by excellence.
- **In fidelity to the Christian faith.** Adhering to the perspective that shaped the Western legal tradition.
- **Expressed through the Holy Scriptures.** Pursuing truth in a context of free thought and expression informed by a standard.

## DISTINCTIVES

***An emphasis on mastery of foundational legal subjects and skills.*** The objective of the School of Law is to equip and prepare students for success as legal professionals. Thus, there is an expectation by administration and faculty that students devote themselves with particular diligence to the subjects and skills identified as critical to professional excellence.

***An emphasis on a rigorous and well-rounded intellectual life.*** Students are challenged intellectually at Liberty, not only with the technical aspects of law, but with a comprehensive and interdisciplinary approach to education and knowledge rooted in the Christian intellectual tradition. We firmly believe an educated lawyer should be thoroughly acquainted with the great thinkers and shapers of Western civilization and the Western legal tradition. Liberty University School of Law trains students to think analytically, a skill that can be developed properly only through an interdisciplinary approach to analyzing ideas.

***An emphasis on understanding the significance of constitutional government with a special emphasis on the history and meaning of the United States Constitution and other foundational organic documents***

***An emphasis on clear and persuasive writing.*** Liberty University School of Law is the only law school in the country requiring lawyering skills each semester of a student's law school career. Liberty graduates must excel in writing—one of the lawyer's most powerful skills.

***An emphasis on influential oral advocacy skills.*** A lawyer must be able to communicate effectively using the spoken word whether or not a litigation practice is an ultimate goal. Leaders in the legal profession know how to convincingly communicate with an audience. At Liberty, students focus on advocacy in many contexts and take part in demanding lawyering skills courses designed to develop oral communication skills.

***An emphasis on teaching/mentoring.*** Liberty is a teaching law school. Members of the faculty are expected to display the highest degree of professional proficiency and scholarly research while prioritizing the teaching/mentoring role. Proficiency in teaching students is the Liberty law professor's first priority.

## ACCREDITATION

Liberty University School of Law is provisionally approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association; 321 North Clark Street; Chicago, IL 60610; 312.988.5000. Students at a provisionally approved law school and individuals who graduate while the school is provisionally approved are entitled to the same recognition given to students and graduates of fully approved law schools.

The American Bar Association (ABA) approval process is a thorough and careful process intended to ensure that law schools awarded approval meet all of the requirements set by the ABA to ensure a quality legal education.

Once a school has obtained provisional approval, it remains in provisional status for at least three years. Unless extraordinary circumstances justify an extension, a school may not remain in provisional status for more than five years. Students at a provisionally approved law school and individuals who graduate while the school is provisionally approved are entitled to the same recognition given to students and graduates of fully approved law schools. These students may sit for a bar exam in any state and may be assured that the school meets at least the minimum standards to merit ABA approval.

The Dean is fully informed as to the Standards and Rules of Procedure for the Approval of Law Schools by the American Bar Association. The Administration and the Dean are determined to devote all necessary resources and in other respects to take all necessary steps to present a program of legal education that will qualify for full approval by the American Bar Association.

## CURRICULUM GOALS

The overarching goal of the faculty in designing and adopting the curriculum is to further the Mission of the School of Law, that is to "equip future leaders in law with a superior legal education in fidelity to the Christian faith expressed through the Holy Scriptures."

The particular goals of the faculty in designing and adopting the curriculum are to:

1. Reflect the fundamental values upon which our legal system is based:
  - a. that there is a *corpus juris*, a body of law, in which courses are related to one another as a logically consistent, comprehensive whole;

- b. that a government of laws is possible only where law reflects the truths that God has revealed to man and to which man is accountable; and
  - c. that the preservation of the rule of law requires skillful and committed legal practitioners who are much more than mere technicians.
2. Require courses that develop the body of knowledge, set of skills and professional values in which every lawyer must be grounded.
3. Offer a range of electives that allows students to gain an introduction to various areas of law or to develop particular areas of competence.
4. Prepare leaders for success in the two main phases of their professional lives, the study of law, and the practice of law.
5. Prepare students to pass bar examinations in the states of their choice.

### PROGRAM LEARNING OUTCOMES

Graduates of the Juris Doctor program will be able to:

1. Demonstrate mastery of foundational legal subjects.
2. Demonstrate proficiency in written skills required for legal practice.
3. Demonstrate proficiency in oral advocacy and communication skills required for legal practice.
4. Critically analyze and resolve legal issues.
5. Demonstrate an understanding of the significance of constitutional government, including the U.S. Constitution and other foundational organic documents.
6. Demonstrate professional behavior grounded in the biblical worldview in accordance with accepted legal standards.
7. Critically analyze legal issues from a distinctively Christian worldview.

### SPECIFIC ADMISSION REQUIREMENTS

Admission to the Juris Doctor program at Liberty University School of Law is explained under separate cover in the Law School's viewbook/catalog, which can be requested through [law@liberty.edu](mailto:law@liberty.edu) and is also located online at <http://law.liberty.edu>.

### GRADUATION REQUIREMENTS

The faculty may change the requirements for receipt of the Juris Doctor (J.D.) degree, as well as the courses offered, at any time. A student will be subject to the graduation requirements of the catalog in force at the time of the student's enrollment. A student who is not enrolled for a semester and who is later permitted to re-enroll will be subject to the graduation requirements of the catalog in force at the time of the student's re-enrollment.

The law school confers the J.D. degree upon its graduates. The J.D. degree has not been conferred on a student until the law school has issued a final transcript marked "Degree Awarded." Students shall graduate upon satisfying the following requirements, which are not subject to variance or waiver unless otherwise provided in the Academic Policies and Procedures Statement:

1. The successful completion of 90 semester hours of course work, which shall include successful completion of all required courses and satisfaction of the rigorous writing requirements;
2. The maintenance of a cumulative grade point average of at least 2.00; and
3. The completion of six semesters in residence (or equivalent) as a full-time student. For purposes of the Policies and Procedures "semester" excludes both summer and interterm sessions.

4. The maximum period of time for a full-time law student to complete the requirements for the J.D. degree shall be 84 months.
5. Of the 90 credits required for graduation, no more than 12 credits may be acquired through independent studies, clinics, externships, clinics and co-curricular activities.

There shall be no unresolved report of violation of the Academic Honor Code or Personal Code of Honor, no pending conduct review committee proceedings, and no unremedied violation of the Academic Honor Code or Personal Code of Honor.

### Program of Study

#### Juris Doctor (J.D.) (90 hrs)

##### Program Options: Resident Format

LAW 501	<i>Foundations of Law I</i>	2
LAW 502	<i>Foundations of Law II</i>	2
LAW 505	<i>Contracts I</i>	3
LAW 506	<i>Contracts II</i>	3
LAW 511	<i>Torts I</i>	3
LAW 512	<i>Torts II</i>	2
LAW 515	<i>Property I</i>	2
LAW 516	<i>Property II</i>	3
LAW 521	<i>Civil Procedure I</i>	3
LAW 522	<i>Civil Procedure II</i>	2
LAW 525	<i>Lawyering Skills I</i>	2
LAW 526	<i>Lawyering Skills II</i>	3
LAW 531	<i>Constitutional Law I</i>	4
LAW 532	<i>Constitutional Law II</i>	2
LAW 535	<i>Criminal Law</i>	3
LAW 541	<i>Criminal Procedure</i>	3
LAW 545	<i>Evidence</i>	3
LAW 561	<i>Business Associations</i>	3
LAW 565*	<i>Professional Responsibility</i>	2
LAW 571	<i>Lawyering Skills III</i>	2
LAW 572	<i>Lawyering Skills IV</i>	2
LAW 575	<i>Wills, Trusts, and Estates</i>	3
LAW 591*	<i>Taxation of Individuals</i>	3
LAW 595	<i>Lawyering Skills V</i>	3
LAW ____	<i>Lawyering Skills VI</i>	2
LAW Electives		25

\* May be taken in the second or third year.

All Course Requirements subject to change.

## *Courses of Instruction*

### LAW

#### **LAW 501     *Foundations of Law I*     2 hours**

An introduction to the theological and philosophical foundations of law, including the Augustinian concept of antithetical thinking; the Creator/creature distinction; the development of higher/natural law thinking; the basis for the distinction between the judicial and prudential methods of analysis; the origins and jurisdictional boundaries of family, church, and state; the schools of jurisprudence; and the biblical basis for the fundamental principles underlying the several courses that comprise the basic curriculum.

#### **LAW 502     *Foundations of Law II*     2 hours** Prerequisite: LAW 501

An introduction to the historical and political background of the Western legal tradition; the impact of canon law and higher law influences on the development of the common law; the development of the respective jurisdictional bases of family, church, and state, and historical struggle between them; and the influence of Christian and secular worldviews on the application of American law, with a particular emphasis on the influences on the Founding Fathers and the drafters of the Declaration of Independence and the Constitution.

#### **LAW 505     *Contracts I*     3 hours**

A study of the history of the development of the common law of contracts, and statutory variances from the common law, particularly the Uniform Commercial Code. It focuses on legal theories for enforcing promises or preventing unjust enrichment; and principles controlling the formation, modification, and enforceability of contracts.

#### **LAW 506     *Contracts II*     3 hours** Prerequisite: LAW 505

A study of the legal principles dealing with performance, remedies for nonperformance or threatened nonperformance, excuses for nonperformance, rights of nonparties to enforce contracts, assignment of rights, and delegation of duties.

#### **LAW 511     *Torts I*     3 hours**

A study of intentional torts against persons and property and the privileges thereto. It focuses on the basic principles of negligence and other standards of care.

#### **LAW 512     *Torts II*     2 hours** Prerequisite: LAW 511

A survey of the remaining issues in negligence including particular duties of landowners, damages, joint and several liability, and defenses. It also deals with products liability, wrongful death, vicarious liability, and nuisance.

#### **LAW 515     *Property I*     2 hours**

A study of the fundamental precepts applicable to real and personal property. Aspects of real property covered are possessory estates and interests, as well as joint and concurrent ownership.

#### **LAW 516     *Property II*     3 hours** Prerequisite: LAW 515

A study of the rights, duties, and liabilities of landlords and tenants; acquisition, ownership, and transfer of property; rights of possession; donative transactions; issues in the conveyancing system; and governmental regulations.

#### **LAW 521     *Civil Procedure I*     3 hours**

An introduction to the rules and principles that dictate the process by which civil disputes are resolved by courts. A study of the judicial process and of the relationship between the procedural and substantive law; pleadings; principles of jurisdiction, including jurisdiction over subject matter and persons, and service of process; and an introduction to the allocation of jurisdiction

between the state and federal courts and the law to be applied in state courts and federal courts.

#### **LAW 522     *Civil Procedure II*     2 hours** Prerequisite: LAW 521

A continuation of Civil Procedure I with a focus on pleadings, joinder of parties and claims, discovery, motions, trial, post-trial matters, and the binding effects of adjudications.

#### **LAW 525     *Lawyering Skills I*     2 hours**

An introduction to the law library and basic legal research; interviewing clients; drafting basic pleadings; fundamentals of legal writing; fundamentals of statutory and case analysis; oral communication skills; drafting an objective memorandum of law.

#### **LAW 526     *Lawyering Skills II*     3 hours** Prerequisite: LAW 525

A continuation of Lawyering Skills I with an increased level of sophistication in researching, analysis and writing; drafting basic transactional documents; drafting a memorandum of law; oral argument.

#### **LAW 531     *Constitutional Law I*     4 hours**

An analysis of the basic principles of constitutional law, including the nature of a written constitution, the covenantal framework of the U.S. Constitution, the Marshall legacy and judicial review, theories of interpretation, and principles of interpretivism. Emphasis is given to the distribution of governmental powers in the federal system; separation of powers; the federal commerce, taxing, and foreign affairs powers; intergovernmental relations; due process; and equal protection.

#### **LAW 532     *Constitutional Law II*     2 hours** Prerequisite: LAW 531

A study of the history and development of the first amendment and the body of constitutional law including the doctrines of freedom of speech, press, peaceable assembly, the right to petition the government for the redress of grievances, and the religion clauses.

#### **LAW 535     *Criminal Law*     3 hours**

An introduction to the general principles, sources, and purpose of criminal law, including the following doctrinal issues that apply to crimes in general: the act requirement, the *mens rea* requirement, causation, liability for attempted crimes, accomplice liability, defenses, and criminal code interpretation.

#### **LAW 541     *Criminal Procedure*     3 hours**

An introduction to the limitations imposed on law enforcement activities by the Fourth, Fifth, and Sixth Amendments of the U.S. Constitution as applied to the states through the Fourteenth Amendment. The course considers the criminal justice process from investigation through arrest and initial court appearance.

#### **LAW 545     *Evidence*     3 hours**

An introduction to the law of evidence and the rules and principles governing its admission within the context of the adversarial trial system. Emphasis is placed upon mastering the Federal Rules of Evidence, examination and cross-examination of witnesses, functions of the judge and the jury, and burden of proof. (NOTE: This course is a prerequisite for Virginia Third-Year Practice.)

#### **LAW 561     *Business Associations*     3 hours**

An examination of agency, partnership, and corporation concepts with emphasis on the rights and obligations of partners; and the formation, management, and operation of for-profit and nonprofit corporations.





**LAW 648 Law of Nonprofits**

3 hours

This course includes the study of the state and federal law affecting nonprofit entities, churches and parachurch ministries. Topics covered include formation, exempt purposes, private inurement, board governance, compensation, fundraising and financial regulation, charitable contributions, lobbying, political activity, electioneering, unrelated business income, employment law, church-specific matters, and international law, activities and structure.

**LAW 651 Real Estate Transaction and Development**

3 hours

Prerequisites: LAW 515, 516

A course in the application of real property law, covering deeds, mortgages, leases, land contracts, real estate closings, and financing in the context of simple transactions; and of the development of a shopping plaza or housing complex.

**LAW 655 Bankruptcy**

3 hours

Prerequisites: LAW 561, 635

A course covering the history and philosophy of the Bankruptcy Acts and Bankruptcy Rules as interpreted by the United States Supreme Court and the other inferior courts. It includes relief under chapters 7, 11, and 13 of the Bankruptcy Code; complaints; motions; and applications. It deals extensively with the rights and duties of debtors and creditors.

**LAW 661 Intellectual Property**

3 hours

An introduction to the basic principles of the law of copyrights, trademarks, patents, and unfair competition. An overview of the U.S. legal systems that protect creations of the mind: inventions, trade secrets, artistic creations, computer software, brand names, and image/persona, with primary focus on patent, copyright, trademark, and trade secret law. It serves as a basic building block for more advanced intellectual property courses.

**LAW 665 Entertainment Law**

3 hours

An introduction to the basic legal, business, and financial aspects of the entertainment industry including comparisons and contrasts between the motion picture, television, literary, music, and digital industries. In addition to covering general legal concepts relevant to the entertainment industry, students will achieve an understanding of selected topics and transactions germane to this area of law. Customs and practices within the entertainment industry and various legal scenarios will be examined.

**LAW 705 First Amendment Law Seminar**

2 hours

Prerequisites: LAW 531, 532

A study of the history and development of the First Amendment and the body of Constitutional law including the doctrines of freedom of religion, speech, press, peaceable assembly, the right to petition the government for a redress of grievances, and the balance between church and state.

**LAW 711 Federal Jurisdiction**

3 hours

Prerequisites: LAW 531, 532

A study of the federal judicial system. Topics include separation of powers; federalism; Congressional power to curtail federal jurisdiction; the case and controversy requirement as it relates to doctrines of standing, ripeness, and mootness; sovereign immunity; Congressional power to abrogate Eleventh Amendment immunity; *Ex Parte Young* doctrine; Section 1983 litigation; absolute and qualified immunity in suits against state and federal officers; and abstention doctrine. An analysis of the Constitutional and legislative foundations of the judicial power of the U.S.

**LAW 715 Conflict of Laws**

2 hours

Prerequisite: LAW 531

A study of the conflicts arising in many cases that have connections with more than one state, or with a state and a foreign country, or that involve both state and federal interests. It explores the principles that courts use in selecting the proper law to apply in

such cases under the American system of divided sovereignty – divided both horizontally among states and vertically between state and federal governments.

**LAW 720 State Constitutional Law**

2 hours

A study of state constitutional law, with special attention given to the texts, history, nature, and interpretation of state constitutions; state constitutions in the federal system; state bills of rights as separate guarantees of individual rights; the distribution of powers among the separate branches of government; local government; taxing, borrowing, and spending; public education and state institutions; and the processes for amending state constitutions.

**LAW 721 State and Local Government**

3 hours

Prerequisite: LAW 531

An overview of the nature, structure, powers, and liabilities of state governments and their political subdivisions, including the interrelationships among administrative agencies and municipal, county, and state governments.

**LAW 725 School Law Seminar**

2 hours

Prerequisite: LAW 532

A survey of the law relating to public, private, and home education. Emphasis is placed on the legal framework for public education, the First Amendment and other Constitutional issues related to the public schools, and the nature of parental rights in the context of public education.

**LAW 741 International Law**

3 hours

Prerequisite: LAW 531

A survey of public international law, its nature, sources, and application. Addressed are: international agreements, international organizations, states and recognition, nationality and alien rights, territorial and maritime jurisdiction, state responsibility, and international claims including expropriation and the act of state doctrine, the laws of war, and the developing law of human rights.

**LAW 745 International Business Transactions**

3 hours

A study of selected international legal issues affecting or regulating the multinational enterprise, foreign investment, banking system, trade in goods and services, labor matters, intellectual property, sales transactions, transportation and trade financing.

**LAW 755 Bioethics and the Law**

3 hours

This course involves the study of law, policy and litigation issues relating to stem cell and cloning research, abortion, reproductive technologies such as *in vitro* fertilization, and euthanasia. Course material includes case study, legislative and regulatory reviews, the reports of specialized task forces and professional panels and historic analysis. The course will also review litigations and policy developments in these respective areas.

**LAW 760 Public Policy Lawyering Skills**

2 hours

A study of selected law skills involved in the public policy arena, drawn from the following areas: drafting legislation; drafting memoranda in support of legislation; planning and creating legal structures necessary to operate election campaigns, to comply with on-going campaign finance and disclosure laws, and to dissolve campaigns; planning and operating political campaigns and lobbying organizations; and complying with disclosure requirements by organizations that involve themselves in public policy matters.

**LAW 765 Sexual Behavior and the Law**

2 or 3 hours

A survey of the relationship between various types of human sexual behavior and law, including employment law, education law, criminal law, family law, civil rights legislation, and the constitutional guarantees of equal protection and freedom of religion, speech, and association. The course will explore sexual behavior and notions of sexual morality through a biblical,

A course on dispute resolution, building on the foundation of *Lawyering Skills V*, using a mixture of lecture, discussion, role-playing, and analysis of videotape. A lawyer's primary task is to resolve disputes. Most controversies never reach trial; rather, they

Students earn academic credit while working part time with other students under the supervision of a judge and his or her staff attorneys and a Liberty law professor. Students receive guidance and training in legal research and writing, write research memoranda, and draft opinions for judges.

**LAW 868     *Directed Research in Law and Public Policy***     2 hours

Prerequisites: Second year standing; approval of the Associate Dean for Academic Affairs.

Includes components of an externship, with real-life, legal work generated by the client of a supervising externship attorney, and an independent study, with research and writing course covering subject matter comparable to that in other academic activities.

**LAW 871     *Independent Study***     1 to 3 hours

Prerequisites: Second year standing; approval of a professor-advisor and the Associate Dean for Academic Affairs; satisfy the requirements in §07.14 of the Academic Policies and Procedures.

A supervised research and writing course that covers subject matter comparable to that in other academic activities with minimum faculty guidance. Guidelines are published in the Academic Standards Policies and Procedures.

**LAW 881     *Law Review Candidacy***     1 hour

Prerequisite: Second or third year standing; membership is by invitation only based upon the student's demonstration of advanced academic and writing ability and criteria set forth in the Liberty University Law Review Constitution

Participation in law review activities in the fall semester includes writing a note or comment judged to meet the acceptable or publishable standard, editing student written notes and comments, editing articles and other scholarly legal writings, and performing other editorial and staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

**LAW 882     *Law Review Junior Staff***     1 hour

Prerequisite: Second or third year standing; satisfactory completion of Law Review Candidacy

Participation in law review activities in the spring semester includes editing student written notes and comments, editing articles and other scholarly legal writings, and performing other editorial and staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

**LAW 883     *Law Review Senior Staff I***     1 hour

Prerequisite: Third year standing; satisfactory completion of Law Review Junior Staff

Participation in law review activities includes writing a comment judged to meet the acceptable or publishable standard, editing student written notes and comments, editing articles and other scholarly legal writings, and performing other staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

**LAW 884     *Law Review Senior Staff II***     1 hour

Prerequisite: Third year standing; satisfactory completion of Law Review Senior Staff I

Participation in law review activities includes editing student written notes and comments, editing articles and other scholarly legal writings, and performing other staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

**LAW 885     *Law Review Editorial Board I***     2 hours

Prerequisite: Third year standing; satisfactory completion of Law Review Junior Staff; elected as a member of the Liberty University Law Review Editorial Board

Participation in law review activities includes managing the law review, participating in the activities of the editorial board, writing a comment judged to meet the acceptable or publishable standard, editing and publishing student written notes and comments, reviewing, selecting, editing, and publishing articles and other scholarly legal writings, and performing other editorial and staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

**LAW 886     *Law Review Editorial Board II***     2 hours

Prerequisite: Third year standing; satisfactory completion of Law Review Editorial Board I; membership on the Liberty University Law Review Editorial Board

Participation in law review activities includes managing the law review, participating in the activities of the editorial board, editing and publishing student written notes and comments, reviewing, selecting, editing, and publishing articles and other scholarly legal writings, and performing other editorial and staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

**LAW 901     *Advanced Bar Studies***     2 hours

Prerequisite: Third year standing.

Advanced Bar Studies is a skills development course that provides students with an intensive substantive review of selected legal material routinely tested on the bar examination. The course uses problems and exercises in a bar examination format to familiarize students with techniques for answering bar examination multiple choice questions.

# *Liberty Baptist Theological Seminary and Graduate School*

## **Administration**

**Ergun Caner, B.A., M.A., M.Div., Th.M., D.Min., D.Theol.**  
*President and Dean, Liberty Baptist Theological Seminary and  
Graduate School  
Professor of Theology, Church History, and Apologetics*

**Daniel R. Mitchell, B.A., Th.M., S.T.M., Th.D.**  
*Academic Dean, Liberty Baptist Theological Seminary and  
Graduate School  
Professor of Theological Studies*

**David Pettus, B.S., M.Div., Ph.D.**  
*Associate Dean, Seminary Online Programs  
Associate Professor of Biblical Studies*

**Rodney Dempsey, B.S., M.R.E., D.Min.**  
*Chair, Department of Discipleship Ministries  
Director, Master of Religious Education; Master of Arts in  
Discipleship Ministries; Master of Arts in Theological Studies  
Associate Professor of Educational Ministries*

**Carl J. Diemer, Jr., B.S., M.Div., Th.D.**  
*Chair, Seminary Graduate School Programs  
Director, Master of Divinity Program  
Professor of Church History and New Testament*

**David B. Earley, B.A., M.Div., D.Min.**  
*Chair, Department of Pastoral Leadership and Church Planting  
Director, Lovett Center for Ministry Training  
Associate Professor of Pastoral Ministries*

**Tim Clinton, B.S., M.A., Ed.S., Ed.D., NCC, LPC, LMFT**  
*Co-Director, Doctor of Ministry Program  
Professor of Counseling and Pastoral Care  
Center for Counseling and Family Studies, College of Arts and  
Sciences*

**Charlie Davidson, B.S., M.Div., D.Min.**  
*Director, Master of Arts in Marketplace Chaplaincy; Master of  
Divinity – Military Chaplaincy  
Assistant Professor of Pastoral Care and Counseling*

**James A. Freerksen, B.A., M.Div., Th.M., Th.D.**  
*Director, Master of Arts in Religion Program  
Professor of Biblical Studies*

**Ronald E. Hawkins, B.A., M.Div., Ed.S., D.Min., Ed.D.**  
*Vice-Provost of the Graduate School and Online Programs  
Co-Director, Doctor of Ministry Program; Master of Arts in  
Pastoral Counseling Program  
Professor of Counseling and Practical Theology*

**David Hirschman, Th.B., M.A.R., M.Div.**  
*Online Chair, Online Seminary Programs  
Instructor of Religion*

**Michael R. Mitchell, B.A., M.A.C.E., Ed.D.**  
*Director, Master of Arts in Children's Ministries Program  
Associate Professor of Christian Leadership*

**Leo Percer, B.A., M.Div., M.A., Ph.D.**  
*Director, Doctor of Philosophy in Theology and Apologetics  
Program  
Assistant Professor of Biblical Studies*

**Thomas Provenzola, B.R.E., Th.M., Ph.D.**  
*Director, Master of Arts in Religious Studies Program  
Professor of Philosophy and Theology  
School of Religion*

**Frank J. Schmitt, B.A., M.R.E., Ed.D., M.B.A.**  
*Director, Master of Arts in Christian Leadership  
Professor of Educational Ministries*

**C. Fred Smith, B.A., M.Div., Ph.D.**  
*Director, Master of Arts in Global Apologetics Program  
Associate Professor of Biblical Studies and Theology*

**Ed Smither, B.A., M.A.R., M.Div., Ph.D.**  
*Director, Master of Arts in Intercultural Studies Program  
Assistant Professor of Church History and Intercultural Studies*

**Gary Sibcy, B.S., M.A., Ph.D., LP, LPC, LMFT**  
*Director, Ph.D. Program in Counseling  
Director, Center for Research and Evaluation  
Associate Professor of Counseling  
Center for Counseling and Family Studies, College of Arts and  
Sciences*

**Anthony Chad Thornhill, B.S., M.A.R., M.Div.**  
*Online Chair, Seminary Online Programs  
Instructor of Religion*

**Vernon Whaley, B.A., M.A., M.C.M., D.Min., Ph.D.**  
*Director, Master of Arts in Worship Studies Program  
Professor of Worship and Music Studies  
College of Arts and Sciences*

**David A. Wheeler, B.S., M.Div., Ph.D.**  
*Director, Master of Arts in Evangelism and Church Planting  
Program  
Assistant Director, Lovett Center for Ministry Training  
Associate Professor of Evangelism*

**Gary Yates, B.A., Th.M., Ph.D.**  
*Director, Master of Theology Program  
Associate Professor of Biblical Studies*

## **FACULTY**

*Distinguished Professor  
Towns*

*Distinguished Research Professor  
Habermas*

### *Professor*

Beck; Borland; Brindle; Caner; Chung; Clinton; Crider;  
Croteau; Diemer, Jr.; Fowler; Freerksen; Hartman; Hawkins,  
R.; Hartman; Hindson; Hinkson; Kim; Martin, E.; Mitchell,  
D.; Morrison; Provenzola; Schmitt; Towns; Vandegriff;  
Whaley

### *Associate*

Cleaver; Dempsey; Earley; Fanning; Kaleli; King; Massey;  
Mitchell, M.; Pettus; Smith, C.F.; Smither; Sutton; Wheeler, D.;  
Yates

### *Assistant*

Chong; Davidson; Nemitz; Percer; Roden

### *Instructor*

Hirschman, Thornhill

## **HISTORY**

The history of Liberty Baptist Theological Seminary (LBTS) and Graduate School is part of the history of Thomas Road Baptist Church and is one of the schools established by this church. The other schools are Liberty Christian Academy, Willmington School of the Bible, and Liberty University. The Seminary is an outgrowth of the vision of Dr. Jerry Falwell, the founding pastor of the Thomas Road Baptist Church. Dr. Falwell believed in Christian education. He believed that one of the most effective means of winning millions to Christ is by training young men and women to serve the Lord in aggressive, evangelical, soul-winning Baptist churches as pastors, staff, and members. The University was founded to help achieve that goal.

Another need, however, still existed. Professional, graduate level training was needed for graduates of Liberty University and other colleges desiring graduate theological education as preparation for ministries in churches similar to Thomas Road Baptist Church.

Founded as Lynchburg Baptist Theological Seminary in September 1973, it began with an enrollment of 41 students with Dr. Jerry Falwell as President and Chancellor. Thirty-four years later, Liberty Baptist Theological Seminary and Graduate School demonstrates that a seminary can be built on faith, dedication, and the blessings of God, from Whom comes Truth.

In 1975, the Seminary was given approval by the State Council of Higher Education for Virginia to grant graduate degrees. The Graduate School was established to provide graduate level education for entrance into academic circles for graduate work at the doctoral level. The Seminary and Graduate School are accredited by SACS.

Liberty Baptist Theological Seminary and Graduate School provides quality, well-rounded education, based on academic excellence, emanating from the belief that Christian education should be superior, not inferior, to that provided by other schools. The Seminary was founded upon the principle that a person's most effective ministry will be in conjunction with a local church.

## **VISION**

The vision of LBTS is to equip Christians to reach the entire world through aggressive New Testament church evangelism.

## **DISTINCTIVES**

The Seminary and Graduate School is characterized by commitment to the fundamental doctrines of the faith and providing significant experiences to develop practical ministry skills.

Scholarship is of the most exacting type. Students are taught and are expected to produce at the graduate level.

Evangelism is a primary emphasis. Every faculty member and student is expected to manifest a concern for lost souls and to be a soul winner according to the gifts God has given him.

Church planting and church growth are major emphases at Liberty. Not only is church expansion a biblical mandate, it is a science at LBTS.

Practical learning-by-doing is a part of every student's life. The Seminary trains students primarily for service in Baptist churches.

While the Graduate School retains these distinctives, its programs are more suitable for advanced continuing education or personal enrichment and are not designed for pastoral training.

The combination of the above emphases is what makes Liberty Baptist Theological Seminary and Graduate School unique.

## ***The Mission of LBTS***

Liberty Baptist Theological Seminary and Graduate School exists to come alongside the local church and help it fulfill the Great Commission. In accordance with the mission of Liberty

University and within the historic Baptist tradition, Liberty Baptist Theological Seminary and Graduate School provides graduate and professional programs that train persons for traditional, Christian ministry positions. Together with the Graduate School (GS), LBTS also offers programs designed to equip people for lay ministry, personal enrichment, and advanced scholarly research.

As a Christian community, LBTS and GS seeks to cultivate spiritual growth and faithful service to Christ and His church. As an academic community, LBTS and GS seeks to educate and impart knowledge and requisite skills to men and women for service and leadership in Christian ministry. As a service community, LBTS and GS seeks to respond to the needs of local churches and Christian ministries as they participate in worship, world-wide evangelism, discipleship and scholarship.

## ***Program Goals and Objectives***

In keeping with its stated mission, Liberty Baptist Theological Seminary and Graduate School strives to achieve the following institutional goals.

### ***Personal Goals***

#### **COMMITMENT**

We seek to provide an environment in which students are encouraged to strengthen their commitment to Christ, certify their call to service, and develop an abiding love for God and His Word.

#### **LIFESTYLE**

We seek to develop a lifestyle of actively communicating the Christian faith through personal integrity, evangelistic witness, and responsible scholarship.

#### **SOCIAL RESPONSIBILITY**

We seek to foster an awareness of the Christian's responsibility to be a productive member of society and to be responsive to the needs and concerns of diverse cultures.

### ***Academic Goals***

#### **KNOWLEDGE**

We seek to develop cognitive skills for ministry and scholarship through rigorous interaction with the biblical text and disciplines related to professional vocation.

#### **UNDERSTANDING**

We seek to provide theological, historical, and intellectual understandings necessary for a self-conscious, critical, and Christian response to the world.

### ***Vocational Goals***

#### **RELATIONSHIPS**

We seek to develop communicative, administrative, and relational skills necessary for professional competence.

#### **ETHICS**

We seek to provide opportunities for students to explore the moral dimensions and ethical implications of their chosen vocation.

#### **EVANGELISM**

We seek to cultivate sensitivity to others and a concern for world evangelization through local church ministries and vigorous defense of the Gospel.

#### **CHURCH GROWTH**

We seek to develop biblical and scientific expertise in establishing, developing, and sustaining growing churches and ministries.

## Programs of Study

The programs of the Seminary are open equally to all men and women who meet the entrance requirements. Our purpose is to provide educational experiences for personal enrichment or professional training. We encourage the students to be all they can for God, and we are confident He will direct them to places of service. However, it is important for our students to know that we are a training agency not an ordaining agency. Ordination is the responsibility of a local church or, in some cases, a denominational body, each of which has its own criteria. Women need to be advised that few opportunities presently exist for ordination of women among Baptist churches and Liberty Baptist Theological Seminary supports the Baptist Faith and Message as amended by the Southern Baptist Convention of June 2000. There are a broad variety of positions on both ordination and staff employment of divorced persons among churches which may impact our ability to place such students. As a seminary, we will assist all of our students with placement, but we cannot guarantee it, nor will we attempt to influence the policies of churches.

### Korean Language Assistance Program (KLAP)

KLAP is a program designed to help Korean students who have a TOEFL score below 550 (PBT: Paper-based), 213 (CBT: Computer-based), or 80 (iBT: Internet-based), which is the score that the catalogue requires for those whose mother tongue is not English for admission to Liberty Baptist Theological Seminary (LBTS).

This program provides language assistants to the classes designated as KLAP courses so that they can help Korean students who need assistance in communication with the instructor on the lecture and course-related issues. Language assistants clarify and facilitate the communication within the framework of the KLAP courses, between the instructor and Korean students with a TOEFL score below 550, 213, or 80.

KLAP offers Theological English for Korean Students (THEK) courses for those students who need training in English in this program.

Students in KLAP (Korean Language Assistance Program) will be required to take all four THEK courses until they retake TOEFL and score at least 550, 213, or 80. Otherwise they will not be graduated in their major program in Seminary.

### Lovett Center for Ministry Training

The Lovett Center for Ministry Training is an innovative, fully integrated training center; encompassing academic, social, and administrative functions and exists as a medium to provide services and space that meet the unique needs of Seminary and ministry students, all of which will enable adequate training, experience and placement possibilities.

### SUPERVISED FIELD MINISTRY EXPERIENCE

The Lovett Center for Ministry Training provides opportunities that allow LBTS students to apply what they learn in the classroom to practical ministry.

All residential Seminary students enrolled in the Master of Arts in Religion (M.A.R.); Master of Religious Education (M.R.E.); Master of Divinity (M.Div.); Master of Theology (Th.M.); Master of Sacred Theology (S.T.M.) Master of Arts (M.A.); Master of Arts in Religious Studies (M.A.R.S.); and Master of Arts in Global Apologetics (M.A.G.A.) programs) will be required each semester to successfully complete 40 hours of approved field ministry experience.

### EVALUATION OF TRANSFER CREDITS

Credit toward the master's-level Seminary degrees (excluding the Th.M. and S.T.M.) will be given for those courses taken at an

institution in which a grade of C or better was earned and which are equivalent to courses offered at Liberty. Transfer credit into these Seminary programs is limited by the residency requirement of 30 semester hours. The Liberty Baptist Theological Seminary will accept no more than three courses of transfer which were completed more than ten years prior to application of transfer of credit. Transfer credit into the Th.M., S.T.M. and D.Min. programs is limited to six hours in which the student has received a grade of B or better.

Only courses and degrees from institutions accredited by accrediting agencies recognized by the Department of Education will be evaluated for transfer credit. (e.g., SACS, TRACS, ABHE, etc.).

Internship credit is not transferable.

### SEMINARY ADVANCED STANDING PROGRAM

Advanced standing is available to M.A.R., M.R.E., or M.Div. students who have completed prescribed upper-level undergraduate courses. The maximum hours for advanced standing are: M.Div., 30 hours; M.R.E., 15 hours; and M.A.R., 12 hours. The undergraduate courses must be 300-400 level (except GREK 201 and 202) and must have been passed with the grade of at least a B.

Advanced standing credit only applies to degrees granted by Liberty Baptist Theological Seminary (LBTS). This credit may not be transferable to another institution.

Advanced standing credit is also not automatically transferable from one degree program to another within LBTS and will have to be evaluated on an individual basis within the Advanced Standing Program guidelines.

The following table shows undergraduate courses that may be used for advanced standing:

<u>Course Completed</u>	<u>Advanced Standing Credit</u>
	<i>(Granted only for courses in parenthesis)</i>
Apologetics	3 hours (APOL 500)
Church History	6 hours (CHHI 520, 525, 694)
Discipleship Ministries	3 hours (DSMN 500, 505)
Evangelism	3 hours (EVAN 565)
Homiletics	3 hours (HOMI 501, 521)
Intercultural Studies	3 hours (ICST 500 or 657)
New Testament Biblical Studies	3 hours <i>(Introduction courses only)</i> (NBST 500, 525, 521, 522)
New Testament Greek	12 hours (NGRK 500, 501, 506, 620, 640 but not any exegesis hours)
Old Testament Biblical Studies	3 hours <i>(Introduction courses only)</i> (OBST 590, 591, 592)
Old Testament Hebrew	6 hours (OTCL 505, 530)
Pastoral Counseling	3 hours (PACO 500, 600, 610)
Pastoral Leadership	6 hours (PLED 597, 635, 697)
Theology	6 hours (THEO 510, 525, 530)
Worship	9 hours (WRSP 510, 520, 530, 540, 610)
Youth	3 hours (YOUT 510, 520)

### INSTITUTIONAL CHALLENGE EXAMINATIONS (ICE)

To apply for credit by examination, other than Advanced Standing, the student must submit the request to the Seminary. Such requests are subject to the following guidelines:

1. Requests are to be submitted to [dlpice@liberty.edu](mailto:dlpice@liberty.edu).

- The minimum passing score for graduate courses is set at 76%.
- The majority of the course work for any program of study must be earned through Liberty University. The minimum number of hours which must be completed through Liberty for each degree program is noted in this section in the information pertaining to each program.
- A student must have a majority of his coursework taken through the Seminary. Examples for Seminary degrees:
  - For the 36-hour MA degrees, a student could apply no more than a total of 6 hours from all other sources toward the degree – a minimum of 30 hours must be taken in Liberty coursework.
  - For the MAR degree, a student could apply up to a total of 12 hours from all other sources toward the degree – a minimum of 33 hours must be taken in Liberty coursework.
  - For the M.Div. degree, a student could apply no more than a total of 47 hours from all other sources toward the degree – a minimum of 48 hours must be taken in Liberty coursework.
- A student may not take the Institutional Challenge Exam if the course has previously been taken or is currently being taken.
- ICE may not be taken during the drop/add period.
- ICE **cannot** be taken after classes begin in the student's final semester.
- Successful completion requires a \$45 administration fee for transcript recording.
- Only the following courses may be challenged:

CHHI 520	NGRK 501	OTCL 510
CHHI 525	NGRK 506	OTCL 530
NBST 521	OBST 591	THEO 510
NBST 522	OBST 592	THEO 525
NGRK 500	OTCL 505	THEO 530

### ***Seminary Program Learning Outcomes***

Graduate of Liberty Baptist Theological Seminary and Graduate School will be able to:

- Demonstrate behaviors consistent with virtues necessary for success in ministry.
- Integrate research and critical thinking skills to facilitate excellence in Christian ministry and scholarship.
- Describe major concepts in the Seminary core as well as their area of concentration.
- Apply practical ministry skills in church or Christian ministry settings.
- Evaluate the impact of cultural and political diversity for the contextualization of evangelism, discipleship, and church growth.
- Communicate effectively in written, oral, and technology formats.

### **Focused Professional Master's Programs in the Seminary**

#### **PURPOSE**

The Master of Arts degrees are designed to address the needs of students looking for a single-track seminary degree. Its focused nature allows students to pursue a degree that allows them to specialize in their area of interest. The programs will vary in the number of hours required to complete each degree because each is designed to equip graduates with specialized knowledge in the area of interest.

#### ***Master of Arts in Children's Ministries***

The Master of Arts in Children's Ministry meets the need for a professional degree program equipping men and women to serve the church by attending to its youngest members and the parents and teachers who nurture them.

#### ***Master of Arts in Christian Leadership***

The Master of Arts in Christian Leadership is designed to equip church staff and laity with the leadership skills needed to work with church volunteers.

#### ***Master of Arts in Discipleship Ministries***

The Master of Arts in Discipleship Ministries degree will equip the Associate Pastor, the Discipleship Pastor, the Small Group Pastor as well as the Christian Education Pastor. The goal is to produce team members who can assist the Senior Pastor in the goal of making disciples within the local church context.

#### ***Master of Arts in Evangelism and Church Planting***

The Master of Arts in Evangelism and Church Planting prepares the students with up-to-date, cutting-edge strategies to share the gospel and lead churches toward healthy growth.

#### ***Master of Arts in Intercultural Studies***

The Master of Arts in Inter-Cultural Studies is designed to equip those who are called to work in inter-cultural settings to find creative ways to share the gospel.

#### ***Master of Arts in Marketplace Chaplaincy Ministries***

The Chaplaincy Training Center exists to prepare servant leaders to be wise, faithful stewards of the gospel in various institutional chaplaincy settings. In keeping with our stated mission, the intent of the Master of Arts in Marketplace Chaplaincy Ministries is to develop the competencies and Christian character most relevant for those who will minister in an institutional chaplaincy setting. These might include: workplace, correctional, medical, recreational, and social service settings.

#### ***Master of Arts in Pastoral Counseling***

The Master of Arts in Pastoral Counseling equips students to minister as non-professional counselors in ministry settings such as the church staff and benevolence ministries. This degree does not lead to licensure as a professional counselor.

#### ***Master of Arts in Student Ministries***

The Master of Arts in Student Ministries equips students who are called specifically to minister to adolescents and young adults on a church staff or other ministry setting.

#### ***Master of Arts in Theological Studies***

The Master of Arts in Theological Studies offers students an opportunity to deepen their knowledge of theological and biblical topics. It may be used for personal enrichment or as foundational studies towards admission into the M.Div. or M.R.E. degree programs.

### **PROGRAM SPECIFIC ADMISSION REQUIREMENTS**

In addition to the general admission procedures, applicants to the ***Focused Professional Master's Programs*** in the Seminary must meet the following requirements:

- Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S., Department of Education (e.g., SACS, TRACS, ABHE, etc.). Applicants who hold a prior degree from an unaccredited institution may be considered for admission on Academic Probation; students admitted on Academic Probation are required to take and pass GRST 500 Introduction to Graduate Writing their first semester.

- First-time applicants are asked to submit a written recommendation from a pastor.
- Minimum undergraduate GPA of 2.00 (on a 4.00 scale)
- Questionnaire/Personal Statement

### **GRADUATION REQUIREMENTS**

In addition to the other regulations governing graduation, students enrolled in the focused professional masters programs must meet the following requirements:

- Complete 36 hours; 30 hours must be completed through Liberty University
- 2.00 GPA
- Degree must be completed within 5 years
- Resident students will be required to pass the graduate writing assessment or complete GRST 500
- Online students will be required to take the graduate writing assessment
- Submit a Graduation Application to the Registrar's Office at the beginning of the final semester

<b>Program of Study</b>	
<b>Master of Arts (Professional Studies) (36 hrs)</b>	
<b>Program Options: Online, Blended and Resident Formats</b>	
<b>Core Curriculum (21 hrs)</b>	
<b>Choose one:</b>	<b>3</b>
NBST 521 <i>New Testament Orientation I</i>	
NBST 522 <i>New Testament Orientation II</i>	
NBST 525 <i>New Testament Introduction</i>	
<b>Choose one:</b>	<b>3</b>
OBST 590 <i>Old Testament Introduction</i>	
OBST 591 <i>Old Testament Orientation I</i>	
OBST 592 <i>Old Testament Orientation II</i>	
<b>Required:</b>	<b>12</b>
CHHI ____ <i>Elective 500-600 level</i>	
THEO 525 <i>Systematic Theology I</i>	
THEO 530 <i>Systematic Theology II</i>	
EVAN 565 <i>Contemporary Evangelism</i>	
<b>Choose one:</b>	<b>3</b>
APOL 500 <i>Introduction to Apologetics</i>	
EVAN 500 <i>Church Growth I: Spiritual Factors of Church Growth</i>	
ICST 500 <i>World Missions</i>	
ICST 650 <i>Cross-Cultural Evangelism and Church Planting</i>	
<b>Focused Professional Studies Area (15 hrs)</b>	

### **Focused Professional Studies Areas:**

<b>Master of Arts in Children's Ministry (15 hrs)</b>	
<b>Program Options: Resident Format</b>	
CMIN 500 <i>Foundations for Children's Ministry</i>	
CMIN 600 <i>Nurture and Formation of Children</i>	
CMIN 610 <i>Discipleship and Education of Children</i>	
CMIN 650 <i>Administration of Children's Ministries</i>	
CMIN 660 <i>Resources for Children's Ministries</i>	

<b>Master of Arts in Christian Leadership (15 hrs)</b>	
<b>Program Options: Online, Blended and Resident Formats</b>	
CLED 510 <i>Biblical Foundations of Christian Leadership</i>	
CLED 520 <i>The Life of the Leader</i>	
CLED 610 <i>Team Leadership/Conflict Resolution</i>	
CLED/PACO/DSMN Elective	

<b>Choose one:</b>	
DSMN 601	<i>Ministry Teaching</i>
HOMI 501	<i>Preparation of the Sermon</i>
HOMI 611	<i>Expository Preaching</i>
PLED 655	<i>Communication in Christian Ministry</i>

<b>Master of Arts in Discipleship Ministries (15 hrs)</b>	
<b>Program Options: Blended and Resident Formats</b>	
DSMN 500	<i>Discipleship Ministry</i>
DSMN 601	<i>Ministry of Teaching</i>
DSMN 605	<i>Christian Leadership</i>
DSMN 620	<i>Strategic-Driven Ministries</i>
DSMN 630	<i>Small Group Ministries</i>

<b>Master of Arts in Evangelism and Church Planting (15 hrs)</b>	
<b>Program Options: Online, Blended and Resident Formats</b>	
EVAN 550	<i>Church Planting</i>
EVAN 610	<i>Church Planting Methods and Culture</i>
EVAN 660	<i>Leading Healthy Multiplying Churches</i>
EVAN 670	<i>Strategic Prayer/Spiritual Warfare</i>
<b>Choose one:</b>	
DSMN 601	<i>Ministry of Teaching</i>
EVAN 697	<i>Seminar in Church Planting</i>
PLED 520	<i>Spiritual Formation</i>
PLED 635	<i>Theology of Pastoral Ministry</i>

<b>Master of Arts in Intercultural Studies (15 hrs)</b>	
<b>Program Options: Online and Resident Formats</b>	
ICST 699	<i>Cross Cultural Internship</i>
<b>Choose one:</b>	
ICST 500	<i>World Missions</i>
ICST 650	<i>Cross Cultural Evangelism</i>
<b>Choose two 500-600 level electives</b>	
ICST ____	<i>Elective</i>
ICST ____	<i>Elective</i>
<b>Choose one:</b>	
DSMN 601	<i>Ministry of Teaching</i>
HOMI 501	<i>Preparation of the Sermon</i>
HOMI 611	<i>Expository Preaching</i>
PLED 655	<i>Communication in Christian Ministry</i>

<b>Master of Arts in Marketplace Chaplaincy Ministries (15 hrs)</b>	
<b>Program Options: Online, Blended and Resident Formats</b>	
CHPL 500	<i>Chaplaincy Ministry</i>
PACO 500	<i>Introduction to Pastoral Counseling</i>
HSER 509	<i>Multicultural Issues/Human Services</i>
PACO 604	<i>Crisis Counseling and Brief Therapy</i>
PACO 698	<i>Practicum</i>

<b>Master of Arts in Pastoral Counseling (15 hrs)</b>	
<b>Program Options: Online, Blended and Resident Formats</b>	
PACO 500	<i>Introduction to Pastoral Counseling</i>
PACO 507	<i>Theology and Spirituality in Counseling</i>
PACO 603	<i>Premarital/Marital Counseling</i>
<b>Choose one:</b>	
PACO/COUN	<i>500-600 level Elective</i>
<b>Choose one:</b>	
DSMN 601	<i>Ministry of Teaching</i>
HOMI 501	<i>Preparation of the Sermon</i>
HOMI 611	<i>Expository Preaching</i>
PLED 655	<i>Communication in Christian Ministry</i>



<b>Master of Arts in Student Ministries (15 hrs)</b>	
<b>Program Options: Resident Format</b>	
YOUT 510	<i>Foundations of Youth Ministry I</i>
YOUT 520	<i>Foundations of Youth Ministry II</i>
<b>Choose two:</b>	
YOUT/PACO/DSMN 500-600 level Electives	
<b>Choose one:</b>	
DSMN 601	<i>Ministry of Teaching</i>
HOMI 501	<i>Preparation of the Sermon</i>
HOMI 611	<i>Expository Preaching</i>
PLED 655	<i>Communication in Christian Ministry</i>

<b>Master of Arts in Theological Studies (15 hrs)</b>	
<b>Program Options: Online, Blended and Resident Formats</b>	
<b>Choose three 500-600 level electives from the following:</b>	
APOL, CLED, CMIN, DSMN, EVAN, HOMI, ICST, PACO, PLED, THEO, WRSP, YOUT	
<b>Choose two 500-600 level electives from the following:</b>	
APOL, CHHI, CHPL, CLED, CMIN, DSMN, EVAN, HOMI, ICST, NBST, NGRK, OBST, OTCL, PACO, PHIL, PLED, THEO, WRSP, YOUT	

### **Master of Arts in Worship Studies (M.A.)**

#### **PURPOSE**

The Master of Arts in Worship Studies is a 45-hour graduate program sponsored jointly by the Department of Music and Worship Studies in the College of Arts and Science and the Liberty Baptist Theological Seminary. It will allow students to study and practice context-specific biblical and theological competencies in worship, worship theories practical to the local church and research to enhance individual leadership roles in worship. The goal is to develop knowledge and expertise to function in a variety of worship cultures and contexts within the evangelical community. Students will receive training in qualitative and quantitative research methods.

#### **PROGRAM SPECIFIC ADMISSION REQUIREMENTS**

In addition to the general admission procedures, applicants to **Master of Arts in Worship Studies** must meet the following requirements:

- Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S., Department of Education (e.g., SACS, TRACS, ABHE, etc.)
- Worship/Music Experience Record: those without a Bachelor's in music or worship must show life experience in worship. This form will be a requirement for all applicants.
- First-time applicants are asked to submit a written recommendation from a pastor.
- Minimum undergraduate GPA of 2.00 (on a 4.00 scale). Applicants who hold a prior degree from an unaccredited institution may be considered for admission on Academic Probation; students admitted on Academic Probation are required to take and pass GRST 500 Introduction to Graduate Writing their first semester.
- Questionnaire/Personal Statement

#### **GRADUATION REQUIREMENTS**

In addition to the other regulations governing graduation, graduates of the Master of Arts in Worship Studies program must meet the following requirements:

- Complete 45 hours; complete a minimum of 33 hours through Liberty University
- Required 2.00 GPA
- Degree must be completed within 5 years
- Resident students must pass the graduate writing assessment or complete GRST 500
- Online students will be required to take the graduate writing assessment
- Submit a Graduation Application to the Registrar's Office at the beginning of the final semester

<b>Programs of Study</b>	
<b>Master of Arts in Worship Studies (45 hrs)</b>	
<b>Leadership Specialization</b>	
<b>Program Options: Online, Blended and Resident Formats</b>	
<b>Biblical and Theological Foundations Core</b>	<b>(12 hrs)</b>
WRSP 510	<i>Biblical Foundations of Worship</i>
WRSP 635	<i>Building a Theology of Worship</i>
THEO 530	<i>Systematic Theology</i>
<b>Choose one:</b>	
NBST 521	<i>New Testament Orientation I</i>
NBST 522	<i>New Testament Orientation II</i>
OBST 592	<i>Old Testament Orientation II</i>
OBST 610	<i>Psalms</i>
OBST 620	<i>Poetry of the Old Testament</i>
<b>Worship Leadership Core</b>	<b>(12 hrs)</b>
WRSP 501	<i>Dynamics of Corporate Worship</i>
THEO 650	<i>Ethics and Christian Ministry</i>
<b>Choose one:</b>	
WRSP 530	<i>Principles of Leadership</i>
WRSP 520	<i>Role of the Worship Leader</i>
<b>Choose one:</b>	
WRSP 645	<i>Role of the Pastor and Worship Leader</i>
CLED 610	<i>Team Leadership and Conflict Resolution</i>
<b>Worship Studies Core</b>	<b>(12 hrs)</b>
CHHI 694	<i>History of Baptists</i>
WRSP 502	<i>History and Philosophy of Worship</i>
WRSP 545	<i>Global Worship</i>
<b>Choose one:</b>	
WRSP 540	<i>Current Issues in Worship Ministry</i>
WRSP 610	<i>Tools and Techniques of Contemporary Worship</i>
<b>Practical Theology in Worship Core</b>	<b>(9 hrs)</b>
DSMN 605	<i>Christian Leadership</i>
WRSP 551	<i>Building a Balanced Worship Ministry</i>
<b>Choose one:</b>	
CLED 620	<i>Vision and Strategic Planning</i>
<b>OR, combination of any below:</b>	
PLED 520	<i>Spiritual Formation (3 hours)</i>
WRSP 695	<i>Directed Research in Worship (1-2 hours)</i>
WRSP 698	<i>Directed Practicum in WRSP Min. (1-2 hours)</i>

<b>Master of Arts in Worship Studies (M.A.)</b>	
<b>Church Planting Specialization (45 hrs)</b>	
<b>Program Options: Blended and Resident Formats</b>	
<b>Biblical and Theological Foundations Core</b>	<b>(12 hrs)</b>
WRSP 510	<i>Biblical Foundations of Worship</i>
WRSP 635	<i>Building a Theology of Worship</i>
THEO 530	<i>Systematic Theology</i>
<b>Choose one:</b>	
NBST 521	<i>New Testament Orientation I</i>
NBST 522	<i>New Testament Orientation II</i>
OBST 592	<i>Old Testament Orientation II</i>
OBST 610	<i>Psalms</i>

OBST 620	<i>Poetry of the Old Testament</i>	
<b>Worship Studies Core</b>		(15 hrs)
WRSP 501	<i>Dynamics of Corporate Worship</i>	
WRSP 540	<i>Current Issues in Worship Ministry</i>	
WRSP 551	<i>Building a Balanced Worship Ministry</i>	
WRSP 645	<i>Role of the Pastor and Worship Leader</i>	
<b>Choose one:</b>		
CHHI 692	<i>American Christianity</i>	
CHHI 694	<i>History of Baptists</i>	
<b>Church Planting Specialization</b>		(15 hrs)
EVAN 550	<i>Church Planting</i>	
EVAN 610	<i>Methods and Models of Ministry</i>	
EVAN 660	<i>Healthy Church Leadership</i>	
EVAN 670	<i>Strategic Prayer and Spiritual Warfare</i>	
WRSP 545	<i>Global Worship</i>	
<b>Practical Theology in Worship Core</b>		(3 hrs)
EVAN 510	<i>Church Growth II: Evangelism and Church Growth</i>	

<b>Master of Arts in Worship Studies (M.A.)</b>		
<b>Ethnomusicology Specialization (45 hrs)</b>		
<b>Program Options: Blended and Resident Formats</b>		
<b>Biblical and Theological Foundations Core</b>		(12 hrs)
WRSP 510	<i>Biblical Foundations of Worship</i>	
WRSP 635	<i>Building a Theology of Worship</i>	
THEO 530	<i>Systematic Theology</i>	
<b>Choose one:</b>		
NBST 521	<i>New Testament Orientation I</i>	
NBST 522	<i>New Testament Orientation II</i>	
NBST 525	<i>New Testament Introduction</i>	
OBST 590	<i>Old Testament Introduction</i>	
OBST 592	<i>Old Testament Orientation II</i>	
OBST 610	<i>Psalms</i>	
OBST 620	<i>Poetry of the Old Testament</i>	
<b>Worship Studies Core</b>		(15 hrs)
WRSP 501	<i>Dynamics of Corporate Worship</i>	
WRSP 540	<i>Current Issues in Worship Ministry</i>	
WRSP 551	<i>Building a Balanced Worship Ministry</i>	
WRSP 545	<i>Global Worship</i>	
<b>Choose one:</b>		
CHHI 522	<i>History of Baptists</i>	
CHHI 692	<i>American Christianity</i>	
CHHI 694	<i>History of Baptists</i>	
<b>Ethnomusicology Specialization</b>		(15 hrs)
ETHM 511 <sup>1</sup>	<i>Introduction to Ethnomusicology</i>	
ETHM 512	<i>Field of Ethnomusicology</i>	
ETHM 513	<i>Anthropology of Music</i>	
ETHM 514	<i>Organology</i>	
ETHM 613	<i>Applied Ethnomusicology</i>	
<b>Practical Theology in Worship Core</b>		(3 hrs)
EVAN 510	<i>Church Growth II: Evangelism and Church Growth</i>	
<sup>1</sup> Students who have already taken ETHM 511 or an equivalent course prior to enrolling at LU may substitute a course from the ETHM 540 series.		

**DEGREE COMPLETION PLANS (DCP)**

The Degree Completion Plans for the Focused Professional Master's programs are available online at <http://www.liberty.edu/academics/registrar/>.

## Professional Degree Programs in the Seminary

***Master of Arts in Religion (M.A.R.)*****PURPOSE**

The Master of Arts in Religion degree program is appropriate as an entry level and general professional degree in religion. It is designed to give the student intensive study in the Scriptures and the essential truths of the Christian message.

Although the program is not designed as a terminal Seminary degree or intended for senior pastors, the program is profitable for Christian educators, assistant pastors, and for informed lay leaders and pastors' wives who wish to have a firm Scriptural undergirding for service in a supportive role in a local church.

**PROGRAM SPECIFIC ADMISSION REQUIREMENTS**

In addition to the general admission procedures, applicants to the *Master of Arts in Religion* program must meet the following requirements:

- Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S., Department of Education (e.g., SACS, TRACS, ABHE, etc.).
- First-time applicants are asked to submit a written recommendation from a pastor.
- Minimum undergraduate GPA of 2.00 (on a 4.00 scale). Applicants who hold a prior degree from an unaccredited institution may be considered for admission on Academic Probation; students admitted on Academic Probation are required to take and pass GRST 500 Introduction to Graduate Writing their first semester.
- Questionnaire/Personal Statement

**DEGREE CANDIDACY**

Degree Candidacy is granted when the student completes all prerequisites and is in good academic standing.

**GRADUATION REQUIREMENTS**

In addition to the other regulations governing graduation, graduates of the Master of Arts in Religion program must meet the following requirements:

- Complete 45 hours; complete a minimum of 33 hours through LU.
- 2.00 GPA
- Degree must be completed within five years
- Resident students will be required to pass the graduate writing assessment or complete GRST 500
- Online students will be required to take the graduate writing assessment
- Submit a Graduation Application to the Registrar's Office at the beginning of the final semester

**DEGREE TRANSFER:****M.A.R. DEGREE INTO THE M.DIV. PROGRAM**

Students having graduated with the M.A.R. degree may transfer all 45 hours, as applicable, into the Master of Divinity program. See the Master of Divinity section of this Catalog for details.

<b>Program of Study</b>	
<b>Master of Arts in Religion (M.A.R.) (45 hrs)</b>	
<b>Program Options: Blended and Resident Formats</b>	
<b>Core Courses</b>	<b>(30 hrs)</b>
<b>Choose one:</b>	<b>3</b>

NBST 521	<i>New Testament Orientation I</i>	
NBST 522	<i>New Testament Orientation II</i>	
<b>Choose one:</b>		3
OBST 591	<i>Old Testament Orientation I</i>	
OBST 592	<i>Old Testament Orientation II</i>	
<b>Choose two 500-600 level electives from:</b>		
NBST/OBST/NGRK/OTCL		6
<b>Choose one 500-600 level CHHI elective</b>		3
THEO 525	<i>Systematic Theology I</i>	3
THEO 530	<i>Systematic Theology II</i>	3
<b>Choose one 500-600 level APOL/THEO elective</b>		3
EVAN 565	<i>Contemporary Evangelism</i>	3
<b>Choose one:</b>		3
ICST 500	<i>World Missions</i>	
ICST 650	<i>Cross Cultural Evangelism and Church Planting</i>	
<b>Specialization Area</b>		<b>(15 hrs)</b>

<b>Master of Arts in Religion (M.A.R.) (45 hrs)</b>		
<b>Biblical Studies Specialization</b>		
<b>Program Options: Online, Blended and Resident Formats</b>		
<b>Core Courses</b>		<b>(30 hrs)</b>
<b>Specialization Courses</b>		<b>(15 hrs)</b>
<b>Choose four 500-600 level NBST/OBST/NGRK/OTCL electives</b>		
<b>Choose one:</b>		
DSMN 601	<i>Ministry of Teaching</i>	
HOMI 501	<i>Preparation of the Sermon</i>	
HOME 611	<i>Expository Preaching</i>	
PLED 655	<i>Communication in Christian Ministry</i>	

<b>Master of Arts in Religion (M.A.R.) (45 hrs)</b>		
<b>Christian Leadership Specialization</b>		
<b>Program Options: Online, Blended and Resident Formats</b>		
<b>Core Courses</b>		<b>(30 hrs)</b>
<b>Specialization Courses</b>		<b>(15 hrs)</b>
CLED 510	<i>Biblical Foundations of Leadership</i>	
CLED 520	<i>Life of the Leader</i>	
CLED 610	<i>Team Leadership and Conflict Resolution</i>	
<b>Choose one 500-600 level CLED/DSMN/PACO elective</b>		
<b>Choose one:</b>		
DSMN 601	<i>Ministry of Teaching</i>	
HOMI 501	<i>Preparation of the Sermon</i>	
HOME 611	<i>Expository Preaching</i>	
PLED 655	<i>Communication in Christian Ministry</i>	

<b>Master of Arts in Religion (M.A.R.) (45 hrs)</b>		
<b>Church Ministries Specialization</b>		
<b>Program Options: Online, Blended and Resident Formats</b>		
<b>Core Courses</b>		<b>(30 hrs)</b>
<b>Specialization Courses</b>		<b>(15 hrs)</b>
<b>Choose three 500-600 level electives from: DSMN/EVAN/CLED/CMIN/COUN/HOMI/ICST/PACO/PLED/WRSP/YOUT</b>		
<b>Choose two 500-600 level Seminary electives</b>		

<b>Master of Arts in Religion (M.A.R.) (45 hrs)</b>		
<b>Discipleship Ministries Specialization</b>		
<b>Program Options: Online, Blended and Resident Formats</b>		
<b>Core Courses</b>		<b>(30 hrs)</b>
<b>Specialization Courses</b>		<b>(15 hrs)</b>
DSMN 500	<i>Discipleship Ministries</i>	
DSMN 601	<i>Ministry of Teaching</i>	
DSMN 605	<i>Christian Leadership</i>	

DSMN 620	<i>Strategic Driven Ministries</i>
DSMN 630	<i>Small Group Ministries</i>

<b>Master of Arts in Religion (M.A.R.) (45 hrs)</b>	
<b>Evangelism and Church Planting Specialization</b>	
<b>Program Options: Online and Resident Formats</b>	
<b>Core Courses</b>	<b>(30 hrs)</b>
<b>Specialization Courses</b>	<b>(15 hrs)</b>
<b>Choose four 500-600 level EVAN electives</b>	
<b>Choose one:</b>	
DSMN 601	<i>Ministry of Teaching</i>
HOMI 501	<i>Preparation of the Sermon</i>
HOME 611	<i>Expository Preaching</i>
PLED 655	<i>Communication in Christian Ministry</i>

<b>Master of Arts in Religion (M.A.R.) (45 hrs)</b>	
<b>Intercultural Studies Specialization</b>	
<b>Program Options: Online and Resident Formats</b>	
<b>Core Courses</b>	<b>(30 hrs)</b>
<b>Specialization Courses</b>	<b>(15 hrs)</b>
ICST 650	<i>Cross-Cultural Evangelism and Church Planting</i>
ICST 699	<i>Cross-Cultural Internship</i>
<b>Choose two 500-600 level ICST electives</b>	
<b>Choose one:</b>	
DSMN 601	<i>Ministry of Teaching</i>
HOMI 501	<i>Preparation of the Sermon</i>
HOMI 611	<i>Expository Preaching</i>
PLED 655	<i>Communication in Christian Ministry</i>

<b>Master of Arts in Religion (M.A.R.) (45 hrs)</b>	
<b>Pastoral Counseling Specialization</b>	
<b>Program Options: Online, Blended and Resident Formats</b>	
<b>Core Courses</b>	<b>(30 hrs)</b>
<b>Specialization Courses</b>	<b>(15 hrs)</b>
PACO 500	<i>Introduction to Pastoral Counseling</i>
PACO 507	<i>Theology and Spirituality in Counseling</i>
PACO 603	<i>Premarital and Marital Counseling</i>
<b>Choose one 500-600 level PACO elective</b>	
<b>Choose one:</b>	
DSMN 601	<i>Ministry of Teaching</i>
HOMI 501	<i>Preparation of the Sermon</i>
HOMI 611	<i>Expository Preaching</i>
PLED 655	<i>Communication in Christian Ministry</i>

<b>Master of Arts in Religion (M.A.R.) (45 hrs)</b>	
<b>Pre-Pastoral Specialization</b>	
<b>Program Options: Online, Blended and Resident Formats</b>	
<b>Core Courses</b>	<b>(30 hrs)</b>
<b>Specialization Courses</b>	<b>(15 hrs)</b>
<b>Choose five elective courses:</b>	
CHHI 520	<i>History of Christianity I</i>
CHHI 525	<i>History of Christianity II</i>
DSMN 500	<i>Discipleship Ministries</i>
DSMN 505	<i>Church Administration</i>
EVAN 510	<i>Church Growth II</i>
PACO 500	<i>Introduction to Pastoral Counseling</i>
THEO 610	<i>Biblical Theology</i>
THEO 650	<i>Ethics and Christian Ministry</i>

<b>Master of Arts in Religion (M.A.R.) (45 hrs)</b> <b>Theology and Apologetics Specialization</b>	
<b>Program Options: Resident Format</b>	
<b>Core Courses</b>	<b>(30 hrs)</b>
<b>Specialization Courses</b>	<b>(15 hrs)</b>
<i>Choose four 500-600 level THEO/APOL/PHIL electives</i>	
<i>Choose one:</i>	
DSMN 601	Ministry of Teaching
HOMI 501	Preparation of the Sermon
HOME 611	Expository Preaching
PLED 655	Communication in Christian Ministry

<b>Master of Arts in Religion (M.A.R.) (45 hrs)</b> <b>Worship Studies Specialization</b>	
<b>Program Options: Online, Blended and Resident Formats</b>	
<b>Core Courses</b>	<b>(30 hrs)</b>
<b>Specialization Courses</b>	<b>(15 hrs)</b>
WRSP 510	Biblical Foundations of Worship
WRSP 520	Role of the Worship Leader
WRSP 530	Principles of Leadership
<i>Choose one 500-600 level WRSP elective</i>	
<i>Choose one:</i>	
DSMN 601	Ministry of Teaching
HOMI 501	Preparation of the Sermon
HOMI 611	Expository Preaching
PLED 655	Communication in Christian Ministry

<b>Master of Arts in Religion (M.A.R.) (45 hrs)</b> <b>Youth Ministries Specialization</b>	
<b>Program Options: Resident Formats</b>	
<b>Core Courses</b>	<b>(30 hrs)</b>
<b>Specialization Courses</b>	<b>(15 hrs)</b>
YOUT 510	Foundations in Youth Ministries I
YOUT 520	Foundations in Youth Ministries II
<i>Choose two 500-600 level electives:</i>	
CLED/CMIN/DSMN/ PACO/YOUT	
<i>Choose one:</i>	
DSMN 601	Ministry of Teaching
HOMI 501	Preparation of the Sermon
HOMI 611	Expository Preaching
PLED 655	Communication in Christian Ministry

### DEGREE COMPLETION PLANS (DCP)

The Degree Completion Plans for the Master of Arts in Religion program are available online at <http://www.liberty.edu/academics/registrar/>.

## Master of Religious Education (M.R.E.)

### PURPOSE

The Master of Religious Education degree is the professional theological degree in Christian Education and Discipleship Ministries. This 60-hour program is designed to equip a man or woman who has been called by God to serve as a professional Christian worker in such capacities as the associate pastor, a minister or director of Christian education, a discipleship pastor, small group pastor and other positions that require a broad general knowledge of church educational programs and discipleship ministries.

### PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission procedures, applicants to the *Master of Religious Education* program must meet the following requirements:

- Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S., Department of Education (e.g., SACS, TRACS, ABHE, etc.)
- First-time applicants are asked to submit a written recommendation from a pastor.
- Minimum undergraduate GPA of 2.00 (on a 4.00 scale). Applicants who hold a prior degree from an unaccredited institution may be considered for admission on Academic Probation; students admitted on Academic Probation are required to take and pass GRST 500 Introduction to Graduate Writing their first semester.
- Questionnaire/Personal Statement

### DEGREE TRANSFER:

#### M.A. OR M.A.R. DEGREE INTO THE M.R.E. PROGRAM

Students having graduated with the M.A. or M.A.R. degree may transfer all 36 or 45 hours, as applicable, into the Master of Religious Education Program. The student will be allowed to receive the M.R.E. degree upon completion of all of the course requirements for both degrees without necessarily completing the additional hours in residence in the M.R.E. program. Regardless of the specific course hours needed to complete the MRE degree, the student must complete a minimum of 30 hours beyond the M.A. or M.A.R. to earn the M.R.E.

### DEGREE CANDIDACY

Degree Candidacy is granted when the student completes all prerequisites and is in good academic standing.

### GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduate of the Master of Religious Education program must meet the following requirements:

- Complete 60 hours; complete a minimum of 45 hours through Liberty University
- 2.00 GPA
- Degree must be completed within seven years
- Resident students will be required to pass the graduate writing assessment or complete GRST 500
- Online students will be required to take the graduate writing assessment
- Submit a Graduation Application to the Registrar's Office at the beginning of the final semester

<b>Program of Study</b>		
<b>Master of Religious Education (M.R.E.) (60 hrs)</b>		
<b>Program Options: Online, Blended and Resident Formats</b>		
<b>Biblical Studies (12 hrs)</b>		
NBST 521	New Testament Orientation I	3
NBST 522	New Testament Orientation II	
<i>Choose one:</i>		
OBST 591	Old Testament Orientation I	3
OBST 592	Old Testament Orientation II	
<i>Choose two 500-600 electives from:</i>		
NBST/NGRK/OBST/OTLC		
<b>Church History (3 hrs)</b>		
CHHI	Elective	3
<b>Theology and Apologetics (9 hrs)</b>		
THEO 525	Systematic Theology I	3
THEO 530	Systematic Theology II	3
<i>Choose one 500-600 level APOL/THEO elective</i>		
<b>Evangelism and Missions (6 hrs)</b>		
EVAN 565	Personal Evangelism	3

**Choose one:**

ICST 500	<i>World Missions</i>	3
ICST 650	<i>Cross-Cultural Evangelism/Church Planting</i>	

**MRE Core (15 hrs)**

DSMN 500	<i>Discipleship Ministry</i>	3
DSMN 601	<i>Ministry of Teaching</i>	3
DSMN 605	<i>Christian Leadership</i>	3
DSMN 630	<i>Small Group Ministries</i>	3

**Choose one:**

DSMN 505	<i>Church Administrations</i>	3
DSMN 620	<i>Strategic Driven Ministries</i>	

**Seminary Electives (15 hrs)**

*Choose five 500-600 level courses*

**DEGREE COMPLETION PLANS (DCP)**

The Degree Completion Plan for the Master of Religious Education program is available online at <http://www.liberty.edu/academics/registrar/>.

**Master of Divinity (M.Div.)****PURPOSE**

The Master of Divinity degree is designed to help men and women prepare for professional Christian Ministry in local church and para-church settings.

**PROGRAM SPECIFIC ADMISSION REQUIREMENTS**

In addition to the general admission procedures, applicants to the *Master of Divinity* program must meet the following requirements:

- Earned baccalaureate degree or its equivalent (in any field) from an institution accredited by an agency recognized by the U.S., Department of Education (e.g., SACS, TRACS, ABHE, etc.)
- First-time applicants are asked to submit a written recommendation from a pastor.
- Minimum undergraduate GPA of 2.00 (on a 4.00 scale). Applicants who hold a prior degree from an unaccredited institution may be considered for admission on Academic Probation; students admitted on Academic Probation are required to take and pass GRST 500 Introduction to Graduate Writing their first semester.
- Questionnaire/Personal Statement

**DEGREE TRANSFER: M.A. M.A.R., OR M.R.E. DEGREE INTO THE M.DIV. PROGRAM**

Students having graduated with the M.A., M.A.R., or M.R.E. degree may transfer all 36, 45, or 60 hours respectively, as applicable, into the Master of Divinity Program. Students wishing to complete the M.Div. must complete at least 30 semester hours beyond the courses needed to satisfy the M.A., M.A.R., or M.R.E. degree. Students desiring the additional degree must complete a Change of Program form in the Registrar's Office.

**DEGREE CANDIDACY (M.A.R., M.R.E., M.Div.)**

Degree Candidacy is granted when the student completes all prerequisites and is in good academic standing.

**GRADUATION REQUIREMENTS**

In addition to the other regulations governing graduation, graduate of the Master of Divinity program must meet the following requirements:

- Complete 93 semester hours; complete a minimum of 48 hours through Liberty University
- 2.00 GPA

- Degree must be completed within 10 years
- Resident students will be required to pass the graduate writing assessment or complete GRST 500
- Online students will be required to take the graduate writing assessment
- Submit a Graduation Application to the Registrar's Office at the beginning of the final semester

**Programs of Study****Master of Divinity (M.Div.) (93 hrs)****Academic/Pre-Ph.D. Track****Program Options: Online, Blended and Resident Formats****Foundational Studies (36 hrs)**

CHHI 520	<i>History of Christianity I</i>	3
CHHI 525	<i>History of Christianity II</i>	3
CHHI 694	<i>History of Baptists</i>	3
NBST 521	<i>New Testament Orientation I</i>	3
NBST 522	<i>New Testament Orientation II</i>	3
NBST 652	<i>Hermeneutics</i>	3
OBST 591	<i>Old Testament Orientation I</i>	3
OBST 592	<i>Old Testament Orientation II</i>	3
THEO 525	<i>Systematic Theology I</i>	3
THEO 530	<i>Systematic Theology II</i>	3

**Choose two 500-600 level APOL/THEO electives****Professional Studies (27 hrs)**

DSMN 500	<i>Discipleship Ministries</i>	3
EVAN 565	<i>Contemporary Evangelism</i>	3
HOMI 501	<i>Preparation of the Sermon</i>	3
PLED 520	<i>Spiritual Formation</i>	3
PLED 625	<i>Ministry Matters</i>	3

**Choose one of the following:**

ICST 500	<i>World Missions</i>	3
ICST 650	<i>Cross Cultural Evangelism</i>	

**Choose one of the following:**

DSMN 505	<i>Church Administration</i>	3
PLED 635	<i>Theology of Pastoral Ministry</i>	
PACO 500	<i>Pastoral Counseling</i>	

**Choose one of the following:**

EVAN 510	<i>Church Growth II: Evangelism and Church Growth</i>	3
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EVAN 550	<i>Church Planting</i>	
EVAN 670	<i>Spiritual Warfare</i>	
ICST 650	<i>Cross Cultural Evangelism</i>	

**Choose one of the following:**

CLED 510	<i>Biblical Foundations of Leadership</i>	3
EVAN 660	<i>Leading a Healthy Church</i>	
DSMN 605	<i>Christian Leadership</i>	

**NT Language (9 hrs)****GREEK TRACK**

NGRK 620 <sup>1</sup>	<i>Greek Syntax</i>	3
	<i>Choose a 600 level NGRK exegesis elective</i>	3
	<i>Choose a 600 level NGRK elective</i>	3

**OT Language (9 hrs)****HEBREW TRACK**

OTCL 510	<i>Beginning Hebrew</i>	3
OTCL 530	<i>Hebrew Syntax</i>	3
OTCL 635	<i>Hebrew Exegesis</i>	3

**ACADEMIC / PRE-PH.D. TRACK (12 hrs)**

THEO 680 <sup>2</sup>	<i>Research Methods</i>	3
THEO 690	<i>Thesis Defense</i>	3

**Choose two 500-600 level electives from:**

APOL/CHHI/NBST/NGRK (600 level only),	6
OBST/OTCL or THEO (600 level only)	

<sup>1</sup>	NGRK 500 & 501 are prerequisites for NGRK 620 for students who have not had undergraduate Greek.
<sup>2</sup>	Any student who is not ready for enrollment in THEO 690 after completing THEO 680 may be required, as determined by the student's thesis chair, to take THEO 689 Thesis Proposal and Research, and may be required to repeat THEO 689 until ready for enrollment in THEO 690.

<b>Master of Divinity (M.Div.) (93 hrs)</b>		
<b>Missional Studies Track</b>		
<i>Program Options: Online, Blended and Resident Formats</i>		
<b>Foundational Studies (36 hrs)</b>		
CHHI 520	<i>History of Christianity I</i>	3
CHHI 525	<i>History of Christianity II</i>	3
CHHI 694	<i>History of Baptists</i>	3
NBST 521	<i>New Testament Orientation I</i>	3
NBST 522	<i>New Testament Orientation II</i>	3
NBST 652	<i>Hermeneutics</i>	3
OBST 591	<i>Old Testament Orientation I</i>	3
OBST 592	<i>Old Testament Orientation II</i>	3
THEO 525	<i>Systematic Theology I</i>	3
THEO 530	<i>Systematic Theology II</i>	3
<b>Choose two 500-600 level APOL/THEO electives</b>		6
<b>Professional Studies (27 hrs)</b>		
DSMN 500	<i>Discipleship Ministries</i>	3
EVAN 565	<i>Contemporary Evangelism</i>	3
HOMI 501	<i>Preparation of the Sermon</i>	3
PLED 520	<i>Spiritual Formation</i>	3
PLED 625	<i>Ministry Matters</i>	3
<b>Choose one of the following:</b>		3
ICST 500	<i>World Missions</i>	
ICST 650	<i>Cross Cultural Evangelism</i>	
<b>Choose one of the following:</b>		3
DSMN 505	<i>Church Administration</i>	
PLED 635	<i>Theology of Pastoral Ministry</i>	
PACO 500	<i>Pastoral Counseling</i>	
<b>Choose one of the following:</b>		3
EVAN 510	<i>Church Growth II: Evangelism and Church Growth</i>	
EVAN 550	<i>Church Planting</i>	
EVAN 670	<i>Spiritual Warfare</i>	
ICST 650	<i>Cross Cultural Evangelism</i>	
<b>Choose one of the following:</b>		3
CLED 510	<i>Biblical Foundations of Leadership</i>	
EVAN 660	<i>Leading a Healthy Church</i>	
DSMN 605	<i>Christian Leadership</i>	
<b>SELECT A LANGUAGE TRACK:</b>		
<b>NT Language (9 hrs) – GREEK TRACK</b>		
NGRK 620 <sup>1</sup>	<i>Greek Syntax</i>	3
<i>Choose a 600 level NGRK exegesis elective</i>		3
<i>Choose a 600 level NGRK elective</i>		3
<b>-OR-</b>		
<b>ENGLISH BIBLE TRACK</b>		
NGRK 506	<i>Greek Language Tools</i>	3
<i>Choose two 500-600 level NBST/NGRK electives</i>		6
<b>OT Language (9 hrs)</b>		
<b>HEBREW TRACK</b>		
OTCL 510	<i>Beginning Hebrew</i>	3
OTCL 530	<i>Hebrew Syntax</i>	3
OTCL 635	<i>Hebrew Exegesis</i>	3
<b>-OR-</b>		
<b>ENGLISH BIBLE TRACK</b>		
OTCL 505	<i>Hebrew Language Tools</i>	3
<i>Choose two 500-600 level OBST/OTCL electives</i>		6
<b>MISSIONAL STUDIES TRACK (12 hrs)</b>		

<b>Choose four 500-600 level electives from:</b> APOL/CHHI/EVAN/HOMI or ICST	6
<sup>1</sup> NGRK 500 & 501 are prerequisites for NGRK 620 for students who have not had undergraduate Greek.	

<b>Master of Divinity (M.Div.) (93 hrs)</b>		
<b>Pastoral Ministries Track</b>		
<i>Program Options: Online, Blended and Resident Formats</i>		
<b>Foundational Studies (36 hrs)</b>		
CHHI 520	<i>History of Christianity I</i>	3
CHHI 525	<i>History of Christianity II</i>	3
CHHI 694	<i>History of Baptists</i>	3
NBST 521	<i>New Testament Orientation I</i>	3
NBST 522	<i>New Testament Orientation II</i>	3
NBST 652	<i>Hermeneutics</i>	3
OBST 591	<i>Old Testament Orientation I</i>	3
OBST 592	<i>Old Testament Orientation II</i>	3
THEO 525	<i>Systematic Theology I</i>	3
THEO 530	<i>Systematic Theology II</i>	3
<b>Choose two 500-600 level APOL/THEO electives</b>		6
<b>Professional Studies (27 hrs)</b>		
DSMN 500	<i>Discipleship Ministries</i>	3
EVAN 565	<i>Contemporary Evangelism</i>	3
HOMI 501	<i>Preparation of the Sermon</i>	3
PLED 520	<i>Spiritual Formation</i>	3
PLED 625	<i>Ministry Matters</i>	3
<b>Choose one of the following:</b>		3
ICST 500	<i>World Missions</i>	
ICST 650	<i>Cross Cultural Evangelism</i>	
<b>Choose one of the following:</b>		3
DSMN 505	<i>Church Administration</i>	
PLED 635	<i>Theology of Pastoral Ministry</i>	
PACO 500	<i>Pastoral Counseling</i>	
<b>Choose one of the following:</b>		3
EVAN 510	<i>Church Growth II: Evangelism and Church Growth</i>	
EVAN 550	<i>Church Planting</i>	
EVAN 670	<i>Spiritual Warfare</i>	
ICST 650	<i>Cross Cultural Evangelism</i>	
<b>Choose one of the following:</b>		3
CLED 510	<i>Biblical Foundations of Leadership</i>	
EVAN 660	<i>Leading a Healthy Church</i>	
DSMN 605	<i>Christian Leadership</i>	
<b>SELECT A LANGUAGE TRACK:</b>		
<b>NT Language (9 hrs) – GREEK TRACK</b>		
NGRK 620 <sup>1</sup>	<i>Greek Syntax</i>	3
<i>Choose a 600 level NGRK exegesis elective</i>		3
<i>Choose a 600 level NGRK elective</i>		3
<b>-OR-</b>		
<b>ENGLISH BIBLE TRACK</b>		
NGRK 506	<i>Greek Language Tools</i>	3
<i>Choose two 500-600 level NBST/NGRK electives</i>		6
<b>OT Language (9 hrs)</b>		
<b>HEBREW TRACK</b>		
OTCL 510	<i>Beginning Hebrew</i>	3
OTCL 530	<i>Hebrew Syntax</i>	3
OTCL 635	<i>Hebrew Exegesis</i>	3
<b>-OR-</b>		
<b>ENGLISH BIBLE TRACK</b>		
OTCL 505	<i>Hebrew Language Tools</i>	3
<i>Choose two 500-600 level OBST/OTCL electives</i>		6
<b>PASTORAL MINISTRIES TRACK (12 hrs)</b>		
<b>Choose four of the following courses not already taken:</b>		
PLED 635	<i>Theology of Pastoral Ministries</i>	

HOMI 521,	522, 591 – <i>Preaching Labs</i>	
HOMI 610	<i>Great Preachers</i>	
HOMI 612	<i>Evangelistic Preaching</i>	
DSMN 505	<i>Church Ministries</i>	
PACO 500	<i>Pastoral Counseling</i>	
PACO 600	<i>Survey of Christian Counseling Theories</i>	
PACO 603	<i>Premarital/Marital Counseling</i>	
<sup>1</sup> NGRK 500 & 501 are prerequisites for NGRK 620 for students who have not had undergraduate Greek.		

<b>Master of Divinity (M.Div.) (93 hrs)</b>		
<b>Professional Ministries Track</b>		
<i>Program Options: Online, Blended and Resident Formats</i>		
<b>Foundational Studies (36 hrs)</b>		
CHHI 520	<i>History of Christianity I</i>	3
CHHI 525	<i>History of Christianity II</i>	3
CHHI 694	<i>History of Baptists</i>	3
NBST 521	<i>New Testament Orientation I</i>	3
NBST 522	<i>New Testament Orientation II</i>	3
NBST 652	<i>Hermeneutics</i>	3
OBST 591	<i>Old Testament Orientation I</i>	3
OBST 592	<i>Old Testament Orientation II</i>	3
THEO 525	<i>Systematic Theology I</i>	3
THEO 530	<i>Systematic Theology II</i>	3
<b>Choose two 500-600 level APOL/THEO electives</b>		6
<b>Professional Studies (27 hrs)</b>		
DSMN 500	<i>Discipleship Ministries</i>	3
EVAN 565	<i>Contemporary Evangelism</i>	3
HOMI 501	<i>Preparation of the Sermon</i>	3
PLED 520	<i>Spiritual Formation</i>	3
PLED 625	<i>Ministry Matters</i>	3
<b>Choose one of the following:</b>		3
ICST 500	<i>World Missions</i>	
ICST 650	<i>Cross Cultural Evangelism</i>	
<b>Choose one of the following:</b>		3
DSMN 505	<i>Church Administration</i>	
PLED 635	<i>Theology of Pastoral Ministry</i>	
PACO 500	<i>Pastoral Counseling</i>	
<b>Choose one of the following:</b>		3
EVAN 510	<i>Church Growth II: Evangelism and Church Growth</i>	
EVAN 550	<i>Church Planting</i>	
EVAN 670	<i>Spiritual Warfare</i>	
ICST 650	<i>Cross Cultural Evangelism</i>	
<b>Choose one of the following:</b>		3
CLED 510	<i>Biblical Foundations of Leadership</i>	
EVAN 660	<i>Leading a Healthy Church</i>	
DSMN 605	<i>Christian Leadership</i>	
<b>SELECT A LANGUAGE TRACK:</b>		
<b>NT Language (9 hrs) – Greek Track</b>		
NGRK 620 <sup>1</sup>	<i>Greek Syntax</i>	3
<i>Choose a 600 level NGRK exegesis elective</i>		3
<i>Choose a 600 level NGRK elective</i>		3
<b>-OR-</b>		
<b>English Bible Track</b>		
NGRK 506	<i>Greek Language Tools</i>	3
<i>Choose two 500-600 level NBST/NGRK electives</i>		6
<b>OT Language (9 hrs)</b>		
<b>HEBREW TRACK</b>		
OTCL 510	<i>Beginning Hebrew</i>	3
OTCL 530	<i>Hebrew Syntax</i>	3
OTCL 635	<i>Hebrew Exegesis</i>	3
<b>-OR-</b>		
<b>English Bible Track</b>		

OTCL 505	<i>Hebrew Language Tools</i>	3
<i>Choose two 500-600 level OBST/OTCL electives</i>		6
<b>PROFESSIONAL MINISTRIES TRACK (12 hrs)</b>		
<b>Choose four 500-600 level electives from:</b>		
CMIN/DSMN/EVAN/HOMI/ICST/PACO/PLED/WRSP or YOUT		
<sup>1</sup> NGRK 500 & 501 are prerequisites for NGRK 620 for students who have not had undergraduate Greek.		

<b>Master of Divinity (M.Div.) (72 hrs)</b>		
<b>Chaplaincy Track</b>		
<i>Program Options: Online, Blended and Resident Formats</i>		
<b>Church History (6 hrs)</b>		
CHHI 520	<i>History of Christianity I</i>	3
CHHI 525	<i>History of Christianity II</i>	3
<b>Discipleship Ministries (3 hrs)</b>		
DSMN 500	<i>Discipleship Ministries</i>	3
<b>Theology and Apologetics (9 hrs)</b>		
THEO 525	<i>Systematic Theology I</i>	3
THEO 530	<i>Systematic Theology II</i>	3
<b>Choose one 500-600 level APOL/THEO Elective</b>		3
<b>Evangelism and Missions (6 hrs)</b>		
EVAN 565	<i>Contemporary Evangelism</i>	3
ICST 650	<i>Cross-Cultural Evangelism and Church Planting</i>	
<b>Biblical Studies Core (12 hrs)</b>		
NBST 521	<i>New Testament Orientation I</i>	3
NBST 522	<i>New Testament Orientation II</i>	3
OBST 591	<i>Old Testament Orientation I</i>	3
OBST 592	<i>Old Testament Orientation II</i>	3
<b>CHAPLAINCY TRACK (27 hrs)</b>		
CHPL 500	<i>Introduction to Chaplaincy Ministry</i>	3
CHPL 696	<i>Chaplaincy and Pastoral Ministries</i>	3
<b>or</b>		
PLED 635	<i>Theology of Pastoral Ministry</i>	3
CLED 510	<i>Biblical Foundation of Leadership</i>	3
CLED 520	<i>The Life of the Leader</i>	3
CLED 620	<i>Vision and Strategic Planning</i>	3
HOMI 501	<i>Preparation of the Sermon</i>	3
PACO 500	<i>Introduction to Pastoral Counseling</i>	3
PACO 603	<i>Premarital/Marital Counseling</i>	3
PACO 604	<i>Crisis Counseling/Brief Therapy</i>	3
<b>Practical Courses (9 hrs)<sup>1</sup></b>		
ICST 500	<i>World Missions</i>	3
DSMN 601	<i>Ministry of Teaching</i>	3
CHPL 699	<i>Chaplaincy Internship</i>	3
<sup>1</sup> Chaplain candidates only, upon completion of the military chaplain candidate course for the USAF, USA or USN will receive 9 hours of practical courses. All other students must take practical courses for credit. See advisor for details.		

**DEGREE COMPLETION PLANS (DCP)**

The Degree Completion Plans for the Master of Divinity program are available online at <http://www.liberty.edu/academics/registrar/>.

**Master of Theology (Th.M.)****Master of Sacred Theology (S.T.M.)****PURPOSE**

The Master of Theology and the Master of Sacred Theology degree programs will provide additional training beyond the Master of Divinity degree in preparation for full-time Christian service. Through course work, scholarly research, and logical and critical writing, the Th.M./S.T.M. will provide advanced preparation for those called to service in theological education or those planning to pursue degree programs at the doctoral level.

**PROGRAM SPECIFIC ADMISSION REQUIREMENTS**

In addition to the general admission procedures, the following requirements will govern admission into the *Th.M. and S.T.M. programs*:

1. The applicant must have earned a Master of Divinity or its equivalent from an approved institution.
2. The applicant must have attained a cumulative GPA of 3.00 or above (on a 4.00 scale) in the Master of Divinity program. Applicants who do not meet this criterion may be considered for admission on Academic Probation. Students admitted on Academic Probation must take and pass GRST 500 Introduction to Graduate Writing their first semester.
3. Ordinarily, satisfactory completion of at least nine semester hours of coursework or its equivalent in Hebrew and at least nine semester hours coursework or its equivalent in Greek are required. Students may be admitted without the language requirements depending on their areas of concentration.
4. First-time applicants are asked to submit a written recommendation from a pastor.
5. Seminary Questionnaire/Personal Statement

**ADMISSION TO CANDIDACY (Th.M. and S.T.M.)**

Admission to candidacy for the Th.M. and S.T.M. degrees will be granted upon completion of 12 semester hours of course work with a cumulative GPA of 3.00 and approval of the student's advisor. The degree must be completed within five years from the date of original matriculation.

**GRADUATION REQUIREMENTS**

In addition to the other regulations governing graduation, Th.M. or S.T.M. graduates must meet the following requirements:

1. Must complete 30 semester hours of course work with a cumulative GPA of 3.00.
2. A minimum of 24 semester hours must be completed through Liberty University.
3. Must complete a unified program of study as follows:
  - a. A core of 12 hours to be selected from courses in Biblical Studies, Historical Studies and Theological Studies.
  - b. 18 semester hours must be taken as follows: A specialization of 12 hours; plus 6 hours elective (S.T.M. degree) or THEO 680 and a thesis (Th.M. degree). The specialization is a unified program of study constructed by the student with the consultation and approval of the program director.
  - c. All courses for either the S.T.M. or Th.M. degree plans must be taken at the 600 level or higher.
4. Degree must be completed within five years.
5. Resident students are required to pass the graduate writing assessment or complete GRST 500.
6. Online students (S.T.M.) are required to take the graduate writing assessment.

7. Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.

Specializations include Biblical Studies, Church History and Theology, and Practical Theology.

All 12 hours of the specialization must be in the same area. Ordinarily the student will include language studies (ancient or modern) related to the specialization. Language courses must be taken in keeping with the standards for language studies of all graduate programs of Liberty University.

**Program of Study****Master of Theology (Th.M.) (30 hrs)****Program Options: Resident Format****Core Courses (12 hrs)**

CHHI	<i>Elective</i>	3
NBST	<i>Elective</i>	3
OBST	<i>Elective</i>	3
THEO	<i>Elective</i>	3

**Specialization Courses (12 hrs)<sup>1</sup>**

- Biblical Studies:  
(NBST, NGRK, OBST, OTCL)
- Church History and Theology:  
(APOL, CHHI, PHIL, THEO)
- Practical Theology:  
(DSMN, EVAN, HOMI, ICST, PACO, PLED, YOUT)

**Thesis (6 hrs)**

THEO 680 <sup>2</sup>	<i>Research Methods</i>	3
THEO 690 <sup>3</sup>	<i>Thesis Defense</i>	3

<sup>1</sup> The student is to work out a unified course of study in consultation with and approval of the advisor.

<sup>2</sup> Any student who is not ready for enrollment in THEO 690 after completing THEO 680 may be required, as determined by the student's thesis chair, to take THEO 689 Thesis Proposal and Research, and may be required to repeat THEO 689 until deemed ready for enrollment in THEO 690.

<sup>3</sup> Thesis required

**THESIS REQUIREMENTS FOR TH.M. DEGREE**

With the approval of the student's advisor and the mentor, a student may write a thesis of 10,000 words (minimum) that follows the latest edition of Kate L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. The project must meet all designated deadlines and receive a minimum grade of B. A graduate faculty member selected in consultation with both student and advisor will function as a mentor of the thesis and will monitor the progress during the various stages of writing (from the selection of a topic to the final draft). Both the mentor and a second reader must approve the thesis. Two copies of the approved final draft thesis must be submitted electronically to the Integrated Learning Resources Center. Three semester hours credit will be given for the thesis. The student opting to write a thesis must also include a course in research methods in the overall program.

**Master's Thesis Schedule**

October 1	Approval of thesis topic by Thesis Committee.
November 1	Submission of Thesis Prospectus to Mentor and Reader(s).
December 1	Last possible day for submission of late Thesis prospectus, if the student plans to appeal for extension of the Thesis Prospectus deadline
January 15	Submission of the first draft of the Thesis



February 15	Last say for return of first draft with corrections to the student from Mentor and Reader(s).
March 15	Submission of corrected draft to Mentor and Reader(s). Include copies of initial draft with suggested corrections of them
April 1	Return of corrected draft to student.
April 30	Submission of final draft.
Early May	Final grade on Thesis due on date when grades are due.

<b>Program of Study</b>	
<b>Master of Sacred Theology (S.T.M.) (30 hrs)</b>	
<b>Program Options: Online and Resident Formats</b>	
<b>Core Courses (12 hrs)</b>	
CHHI	Elective 3
NBST	Elective 3
OBST	Elective 3
THEO	Elective 3
<b>Specialization Courses (12 hrs)<sup>1</sup></b>	
<ul style="list-style-type: none"> <li>Biblical Studies: (NBST, NGRK, OBST, OTCL)</li> <li>Church History and Theology: (APOL, CHHI, PHIL, THEO)</li> <li>Practical Theology: (DSMN, EVAN, HOMI, ICST, PACO, PLED, YOUT)</li> </ul>	
<b>Elective Courses (6 hrs)</b>	
6	
<sup>1</sup> The student is to work out a unified course of study in consultation with and approval of the advisor.	

**DEGREE COMPLETION PLANS (DCP)**

The Degree Completion Plans for the Master of Theology and Master of Sacred Theology programs are available online at <http://www.liberty.edu/academics/registrar/>.

**Doctoral Programs in the Seminary*****Doctor of Ministry (D.Min.)*****PURPOSE**

The Doctor of Ministry degree offers pastors, missionaries and other church leaders an opportunity for professional and personal growth. It is designed to enhance one's knowledge and skills in the practice of ministry. Students will have the opportunity to interact with recognized church leaders, to explore new ministry perspectives, to evaluate their ministry, to increase their vision and to crystallize their understanding of the purpose and goals of ministry.

The program is composed of 33 semester hours involving two semesters of THEO 989 (6 hrs.) and THEO 990, Thesis Project Defense (3 hrs.).

**PROGRAM SPECIFIC ADMISSION REQUIREMENTS**

In addition to the general admission procedures, applicants to the ***Doctor of Ministry*** degree program must meet the following specific requirements:

1. A Master of Divinity degree, or its equivalent, from an appropriately accredited theological seminary with a cumulative GPA of 3.00 or above (on a 4.00 scale).
2. A vita showing three years of experience in a full-time ministry position after receiving the Master of Divinity degree. Exceptions to this must be approved by the Dean.

3. A current place of ministry where the student can successfully carry out a ministry-related project. International students who file under the I-20 may be allowed to complete their residency course work without this requirement. However, they must complete their thesis project in the context of a full-time ministry.
4. References from three colleagues in the ministry with respect to the applicant's moral, spiritual, and professional qualifications.
5. Ecclesiastical Endorsement indicating the agreement of the church (or employing organization) with the applicant's participation in the Doctor of Ministry program.
6. A detailed Statement of Purpose for pursuing the program.

**INITIAL ADMISSION (D.Min.)**

An applicant to the Doctor of Ministry program who has a Master of Divinity degree or its equivalent and has at least three years of full-time ministry experience, but who does not meet all of the other entrance requirements, may be granted Initial Admission status. A student in this category may attend for one semester only (six semester hours maximum). After this one semester, the student must meet the requirements to qualify for Provisional Acceptance. Provisional Acceptance is attainable by completing all admissions requirements. Full candidacy is discussed in the section below. Also, see the section on the Doctor of Ministry program for more details.

**ADVANCEMENT TO CANDIDACY (D.Min.)**

Candidate status is granted when all admissions criteria have been met, 15 hours of coursework have been completed, and a formal proposal for the thesis project has been submitted.

**SEMINARY CONTINUATION FEE**

Students enrolled in the D.Min. program who are unable to take classes during a semester will be charged a \$30 continuation fee. Students who remain inactive for more than three semesters will be automatically dropped from the program and will be required to reapply in order to be readmitted to the program.

**SEMINARY ADMINISTRATION FEE**

Students enrolled in the D.Min. program who enroll in at least one intensive each Spring, Summer, or Fall term, including the Thesis Project courses, will be charged \$50.

**GRADUATION REQUIREMENTS**

In addition to the other regulations governing graduation, graduates of the D.Min. program must meet the following requirements:

1. Must complete 33 semester hours of course work, including the thesis project, with a cumulative GPA of 3.00. The student must earn no more than one grade of C, and may repeat up to 6 semester hours of coursework under the repeat policy.
2. A minimum of 27 hours must be completed through Liberty University.
3. Must complete the thesis project with a minimum grade of B.
4. Degree must be completed within seven years.
5. Submit a Graduation Application to the Registrar's Office at the beginning of final semester.

<b>Doctor of Ministry Thesis Schedule</b>	
<sup>1</sup> April 1 <sup>2</sup> August <sup>3</sup> December 1	A formal proposal will be submitted during the program's second phase. The candidate will provide a 15-20 page prospectus of the thesis project, including an extensive bibliography. The proposal must be submitted by April 1, one year before graduation.
<sup>1</sup> August 1 <sup>2</sup> December 1 <sup>3</sup> April 1	The first chapter will be submitted to the Director of the Doctor of Ministry Program. This is required before the candidate proceeds to the following chapters. All drafts must be prepared in conformity to the latest edition of Turabian's: <i>A Manual for Writers of Term Papers, Thesis and Dissertations</i> .
<sup>1</sup> November 1 <sup>2</sup> March 1 <sup>3</sup> July 1	The first complete draft will be submitted to the Director.
<sup>1</sup> March 1 <sup>2</sup> July 1 <sup>3</sup> November 1	The completed thesis project will be submitted to the Director.  The oral defense will be held approximately one month later. One library copy along with electronic copy of thesis on CD will be submitted to the Director.
<sup>1</sup> March graduation <sup>2</sup> September graduation <sup>3</sup> January graduation	

**Program of Study****Doctor of Ministry (D.Min.) (33 hrs)****General Program****Program Options: Online Format****Core Seminars (9 hrs)**

EVAN 851	<i>Twenty-First Century Techniques and Tools for the Revitalization of the Church</i>	3
COUN 852	<i>Growth and Development of the Contemporary Minister</i>	3
DSMN 876	<i>Creative Ministry Uses for the Computer</i>	3

**Elective Support Seminars (15 hrs)**

**Choose five 800-900 level courses from the following disciplines:**

APOL/CHHI/CLED/CMIN/COUN/DSMN/EVAN/HOMI/ICST/NBST/OBST/PACO/PLED/THEO/WRSP	15
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**Thesis Project (9 hrs)<sup>3</sup>**

DMIN 989 <sup>1</sup>	<i>Thesis Project, Proposal and Research</i>	3
DMIN 989 <sup>1</sup>	<i>Thesis Project, Proposal and Research</i>	3
DMIN 990 <sup>2</sup>	<i>Thesis Project Defense</i>	3

<sup>1</sup> DMIN 989 must be taken a minimum of two times. Any student who is not ready for enrollment in DMIN 990 after completing the second enrollment in DMIN 989 may be required, as determined by the student's thesis project chair, to repeat DMIN 989 until deemed ready for enrollment in DMIN 990.

<sup>2</sup> Thesis required (grade of B or higher).

<sup>3</sup> Once the student enters the Thesis Project phase, he/she must maintain continuous enrollment (Fall, Spring and Summer semesters) until all degree requirements are completed.

**Doctor of Ministry (D.Min.) (33 hrs)****Specialization Options:**

**Evangelism and Church Growth**  
**Expository and Evangelistic Preaching**  
**Pastoral Counseling**  
**Pastoral Leadership and Management**  
**Worship Studies**

**Program Options: Online Format****Core Seminars (9 hrs)**

EVAN 851	<i>Twenty-First Century Techniques and Tools for the Revitalization of the Church</i>	3
COUN 852	<i>Growth and Development of the Contemporary Minister</i>	3
DSMN 876	<i>Creative Ministry Uses for the Computer</i>	3

**Choose from the following Specializations:****Evangelism and Church Growth (9 hrs)****Choose three of the following courses:**

EVAN 910	<i>Spiritual Factors of Church Growth</i>
EVAN 930	<i>Revivals and Church Growth</i>
EVAN 950	<i>Leading a Healthy Church</i>
EVAN 970	<i>Building a Dynamic Church Evangelism Strategy</i>
PLED 910	<i>Principles and Practices of Prayer</i>

**Expository & Evangelistic Preaching (9 hrs)**

HOMI 960	<i>Biblical Hermeneutics and Exposition</i>
HOMI 966	<i>Expository Preaching Practicum</i>
HOMI 967	<i>Evangelistic Preaching Practicum</i>

**Pastoral Counseling (9 hrs)**

COUN 801	<i>Pastoral Care and Counseling</i>
COUN 980	<i>Ministering to Troubled Families</i>
COUN 985	<i>Pastoral Counseling Couples in Distress</i>

**Pastoral Leadership & Management (9 hrs)**

PLED 970	<i>Pastoral Leadership</i>
DSMN 972	<i>Managing the Local Church</i>
DSMN 974	<i>Developing Lay Leadership</i>

**Worship Studies (9 hrs)****Choose three courses from the following:**

WRSP 801	<i>The Dynamics of Corporate Worship</i>
WRSP 820	<i>The Role of the Worship Leader</i>
WRSP 840	<i>Current Issues in Worship Ministry</i>
WRSP 851	<i>Building a Balanced Worship Ministry</i>
WRSP 935	<i>Building a Theology of Worship</i>
WRSP 945	<i>The Role of the Pastor with the Worship Leader</i>

**Elective Support Seminars (6 hrs)**

**Choose two 800-900 level courses from the following disciplines:**

APOL/CHHI/CLED/CMIN/DSMN/EVAN/HOMI/ICST/NBST/OBST/PACO/PLED/THEO/WRSP	6
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**Thesis Project (9 hrs)<sup>3</sup>**

DMIN 989 <sup>1</sup>	<i>Thesis Project, Proposal and Research</i>	3
DMIN 989 <sup>1</sup>	<i>Thesis Project, Proposal and Research</i>	3
DMIN 990 <sup>2</sup>	<i>Thesis Project Defense</i>	3

<sup>1</sup> DMIN 989 must be taken a minimum of two times. Any student who is not ready for enrollment in DMIN 990 after completing the second enrollment in DMIN 989 may be required, as determined by the student's thesis project chair, to repeat DMIN 989 until deemed ready for enrollment in DMIN 990.

<sup>2</sup> Thesis required (grade of B or higher).

<sup>3</sup> Once the student enters the Thesis Project phase, he/she must maintain continuous enrollment (Fall, Spring and Summer semesters) until all degree requirements are completed.

### DEGREE COMPLETION PLANS (DCP)

The Degree Completion Plans for the Doctor of Ministry program are available online at <http://www.liberty.edu/registrar/>.

## Graduate School Programs

### *Master of Arts in Global Apologetics (M.A.)*

#### PURPOSE

The Master of Arts in Global Apologetics equips graduates with knowledge about other global religions and apologetic approaches for reaching adherents of these religions with the gospel. This degree offers specialized training for missionaries and pastors whose ministry area includes adherents of non-western religions.

#### PROGRAM LEARNING OUTCOMES

1. To provide students with the biblical and theological background knowledge necessary to state clearly theological and biblical truths to defend them.
2. To provide students with familiarity with church history necessary to understand the development of Christianity's historical interaction with other religions.
3. To provide students with basic philosophical knowledge related to apologetics and the skills necessary to build an apologetic for Christianity and defend Christianity against the claims of other global religions.
4. To provide students with specialized knowledge about the various global religions and their offshoots in order to offer an effective Christian response to the competing claims of global religions.
5. To teach students research and writing skills related to developing, and producing a Master's thesis in an area related to global apologetics.

#### PROGRAM SPECIFIC ADMISSION REQUIREMENTS

In addition to the general admission requirements, the following regulations will govern admission into the *M.A. in Global Apologetics* program:

1. Minimum cumulative undergraduate GPA of 3.00 on a scale of 4.00.
2. The applicant must have an undergraduate major or minor in religion and/or a related field.
3. First-time applicants are asked to submit a written recommendation from a pastor.
4. Questionnaire/Personal Statement

An applicant who fails to meet the requirements listed above may be admitted on Probationary status. Students admitted on Academic Probation must take and pass GRST 500 Introduction to Graduate Writing their first semester. The deficiencies in prior training may then be satisfied with undergraduate courses. After satisfying admissions requirements and after having completed no more than nine hours toward graduation, the student may then apply for degree candidacy. It should be that M.A. programs include a

thesis and that will normally take more than two semesters to complete.

### GRADUATION REQUIREMENTS

In addition to the other regulations governing graduation, graduates of the Master of Arts in Global Apologetics program must meet the following requirements:

1. Must complete 36 semester hours and have a cumulative grade point average of 3.00 in M.A. work with grades below a C not counting toward the degree.
2. A minimum of 30 semester hours must be completed through Liberty University.
3. Students will be required to pass the graduate writing assessment or complete GRST 500.
4. Degree must be completed within five years.
5. Submit a Graduation Application to the Registrar's Office at the beginning of final semester.

### THESIS REQUIREMENTS

1. Students enrolled in the M.A. in Global Apologetics will write a concluding thesis on an area related to global apologetics.
2. Students must successfully complete a thesis in the area of global apologetics which demonstrates research ability.
3. The thesis will follow form and style guidelines in the latest edition of *Turabian* or *The Chicago Manual of Style*.

### *Program of Study*

#### **Master of Arts in Global Apologetics (M.A.) (36 hrs)**

##### *Program Options: Resident Format*

##### **Foundational Studies (12 hrs)**

##### **Choose one Biblical Studies course:** 3

NBST 500	<i>The New Testament World</i>
NBST 521	<i>New Testament Orientation I</i>
NBST 522	<i>New Testament Orientation II</i>
NBST 525	<i>New Testament Introduction</i>
NBST 652	<i>Hermeneutics</i>
OBST 590	<i>Old Testament Introduction</i>
OBST 591	<i>Old Testament Orientation I</i>
OBST 592	<i>Old Testament Orientation II</i>

##### **Choose one Theological Studies course:** 3

THEO 503	<i>Modern and Contemporary Christian Thought</i>
CHHI 662	<i>Historical Development of Christian Theology</i>

##### **Choose one Church History course:** 3

CHHI 635	<i>Patristic and Ancient Heresy</i>
CHHI 685	<i>Free Church History and Thought</i>

##### **Choose one Philosophy/Apologetics course:** 3

APOL 500	<i>Introduction to Apologetics</i>
PHIL 550	<i>Introduction to Philosophy of Religion</i>
PHIL 625	<i>Religious Epistemology</i>

##### **Global Apologetics Specialization (18 hrs)**

APOL 560	<i>Introduction to Global Apologetics</i>	3
APOL 570	<i>Apologetics to Far Eastern Religions</i>	3
APOL 580	<i>Apologetics to Near Eastern Religions</i>	3
APOL 590	<i>Apologetics to Middle Eastern Religions</i>	3
ICST 675	<i>Contextualization of Theology</i>	3
THEO 678	<i>Western and New Religions</i>	3

##### **Research and Thesis Practicum (6 hrs)**

THEO 680 <sup>1</sup>	<i>Research Methods</i>	3
APOL 690	<i>Thesis Defense</i>	3

<sup>1</sup> Any student who is not ready for enrollment in APOL 690 after completing THEO 680 may be required, as determined by the student's thesis chair, to take APOL 689 Thesis Proposal and Research, and may be required to repeat APOL 689 until deemed ready for enrollment in APOL 690.

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

### **PURPOSE**

The Master of Arts in Religious Studies (MARS) is a residential-only program and 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.

### **PROGRAM SPECIFIC ADMISSION REQUIREMENTS**

In addition to the general admission procedures, the following regulations will govern admission into the *M.A. in Religious Studies* program:

1. Minimum cumulative undergraduate GPA of 3.00 on a scale of 4.00.
2. The applicant must have a minimum score of 900 (a combination of the Verbal and Quantitative scores) on the Graduate Record Examination (GRE), or have successfully completed 12 credit hours of graduate-level coursework.
3. The applicant must have an undergraduate major or minor in religion and/or a related field.
4. First-time applicants are asked to submit a written recommendation from a pastor.
5. Questionnaire/Personal Statement

An applicant who fails to meet the requirements listed above may be admitted on Probationary status. Students admitted on Academic Probation must take and pass GRST 500 Introduction to Graduate Writing their first semester. The deficiencies in prior training may then be satisfied with undergraduate courses. After satisfying admissions requirements and after having completed no more than nine hours toward graduation, the student may then apply for degree candidacy. It should be that M.A. programs include a thesis and that will normally take more than two semesters to complete.

### **FOREIGN LANGUAGE REQUIREMENT**

Master of Arts in Religious Studies students may meet the foreign language requirement in one of the following three manners:

1. Successfully complete 12 undergraduate hours or nine 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 appropriate department; and
3. Successfully complete a Foreign Language Reading Competency Test developed by the Educational Testing Services of Princeton, NJ.

### **GRADUATE STUDIES HANDBOOK**

Each M.A. in Religious Studies (MARS) student is required to obtain a copy of the *Graduate Studies Handbook* from the Seminary office. This publication gives policies and procedures that are unique to the M.A. program, outlines steps to be followed in securing the mentor for the thesis, as well as deadlines for this

process, and provides other information that will assist the MARS student.

### **COMPREHENSIVE EXAM**

The M.A. in Religious Studies 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. Week following spring vacation
3. August (one week prior to first day of first semester)
4. Week following fall break of Thanksgiving break

The comprehensive exam must be taken no less than one month prior to the month of anticipated graduation.

### **GRADUATION REQUIREMENTS**

In addition to general regulations governing graduation, M.A. in Religious Studies graduates must meet the following requirements:

1. Must complete 36 semester hours and have a cumulative grade point average of 3.00 in M.A. work with grades below a C not counting toward the degree.
2. A minimum of 30 semester hours must be completed through Liberty University.
3. Proficiency in one foreign language for research.
4. Must pass a major comprehensive exam over the area of specialization.
5. Must successfully complete a thesis in the area of specialization which demonstrates research ability with a minimum grade of B.
6. Degree must be completed within five years.
7. Students will be required to pass the graduate writing assessment or complete GRST 500.
8. Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.

### **PROGRAM OF STUDY**

A program of study may be constructed by the student in consultation with the appropriate program director and the approval of the Academic Dean. The program of study must be developed before the student matriculates, but modifications may be made afterward with the approval of the program director. 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 fields. The areas of specialization are Apologetics, Biblical Studies, Church History, Philosophy of Religion, and Theological Studies.

#### ***Program of Study***

#### **Master of Arts in Religious Studies (M.A.) (36 hrs)**

#### ***Program Options: Resident Format***

#### **Foundation Courses (9 hrs)**

#### ***Choose one Biblical Studies course:*** 3

NBST 500	<i>The New Testament World</i>
NBST 521	<i>New Testament Orientation I</i>
NBST 522	<i>New Testament Orientation II</i>
NBST 525	<i>New Testament Introduction</i>
NBST 652	<i>Hermeneutics</i>
OBST 590	<i>Old Testament Introduction</i>
OBST 591	<i>Old Testament Orientation I</i>
OBST 592	<i>Old Testament Orientation II</i>

#### ***Choose one Theological Studies course:*** 3

THEO 503	<i>Modern and Contemporary Christian Thought</i>
CHHI 662	<i>Historical Development of Christian Theology</i>

<b>Choose one Philosophy/Apologetics course:</b>	3
APOL 500 <i>Introduction to Apologetics</i>	
PHIL 550 <i>Introduction to Philosophy of Religion</i>	
PHIL 625 <i>Religious Epistemology</i>	
<b>Specialized Program of Study (21 hrs)</b>	
<b>Research and Thesis Practicum (6 hrs)</b>	
THEO 680 <sup>1</sup> <i>Research Methods</i>	3
THEO 690 <i>Thesis Defense</i>	3
<sup>1</sup> Any student who is not ready for enrollment in THEO 690 after completing THEO 680 may be required, as determined by the student's thesis chair, to take THEO 689 Thesis Proposal and Research, and may be required to repeat THEO 689 until deemed ready for enrollment in THEO 690.	

**DEGREE COMPLETION PLANS (DCP)**

The Degree Completion Plan for the Master of Arts in Religious Studies program is available online at <http://www.liberty.edu/academics/registrar/>.

***Doctor of Philosophy in Counseling (Ph.D.)***

The College of Arts and Sciences offers the Doctor of Philosophy in Counseling degree with two specializations: Professional Counseling and Pastoral Care and Counseling. The Ph.D. in Counseling with the specialization in Pastoral Care and Counseling is offered in cooperation with Liberty Baptist Theological Seminary and Graduate School. Students in Liberty Baptist Theological Seminary and Graduate School are encouraged to consider this program as a possible doctorate following the completion of a Seminary masters degree.

See the College of Arts and Sciences section of this Catalog for more details concerning this program.

***Doctor of Philosophy in Theology and Apologetics (Ph.D.)*****PURPOSE**

The Doctor of Philosophy degree in Theology and Apologetics will prepare professional scholars and Christian community leaders at the highest level of scholarship. Trained by a qualified academic faculty, graduates with the Ph.D. in Theology and Apologetics will be prepared to serve as faculty in academic institutions and as scholars and theologically and biblically informed leaders for the church and community. This is a 57 semester hour program: 48 hours of seminar work; six (6) hours for dissertation proposal and research; and three (3) hours for dissertation defense.

As with all programs of the Seminary and Graduate School the Ph.D. program will seek to provide an environment in which students in the context of open research and inquiry will be encouraged to strengthen their faith and certify their calling to service at the highest academic and professional levels. Students will be mentored within an academic environment that fosters an awareness of the Christian's responsibility as a member of society who is responsive to the needs and concerns of diverse cultures and conflicting ideals.

The program is set within the context of a conservative evangelical academic community in which students are challenged to develop the cognitive skills requisite to a rigorous interaction with biblical, theological, historical, and philosophical understandings necessary for a self-conscious, critical, and Christian response to the world. In this setting, students will have the opportunity to become part of a community of scholars in which they can develop the concomitant skills necessary for relational and professional competence. The Ph.D. will further encourage students to explore the moral and ethical dimensions of their chosen field of study.

Moreover, the program is designed to inculcate sensitivity to others and a concern for world evangelization through a vigorous defense of the gospel and a lifestyle of personal integrity and responsible scholarship.

With its mix of traditional and non-traditional delivery formats, the Ph.D. is designed to attract and retain students who desire flexibility in their schedules, breadth of exposure, and professional training in theology and apologetics. The teaching options will attract a diverse and dedicated mix of faculty and students facilitating rich interaction between future academic professionals and church leaders. The cognates are designed to further meet the needs of persons seeking studies in biblical or historical studies.

**PROGRAM LEARNING OUTCOMES**

The following learning outcomes for the Doctor of Philosophy in Theology and Apologetics are expected. The student will be able to:

1. Integrate a personal value for engagement with the church as well as the global community with leadership skills commensurate with ecclesial and scholarly professions.
2. Demonstrate written, oral and technological communication skills.
3. Demonstrate mastery of theological and apologetic methods of inquiry.
4. Demonstrate mastery of ancient and modern languages appropriate to their research.
5. Integrate values and decision-making from the biblical Christian worldview perspective.
6. Conduct scholarly research which engages the culture and higher education.

**PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS**

In addition to general requirements for admission to Liberty Baptist Theological Seminary and Graduate School, applicants for admission to the *Doctor of Philosophy in Theology and Apologetics* must submit the following for review:

1. An earned Master of Divinity or a Master of Theology with a thesis or a Master of Arts with a thesis.
2. An earned grade point average of 3.25 on a scale 4.00 in all previous graduate work.
3. Miller Analogy Test (MAT) results. The GRE may be substituted in special cases at the director's approval. If an applicant's scores are older than two years, then the applicant must submit new scores.
4. A writing sample that must meet the following criteria:
  - a. A minimum 30-page paper (excluding cover page, table of contents and bibliography). A chapter from a Master's thesis may be submitted if it meets the 30-page minimum. It is preferable, but not required, that the subject area be in the area of theology or apologetics.
  - b. Either submission must conform to the latest *Turabian Manual for Writers* AND standard English Grammar and Composition Form.
5. A Personal Statement, Doctrinal Agreement, and Honor Code Document. Included with these documents must be the name of the applicant's current church and the name of a pastor who is familiar with the applicant's church life.
6. The student must have a pastoral recommendation as well.
7. A one-page essay on reasons for pursuing a Ph.D. in Theology and Apologetics.
8. Two Academic References. All applicants must submit letters of recommendation from two professors with whom they studied at the graduate (master's degree) level. These

recommendations need to be on school letterhead and have the professors' signatures.

9. Professional vita including degrees earned, ministry experience, and/or teaching experience and career goals.

The applicant must understand that before the end of the second year of admission, the student must pass a proficiency exam in German and French or Latin. Seminars in the Biblical Studies area will require one year of Greek and one year of Hebrew on their transcripts. Admissions for the Fall are due by May 1.

### TRANSFER CREDIT

Transfer hours may not exceed 6 credit hours for the Ph.D. program. Transfer credits are considered on a case-by-case basis and must have been completed as Ph.D. course work within the previous 10 years from a regionally accredited program to be accepted. Courses with a recorded grade of C or below will not be accepted. Correspondence studies or life experiences will not be accepted for transfer credit.

### PROGRAM REQUIREMENTS

**Language Requirements.** In addition to the other factors relating to participation in the Ph.D. in Theology and Apologetics those pursuing a cognate must meet language requirements. A biblical language competency is required for those applicants who plan to focus on Biblical Studies as their cognate field. Students must meet any language requirements prior to their second year in the program.

**Active Enrollment.** To maintain active enrollment, students must enroll in course work each semester.

**Residency Requirement.** Liberty Baptist Theological Seminary and Graduate School does not have a residency requirement in the traditional sense of requiring students to uproot and move to the physical campus in Lynchburg. Using an intensive model, students may come to the Liberty University campus or another designated location for a time of group study with a professor. A cohort model will be encouraged by requiring students to register each semester for classes through aggressive advising so that students who begin together will be directed to continue through the program together, meeting regularly and by connecting via the online learning facilities of Liberty University.

**Distance Options.** Liberty Baptist Theological Seminary and Graduate School proposes to offer Ph.D. courses using the modular format so that students who are living near the campus or who are living at a distance can meet the program requirements. Students will be required to be on campus to take campus-based modular courses, to take their comprehensive exams over a two-day period, and to defend their dissertations.

### GRADUATION REQUIREMENTS

In addition to general regulations governing graduation, Doctor of Philosophy in Theology and Apologetics graduates must meet the following requirements:

- Complete 57 total hours; minimum of 51 hours must be completed through Liberty University.
- Successful completion of the Research and Language Competency.
- Successful completion of Comprehensive Exam.
- Minimum 3.00 GPA.
- Degree must be completed within 7 years.
- Submit a Graduation Application to the Registrar's Office at the beginning of the final semester.

### ADMISSION INTO DOCTORAL CANDIDACY

Students who successfully complete the required 48 hours of doctoral course study with a grade point average of 3.25 or higher in the doctoral course studies will be eligible to take comprehensive examinations in the major field and chosen recommended cognate field. These exams may be written or oral, as determined by the student's mentor. Upon passing of the comprehensive examinations, the student is admitted to doctoral candidacy and may proceed toward developing a dissertation thesis and writing the dissertation under the supervision of a faculty supervisor and two faculty readers (the dissertation committee).

Students may graduate with the Doctor of Philosophy in Theology and Apologetics upon the successful completion of their dissertation requirement and upon the recommendation of the faculty.

#### Program of Study

#### Doctor of Philosophy in Theology and Apologetics (Ph.D.) (57 hrs)

##### Program Options: Blended Format

##### Language Competency (0 hrs)

German Examination (required)

##### Choose one:

French Examination

Latin Examination

##### Research Competency (3 hrs)

RTCH 900	<i>Research Methods and Teaching in Christian Higher Education</i>	3
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##### Theology & Apologetics (27 hrs)

APOL 910	<i>Apologetic Method</i>	3
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APOL 920	<i>Miracles</i>	3
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THEO 900	<i>Theological Method</i>	3
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THEO 904	<i>Bibliology</i>	3
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##### Choose five 900 level Theology or Apologetics

<b>Seminars (15 hrs)</b>	15
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<b>Cognate Field (18 hrs)</b>	18
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##### Choose six 900-level courses:

*Apologetics (APOL), Biblical Studies<sup>1</sup> (NBST/ OBST), Church History (CHHI), or Theology (THEO)*

**Recommendation:** Choose one discipline for all six seminars.

##### Comprehensive Examinations (0 hrs)

Theology/Apologetics

Cognate Field

##### Dissertation<sup>3</sup> (9 hrs)

DISS 989 <sup>2</sup>	<i>Dissertation Proposal and Research</i>	3
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DISS 989 <sup>2</sup>	<i>Dissertation Proposal and Research</i>	3
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DISS 990	<i>Dissertation Defense</i>	3
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<sup>1</sup> A Biblical Studies Cognate requires 6 hrs of Greek 605 or higher and OTCL 510 or higher or the equivalent on your master's transcript.

<sup>2</sup> DISS 989 must be taken a minimum of two times. Any student who is not ready for enrollment in DISS 990 after completing the second enrollment in DISS 989 may be required, as determined by the student's dissertation chair, to repeat DISS 989 until deemed ready for enrollment in DISS 990.

<sup>3</sup> Once the student enters the Dissertation phase, he/she must maintain continuous enrollment (Fall, Spring and Summer semesters) until all degree requirements are completed.

### DEGREE COMPLETION PLANS (DCP)

The Degree Completion Plan for the Doctor of Philosophy in Theology and Apologetics program is available online at <http://www.liberty.edu/academics/registrar/>.



Nicene period, and the further development and divisions in the Middle Ages, the Reformation Period, and the Modern Era.

**CHHI 664 *History of Evangelism*** 3 hours

A study of evangelism from New Testament times to the present. Emphasis is given to evangelism in the life and ministry of Jesus and the Apostles. Attention will be given to the Reformation in Europe, the Great Awakening in England and America, and more recent revivals of evangelism.

**CHHI 679 *Medieval European Christianity*** 3 hours

A study of evangelical groups that appeared before the Reformation, with attention to their doctrines, practices, and influences.

**CHHI 685 *Free Church History and Thought*** 3 hours

A survey of the background, development, personalities, issues and results of the Anabaptist phase of the Reformation of the Sixteenth Century and its particular impact on the rise of the English Baptists.

**CHHI 686 *History of Fundamentalism*** 3 hours

The historical development of the Fundamentalist Movement, especially in Twentieth Century America. Its background, theology, methodology, and current state will be covered.

**CHHI 690 *Thesis*** 3 hours

**CHHI 692 *American Christianity*** 3 hours

A study of the beginnings of Christianity in America to the present. Includes the European background, colonial Christianity, the first Great Awakening, the rise of the United States, the separation of church and state, the second Great Awakening, the development of religious diversity, the impact of the Civil War on religion, denominational development, the impact of immigration and industrialization, and the modern period.

**CHHI 694 *History of Baptists*** 3 hours

A survey of the background and rise of English Baptists, including their progress from the seventeenth century in England until the present day. Includes a survey of the rise of Baptists in America in the seventeenth century and their progress to the present. Includes various Baptist groups, large and small, of differing theological persuasions, denominational and independent.

**CHHI 695 *Directed Research*** 1 to 3 hours

**CHHI 697 *Seminar in Church History*** 3 hours

An intensive study in a specific subject of Church History. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**CHHI 698 *Non-Resident Thesis*** No Credit

**CHHI 940 *Seminar in American Fundamentalism and Evangelicalism*** 3 hours

This course offers a historical and theological investigation into the origins, theological trends, major issues and figures, and institutions of American Fundamentalism and Evangelicalism. American Fundamentalism and Evangelicalism will be examined in relation to theological liberalism, modernism, postmodernism, Pentecostalism, and Roman Catholicism. The course will attempt to place American Fundamentalism and Evangelicalism in the context of various theological, political, and social tensions of the twentieth century and to reveal their current shape in the 21st Century.

**CHHI 941 *Augustine*** 3 hours

A seminar that would consider Augustine's life, philosophy, theology, and legacy. His ministry in the context of 4th-5th century Roman Africa (with its politics, philosophy, social movements) will be explored. While readings would comprise some key secondary sources (Brown, Frend), a key component would be interacting with primary sources (Confessions, City of God, On the Trinity, Letters and Sermons).

**CHHI 942 *Patristic Exegesis*** 3 hours

A seminar studying the approach to Scripture of the church fathers in the first five centuries. While reading sermons and

commentaries from exegetes like Origen, Ambrose, Augustine, Basil, Gregory of Nyssa, Gregory of Nazianzus, Athanasius and Augustine, the Alexandrian and Antiochene schools of interpretation will be considered.

**CHHI 943 *The Latin Fathers*** 3 hours

A concentrated study into the work and theology of the Latin church fathers including Lactantius, Tertullian, Cyprian, Ambrose, Augustine and Jerome, among others.

**CHHI 945/ *Seminar in Modern Theologies and*** 3 hours

**THEO 945 *Theologians***

This seminar focuses on the work of select theologians and theological movements since the 18<sup>th</sup> Century. This seminar may be repeated as subject matter varies.

**CHHI 948 *Reading Seminar in Historical Theology*** 3 hours

A seminar focused on reading classic texts in Historical Theology.

**CHHI 995 *Directed Research*** 1 to 3 hours

**CHHI 997 *Seminar in Church History*** 3 hours

An intensive study in a specific subject of Church History. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

### CHAPLAINCY MINISTRY

**CHPL 500 *Introduction to Chaplaincy Ministry*** 3 hours

Examines the theological and cultural issues of a formal and informal ministry setting. Explores the similarities and differences among the various types of chaplaincies. Gives attention to ministry in religiously pluralistic, multicultural and multi-staff environments. Emphasizes skills, strategies and character traits necessary for effective ministry.

**CHPL 696 *Chaplaincy and Pastoral Ministries*** 3 hours

This course provides an overview of the numerous ministries provided by military and industrial chaplains and pastors of the local church. The procedures, protocol and the "how to" do these ministries will be covered. Emphasis will be on collaborative learning experiences so that students can learn how to care effectively for their congregation and their community at large.

**CHPL 699 *Chaplaincy Internship*** 3 hours

### CHRISTIAN LEADERSHIP

**CLED 510 *Biblical Foundations of Christian Leadership*** 3 hours

This course explores the topic of leadership from a biblical and theological perspective. Essential biblical principles bearing on the purpose and character of leadership will be examined. Instances of leadership in the Old and New Testaments will be analyzed within their biblical context, and in terms of contemporary understanding of leadership, with a special focus on the leadership of Jesus Christ as seen in the New Testament.

**CLED 520 *The Life of the Leader*** 3 hours

This course will focus upon the life of the leader and how the emotional, ethical, mental, moral, psychological, and spiritual well-being of the leader has an effect upon leadership effectiveness. Significant personal reflection will be undertaken in an effort to help the leader recognize the unique personal dimensions that hinder personal effectiveness as a leader.

**CLED 610 *Team Leadership and Conflict Resolution*** 3 hours

This course will focus on building and sustaining decision making teams, mentoring, delegating, resolving conflict, and handling and overcoming opposition. Extensive time will also be devoted to improving the individual's and the group's repertoire of styles of communication skills with a view of functioning more effectively and efficiently as a team leader in handling routine and crisis situations.



**CLED 620** *Vision and Strategic Planning* 3 hours  
Effective organizations have learned how to sustain and implement a strong strategic vision that is based on core values.

This course will examine how leaders can use creative and systematic processes to develop shared vision, communicate it to internal and external groups, and translate it through strategic planning processes into effective action. Leading theories of vision and strategic planning in organizations will be examined.

**CLED 630** *The Art of Developing Leaders* 3 hours  
A truly effective leader understands the relationship between the organization's success and the ability to develop other leaders within the organization. This course will examine how leaders are recognized and developed. Skills necessary for mentoring others as leaders will be explored and developed.

**CLED 695/995** *Directed Research* 1 to 6 hours

### CHILDREN'S MINISTRY

**CMIN 500** *Foundations for Children's Ministry* 3 hours  
This course addresses the underlying principles and the essential practices of an effective ministry to children, from evangelism to edification and discipleship.

**CMIN 600** *Nurture and Formation of Children* 3 hours  
As ministers to children, today's Christian educators in home, church, and school can benefit from an exploration of these formative components of a child's life. This course will help the student to understand and facilitate these dimensions of growth and development and assist him or her in shaping strategies for instructing children in the nurture and admonition of the Lord.

**CMIN 610** *Discipleship and Education of Children* 3 hours  
This course is an examination of the procedures and processes utilized to impress the life of God and the lifestyle it fosters upon the community's youngest members. The course will focus first upon child evangelism strategies, then will proceed to a discussion of educational philosophy and psychology, teaching methods and materials, and instructional resources for promoting growth and development in our youngest disciples.

**CMIN 650** *Administration of Children's Ministries* 3 hours  
Building upon biblical models of leadership and extracting principles and practices from contemporary examples of efficient and effective management, this course will provide the children's minister with the tools necessary to administer a program for church, school, camp, or club, etc.

**CMIN 660** *Resources for Children's Ministries* 3 hours  
Children's ministers today must equip and provide themselves with the necessary "tools of the trade." This course will expose the student to a wide-range of ministry resources and tools – from curricular plans to ministry programs to equip and prepare ministers for their service to children.

### DISSERTATION

**DISS 989** *Dissertation Proposal and Research* 3 hours  
**DISS 990** *Dissertation Defense* 3 hours

### DOCTOR OF MINISTRY

**DMIN 989** *Thesis Project Proposal and Research* 3 hours  
**DMIN 990** *Thesis Project Defense* 3 hours

### DISCIPLESHIP MINISTRIES

**DSMN 500** *Discipleship Ministries* 3 hours  
This course will examine the biblical, general and specific steps to enable a person first to be a disciple. Then will discover systems, biblical principles, and methods that create a disciple making context. The systems will cover both the macro level and the micro level. Once this has been discovered and discussed the

student will select a disciple making system and create a micro-level disciple making plan for a local church.

**DSMN 505** *Church Administration* 3 hours  
A study of administrative principles and practices for the local church. The course examines staff, finances, buildings, and public relations in churches and integrates material from both religious and secular sources.

**DSMN 597** *Seminar in Educational Ministries* 1 to 3 hours  
**DSMN 601** *Ministry of Teaching* 3 hours

A practical study of the New Testament ministry of teaching with emphasis given to the philosophy, principles, and practices of teaching-learning situations, with experience in preparation and presentation and organization of teacher education courses.

**DSMN 605** *Christian Leadership* 3 hours  
This course examines the functions or tasks of leadership: planning, organizing, directing, staffing, and controlling. A unit is included on time management and personal planning for the Christian worker. The emphasis is to improve leadership abilities of the students and to prepare them to develop leadership in others.

**DSMN 615** *Educational Programs in the Southern Baptist Convention* 3 hours

The course will introduce the structure, programs, curriculum, and terminology of the Southern Baptist Convention. It is designed especially for students desiring to work in a Southern Baptist Church.

**DSMN 620** *Strategic Driven Ministries* 3 hours  
Strategic Driven Ministries prepares the individual to not only understand how a purpose driven strategy works within a local church, but it also enables the student to put a purpose driven strategy into practice. The student will examine core biblical passages and create a clear vision/ mission/values statement. Particular attention will be given to how to measure success in a Purpose Driven model.

**DSMN 630** *Small Group Ministries* 3 hours  
Ministry of Small Groups prepares the individual to serve and equip the church to embrace, plan for, implement and evaluate small group ministry. In addition to helping establish a clear biblical basis for small groups, this course is divided into two distinct, but related, topics. The first aspect deals with the issue of organizing and ministering small group ministry. The second aspect deals with the dynamics related to small group leadership. The focus is on one leader and one group.

**DSMN 695** *Directed Research in Educational Ministries* 1 to 3 hours  
Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specific area.

**DSMN 697** *Seminar in Educational Ministries* 3 hours  
An intensive study in a specific subject of educational ministries. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**DSMN 876** *Creative Ministry Uses for the Computer* 3 hours  
An introduction to computer usage in the local church. The application of personal computers to the needs of the local church (word processing, financial management, pastoral care, sermon preparations, and evangelism) will be studied. Various software and hardware manufacturers will be examined. The course project will consist of implementing computer programs into the student's ministry.

**DSMN 972** *Managing the Local Church* 3 hours  
A detailed study will be made of managing staff, finances, and buildings of a local church. Students will have an opportunity

to evaluate critically the management systems in their place of ministry.

**DSMN 974 *Developing Lay Leadership* 3 hours**

An intensive study is made of selecting the right persons, proper enlisting procedures, and training programs for lay leadership. Special attention is given to preparing job descriptions with qualifications and selecting the right laymen for the positions. Local church Bible institutes and other lay leadership training programs, including in service training programs, are examined.

**DSMN 978 *Media in the Ministry* 3 hours**

This course will explore the alternative ministry uses of the electronic media. Experience will be provided in preparing and producing Christian programs and spot messages.

**DSMN 995 *Directed Research in Educational Ministries* 1 to 3 hours**

Prerequisite: Offered to M.A. and Th.M. students or by permission of instructor and advisor

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specific area.

**DSMN 997 *Seminar in Educational Ministries* 3 hours**

An intensive study in a specific subject of educational ministries. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

### EVANGELISM

**EVAN 500 *Church Growth I: Spiritual Factors of Church Growth* 3 hours**

An examination of spiritual factors of church growth such as prayer, fasting, revival, anointed preaching and worship. The student will analyze and develop programs to produce balanced growth in evangelism and discipleship.

**EVAN 510 *Church Growth II: Evangelism and Church Growth* 3 hours**

An introductory study in evangelism and church growth principles, stressing the biblical and theological basis of evangelism as reflected in and through the local church.

**EVAN 530 *Church Growth III: Applied Church Growth - Case Studies* 3 hours**

Prerequisite: EVAN 510

Student involvement in the process of evaluating the strengths, weaknesses and possible programs for growth of local churches. The principles of church growth are empirically applied to an existing church, using the sociological research methods of case study.

**EVAN 550 *Church Growth IV: Church Planting* 3 hours**

An introduction to the skills and knowledge needed to plant a New Testament church "in culture." A survey is given of the various schools of church planting with an evaluation of their strengths and weaknesses.

**EVAN 565 *Contemporary Evangelism* 3 hours**

A study of the evangelistic imperative and various methods of personal witnessing. Particular emphasis is given to follow-up, discipleship, and memorizing key Bible verses.

**EVAN 597 *Seminar in Evangelism* 1 to 3 hours**

**EVAN 610 *Church Planting Methods and Culture* 3 hours**

This course combines study of various cross-cultural methods with exegesis of North American culture. In specific, focus will be given to methods deemed effective in reaching the "Builder," "Boomer," and "Buster" generations, with special emphasis on the millennial generation of North America.

**EVAN 650 *Church Growth V: Cross Cultural Evangelism and Church Growth* 3 hours**

A study of cross-cultural evangelism and church growth. Emphasis is placed on evangelizing and ministering in a pluralistic context.

**EVAN 660 *Leading the Healthy, Growing, Multiplying Church* 3 hours**

This course teaches the necessary areas of pastoral leaderships regarding church growth and health issues. It further addresses the process of church multiplication. A section of it would discuss church health and growth in the early years of a new church.

**EVAN 670 *Strategic Prayer and Spiritual Warfare* 3 hours**

This course addresses necessary aspects of angelology, personal prayer life, and holy living. It further helps the student form effective corporate church based prayer strategies.

**EVAN 695 *Directed Research in Evangelism* 1 to 3 hours**

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specific area of evangelism.

**EVAN 697 *Seminar in Evangelism* 3 hours**

An intensive study in a specific subject of evangelism. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**EVAN 851 *Twenty-First Century Techniques and Tools for the Revitalization of the Church* 3 hours**

A biblical and sociological investigation of the nature and mission of the Church in light of current trends and needs. An evaluation of emerging forms of ministry will be made. The student will evaluate his present ministry and its potential for future development.

**EVAN 900 *Church Growth III: Applied Church Growth - Case Studies* 3 hours**

Prerequisite: EVAN 510

Student involvement in the process of evaluating the strengths, weaknesses and possible programs for growth of local churches. The principles of church growth are empirically applied to an existing church, using the sociological research methods of case study.

**EVAN 910 *Spiritual Factors of Church Growth* 3 hours**

A study in the various aspects of the Christian life (types of Christian experiences) and of the biblical and theological basis of Christian experiences as reflected in and through local churches. The course includes a basic introduction to the various ministries and principles of Church Growth as related to Christian experiences and the correlation to ministry and Church Growth.

**EVAN 930 *Revivals and Church Growth* 3 hours**

An examination of the history of spiritual revival awakenings and their influence on the church life and growth. This course will study the sociological and spiritual milieu out of which these movements arose and what impact they had on cultural society. The class will seek to discover the theological and biblical principles of those movements and apply them to the contemporary church.

**EVAN 950 *Leading the Healthy Church* 3 hours**

This course is designed to show the student the skills needed for giving leadership in a healthy, growing, multiplying 21<sup>st</sup> century church. In addition to foundational pastoral leadership skills, emphasis will be placed on church health/growth, church planting, church multiplication, and postmodern ministry factors.

**EVAN 970 *Building a Dynamic Evangelism Strategy* 3 hours**

The class will explore various approaches to establishing a viable and dynamic evangelism strategy for the local church. There will be a special emphasis on biblical principles, evangelism planning, and multiplication as the core value.

**EVAN 995 Directed Research in Evangelism** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specific area of evangelism.

**EVAN 997 Seminar in Evangelism** 3 hours

An intensive study in a specific subject of evangelism. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**HOMILETICS****HOMI 501 Preparation of the Sermon** 3 hours

A basic study of the principles of sermon construction: selecting and interpreting of the text, forming sermon objectives, structuring sermons for content and style, and preaching the sermon.

**HOMI 521 New Testament Preaching Lab I** 1 hour

This course is designed to teach the student proper methodology in organizing and presenting messages from the New Testament Gospels, General Epistles, and Revelation. The student is alerted to particular voice and communication problems and is given opportunity to remedy them throughout the course of the semester.

**HOMI 522 New Testament Preaching Lab II** 1 hour

This course is designed to teach the student proper methodology in organizing and presenting messages from the New Testament Book of Acts and the Pauline Epistles. The student is alerted to particular voice and communication problems and is given opportunity to remedy them throughout the course of the semester.

**HOMI 591 Old Testament Preaching Lab I** 1 hour

This course is designed to teach the student proper methodology in organizing and presenting messages from the Pentateuch and historical books of the Old Testament. The student is alerted to particular voice and communication problems and is given opportunity to remedy them throughout the course of the semester.

**HOMI 592 Old Testament Preaching Lab II** 1 hour

This course is designed to teach the student proper methodology in organizing and presenting messages from the poetic and prophetic books of the Old Testament. The student is alerted to particular voice and communication problems and is given opportunity to remedy them throughout the course of the semester.

**HOMI 597 Seminar in Homiletics** 1 to 3 hours**HOMI 610 Great Preachers and Their Preaching** 3 hours

A study of Christian history's outstanding preachers. Special attention is given to their lives, their sermons, and their homiletical methods.

**HOMI 611 Expository Preaching** 3 hours

A study in the preparation of expository sermons. Attention is given to the types of expository preaching: paragraph, parable, biographical, etc. A study of the methods of interpretation, the formula of expository sermon outlines, and the preaching of expository sermons.

**HOMI 612 Evangelistic Preaching** 3 hours

A study of the preparation and preaching of soul-winning sermons. This course will briefly survey the principles of evangelistic preaching as a special class of preaching. The second half of the course will consist of intensive investigation of selected evangelistic preachers and their sermons, using the seminar method in the classroom. There will be some practice in the preparation and evaluation of evangelistic sermons. There will be no classroom experience in sermon delivery.

**HOMI 695 Directed Research in Homiletics** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of homiletics.

**HOMI 697 Seminar in Homiletics** 1 to 3 hours

An intensive study in a specific subject of homiletics. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**HOMI 960 Biblical Hermeneutics and Exposition** 3 hours

A study of the principles for an accurate interpretation and an appropriate application of Scripture. Problems created by various literary forms, cultural differences, and theological issues will be considered.

**HOMI 966 Expository Preaching Practicum** 3 hours

A course in expository preaching in which the student both prepares a sermon calendar for a year's preaching and preaches through a book of the New Testament. The student shares his work of preparation with others in the class so that each one gathers a sermon reservoir on the book selected. There are both pre- and post-class assignments.

**HOMI 967 Evangelistic Preaching Practicum** 3 hours

A course in the preparation and preaching of evangelistic sermons. Evangelistic preaching as presented in the New Testament will be studied as a foundation. Historically significant revivals and evangelistic preachers will be studied and compared with a model of evangelistic-expository preaching that will be the focus of the course. Special issues will include the role of the local church in preparing for evangelistic preaching, interaction with an audience, and the role of the Holy Spirit.

**HOMI 995 Directed Research in Homiletics** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of homiletics.

**HOMI 997 Seminar in Homiletics** 1 to 3 hours

An intensive study in a specific subject of homiletics. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**INTERCULTURAL STUDIES****ICST 500 World Missions** 3 hours

A study of world missions today, stressing various perspectives on the world Christian movement. Attention will be given to mission strategy and the responsibilities of local churches and mission agencies.

**ICST 531 Introduction to Islam** 3 hours

A thorough examination of the history, sects and doctrines of the Islamic community, including major theological positions, ethics and issues of political protocol. A biblical evaluation of Islamic doctrines and practices is made with guidelines on how to present biblical truths to Muslims.

**ICST 560 Introductions to Global Apologetics** 3 hours

A contrast between the truth-claims of the major world religions and the uniqueness of Christian theistic apologetics, both in content and method.

**ICST 597 Seminar in Missions** 1 to 3 hours**ICST 600 Intercultural Communication in Missions** 3 hours

The purpose of this course is to learn how God's Biblical Message (the Gospel) should be effectively communicated interculturally as God's unique and absolute revelation of His will for all humans of all times and in all places. The ideal display in intercultural communication was God's incarnational model when Jehovah in Christ became human. By so doing, God gave us a

<b>ICST 630</b>	<b><i>Current Issues in Missions</i></b>	<b>3 hours</b>
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ICST 650	<i>Cross-Cultural Evangelism and Church Planting</i>	3 hours
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**ICST 657**     *History of Christian Missions*     3 hours

<b>ICST 660</b>	<b><i>Training Local Church Leaders</i></b>	3 hours
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<b>ICST 675</b>	<b><i>Contextualization of Theology</i></b>	<b>3 hours</b>
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<b>ICST 681</b>	<b><i>World Religions</i></b>	<b>3 hours</b>
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ICST 695	<i>Directed Research in Missions/ Cross-Cultural Studies</i>	1 to 3 hours
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<b>ICST 697</b>	<b><i>Seminar in Missions and Cross-Cultural Studies</i></b>	<b>3 hours</b>
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<b>ICST 698</b>	<b><i>Non-Resident Thesis</i></b>	<b>No Credit</b>
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<b>ICST 699</b>	<b>Cross-Cultural Internship</b>	3 to 6 hours
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<b>ICST 984</b>	<b><i>Ministering in a Pluralistic Society</i></b>	<b>3 hours</b>
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ICST 994 *Contemporary Topics in Missions* 3 hours

ICST 995	<i>Directed Research in Missions/</i>	1 to 3 hours
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### Cross-Cultural Studies

<b>ICST 997</b>	<b><i>Seminar in Missions and Cross-Cultural Studies</i></b>	<b>3 hours</b>
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**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 521** *New Testament Orientation I* 3 hours

A general introduction to the New Testament Gospels, General Epistles, and Revelation, emphasizing matters of text, canon, authorship, date, authorial purpose, and theme development. Also a special introduction, involving current issues of criticism and interpretation, such as the synoptic problem. The general principles of interpretation (hermeneutics) will be introduced as well as the special principles concerning parables, symbols and types, and prophecy.

**NBST 522** *New Testament Orientation II* 3 hours

A continuation of NBST 521 with a general and special introduction of Acts and the Pauline Epistles. The study of hermeneutics will continue with emphasis upon word meaning, figures of speech, and other linguistic matters.

<b>NBST 525</b>	<i>New Testament Introduction</i>	3 hours
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General introduction to the New Testament including the New Testament world, canonicity, textual criticism, inspiration, archaeological insights, and special introduction of the New Testament, including the synoptic problem.

<b>NBST 597</b>	<b><i>Seminar in New Testament Studies</i></b>	1 to 3 hours
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**NBST 651**    *Life of Christ*    3 hours

Using a harmony of the Gospels as a basis, the life of Christ will be studied in the light of its historical background, geographical setting, political situation, and religious conditions. Special emphasis will be given to His mission and His message.

<b>NBST 652</b>	<b><i>Hermeneutics</i></b>	3 hours
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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.

**NBST 654**    *Hebrews*    3 hours

An intensive exegetical study of Hebrews. The course includes an investigation of the doctrines of Christ, especially His mediatorship and priesthood and the use of the Old Testament in this book. A verse-by-verse exposition will follow a brief study of authorship, background, destination and purpose.

**NBST 655**     *John*     3 hours

An intensive exegetical study of the Gospel of John, including an investigation of the uniqueness of this Gospel compared with the synoptic Gospels, and a study of the life and teachings of Christ which are distinctive in this Gospel.

<b>NBST 668</b>	<i>Romans</i>	3 hours
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An intensive exegetical study of Paul's epistle to the Romans. The study includes an investigation of the doctrines of justification, sanctification, and proper Christian conduct. Advanced language students will be given opportunity to use their Greek skills. A verse-by-verse exposition will follow a brief study of authorship, background, destination, and purpose.

<b>NBST 670</b>	<i>Acts</i>	3 hours
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An intensive study of the book of Acts, emphasizing its foundational importance to the New Testament epistles and showing the origin and establishment of the church. Attention is also given to the historical, geographical, and political background for Acts and the book's doctrinal significance for the church today.

**NBST 677**     *Pastoral Epistles*     3 hours

**NBST 679** *I & II Peter* 3 hours

<b>NBST 682</b>	<i>Revelation</i>	3 hours
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**NBST 690**     *Thesis*     3 hours

**NBST 697**     *Seminar in New Testament*     3 hours

<b>NBST 698</b>	<i>Non-Resident Thesis</i>	No Credit
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<b>NBST 900/</b>	<i>Intertestamental Period</i>	3 hours
<b>OBST 900</b>		

<b>NBST 910/</b>	<i>Uses of the Old Testament in the</i>	3 hours
<b>OBST 910</b>	<i>New Testament</i>	

**NBST 935**     *Theology of Paul*     3 hours

**NBST 950**     *Special Topics in the New Testament*     3 hours

This course allows a variation in approach and content and may be used to supplement areas already covered.

**NBST 995**     *Directed Research in New Testament  
Biblical Studies*     1 to 3 hours

<b>NBST 997</b>	<i>Seminar in New Testament</i>	3 hours
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## NEW TESTAMENT GREEK

**NOTE:** The student who is unable to pass the Greek entrance exam or who has had no previous Greek study must take Beginning Greek. Six hours credit will be granted but may not meet graduation requirements.

**NGRK 500** *Beginning Greek I* 3 hours

**NGRK 501** *Beginning Greek II* 3 hours

<b>NGRK 506</b>	<b><i>Greek Language Tools</i></b>	3 hours
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**NGRK 605** *New Testament Textual Criticism* 3 hours

**NGRK 620** *Greek Syntax* 3 hours

**NGRK 640** *Advanced Greek Grammar* 3 hours

**NGRK 654** *Greek Exegesis: Colossians* 3 hours

**NGRK 657** *Greek Exegesis: Ephesians* 3 hours

**NGRK 660** *Greek Exegesis: Galatians* 3 hours

<b>NGRK 670</b>	<i>Greek Exegesis: Philippians</i>	3 hours
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**NGRK 695 Directed Research in Greek** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Greek.

**NGRK 697 Seminar in Greek** 3 hours

An intensive study in a specific area related to the Greek Bible. This course allows variation in the approach and content.

**OLD TESTAMENT BIBLICAL STUDIES**
**OBST 590 Old Testament Introduction** 3 hours

Deals with the two major subdivisions of OTI: (1) general introduction which involves the matters of text, canon, and the particular question of the date and authorship of the Pentateuch; and (2) special introduction relating to the treatment of the individual books of the Old Testament one-by-one, giving an account of authorship, date, purpose, and integrity. The goal of the course is to provide a basis for an introduction to the tools used in the Old Testament materials in their historical and theological context. (*Offered in online format only.*)

**OBST 591 Old Testament Orientation I** 3 hours

An examination of the current status of research in studies relative to the Pentateuch and Historical Books. Special attention will be given to biblical introduction, hermeneutics, and the acquiring of a strategic grasp of the historical setting, literary genres, and structure of each book, as well as areas of particular critical concern.

**OBST 592 Old Testament Orientation II** 3 hours

An examination of the current status of research in studies relative to the poetic and prophetic books. Special attention will be given to biblical introduction, hermeneutics, and the acquiring of a strategic grasp of the historical setting, literary genres, and structure of each book, as well as areas of particular critical concern.

**OBST 597 Seminar in Old Testament Studies** 1 to 3 hours

**OBST 605 Genesis** 3 hours

An examination of Genesis with particular emphasis on the major themes and events: creation, flood, patriarchal narratives, and the Abrahamic Covenant. Attention will be given to significant historical and archaeological details relative to the cultural milieu as well as to crucial theological concepts found in key chapters in the book.

**OBST 609 Deuteronomy** 3 hours

An intensive examination of Deuteronomistic legislation in its historical and cultural setting.

**OBST 610 Psalms** 3 hours

An in-depth study of representative types of psalmic materials. Attention is given to questions of historical setting and literary form as they relate to major religious ideas and teachings.

**OBST 615 Joshua-Kings** 3 hours

A survey of the historical books of the Old Testament with a brief special introduction to each, followed by a detailed study of the history of Israel from the era of conquest to the era of restoration. Assigned work in the biblical materials.

**OBST 620 The Poetry of the Old Testament** 3 hours

A survey of the historical background, nature, and purpose of divine revelation in the poetic literature of the Old Testament. An analysis of the form and content of the poetic books of the Old Testament: Job through Song of Solomon, and Lamentations.

**OBST 633 Isaiah** 3 hours

Careful attention is given to the special introductory aspects of the book: 1) unity, authorship, date; 2) historical background; 3) themes, motifs, or emphasis; 4) purpose(s); and 5) literary features. A detailed exposition of the major portions of the text will be presented, especially the Messianic sections.

**OBST 635 Jeremiah and Ezekiel** 3 hours

A detailed investigation of two of Judah's great major prophets in the late kingdom and exilic periods, with special emphasis on their historical setting and literary compilation.

**OBST 638 Daniel** 3 hours

An intensive study of the book of Daniel. Attention will be given to the historical setting, questions of date and authorship, the nature of Hebrew prophecy, parallel eschatological passages, and basic teachings. The best critical literature will be utilized.

**OBST 642 Pre-Exilic Minor Prophets** 3 hours

An examination of Israel's prophets before the fall of Jerusalem in 586 B.C. Attention is given to their historic setting as well as to their message and theological relevance.

**OBST 690 Thesis** 3 hours

**OBST 695/ Directed Research in Old** 1 to 3 hours

**OBST 995 Testament Biblical Studies**

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Old Testament.

**OBST 697/ Seminar in Old Testament** 3 hours

**OBST 997**

An intensive study in a specific subject of the Old Testament. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**OBST 698 Non-Resident Thesis** No Credit

**OBST 910/ Uses of the Old Testament in the** 3 hours

**NBST 910 New Testament**

An intensive study of the historical, exegetical, and theological issues related to the use of the Old Testament in the New Testament, with special attention to the question of how the hermeneutics of the New Testament writers should impact Christian interpretation of Scripture.

**OBST 922 The Theology of the Torah** 3 hours

A seminar examining the theological themes expressed in the Pentateuch and how these themes are developed in the larger canon of Christian Scripture.

**OBST 950 Special Topics in the Old Testament** 3 hours

An intensive study in a specific topic of interest related to the Old Testament. The emphasis in this study will be on directed reading and research in the designated topic.

**OLD TESTAMENT COGNATE LANGUAGES**
**OTCL 505 Hebrew Language Tools** 3 hours

An introduction to the biblical Hebrew alphabet, word formation, the verbal system, and syntax. Emphasis is placed on developing skills in the use of concordances and lexicons, as well as the use of various linguistic helps and differing English translations.

**OTCL 510 Beginning Hebrew** 3 hours

The basic elements of Hebrew grammar with stress upon morphology and vocabulary.

**OTCL 530 Hebrew Syntax** 3 hours

Prerequisite: OTCL 510 or its equivalent

A study of Hebrew tools and syntactical principles that will serve as guides to sound exegetical procedure.

**OTCL 635 Hebrew Exegesis** 3 hours

Prerequisite: OTCL 530 or its equivalent

The development of exegetical principles (including text critical, grammatical, historical, and theological factors) and their application to selected readings from the Hebrew Old Testament.

**OTCL 638 Aramaic** 3 hours

Prerequisite: One year of Classical Hebrew

The elements of Aramaic with reading of the biblical and extra-biblical texts.

**OTCL 695 Directed Research in Hebrew** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Hebrew.

**OTCL 697/ Seminar in Old Testament Language** 1 to 3 hours  
**OTCL 997**

An intensive study in a distinctive language related to the Hebrew Old Testament. This course will vary considerably in approach and course content.

### PASTORAL COUNSELING / COUNSELING

**PACO 500 Introduction to Pastoral Counseling** 3 hours

Introduces students to a model for short-term counseling that incorporates knowledge of and practice in facilitation skills, cognitive behavioral approaches, and biblical teaching.

**COUN 506/ Integration of Psychology and Theology** 3 hours  
**PACO 506**

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 507/ Theology and Spirituality in Counseling** 3 hours  
**PACO 507**

An examination of the content, comprehensiveness, and validity of several counseling theories that have been developed by prominent Christian counselors. (Formerly PACO 600).

**COUN 597/ Seminar** 1 to 3 hours  
**PACO 597**
**PACO 603 Premarital and Marital Counseling** 3 hours

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. (Formerly PACO 610)

**PACO 604 Crisis Counseling and Brief Therapy** 3 hours

An examination of the theory and practice of crisis intervention and approaches to brief therapy.

**PACO 611 Counseling the Child and Their Families** 3 hours

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

**PACO 620 Counseling the Adolescent and Their Families** 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 630 Gerontology and Counseling** 3 hours

Prerequisites: COUN 501, 502 and 504

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

**PACO 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 695/ Directed Research in Pastoral** 1 to 6 hours

**PACO 695 Counseling**

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of counseling.

**COUN 697/ Seminar in Pastoral Counseling** 1 to 6 hours  
**PACO 697**

An intensive study in a specific subject of counseling. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**COUN 698/ Practicum** 3 hours

**PACO 698**

Prerequisites: COUN 501, 502, 503, 504, 505, 506, 507, 510, 512, 521, 522, 601, 646, and 667

Students will complete supervised counseling and counseling-related experiences in a professional setting. The primary focus is the development of counseling skills.

**COUN 699/ Counseling Internship** 6 hours

**PACO 699**

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.

**COUN 801 Pastoral Care and Counseling in the** 3 hours  
**New Millennium Church**

This course presents an overview of the field of pastoral care and counseling in the local church setting.

**COUN 820 Advanced Readings in Pastoral Care** 1 to 3 hours  
**and Counseling**

An advanced reading class of an approved subject area in pastoral care and counseling.

**COUN 852/ Growth and Development of the** 3 hours  
**Contemporary Minister**

An in-depth look at the person in the ministry. Extensive testing will form the foundation for this course and the results of the testing will be used to develop a growth profile for the individual student.

**COUN 980 Ministering to Troubled Families** 3 hours

This course presents a biblical-theological base for resolving issues related to marriage and family problems developed within the context of the current American lifestyle.

**COUN 985 Pastoral Counseling with Couples in** 3 hours  
**Distress**

Provides an in-depth study of marital distress and dissolution, theory, intervention strategies, and factors central to marital stability, growth, and health.

**COUN 995 Directed Research in Pastoral** 1 to 6 hours  
**Counseling**

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of counseling.

**COUN 997 Pastoral Counseling Seminar** 3 to 6 hours

An intensive study in a specific subject of pastoral care and counseling, this course allows variation in the approach and content of the regular curriculum, and often will be used by visiting professors.

**COUN 998 Practicum in Pastoral Counseling** 3 hours

Supervised practice of pastoral care and counseling, which focuses on the skills and development of the pastoral counselor under the supervision and guidance of staff in the pastoral counseling setting. Students will actively engage in pastoral counseling situations with individuals and groups.

**COUN 999 Internship in Pastoral Counseling** 6 hours

Work with individuals or groups in practical pastoral situations under the supervision and guidance of staff in that setting. Open only to doctoral students or by consent of the department.

**PHILOSOPHY****PHIL 550 Introduction to Philosophy of Religion** 3 hours

This course will acquaint the student with the central issues in the philosophy of religion. These include topics such as the status of revelation, the existence of God, the problem of evil, and religious language.

**PHIL 597 Seminar in Philosophy** 1 to 3 hours**PHIL 605 The Existence of God** 3 hours

An investigation and critique of the major arguments for God's existence from Plato to the present, and a discussion of their relation to theology and in particular, God's attributes.

**PHIL 615 The Problem of Evil** 3 hours

An examination of how the problem of evil arises along with some of the major historical and contemporary solutions. The course attempts to evaluate the current status of the debate and to construct a theodicy which is both theologically and philosophically acceptable.

**PHIL 620 Religious Language** 3 hours

A course designed to acquaint the student with the philosophical debate over the meaningfulness and factual significance of theological discourse. Primary focus will be the debate in contemporary discussions.

**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.

**PHIL 695/ Directed Research in Philosophy** 1 to 3 hours**PHIL 995**

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of philosophy.

**PHIL 697/ Seminar in Philosophy** 3 hours**PHIL 997**

An intensive study in a specific subject of philosophy. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**PASTORAL LEADERSHIP****PLED 520 Spiritual Formation** 3 hours

This course focuses on the development of the spiritual life in ministry. Attention is given to the spiritual disciplines, the prayer life, and the biblical nature of calling, ministry and character.

**PLED 597 Seminar in Pastoral Ministries** 1 to 3 hours**PLED 625 Ministry Matters: Preventing Ministry Failure** 3 hours

This class will help the student (and their spouse) better prepare themselves for the rigors of 21<sup>st</sup> century ministry, avoid common pitfalls, and prevent potential problems. It will deal with such significant issues as setting realistic expectations, dealing with church boards, marriage, children, finances, burnt-out, stress, time management and more.

**PLED 635 Theology of Pastoral Ministry** 3 hours

A study of the different phases of the daily work of the pastor. Attention is given to the call, character, leadership, and responsibilities of the pastor. Opportunities are also given for the student to practice methods of pastoral work.

**PLED 655 Communication in Christian Ministry** 3 hours

A practical and theoretical course designed to strengthen communication competencies of students in the Christian ministry environment. Concepts of communication theory are applied to ministry contexts.

**PLED 695 Directed Research** 1 to 3 hours**PLED 697 Seminar in Pastoral Ministries** 1 to 3 hours

An intensive study in a specific subject of pastoral ministry. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**PLED 699 Internship** 3 to 6 hours

Prerequisites: DSMN 505, EVAN 510, 565, HOMI 501, 521, 591; PLED 635, PACO 500 or COUN 601

Internship involves supervised work in an applied ministry setting. Students continue to apply, adapt, and improve their skills in specialized ministry situations. Students work under the supervision of a qualified professional Christian worker.

**PLED 910 Principles and Practices of Prayer** 3 hours

A study in the various aspects of Christian prayer, 52 Ways to Pray, and of the biblical and theological basis of prayer as reflected in Scriptures. The course includes a basic introduction to the various ministries and principles using prayer in a local church.

**PLED 961 Contemporary Ethical Problems in Ministry** 3 hours

A study of the basis for making decisions that have ethical aspects and of specific ethical problems encountered in the pastoral ministry.

**PLED 969 Current Legal Matters Confronting the Pastor** 3 hours

An exploration of common law, statutory, regulatory and constitutional requirements, and restrictions for ministries. Significant issues involving such critical areas as contracts, torts, taxation, and governmental regulations will be discussed as they affect religious freedom.

**PLED 970 Pastoral Leadership** 3 hours

An advanced study of the personal leadership functions of the pastor. Planning, organizing, guiding, staffing, and controlling are studied and applied to the work of the pastor. Attention is focused on such topics as conflict management, decision-making, long-range planning, motivation, and interpersonal relationships.

**PLED 995 Directed Research** 1 to 3 hours**PLED 997 Seminar in Pastoral Ministries** 1 to 3 hours

An intensive study in a specific subject of pastoral ministry. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**RESEARCH METHODS AND TEACHING****RTCH 900 Research Methods and Teaching in Christian Higher Education** 3 hours

This course guides the student in the use of library materials, computerized databases, bibliographic resources as well as research strategies, dissertation topic selection, and familiarization with form and style for research papers and dissertations. Students will also be introduced to the processes involved in syllabus development, lesson planning, and evaluation of student progress for both live instruction and the distance learning environment.

**THEOLOGICAL ENGLISH FOR KOREAN STUDENTS****THEK 500 English Communication Skills** 3 hours

The course is designed for Korean students who have previously studied English, but desire to attain higher levels of fluency and greater mastery of English structure. English communication is a necessary skill for students to perform in the seminary classes. This, this course will assist students in developing the four language skills- listening, speaking, reading,



and writing. The course incorporates the use of a wide variety of exercise materials and covers a broad range of goals, which include mastering sentence structures, understanding and minimizing grammatical errors, and ultimately producing fluency in communication.

**THEK 501 *English Writing Skills*** 3 hours

This course is designed for Korean seminary students whose native language is other than English. Students will learn effective writing techniques in a workshop setting. This course will introduce the basics of academic writing including grammar and syntax, and students will practice writing a variety of academic assignments. The course is designed to improve qualities of students' academic writing through plan, draft, and revision.

**THEK 502 *English Reading Skills I*** 3 hours

This course is designed for Korean student who need to improve their English knowledge and skills. As the first two courses on reading comprehensions, it will build student's vocabularies, idioms, grammar, and sentence patterns. The technique of diagramming sentences will also be introduced in order to aid students' grasp of the reading material. Daily exercise in English will be emphasized throughout the course.

**THEK 503 *English Reading Skills 2*** 3 hours

Prerequisite: THEK 502 and either THEK 500 or 501

This course purposes to help Korean students who desire to let students practice their reading and comprehension skills, it will continue to enhance students' ability to comprehend the reading material. Grammar and syntax will be reviewed when necessary. Some theology and ministry related articles will be used to get students acquainted with theological, pastoral, and ministerial vocabularies and to raise the quality of students' seminary study overall.

## **THEOLOGY**

**THEO 501 *Patristic and Medieval Christian Thought*** 3 hours

A study of the early development of Christian ideas from their background in the Greco-Roman world, Judaism, and the Scriptures, through the apostolic fathers, the apologists, and the early struggles toward doctrinal clarity and purity. In the latter half of the course, attention will be given to the establishment of papal supremacy, the rise and subsequent decline of the scholastic Christianity, and the conceptual factors leading toward the Renaissance and Reformation.

**THEO 502 *Renaissance and Reformation Christian Thought*** 3 hours

A study of the renewal of cultural and intellectual activity in Europe from the later Middle Ages through the Renaissance, Protestant Reformation, Roman Catholic Counter Reformation, rise of capitalism, scientific revolution, and the Enlightenment.

**THEO 503 *Modern and Contemporary Christian Thought*** 3 hours

A study of thought from Enlightenment trends to contemporary theological and philosophical developments. The latter subject includes Nineteenth Century liberalism, Twentieth Century new-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 formative scholars, and the conservative alternative.

**THEO 510 *Survey of Christian Doctrine*** 3 hours

A survey of the field of biblical doctrine. Each of the following doctrines will be examined: the Bible, God the Father, Christ, the Holy Spirit, Man, Sin, Salvation, the Church, and Last Things.

**THEO 525 *Systematic Theology I*** 3 hours

A course beginning the study of systematic theology with special attention given to prolegomena the doctrines of Scripture, God, angels, humanity and sin.

**THEO 530 *Systematic Theology II*** 3 hours

A course completing the study of systematic theology with special attention given to the doctrines of the person and work of Christ, the Holy Spirit, salvation, the church, and last things. Such issues as nature and extent of salvation, the origin, nature and future of the church, and the eternal state are explored.

**THEO 597 *Seminar in Theology*** 1 to 3 hours

**THEO 610 *Biblical Theology*** 3 hours

A study of the nature, history and current trends in biblical theology. Each semester there will be a special focus given to specific areas in Old Testament biblical theology or New Testament Biblical theology.

**THEO 620 *Ecclesiology/Eschatology*** 3 hours

A study of the nature of the Church and the doctrine of Last Things. In ecclesiology, a major emphasis will be Baptist ecclesiology. Eschatology will focus particularly on the concept of the Kingdom and on the rapture of the Church.

**THEO 626 *Doctrine of God*** 3 hours

A study of the existence, nature, and attributes of the triune God. Contains a study of such doctrines as the decree of God, Creation, the providence of God, and the doctrine of the Trinity.

**THEO 630 *Problems and Issues in Eschatology*** 3 hours

A discussion of several issues challenging the church today in relation to dispensational hermeneutics, the rapture, the tribulation, the millennial kingdom, the future of the church, and the nations, as well as recent attempts to coordinate Bible prophecy with current events.

**THEO 635 *Seminar in Contemporary Theological Issues*** 3 hours

Designed to isolate and discuss major theological issues within the various major heads of systematic theology. Specific problems to be discussed will vary with the discretion of the professor, but issues such as free will and determinism, the nature of man, and the rapture of the Church are indicative of the kinds of issues to be discussed.

**THEO 641 *Advanced Bibliology*** 3 hours

A detailed study of the whole area of Bibliology. Special emphasis will be placed on contemporary conceptions of such doctrines as Revelation and Inspiration. An in-depth analysis of the contemporary debate over the inerrancy and authority of Scripture will be included.

**THEO 642 *Advanced Christology*** 3 hours

A detailed examination of the Person, nature, and works of Jesus Christ. Focus will be not only on traditional issues in Christology, but also on contemporary discussions in the field, both within orthodoxy and outside it.

**THEO 644 *Johannine Theology*** 3 hours

Prerequisite: Offered to M.A. and Th.M. students or by permission of instructor and advisor

A course focusing on the unique contributions of John to each of the major areas of history, symbolism, language and journalistic style of development. From the course, the student will correlate the unique Johannine principles of theologizing and hermeneutics, as well as the particular contributions John makes to New Testament theology.

**THEO 650 *Ethics and Christian Ministry*** 3 hours

A study of the methodology and practice of biblical ethics as applied to such issues as abortion, euthanasia, in-vitro fertilization, capital punishment, government, war, race relations, marriage, divorce, personal and ecclesiastical separation, and worldly amusements.

**THEO 654 *Pneumatology*** 3 hours

A comprehensive study of the Person and work of the Holy Spirit. The activities of the Holy Spirit are traced through the Old and New Testaments, with special attention to His ministry to Christ, to the Church, and to the individual Christian.

**THEO 678 *Western and New Religions*** 3 hours

The history, doctrines, and present state of the major cults such as Mormonism, Christian Science, Jehovah's Witnesses and Seventh Day Adventism. The course will also include a study of the Occult Movement. Emphasis is placed on the errors of these groups and on methods and materials for confronting them effectively.

**THEO 680 *Research Methods*** 3 hours

Bibliography and thesis research. Emphasis will be given to the formulation of the topic and thesis proposal.

**THEO 689 *Thesis Project Proposal and Research*** 3 hours**THEO 690 *Thesis Defense*** 3 hours**THEO 695 *Directed Research in Theology*** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of theology.

**THEO 697 *Seminar in Theological Studies*** 3 hours

An intensive study in a specific subject of theology. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**THEO 900 *Seminar in Theological Method*** 3 hours

Analyzes theological methods in various theological traditions and persuasions. Different types of biblical, systematic, and contemporary theologies will be scrutinized. Particular attention will be given to the significance of theological sources including revelation, tradition, and culture and to their role in theology.

**THEO 901 *Contemporary Issues in the Doctrine of God*** 3 hours

A Seminar on the Doctrine of God with special attention to modern issues on the topic, such as Open Theism, the knowability of truths about God, proper basicity and the justification of God's existence, and the problem of evil.

**THEO 904 *Bibliology*** 3 hours

An examination of the doctrine of scripture with attention to its inerrancy, and inspiration, along with a consideration of the matter of inscripturated revelation and the nature of religious language.

**THEO 905 *Christology in Contemporary Theological Perspective*** 3 hours

A study of recent trends in Christological method and understanding including process christologies, the Jesus Seminar, and the "new search" for the historical Jesus.

**THEO 908 *Reading Seminar in Systematic Theology*** 3 hours

The purpose of this reading seminar is to provide a base-line of readings in systematic theology focusing on reading classic texts significant to or exemplary of systematic theology. Students will read about thirty books and treatises, reading both scholarly and popular work throughout the history of the church. Students will evaluate, critique, and write critical reviews of assigned works evaluating, comparing and synthesizing their respective contribution to the development of the discipline and relation to contemporary evangelical theological concerns.

**THEO 945/ CHHI 945 *Seminar in Modern Theologies and Theologians*** 3 hours

This seminar focuses on the work of select theologians and theological movements since the 18<sup>th</sup> Century. This seminar may be repeated as subject matter varies.

**THEO 946 *Contemporary Theology*** 3 hours

An examination and critical analysis of theologians and theological movements since 1945. Topics include Liberation and

Feminist Theologies as well as Open Theism, and the work of Paul Tillich, Jurgen Moltmann, John A. T. Robinson, and Harvey Cox. This seminar focuses on the work of select theologians and theological movements since the eighteenth century. This seminar may be repeated as subject matter varies. This seminar will focus on the Twentieth and early Twenty-first Centuries.

**THEO 995 *Directed Research in Theology*** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of theology.

**THEO 997 *Seminar in Theological Studies*** 3 hours**WORSHIP STUDIES****WRSP 501 *The Dynamics of Corporate Worship*** 3 hours

This course involves a study of the dynamic influences of personal, biblical, historical, professional, and practical worship to the corporate ministry of the local church. Application is made to the presentation and influence of singing, praying, preaching, evangelism, and the great modern revival movements on corporate worship in the church today. Graduate students complete a personal assessment that relates honest, genuine, unhindered, and biblical worship to their own responsibility to music, prayer, evangelism, preaching, and corporate ministry.

**WRSP 502 *History and Philosophy of Worship*** 3 hours

This is a study of the history of worship from the Old Testament, the early church, through the modern period. Emphasis is given to changes in worship practices resulting from the Reformation, the Great Awakenings, revival movements, large evangelistic crusades of the 1940s and 1950s, Jesus Movement, and the Praise and Worship movement.

**WRSP 510 *Biblical Foundations of Worship*** 3 hours

A study of the principles of worship as found in the Old and New Testaments. Includes study of the Tabernacle as a model of worship, worship in the lives of biblical characters, and the biblical roots of worship practices developed by the early church.

**WRSP 520 *The Role of the Worship Leader*** 3 hours

A study of the many and varied roles and relationships of the worship leader. Special emphasis is placed on the relationship between the worship leader and the pastor. Also considered are the relationships between the worship leader and other staff members, singers/instrumentalists, and the congregation.

**WRSP 530 *Principles of Leadership for the Worship Leader*** 3 hours

A study of the characteristics and responsibilities of a good leader as they relate to the worship leader. Planning, organizing, staff development, and decision-making are topics of consideration.

**WRSP 540 *Current Issues in Worship*** 3 hours

A study of the current trends and issues related to contemporary worship. Consideration is given to various worship models, worship evangelism, cross-cultural issues, and church worship in transition.

**WRSP 545 *Global Worship*** 3 hours

This course investigates the biblical mandate for world missions as applied to principles for worship leading to various cultures and ethnic regions. Application is made to the role and responsibility worship leaders have in developing partnerships between local churches and missionary endeavors through worship. Special attention is given to the relationship between worship, the glory of God, and the Great Commission.

**WRSP 551 *Building a Balanced Worship Ministry*** 3 hours

This is a course that looks at the various roles the worship leader holds within the mandates of the overall church mission. Consideration is given to the worship leader's relationship to the

local church education and discipleship programs, missions and evangelism outreach ministries, preaching and teaching ministries, women's and men's ministries, children, youth and young adult ministries, and creative arts ministries.

**WRSP 610 *Tools and Techniques for the Contemporary Worship Leader*** 3 hours

A study of the current available resources and techniques employed by contemporary worship leaders. Consideration is given to practical issues related to rehearsal techniques, programming, MIDI technology, sound reinforcement, use of drama, and worship events.

**WRSP 635 *Building a Theology of Worship*** 3 hours

This course is a comprehensive study of the purpose and practice of a theology of worship in the local church. The study is divided into two parts: Cognitive theology that includes the understanding and discovery of a biblical theology of worship and music; and, practical application of theology which includes developing a strategy for teaching theology as a worship leader. The class is guided by a series of projects whereby students build a personal theology for private and public worship.

**WRSP 645 *The Role of the Pastor with the Worship Leader*** 3 hours

This is a study of the relationship between the pastor and minister of music/worship leader in a local church. Clarification of the biblical role a pastor has as "the worship leader" of his congregation is discussed. Responsibilities pastors and ministers of music/worship leaders have to the gospel ministry are defined and articulated. Leadership models are investigated in the light of team building and staff management. Practical application is made through class and small group case studies, interviews, on-location observations, and personal evaluation.

**WRSP 690 *Thesis: Research and Writing in Worship*** 3 hours

The thesis is a comprehensive paper written in a specific worship discipline and selected in consultation between the student and approved faculty. It should illustrate a thorough understanding and mastery of research techniques and demonstrate a level of original discovery suitable for graduate work on the master's level. Students may not enroll in this class until the last semester of graduate work or until all other course requirements for the degree have been successfully completed.

**WRSP 695 *Directed Research in Worship*** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of worship.

**WRSP 697 *Seminar in Worship Studies*** 3 hours

This course focuses on advanced worship practice within the evangelical and local church community. Student and faculty will work together to develop and tailor assignments to each student's individual preference, professional goals, and objectives for future practice as a worship leader. A major project illustrating the student's ability to apply learned theory to the practical outcomes of a local church is expected.

**WRSP 801 *Corporate Worship*** 3 hours

This course involves a study of the dynamic influences of personal, biblical, historical, professional, and practical worship as related to corporate ministries in the local church. Application is made to the presentation and influence of singing, praying, preaching, evangelism, and the great modern revival movement to 21st Century corporate worship. Doctoral students are required to complete a personal assessment that relates honest, genuine hindered, and biblical worship to their own responsibility to music, prayer, evangelism, preaching and corporate ministries. The course includes a short research project. Class time run concurrently with

WRSP 501, *The Dynamics of Corporate Worship*, graduate intensive.

**WRSP 820 *The Worship Leader*** 3 hours

A study of the many and varied roles and relationships of the worship leader. Special emphasis is placed on the relationship between the worship leader and the pastor. Also considered are the relationships between the worship leader and other staff members, singers, instrumentalists, and the congregation. In addition to required reading, significant research within the evangelical community, and application to various worship ministries, students are required to complete 10 projects that integrate learned principles and practical application. (LU Online only).

**WRSP 840 *Transitions in Worship*** 3 hours

A study of the current trends and issues related to contemporary worship. Consideration is given to various worship models, worship evangelism, the place of worship in missions, multi-cultural issues, worship transitions, worship trends, and application of theological and biblical principles to worship practices. The course includes research of emerging church worship, a series of interview projects, and comparative study of popular music genres and contemporary praise and worship practices.

**WRSP 851 *Balanced Worship*** 3 hours

This is a course that looks at the various responsibilities worship leaders have in building balanced, well-conceived ministries with other entities in the church. Consideration is given to the worship leader's relationship to local church education and discipleship programs, missions and evangelism outreach ministries, preaching and teaching ministries, women's and men's ministries, children, youth and young adult ministries, and creative arts ministries. Doctorate students will compile a ministry pedagogy file to use in developing mentoring models for training worship leaders. Class times run concurrently with WRSP 551, *Building a Balanced Worship Ministry*, graduate intensive.

**WRSP 935 *The Theology of Worship*** 3 hours

This course is a comprehensive study of the purpose and practice of a theology of worship in the local church. The study is divided into two parts: cognitive theology that includes the understanding and discovery of a biblical theology of worship and music; and, practical application of theology which includes developing a strategy for teaching theology as a worship leader. The class is guided by a series of projects whereby students build a personal theology for private and public worship. Class times run concurrently with WRSP 635, *Building a Theology of Worship*, graduate intensive.

**WRSP 945 *The Pastor and the Worship Leader*** 3 hours

This is a study of the relationship between the pastor and minister of music/worship leader in a local church. Clarification of the biblical role a pastor has as "the worship leader" of his congregation is discussed. Responsibilities pastors and ministers of music/worship leaders have to the gospel ministry are defined and articulated. Leadership models are investigated in the light of team building and staff management. Practical application is made through class and small group case studies, interviews, on-location observations, and personal evaluation. Class times run concurrently with WRSP 645, *The Role of the Pastor with the Worship Leader*, graduate intensive.

**WRSP 995 *Directed Research in Worship*** 3 hours

Designed for the post-graduate, doctor of ministry student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of worship. Recommended as an elective in preparation for the Doctor of Ministry writing project.

**WRSP 997    *Advanced Seminar in Worship Studies*    3 hours**

This course focuses on a study of worship practices in the evangelical community. Student and faculty work together to develop and tailor assignment to each student's individual preference, professional goals, needs, and objectives. A 30-50 page major paper demonstrating research ability must be completed. This major project must be practical in application to the student's ministry.

### **YOUTH MINISTRIES**

**YOUT 510    *Foundations in Youth Ministries I*    3 hours**

An introductory course designed to develop a basic philosophy of the youth ministry through an analysis of contemporary and historical youth ministry models.

**YOUT 520    *Foundations in Youth Ministries II*    3 hours**

Careful analysis of methods, curriculum, staffing, promotion, and facilities of the total youth program.

**YOUT 597    *Seminar in Youth Ministries*    1 to 3 hours**
**YOUT 615    *The Role of the Youth Leader*    3 hours**

A course designed to study leadership and management principles as they relate to the broad spectrum of a youth leader's responsibilities. Issues such as personal piety, balancing family and ministry, finding the right ministry position, team building, and working with staff will be addressed. Special emphasis will be placed on helping the student integrate the cognitive with the practical to develop a personal paradigm of effective leadership.

**YOUT 630    *Student Ministries*    3 hours**

A study of the philosophy, principles, and practices of evangelizing and discipling middle and high school age students within the context of their own diverse cultures. Certain "axioms" and "paradigms" of adolescent ministry will be examined and evaluated for their effectiveness as tools for understanding and reaching students with the gospel.

**YOUT 650    *Youth Practicum*    3 hours**

A practical field experience under the supervision of a professional youth leader.

**YOUT 660    *Advanced Youth Practicum*    3 hours**

Prerequisite: YOUT 650

A continuation of YOUT 650.

**YOUT 695/    *Directed Research in Youth Ministries*    1 to 3 hours**
**YOUT 995**

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of youth work.

**YOUT 697/    *Seminar in Youth Ministries*    1 to 3 hours**
**YOUT 997**

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May 1994

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**Edward E. Hindson, B.A., M.A., Th.M., Th.D., D.Min., D. Phil,  
F.I.B.A.**

August 2005

*Distinguished Professor of Biblical Studies and Religion*

**Danny Lovett, B.A., M.A., M.Div., D.Min.**

May 2002

*Distinguished Professor of Evangelism*

**Richard D. Patterson, A.B., M.Div., Th.M., M.A., Ph.D.**

August 1994

*Distinguished Professor of Biblical Studies*

**Boyd C. Rist, B.A., M.A., Ph.D.**

May 2003

*Distinguished Professor of History*

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May 1999

*Distinguished Professor of Systematic Theology*

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*Dean Emeritus, School of Business and Government*

B.B.A. University of Chattanooga; M.B.A., Stanford University; Ph.D., University of Arkansas. 1991–2000

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B.B.A., M.B.A., Ph.D., Georgia State University. 1997–2004

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*Professor Emeritus*

B.S., M.Ed., Georgia State University; Ed.D., Liberty University. 1999–2004

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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. 1975–2001

**A. Pierre Guillermin, B.A., M.A., Ed.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. 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. 1979–1992

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B.S., M.A., Western Michigan University; Ed.D., Wayne State University. 1978–1985, 1988–1995

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*Distinguished Professor Emeritus of Biblical Studies*

A.B., Wheaton College; M.Div., Los Angeles Baptist Seminary; Th.M., Talbot Theological Seminary; M.A., Ph.D., University of California at Los Angeles. 1982–1997

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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. 1981–1996

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B.S., Liberty University; M.Ed., Lynchburg College; Ed.D., University of Virginia. At LU since 2003.

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**Melton, Brian; B.S., M.A., Ph.D.**

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B.S., Toccoa Falls College; M.A., Ph.D., Texas Christian University. At LU since 2003.

**Milacci, Fred; B.R.E., M.Ed., D.Ed.**

*Dean of Academic Administration for the Graduate School and Online Education*

*Director, Quality Enhancement Plan (QEP)*

*Associate Professor of Research*

B.R.E., Baptist Bible College; M.Ed., D.Ed., Penn State University. At LU since 2003.

**Mitchell, Daniel R.; B.A., Th.M., S.T.M., Th.D.**

*Academic Dean of Liberty Baptist Theological Seminary and Graduate School*  
*Professor of Theological Studies*

B.A., Washington Bible College; Th.M., Capital Bible Seminary; S.T.M., Th.D., Dallas Theological Seminary. At LU 1976-1993, 1999-present.

**Mitchell, Michael R.; B.A., M.A.C.E., Ed.D.**

*Associate Professor of Christian Leadership*

B.A., Biola College; M.A.C.E., Talbot Seminary; Ed.D., Southern Baptist Theological Seminary; additional study at Denver Seminary. At LU since 2005.

**Moore, Ed; B.S., M.B.A., Ph.D.**

*Associate Professor of Business*

B.S., Southern Illinois University; M.B.A., University of Phoenix; Ph.D., Capella University. At LU since 2007.

**Morgan, Kathie; B.S., M.Ed., Ed.D.**

*Professor of Education*

B.S., Liberty University; M.Ed., Ed.D., University of Virginia, additional graduate work at Oxford University. At LU since 1995.

**Morrison, John; B.A., M.A., M.Div., Th.M., Ph.D.**

*Professor of Theology*

B.A., University of Montana; M.Div., Th.M., Western Conservative Baptist Seminary; M.A., Ph.D., University of Virginia. At LU since 1983.

**Mouly, Barbara; A.B., M.M., J.D.**

*Visiting Assistant Professor of Law*

A.B., College of William and Mary; M.M., University of Maryland; J.D., George Mason University. At LU since 2007.

**Mullen, Faith; A.D., B.A., M.A., Ph.D.**

*Associate Professor of Communication Studies*

A.D., Grace College; B.A., Grace Bible College, M.A., Ph.D., University of Nebraska-Lincoln. At LU since 2003.

**Mullen, William; B.A., M.Div., Ph.D.**

*Chair, Department of Communication Studies*

*Associate Professor of Communication Studies*

B.A., Grace College of the Bible; M.Div., Grace Theological Seminary; Ph.D., University of Nebraska-Lincoln. At LU since 2002.

**Müller, Paul; B.A., M.A., Ph.D.**

*Associate Professor of English and Linguistics*

B.A., University of Tennessee; M.A., University of Texas at Arlington; Ph.D., Louisiana State University. At LU since 1991.

**Myers, Mark; B.S., M.A.R., M.R.E.**

*Online Chair, Center for Counseling and Family Studies*

*Instructor of Counseling*

B.S., Liberty University; M.A.R., M.R.E., Liberty Baptist Theological Seminary. At LU since 2009.

**Nemitz, David; B.R.E., M.A., M.A., D.Min.**

*Director, Center for the Advancement of Faculty Excellence*

*Assistant Professor of Christian Education*

B.R.E., Baptist Bible College of Pennsylvania; M.A., M.A., Dallas Theological Seminary; D.Min; Grand Rapids Theological Seminary. At LU since 2006.

**Neto, Leon; B.C.M., B.M.Ed. M.M.**

*Assistant Professor of Guitar and Voice*

B.C.M. Brazilian Northern Baptist Seminary; B.M.Ed Federal University of Pernambuco; M.M., Campbellsville University. At LU Since 2006.

**Nutter, James H.; B.A., M.A., M.Ed., D.A.**

*Director of Honors Program*

*Associate Professor of English*

B.A., Tennessee Temple University; M.A., Marshall University; M.Ed., University of Virginia; D.A., University of Mississippi. At LU since 1985.

**O'Hare, Carmela; B.A., M.A., Psy.D.**

*Associate Professor of Counseling*

B.A., M.A., University of South Carolina; Psy.D., Regent University. At LU since 2006.

**Olmsted, Angela W.; Pharm. D., B.C.P.S.**

*Assistant Professor of Nursing*

Pharm D., Medical College of Virginia. At LU since 2005.

**Osborn, Morris E.; B.S., J.D., LL.M.**

*Assistant Professor of Law*

B.S., Milligan College; J.D., Stetson University School of Law; LL.M., University of Miami School of Law. At LU since 2004.

**Pantana, John J.; B.S., M.Ed., Ed.D.**

*Professor of Education*

B.S., Bob Jones University; M.Ed., Georgia State University; Ed.D., University of Virginia. At LU since 1975.

**Parker, Karen; B.A., M.S., Ed.D.**

*Dean, School of Education*

*Professor of Education*

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

**Parker, Leonard W.; B.A., M.S., Ed.D.**

*Associate Professor of Education*

B.A., Tennessee Temple University; M.S., Pensacola Christian College; Ed.D., Nova University. Additional work at Florida International University and Luther Rice Seminary. At LU since 1986.

**Pearson, Constance; B.A., M.S.E., Ed.D.**

*Chair, Online Programs, School of Education*

*Professor of Education*

B.A., Tennessee Temple University; M.S.E., Illinois State University; Ed.D., University of Tennessee. At LU from 2004-2006; 2008-present.

**Percer, Leo; B.A., M.Div., M.A., Ph.D.**

*Director, Ph.D. in Theology and Apologetics Program*

*Assistant Professor of Biblical Studies*

B.A., Union University; M.Div., Southern Baptist Theological Seminary; M.A., Western Kentucky University; Ph.D., Baylor University. At LU since 2004.

**Peters, Clay; B.A., B.S., M.A., Ed.D., L.P.C.**

*Director, Master of Arts in Human Services*

*Associate Professor of Counseling*

B.A., Thomas Edison State College; B.S., Regent's College; M.A., Liberty University; Ed.D., University of Sarasota. At LU since 2003.

**Pettus, David D.; B.S., M.Div., Ph.D.**

*Associate Dean, Seminary Online Programs*  
*Associate Professor of Biblical Studies*

B.S., Southwest Baptist University; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Baylor University. At LU since 2005.

**Preacher, Stephen P.; B.A., B.B.A., M.S., D.B.A.**

*Professor of International Business*

B.A., Bob Jones University; M.B.A., M.S., National University; D.B.A., United States International University; additional graduate work at Westminster Theological Seminary. At LU from 1980 – 1986 and 2002 to present.

**Prior, Karen S.; B.A., M.A., Ph.D.**

*Chair, Department of English and Modern Languages*  
*Associate Professor of English*

B.A., Daemen College; M.A., Ph.D., SUNY at Buffalo. At LU since 1999.

**Provenzola, Thomas A.; B.R.E., Th.M., Ph.D.**

*Director, Master of Arts in Religious Studies*  
*Professor of Philosophy and Theology*

B.R.E., William Tyndale College; Th.M., Dallas Theological Seminary; Ph.D., Trinity International University. At LU since 2004.

**Pruitt, Randall; B.S., M.A., Ph.D.**

*Professor of Communication Studies*

B.S., University of Wisconsin-Lacrosse; M.A., Regent University; Ph.D., Bowling Green State University. At LU since 2007.

**Rice, Stephen M.; B.A., J.D.**

*Assistant Professor of Law*

B.S., Michigan State University; J.D. Thomas M. Cooley Law School. At LU since 2007.

**Rist, Boyd C.; B.A., M.A., Ph.D.**

*Provost*

*Vice President for Academic Affairs*  
*Distinguished Professor of History*

B.A., University of South Dakota; M.A., University of Minnesota; Ph.D., University of Virginia; additional graduate study at the University of Minnesota. At LU since 1973.

**Rockinson-Szapkiw, Amanda; B.S., M.A., Ed.D.**

*Assistant Professor of Education*

B.S., Huntington College; M.A., Ed.D., Regent University. At LU since 2009.

**Roden, Chet; B.A., M.Div., Ph.D.**

*Assistant Professor of Biblical Studies*

B.A., The Baptist College of Florida; M.Div., Ph.D., Southeastern Baptist Theological Seminary. At LU since 2009.

**Rumrill, Paul; B.A., M.M., D.M.A.**

*Assistant Professor of Worship and Music*

B.A., M.M. University of Connecticut; D.M.A., Eastman School of Music. At LU since 2008.

**Sanders, Lynn ; R.N., B.S.N., M.S.N., Ed.D.**

*Director, RN to BSN Program*

*Associate Professor of Nursing*

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

**Sandez, Michael M.; B.A., J.D.**

*Assistant Professor of Law*

B.A., University of San Diego; J.D., University of San Diego School of Law. At LU since 2008.

**Satterlee, Anita; B.S., M.A., Ed.D.**

*Associate Dean, Online and Graduate Business Programs*

*Assistant Professor of Business*

B.S., Florida Southern College; M.A., Webster University; Ed.D., Liberty University. At LU since 2004.

**Satterlee, Brian; B.S., M.S., Ed.D., D.B.A.**

*Professor of Business*

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

**Saxon, Timothy; B.A., M.Div., M.A., Ph.D.**

*Associate Professor of History*

B.A., Averett College; M.Div., Southeastern Baptist Theological Seminary; M.A., Ph.D., University of Virginia. At LU since 2003.

**Schmidt, Mark R.; B.S., M.A., Ph.D.**

*Professor of English*

B.S., Dallas Bible College; M.A., University of Texas, Dallas; M.A., Wheaton College; Ph.D., University of Texas, Arlington. At LU since 2003.

**Schmitt, Frank J.; B.A., M.R.E., Ed.D., M.B.A.**

*Director, Master of Arts in Christian Leadership*

*Professor of Educational Ministries*

B.A., Samford University; M.R.E., Ed.D., New Orleans Baptist Theological Seminary; M.B.A., Lynchburg College. At LU since 1973.

**Schultz, Roger; B.A., M.A., Ph.D.**

*Dean, College of Arts and Science*

*Professor of History*

B.A., Bemidji State University; M.A., Trinity Evangelical Divinity School; Ph.D., University of Arkansas. Additional study at Bethel Theological Seminary. At LU since 2002.

**Schwartz, Stuart H.; B.A., M.A., Ph.D.**

*Associate Professor of Communication Studies*

B.A., University of Connecticut; M.A., Fairfield University; M.A., Liberty Baptist Theological Seminary; Ph.D., Temple University. At LU since 2005.

**Shelton, James B.; B.A., M.A., Ph.D., C.P.A.**

*Professor of Business*

B.A. University of Maryland; M.A. Virginia Polytechnic Institute and State University; Ph.D., Virginia Commonwealth University. At LU since 1995.

**Sibcy, Gary; B.A., M.A., Ph.D., LP, LPC, LMFT**

*Director, Ph.D. Program in Counseling*

*Director, Center for Research and Evaluation*

*Associate Professor of Counseling*

B.A., M.A., Liberty University; Ph.D., The Union Institute. At LU since 2002.

**Smith, A. Todd; B.S., M.F.A.**

*Associate Professor of Communication Studies*

B.S., M.F.A., Radford University. At LU since 2002.

**Smith, Charles Frederick; B.A., M.Div., Ph.D.**

*Associate Professor of Biblical Studies and Theology*

B.A., Memphis State University; M.Div., Mid-America Seminary; Ph.D., Southwestern Seminary. At LU since 2004.



**Smith, Samuel C.; B.A., M.A., Ph.D.**

*Associate Chair, Department of History*  
*Associate Professor of History*

B.A., M.A., Bob Jones University; Ph.D., University of South Carolina. At LU since 2004.

**Smith, Samuel James; B.A., M.A., Ed.D.**

*Coordinator, Master of Education in Administration and Supervision Program*

*Associate Professor of Education*

B.A., Mid-American Christian University; M.A., Grace Theological Seminary; Ed.D., Oklahoma State University. At LU since 2006.

**Smither, Edward L.; B.A., M.A.R., M.Div., Ph.D.**

*Associate Professor of Church History and Intercultural Studies*

B.A., North Carolina State University; M.A.R., M.Div, Liberty Theological Seminary; Ph.D. University of Wales, Lampeter. At LU since 2006.

**Snead, David; B.A., M.A., Ph.D.**

*Chair, Department of History*

*Professor of History*

B.A., M.A., Virginia Tech; Ph.D., University of Virginia. At LU since 2004.

**Sones, Ronald T.; B.S., M.B.A., M.A., Ph.D.**

*Dean, School of Engineering and Computational Sciences*

*Professor of Engineering*

B.S., M.B.A., Baylor University; M.A., University of Richmond; Ph.D., Virginia Commonwealth University. At LU since 2004.

**Sosin, Lisa S.; B.S., M.A., Ph.D., LLP, LPC**

*Associate Director, Ph.D. Program in Counseling*

*Assistant Professor of Counseling*

B.S., State University of New York; M.A., Michigan School of Professional Psychology; Ph.D., Liberty University. At LU since 2008.

**Spaulding, Lucinda; B.S., M.Ed., Ph.D.**

*Assistant Professor of Education*

B.S., Old Dominion University; M.Ed., Roberts Wesleyan College; Ph.D., Regent University. At LU since 2009.

**Spear, Hila J.; R.N., B.S.N., M.S.N., Ph.D.**

*Director, Graduate Studies in Nursing*

*Professor of Nursing*

A.D.N., Kellogg Community College; B.S.N., Liberty University; M.S.N., University of Virginia; Ph.D., University of Virginia. At LU since 1989.

**Spinden, Paul; B.S., M.A., J.D., LL.M.**

*Associate Professor of Law*

B.S., Evangel College; M.A., Missouri State University; J.D., University of Missouri – Kansas City School of Law; LL.M., University of Virginia. At LU since 2009.

**Staver, Mathew D.; B.A., M.A., J.D.**

*Dean, School of Law*

*Director, Liberty Center for Law and Policy*

*Professor of Law*

B.A., Southern Missionary College (now Southern Adventist University); M.A., Andrews University; J.D., University of Kentucky College of Law. At LU since 1997.

**Sullivan, Gene; B.S., M.S., M.R.E., Ph.D., C.P.A.**

*Chair, Department of Accounting*

*Professor of Accounting*

B.S., M.S., Virginia Commonwealth University; M.R.E., Liberty Baptist Theological Seminary. Ph.D., Regent University. At LU since 1987.

**Suttles, Daniel M.; B.R.E., B.M., M.M., D.M.A.**

*Assistant Professor of Worship and Music Studies*

B.R.E., Piedmont Bible College; B.M., M.M. University of North Carolina at Greensboro; D.M.A., Southwestern Southern Baptist Theological Seminary. At LU since 2007.

**Sutton, Thomas J.; B.A., M.Div., Ph.D.**

*Associate Professor of Christian Proclamation and Pastoral*

*Theology*

B.A., University of South Alabama – Mobile; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2009.

**Tchividjian, Basyle J.; B.A., J.D.**

*Assistant Professor of Law*

B.A. Stetson University; J.D. Samford University, Cumberland School of Law. At LU since 2008.

**Thomas, John C.; B.S., M.A., Ph.D., Ph.D.**

*Associate Professor of Counseling*

B.S., M.A., Liberty University; Ph.D., University of South Carolina; Ph.D., Capella University; Graduate Certificate in Alcohol and Drug Studies, University of South Carolina. At LU since 2004.

**Thomas, Sharon Breckinridge; B.A., J.D.**

*Visiting Associate Professor of Law*

B.A., J.D., St. Mary's University. At LU since 2009.

**Thompson, Scott E.; B.A., M.A., J.D.**

*Director, Center for Lawyering Skills, School of Law*

*Associate Professor of Law*

B.A., University of Iowa; M.A., Regent University School of Public Policy; J.D., Regent University School of Law. At LU since 2004.

**Thornhill, Anthony Chad; B.S., M.A.R., M.Div.**

*Online Chair, Seminary Online Programs*

B.S., Liberty University; M.A.R., M.Div., Liberty Baptist Theological Seminary. At LU since 2009.

**Towles, Matthew D.; B.A., M.A., Ph.D.**

*Assistant Professor of English*

B.A., Liberty University; M.A., Longwood College; Ph.D., University of Kentucky. At LU since 2007.

**Towns, Elmer; B.A., M.A., Th.M., M.R.E., D.Min.**

*Vice President*

*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.

**Tuomala, Jeffrey C.; B.S., J.D., LL.M.**

*Associate Dean for Academic Affairs, School of Law*

*Professor of Law*

B.S., The Ohio State University; J.D., Capital University Law and Graduate Center; LL.M., George Washington University National Law Center; additional studies at Ashland Theological Seminary. At LU since 2003.

**Ulrich, Robert G.; B.A., J.D., LL.M.**

*Associate Professor of Law*

B.A., William Jewell College; J.D., LL.M., University of Missouri-Kansas City; LL.M., University of Virginia School of Law. At LU since 2007.

**Upchurch, Jean; B.A., M.A., Ph.D.**

*Assistant Professor of Counseling*

B.A., M.A., Stephen F. Austin State University; Ph.D., North Central University. At LU since 2008.

**Vandegriff, Stephen R.; B.S., M.A., D.Min.**

*Chair, Department of Church Ministries*

*Executive Director of the Center for Youth Ministries*

*Professor of Church Ministries*

B.S., M.A., Liberty University; D.Min., Liberty Baptist Theological Seminary. At Liberty since 2000.

**Watson, Scott; B.A., M.A., Ph.D.**

*Assistant Dean, Advanced Programs, School of Education*

*Professor of Education*

B.A., M.A., Ph.D., University of South Florida. At LU since 2004.

**Weigand, Joseph M.; B.A., M.A., J.D., LL.M.**

*Associate Dean for Internal Affairs*

*Adjunct Assistant Professor of Law*

B.A., Michigan State University; M.A., J.D., Regent University; LL.M., University of London, King's College. At LU since 2007.

**Whaley, Vernon; B.A., M.A., M.C.M., D. Min., Ph.D.**

*Chair, Department of Worship and Music Studies*

*Professor of Worship and Music Studies*

B.A., Free Will Baptist Bible College; M.A., Middle Tennessee State University; M.C.M., D. Min., Luther Rice Seminary; Ph.D., University of Oklahoma. At LU since 2005.

**Wheeler, David A.; B.S., M.Div., Ph.D.**

*Associate Professor of Evangelism and Student Ministries*

B.S., Tennessee Tech University; M.Div., Ph.D., Southwestern Baptist Theological Seminary. At LU since 2006.

**Wheeler, H. William; B.A., M.S., Ph.D.**

*Associate Vice President for Institutional Effectiveness*

*Research Design Consultant for Graduate Faculty*

*Professor of Counseling*

B.A. Eastern Nazarene College; M.S., Virginia Commonwealth University; Ph.D., Virginia Polytechnic Institute and State University; post-doctoral studies at Liberty Baptist Theological Seminary, University of Southern Mississippi, and Mississippi College. At LU from 1977-1988; 2008 to present.

**Widgeon, Angela; B.A., M.A., Ph.D.**

*Associate Professor of Communication Studies*

B.A., University of Alabama at Birmingham; M.A., University of West Florida; Ph.D. University of Alabama. At LU since 2008.

**Windsor, Carl D.; A.A., B.A., M.A., Ph.D.**

*Professor of Communication Studies*

Diploma, Liberty Home Bible Institute; A.A., North Central Michigan College; B.A., M.A., Michigan State University; Ph.D., Ohio State University. At LU since 1979.

**Woodard, Branson; B.A., B.S., M.A., D.A.**

*Professor of English*

B.A., Free Will Baptist College; B.S., East Carolina University; M.A., Tennessee State University; D.A., Middle Tennessee State University. At LU from 1985 to 2003; 2005 to present.

**Yates, Gary; B.A., Th.M., Ph.D.**

*Associate Professor of Biblical Studies*

B.A., Washington Bible College; Th.M.; Ph.D., Dallas Theological Seminary. At LU since 2003.

**Young, George A.; B.S., M.S., Ph.D.**

*Associate Professor of Business*

B.S., M.S., Arizona State University; Ph.D., Michigan State University. At LU from 2004-2008; 2009-present.

**Zealand, Clark; B.S., M.A., Ph.D.**

*Assistant Professor of Sport Management*

B.S., M.A., Liberty University; Ph.D., University of Waterloo – Ontario. At LU since 2008.

# Financing the University

## PURPOSE

The Office of Planned Giving and the Office of Development 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 two 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.

## Planned Giving

### Bequests

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, \_\_\_% of my estate to be used for its general purposes.*

### 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 *Charitable Gift Annuity* meets their needs. The rate of return depends on the annuitant's age at the time the agreement is made.

### 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 taxes, as well as federal and state income taxes (sometimes exceeding 80% of the value), but when designated to Liberty University, taxes are eliminated.

### 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.

### 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.

## 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.

## Trusts

*Charitable Remainder Trusts* (CRTs) 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.

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

**Mr. Tom Arnold**  
**Director of Planned Giving**  
**1971 University Boulevard**  
**Lynchburg, Virginia 24502**  
**(800) 543-5309**

## Development

### 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 may 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 may provide substantial tax benefits.

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

**Mr. Steve Peterson**  
**Director of Development**  
**1971 University Blvd.**  
**Lynchburg, VA 24502**  
**(866) 602-7983**

## FEDERAL AND STATE FUNDING

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 Grants, 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.

## *Courses of Instruction Master List*

### ACCOUNTING

#### **ACCT 511    *Advanced Business Law for Accountants*    3 hours**

Essential to all accountants is a sound understanding of many areas of business law. This advanced course seeks to equip the student with an in-depth understanding of business law specifically as it relates to the legal issues that are encountered by certified public accountants. This course is designed to further the students' knowledge and understanding of the law in such areas as the Uniform Commercial Code, contracts, securities regulation, organizational structure and formation, ethics, the Sarbanes-Oxley Act, property and insurance, and other forms of government regulation of business.

#### **ACCT 521    *Advanced Cost Accounting*    3 hours**

This graduate course will examine the importance of analyzing and managing costs; activity-based management, process costing and cost allocation; planning and decisions making, and evaluating and managing performance. This course is designed primarily for accounting/finance majors who seek careers or are already employed in for profit corporations or not for profit organizations as public (such as CPAs) or private (such as controllers and/or CMAs or CFMs) accounting/business leaders in a fast changing, highly technically oriented society. Amount other assignments are a research paper and a graphic/written power point presentation; both will blend research, theory, and practice.

#### **ACCT 531    *Accounting Information Systems*    3 hours**

This course builds upon the student's existing basic knowledge of how accounting information systems function in today's business environment. It strongly emphasizes the internal control features necessary to provide accurate and reliable accounting data as it looks at how accounting information is recorded, summarized, and reported in both manual and computerized systems. Internal control as it applies to production processes (for example, controls over manufacturing inputs and outputs) as required by Rule 404 of the Sarbanes-Oxley Act of 2002 is part of this course. This is in contrast to a more limited view of internal control that existed prior to Sarbanes-Oxley.

#### **ACCT 612    *Tax Research and Jurisprudence*    3 hours**

This innovative course seeks to equip the student with an in-depth understanding of the best tax research methods while providing the student with the opportunity to analyze the statutory and judicial doctrines that collectively give rise to the conceptual framework of tax law. The students will engage in tax research that will give them the opportunity to understand, analyze, and apply these familiar tax doctrines to a host of sophisticated and contemporary fact patterns. Through this process this course seeks to arm the students with the theoretical and practical insights necessary (1) to understand, retain, and apply tax law; (2) to more effectively identify the tax issues lurking in a given set of facts; and (3) to develop more creative and credible solutions to the problems or opportunities that these tax issues create.

#### **ACCT 622    *Advanced Auditing*    3 hours**

This advanced course provides students with actual applications of auditing procedures by exploring cases in which auditing was prominent. Certain auditing areas which are not covered in detail in a typical undergraduate auditing course, but are in this course, include: Auditor's Ethical Responsibilities, Auditor's Responsibility to Detect Fraud, Event leading to creation of the Public Company Accounting Oversight Board (PCAOB) and Classic Court Cases affecting auditors. The course is taught using the modified case method.

#### **ACCT 632    *Advanced Financial Accounting Theory*    3 hours**

This advanced course in financial accounting theory present an in-depth analysis of the historical development of accounting theory and its application to current and future accounting issues. The course utilizes a case approach that provides a blend of theory, practice, and research. The course enhances critical thinking skills by synthesizing the professional accountant's understanding and knowledge of accounting theory with the resolution of real world accounting problems. The course incorporates a global perspective with respect to the development and analysis of accounting standards.

#### **ACCT 642    *Accounting Ethics*    3 hours**

This course evaluates accounting ethics research in the context of a Christian world view perspective and in relation to the development of the profession's code of professional conduct. The course examines the major ethical systems that exist today and distinguishes those that are compatible with a Christian world view to enable the student to develop a sound framework for ethical decision making. The course present an in-depth analysis of the two prevailing ethical systems (rule deontology and utilitarianism) advocated for the accounting profession and examines their appropriateness in resolving accounting ethics dilemmas as they relate to the profession's code of conduct. The course also present an ethical decision making model based on the profession's code of professional conduct that is compatible with a Christian worldview.

#### **ACCT 697    *Special Topics in Accounting*    3 hours**

Topics of special interest not included in the regular department offerings. May be taken more than once, but no topic may be repeated.

### APOLOGETICS

#### **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.

#### **APOL 560    *Introduction to Global Apologetics*    3 hours**

A contrast between the truth-claims of the major world religions and the uniqueness of Christian theistic apologetics, both in content and method.

#### **APOL 570    *Apologetics to Far Eastern Religions*    3 hours**

An intensive study of the major Pan-Asiatic world religions, including Confucianism, Shinto, and Daoism. The student will learn to present a Christian apologetic specific to these systems, including minor sects and ancestral worship.

#### **APOL 580    *Apologetics to Near Eastern Religions*    3 hours**

An intensive study of the major Indian and Sanskrit world religions, including Hinduism, Buddhism, Sikhism and Jainism. The student will learn to present a Christian apologetic specific to these systems, including the related African animism.

#### **APOL 590    *Apologetics to Middle Eastern Religions*    3 hours**

An intensive study of the major Middle Eastern world religions, including Islam, modern Judaism, Zoroastrianism, and Baha'i. The student will learn to present a Christian apologetic specific to these systems, including minor sects.

#### **APOL 597    *Seminar in Apologetics*    1 to 3 hours**

#### **APOL 610    *Miracles*    3 hours**

Presents a detailed study of contemporary denials of miracles, emphasizing the resurrection of Jesus and the part it plays in Christian apologetics and theology.

- APOL 689 *Thesis Project Proposal and Research*** 3 hours  
**APOL 690 *Thesis Defense*** 3 hours  
**APOL 695 *Directed Research in Apologetics*** 1 to 3 hours  
 Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Apologetics.
- APOL 697 *Seminar in Apologetics*** 1 to 3 hours  
 An intensive study in a specific subject of Apologetics. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.
- APOL 900 *Reading Seminar in Apologetics*** 3 hours  
 A reading seminar which focuses on the basic literature in the field.
- APOL 910 *Apologetic Method*** 3 hours  
 A seminar critically examining various methods and taxonomies of apologetics. A detailed study of major Christian apologetic methodologies, as espoused by representative thinkers, from New Testament times to the present. Emphasis is placed on the structure and defense of various systems, including the formulation of a personal apologetic strategy.
- APOL 920 *Miracles*** 3 hours  
 A seminar examining classic and modern arguments against the miraculous with special attention to the resurrection of Jesus Christ.
- APOL 930 *The Problem of Evil, Pain and Suffering*** 3 hours  
 A seminar examining the problem of evil in classical theology and apologetics. Theodicies from the time of the Church Fathers down through the modern era, as well as serious challenges to Christian theism, from both philosophy and apologetics, will be critically examined.
- APOL 940 *Modern Apologetic Issues*** 3 hours  
 A seminar examining current issues in apologetics, including pluralism, open theism, the validity/historicity of the biblical documents, and the validity of religious truth claims.
- APOL 950 *Global Apologetics*** 3 hours  
 A seminar on apologetic approaches to major religions.
- APOL 965 *Apologetics in the Church*** 3 hours  
 A course especially designed to deal with current issues in Christian evidences, so that the pastor can apply the results to preaching, teaching and evangelism.
- APOL 995 *Directed Research in Apologetics*** 1 to 3 hours  
 Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Apologetics.
- APOL 997 *Seminar in Apologetics*** 1 to 3 hours  
 An intensive study in a specific subject of Apologetics. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

### BIOLOGY

- 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 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.

- BIOL 597 *Special Topics in Biology*** 1 to 3 hours

### BUSINESS

- 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. Emphasis is given to assessing one's personality and values and to applying course material to one's work environment.

- 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. In every organization, people make the difference. The true, lasting competitive advantage of an organization, one that is difficult to emulate, is the composition and ability of its workforce. Thus, success in the marketplace is integrally intertwined with the way firms approach the management of people. While focusing on all management responsibilities, this course emphasizes the problems and opportunities managers face in people management and how they can be effectively met.

- BUSI 502 *Servant Leadership*** 3 hours

Prerequisite: BUSI 501

The M.B.A. leadership track follows a holistic approach that deals with the heart, the head, and the hands. Servant leadership aims at the heart. This course blends the academic leadership theory of servant leadership with applied biblical integration. The Liberty University School of Business embraces the biblically-based Servant Leadership as the normative approach to leadership. As a theory, servant leadership is supported by a growing body of academic literature. Students learn practical lessons, applying the principles they are learning in the course while shepherding their teams through required tasks.

- BUSI 503 *Leadership Theory*** 3 hours

Prerequisite: BUSI 502

The M.B.A. leadership track follows a holistic approach that deals with the heart, the head and the hand. The Leadership Theory course deals primarily with the head. It is the most academically rigorous course in the leadership track. This course broadly surveys the body of leadership literature with heavy emphasis on the major practical theories. Primary source journal articles are incorporated where possible. All theories are evaluated in the light of biblical reasoning. Students must demonstrate proficiency with each theory through class projects and scholarly research. Through readings, discussion groups, class projects and individual leadership assessments, student will review the major leadership theories.

- BUSI 504 *Leading Organizational Change*** 3 hours

Prerequisite: BUSI 503

The M.B.A. Leadership track follows a holistic approach that deals with the heart, the head and the hands. Leading Organizational Change focuses on implantation- the hands. Business leaders must be equipped to understand, diagnose, prescribe, and lead organizational change efforts. The course

reviews the literature for the best practices relating to organizational change and organizational learning and challenges the scholar-practitioner to meet theory with practice. Students will learn practically lessons by applying the principles they are learning as a leader in class and as an organizational consultant.

**BUSI 512 *Managerial Information Technology* 3 hours**

This course is designed to provide the essential tools needed for the effective management of information technology. The objective is to build a basic understanding of the value and uses of information systems for business operation, management decision-making, and strategic advantage. While not designed as a course in computer literacy, the course does include topics that develop skills as managers and users of information systems technology, rather than as producers of information systems technology.

**BUSI 520 *Strategic Marketing Management* 3 hours**

This course is designed to provide the M.B.A. student with a working knowledge of the steps involved in the analytical and decision-making processes involved in formulating, implementing and controlling a strategic marketing program for a product market entry. In addition, this course covers topics such as: 1) relationships among corporate, business level and tactical strategies; 2) relationships between marketing strategy and the internal/external operating environments of an organization; and 3) relationships between marketing and other functional areas of the organization. This course also explores the influence of technology on business-to-business (B to B) and consumer-to-business (C to B) markets.

**BUSI 530 *Managerial Finance* 3 hours**

A treatment of the theory and practice of financial decision making in the firm, with emphasis on the practical application of financial analysis, the course is based on the principle that a firm should be managed to increase the wealth of its shareholders. The target audience is managers, at all levels and in all functional areas. Beginning with an overview of financial analysis, the course topics include financial management, capital investment decisions, financing decisions, and managing for value creation. Importance is placed on the concept of the time value of money. A firm is an on-going concern. Financial decisions and the value of a firm must be evaluated in terms of the sequencing and amount of the cash flows generated.

**BUSI 550 *Effective Executive Communication* 3 hours**

Executives in professional organizations are expected to solve problems and make decisions, but ultimately, they must not only make excellent decisions but also communicate them effectively to a variety of stakeholders. This course is designed to integrate knowledge of the pervasive impact of computer and other information technologies with time-honored communications principles to enable students to maximize their effectiveness in diverse and technologically dynamic business environments.

**BUSI 560 *Corporate Responsibility* 3 hours**

This course is designed to provide the M.B.A. student with a working knowledge of such issues as the role of business in society, the nature of corporate responsibility, business ethics practices, and the complex roles of government and business in the global economic community. That is, it presents the "non-economic" strategy that a company must have to survive in tomorrow's business world. Underlying this, of course, is the importance of personal character and the Christian worldview.

**BUSI 561 *Legal Issues in Business* 3 hours**

This course provides the student with a foundational knowledge of the legal issues that both start-up and established business enterprises face. Armed with this wisdom, the student will more correctly assess an organization's need for competent legal advice from an experienced professional in matters of contracts, corporations, employment, insurance, intellectual property,

international trade, leases, limited liability organizations, partnerships, and homeland security concerns.

**BUSI 600 *Business Research Methods* 3 hours**

Business research is a systematic inquiry whose objective is to provide information to solve managerial problems. This course is an introduction on how to do business research with an emphasis on applied problem solving. It has a major focus on problem identification and analysis, problem solving strategies and communication skills.

**BUSI 601 *Accounting for Decision Making* 3 hours**

This is a graduate level course in cost management with a strategic cost emphasis. The course presents an in-depth study of contemporary management techniques used by managers in a contemporary business environment. The balanced scorecard, critical success factors, and strategic analysis are emphasized and integrated with other decision making techniques in this accounting course.

**BUSI 602 *Non-Profit Management* 3 hours**

This course provides the student with a foundational knowledge of non-profit business enterprises. Particular emphasis will be given to Christian non-profit businesses. Emphasis will also be given to the common characteristics of all successful business enterprises, that is, what do non-profit businesses have in common with all for-profit businesses and in what significant ways to they differ.

**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 will 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 605 *Environment of International Business* 3 hours**

Prerequisite: BUSI 604

The course provides in-depth perspectives concerning the nature of international business and the environment in which it is conducted, including international trade, foreign direct investment, the relationship between international organizations and international business, the international monetary system, and international environmental forces (socio-cultural, natural resources, economic, political, legal, financial, labor).

**BUSI 606 *Global Financial Markets* 3 hours**

Prerequisite: BUSI 605

This course provides an overview of international financial markets and how they operate and interrelate. The structure, characteristics, and issues for markets in the Americas, Europe, Africa/Middle East, and Asia/Pacific will be identified and synthesized into a model for researching business decision implications for these markets.

**BUSI 607 *Developing Global Markets* 3 hours**

Prerequisite: BUSI 605

This course provides an organizational analysis framework within which a firm's market-based global operations can be analyzed, understood, and undertaken. Particular focus will be placed on international competitive strategy, the assessment of global markets, modes of entry, workforce planning and development, and global operations and supply chain management.

**BUSI 610     *Organizational Design and Structure*     3 hours**

This course provides graduate-level instruction regarding the design, redesign, and implementation of effective organizations. Special emphasis is placed on the analysis, planning, implementation, and evaluation of both the social and technical systems of organizations with emphasis on the structural changes necessary to improve and maintain productivity and quality of work life.

**BUSI 620     *Global Economic Environment*     3 hours**

This course covers the tools of microeconomics useful in the analysis of producer and consumer behavior. The economics of demand, production and cost, and pricing and output decisions in a market system form the core of an approach adapted to the challenges faced by managers in the private, public, and nonprofit sectors of the economy. The coverage is from the domestic, as well as global perspectives.

**BUSI 642     *Contemporary Issues in Human Resource Management*     3 hours**

A practical approach designed for the general manager that provides a knowledge base in basic human resource topics, as well as an in-depth analysis of important current issues in the field. Through text readings, case studies, experiential exercises, Internet activities, and research, students will learn to synthesize and integrate theory with application and evaluate the effectiveness of an organization's human resources.

**BUSI 643     *Workforce Planning and Employment*     3 hours**

This course will examine the changing nature of the labor market, including conceptual, operational, and the legal issues. Discussion and activities will focus on the legal, ethical, and economic factors affecting recruitment, selection, placement, and appraisal. Students will learn to synthesize theory with application and evaluate the effectiveness of an organization's workforce planning and employment strategies. Understanding strategic organizational considerations and developing decision-making skills related to the staffing process will be emphasized through text readings, case studies, experiential exercises, and secondary research.

**BUSI 644     *Human Resources Development*     3 hours**

This course integrates theory with a practical approach to the topic of human resources development (HRD) with a focus on the design, implementation, and management of employee orientation, training, and career development programs. A comprehensive view of the concepts, processes, and philosophies of training and development is presented in this course. Emphasis is placed on current trends and research related to the various aspects of the human resource development function. Students will discuss the history and future of HRD, strategies, methods, materials, and measurement of training programs, as well as apply the processes involved in designing, developing, and implementing appropriate and effective training programs.

**BUSI 645     *Compensation Management*     3 hours**

The course will focus on the critical issues related to the strategic management of the organization's compensation and benefit system. Topics discussed will include the components and strategic analysis of compensation systems, bases for pay, designing compensation systems, legally required and discretionary employee benefits, and contemporary strategic compensation challenges. Students will learn to apply tools for decision-making complex, compensation related environments, as well as design, develop, and implement compensation strategies that achieve value-added results, thereby enabling organizations to more effectively and efficiently achieve their goals.

**BUSI 650     *Operations Management*     3 hours**

This course provides graduate level instruction regarding the concepts and analytic methods that are useful in understanding the

management of a firm's operations. Special emphasis will be placed on familiarizing the student with the problems and issues confronting operations managers, and providing the student with language, concepts, insights and tools to deal with these issues in order to gain competitive advantage through both for-profit and non-profit organizations, to both service and manufacturing organizations, and to virtually any functional area or industry.

**BUSI 690     *Policy and Strategy in Global Competition*     3 hours**

This capstone course integrates the concepts, techniques, and knowledge of all areas of business administration. Therefore, it may be taken only after the student has completed thirty hours in the program. This course features a capstone dynamic computer simulation. Students compete in teams to gain a competitive advantage and apply textual principles and simulation results to write a comprehensive four-year strategic plan. Preliminary preparation (approx. 6 hours) is required. This course may not be substituted for or transferred in from another institution. This course is the capstone course and must be taken in the final term of enrollment.

**BUSI 697     *Special Topics in Business*     3 hours**

Topics of special interest not included in the regular department offerings. May be taken more than once, but no topic may be repeated.

**CHURCH HISTORY****CHHI 520     *History of Christianity I*     3 hours**

A study of the first fifteen centuries of historical Christianity. Includes the rise of the church under persecution, orthodoxy vs. heresy, doctrinal developments, the rise of the Roman Papacy and opposition to it during the Middle Ages, and the events leading up to the Protestant Reformation.

**CHHI 525     *History of Christianity II*     3 hours**

A study of historical Christianity from the Sixteenth Century to the present. Includes the major personalities, events, and results of the Protestant Reformation, the rise of modern denominationalism, modern Roman Catholicism, the ecumenical movement and current developments. Special attention is given to the development of American Christianity.

**CHHI 597     *Seminar in Church History*     1 to 3 hours****CHHI 635     *Patristic and Ancient Heresy*     3 hours**

A study of the rise of the Christian movement through the first six centuries (A.D. 30-600). Includes periods of persecutions, heretical developments and attempts to preserve doctrinal purity, the determination of the canon, ecclesiastical developments, the union of church and state, the role of church councils, and the expansion of the authority of the bishop of Rome.

**CHHI 645     *Directed Research in Church History*     1 to 3 hours**

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Church History.

**CHHI 654     *Classical Reformation*     3 hours**

A study of the magisterial phase of Protestant Reformation, especially as promoted in Germany, Switzerland, Scotland and England. Special emphasis will be placed on one of its major personalities: Luther, Zwingli, Calvin, Knox or the Anglicans and Puritans.

**CHHI 657     *History of Christian Missions*     3 hours**

A survey of the spread of Christianity in the world, emphasizing the key persons and methods in their historical and cultural contexts.

**CHHI 662     *Historical Development of Christian Theology*     3 hours**

The doctrinal development of the early church fathers and the Greek apologists, the doctrinal construction in the Nicene and post-

Nicene period, and the further development and divisions in the Middle Ages, the Reformation Period, and the Modern Era.

**CHHI 664 *History of Evangelism*** 3 hours

A study of evangelism from New Testament times to the present. Emphasis is given to evangelism in the life and ministry of Jesus and the Apostles. Attention will be given to the Reformation in Europe, the Great Awakening in England and America, and more recent revivals of evangelism.

**CHHI 679 *Medieval European Christianity*** 3 hours

A study of evangelical groups that appeared before the Reformation, with attention to their doctrines, practices, and influences.

**CHHI 685 *Free Church History and Thought*** 3 hours

A survey of the background, development, personalities, issues and results of the Anabaptist phase of the Reformation of the Sixteenth Century and its particular impact on the rise of the English Baptists.

**CHHI 686 *History of Fundamentalism*** 3 hours

The historical development of the Fundamentalist Movement, especially in Twentieth Century America. Its background, theology, methodology, and current state will be covered.

**CHHI 690 *Thesis*** 3 hours

**CHHI 692 *American Christianity*** 3 hours

A study of the beginnings of Christianity in America to the present. Includes the European background, colonial Christianity, the first Great Awakening, the rise of the United States, the separation of church and state, the second Great Awakening, the development of religious diversity, the impact of the Civil War on religion, denominational development, the impact of immigration and industrialization, and the modern period.

**CHHI 694 *History of Baptists*** 3 hours

A survey of the background and rise of English Baptists, including their progress from the seventeenth century in England until the present day. Includes a survey of the rise of Baptists in America in the seventeenth century and their progress to the present. Includes various Baptist groups, large and small, of differing theological persuasions, denominational and independent.

**CHHI 695 *Directed Research*** 1 to 3 hours

**CHHI 697 *Seminar in Church History*** 3 hours

An intensive study in a specific subject of Church History. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**CHHI 698 *Non-Resident Thesis*** No Credit

**CHHI 940 *Seminar in American Fundamentalism and Evangelicalism*** 3 hours

This course offers a historical and theological investigation into the origins, theological trends, major issues and figures, and institutions of American Fundamentalism and Evangelicalism. American Fundamentalism and Evangelicalism will be examined in relation to theological liberalism, modernism, postmodernism, Pentecostalism, and Roman Catholicism. The course will attempt to place American Fundamentalism and Evangelicalism in the context of various theological, political, and social tensions of the twentieth century and to reveal their current shape in the 21st Century.

**CHHI 941 *Augustine*** 3 hours

A seminar that would consider Augustine's life, philosophy, theology, and legacy. His ministry in the context of 4th-5th century Roman Africa (with its politics, philosophy, social movements) will be explored. While readings would comprise some key secondary sources (Brown, Frend), a key component would be interacting with primary sources (Confessions, City of God, On the Trinity, Letters and Sermons).

**CHHI 942 *Patristic Exegesis*** 3 hours

A seminar studying the approach to Scripture of the church fathers in the first five centuries. While reading sermons and

commentaries from exegetes like Origen, Ambrose, Augustine, Basil, Gregory of Nyssa, Gregory of Nazianzus, Athanasius and Augustine, the Alexandrian and Antiochene schools of interpretation will be considered.

**CHHI 943 *The Latin Fathers*** 3 hours

A concentrated study into the work and theology of the Latin church fathers including Lactantius, Tertullian, Cyprian, Ambrose, Augustine and Jerome, among others.

**CHHI 945/ *Seminar in Modern Theologies and*** 3 hours

**THEO 945 *Theologians***

This seminar focuses on the work of select theologians and theological movements since the 18<sup>th</sup> Century. This seminar may be repeated as subject matter varies.

**CHHI 948 *Reading Seminar in Historical Theology*** 3 hours

A seminar focused on reading classic texts in Historical Theology.

**CHHI 995 *Directed Research*** 1 to 3 hours

**CHHI 997 *Seminar in Church History*** 3 hours

An intensive study in a specific subject of Church History. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

### CHAPLAINCY MINISTRY

**CHPL 500 *Introduction to Chaplaincy Ministry*** 3 hours

Examines the theological and cultural issues of a formal and informal ministry setting. Explores the similarities and differences among the various types of chaplaincies. Gives attention to ministry in religiously pluralistic, multicultural and multi-staff environments. Emphasizes skills, strategies and character traits necessary for effective ministry.

**CHPL 696 *Chaplaincy and Pastoral Ministries*** 3 hours

This course provides an overview of the numerous ministries provided by military and industrial chaplains and pastors of the local church. The procedures, protocol and the "how to" do these ministries will be covered. Emphasis will be on collaborative learning experiences so that students can learn how to care effectively for their congregation and their community at large.

**CHPL 699 *Chaplaincy Internship*** 3 hours

### CRIMINAL JUSTICE

**CJUS 697 *Special Topics in Criminal Justice*** 1 to 3 hours

### CHRISTIAN LEADERSHIP

**CLED 510 *Biblical Foundations of Christian Leadership*** 3 hours

This course explores the topic of leadership from a biblical and theological perspective. Essential biblical principles bearing on the purpose and character of leadership will be examined. Instances of leadership in the Old and New Testaments will be analyzed within their biblical context, and in terms of contemporary understanding of leadership, with a special focus on the leadership of Jesus Christ as seen in the New Testament.

**CLED 520 *The Life of the Leader*** 3 hours

This course will focus upon the life of the leader and how the emotional, ethical, mental, moral, psychological, and spiritual well-being of the leader has an effect upon leadership effectiveness. Significant personal reflection will be undertaken in an effort to help the leader recognize the unique personal dimensions that hinder personal effectiveness as a leader.

**CLED 610 *Team Leadership and Conflict Resolution*** 3 hours

This course will focus on building and sustaining decision making teams, mentoring, delegating, resolving conflict, and handling and overcoming opposition. Extensive time will also be devoted to improving the individual's and the group's repertoire of styles of communication skills with a view of functioning more effectively



and efficiently as a team leader in handling routine and crisis situations.

**CLED 620 *Vision and Strategic Planning*** 3 hours

Effective organizations have learned how to sustain and implement a strong strategic vision that is based on core values.

This course will examine how leaders can use creative and systematic processes to develop shared vision, communicate it to internal and external groups, and translate it through strategic planning processes into effective action. Leading theories of vision and strategic planning in organizations will be examined.

**CLED 630 *The Art of Developing Leaders*** 3 hours

A truly effective leader understands the relationship between the organization's success and the ability to develop other leaders within the organization. This course will examine how leaders are recognized and developed. Skills necessary for mentoring others as leaders will be explored and developed.

**CLED 695/995 *Directed Research*** 1 to 6 hours

### CHILDREN'S MINISTRY

**CMIN 500 *Foundations for Children's Ministry*** 3 hours

This course addresses the underlying principles and the essential practices of an effective ministry to children, from evangelism to edification and discipleship.

**CMIN 600 *Nurture and Formation of Children*** 3 hours

As ministers to children, today's Christian educators in home, church, and school can benefit from an exploration of these formative components of a child's life. This course will help the student to understand and facilitate these dimensions of growth and development and assist him or her in shaping strategies for instructing children in the nurture and admonition of the Lord.

**CMIN 610 *Discipleship and Education of Children*** 3 hours

This course is an examination of the procedures and processes utilized to impress the life of God and the lifestyle it fosters upon the community's youngest members. The course will focus first upon child evangelism strategies, then will proceed to a discussion of educational philosophy and psychology, teaching methods and materials, and instructional resources for promoting growth and development in our youngest disciples.

**CMIN 650 *Administration of Children's Ministries*** 3 hours

Building upon biblical models of leadership and extracting principles and practices from contemporary examples of efficient and effective management, this course will provide the children's minister with the tools necessary to administer a program for church, school, camp, or club, etc.

**CMIN 660 *Resources for Children's Ministries*** 3 hours

Children's ministers today must equip and provide themselves with the necessary "tools of the trade." This course will expose the student to a wide-range of ministry resources and tools – from curricular plans to ministry programs to equip and prepare ministers for their service to children.

### COMMUNICATION STUDIES

**COMS 510 *Rhetorical Theory*** 3 hours

An historical survey and study of the major contributions to rhetorical theory in the Western tradition. Attention is given to Greek and Roman rhetorical theory and theories prevalent in the Middle Ages and Renaissance.

**COMS 513 *Public Discourse in Retrospect*** 3 hours

A study of Anglo-American public discourse from Colonial times to the present. Focus on speakers, writers, and social movements in their socio-political, cultural, and rhetorical significance.

**COMS 520 *Communication Theory*** 3 hours

Intensive study of current theories, research, and trends in communication.

**COMS 522 *Interpersonal Communication Theory and Practice*** 3 hours

Analysis of theories and research of the relationships between communication and factors such as self-concept, gender, culture, language, paralanguage, and competence in a variety of interpersonal contexts.

**COMS 524 *Small Group Communication Theory and Practice*** 3 hours

An analysis of theories, research, and practice of small group communication in various contexts.

**COMS 530 *Mass Media Theory*** 3 hours

Intensive study of current theories, research, and trends in mass media.

**COMS 532 *Approaches to Media Technologies*** 3 hours

This course examines established and emerging media technologies used by various organizations in communicating specific messages to diverse audiences.

**COMS 542 *Communication in Christian Ministry*** 3 hours

A practical and theoretical course designed to strengthen communication competencies of students in the Christian ministry environment. Concepts of communication theory are applied to ministry contexts.

**COMS 544 *Great Preachers and Preaching*** 3 hours

A study of the preaching methods and persuasive practices of preachers who have had effective pulpit ministries. Attention is given to both biographical and textual studies examining the rhetorical methods used to accomplish specific goals from the pulpit.

**COMS 550 *Communication Education Theory*** 3 hours

The theories and skills needed to manage the communication environment in the classroom. Exposes graduate students to the principles and practices of teaching college communication courses. (Required for all graduate teaching assistants.)

**COMS 552 *Leadership Communication*** 3 hours

Study of communication theory, research, and practice related to leadership in ministry, business, and other public contexts.

**COMS 554 *Argument and Persuasion*** 3 hours

An analysis of theories, research, and practice of techniques designed to change attitudes, beliefs, and behavior in various communication contexts.

**COMS 556 *Audience Analysis and Measurement*** 3 hours

An examination of the practice, interpretation, and implications of audience research, and the implications it has on communication content. Students will explore among others the topics of demographics, psychographics, and media marketing and research.

**COMS 558 *Listening and Nonverbal Communication*** 3 hours

An analysis of theories and research of listening and factors that influence competence and the theoretical foundations of nonverbal communication.

**COMS 560 *Communication and Conflict*** 3 hours

Analysis of theories and research of the role of communication in conflict in interpersonal, group, organizational, and societal contexts. Emphasis on individual communication styles and competence in the management of conflict.

**COMS 562 *Web-based Communication*** 3 hours

This course explores contemporary technologies including interactive television, broadband, and the Internet.

**COMS 564 *Family Communication*** 3 hours

Family Communication is a theoretical overview of communication functions and issues in a variety of contexts within families. Family Communication will include the study and development of effective communication skills in the highly complex, challenging, and diverse family setting.

**COMS 568 *Creative Communication*** 3 hours

This course is an exploration of the creative process in communication contexts. Through research on creativity and through experiential learning, students will examine professional and personal applications of the creative process in the contexts of public life, education, business, and ministries. Students will apply problem-solving strategies and creative communication to selected environments.

**COMS 612 *Rhetorical Criticism*** 3 hours

Investigation of public address through historical and rhetorical critical methods assessing human use of symbols to manage and coordinate social action.

**COMS 618 *Visual Rhetoric*** 3 hours

This course focuses on contributions of rhetorical studies towards understanding the persuasive power of visual images, including photography, graphics, moving images, material art, memorials, and architectural forms.

**COMS 620 *Rhetoric and Popular Culture*** 3 hours

Exploration of the intersection of rhetorical studies and popular culture. Focus on the application of rhetorical analysis and critical engagement with popular culture.

**COMS 622 *Organizational Communication Theory and Practice*** 3 hours

Analysis of theories and research of historic and current communication practices within a variety of organizational contexts.

**COMS 624 *Intercultural Communication*** 3 hours

Analysis of theories and research of communication between people from various generational, racial, ethnic, regional, and international cultures.

**COMS 632 *Politics and Media*** 3 hours

An overview of the historic and current interaction between media and politics and an examination of potential effects. Students will develop and design a practical application.

**COMS 634 *Religion and Media*** 3 hours

An overview of the historic and current interaction between media and religion and an examination of potential effects. Students will develop and design a practical application.

**COMS 638 *Media Management*** 3 hours

A study of management theories and practices related to programming, personnel, promotion, legal, ethical, and economic issues facing mass media organizations.

**COMS 643 *Topics in Religious Communication*** 3 hours

A study of theoretical and practical communication issues relevant to the religious communication context. Topic areas will vary from semester to semester depending on a given focus for the semester. Potential areas for discussion include: Faith Reason and Communication; A Study of Religious Symbols; The Rhetoric of Billy Graham; The Modernist/Fundamentalism Movements; The Rhetoric of Evolution; etc.

**COMS 644 *Communication of Revival and Reform*** 3 hours

A study of the communication practices used in revival and reform movements.

**COMS 652 *Organizational Communication Consulting*** 3 hours

Analysis of theories and research of consulting practices within organizations. Emphasis on establishing a consultant-client relationship, the investigation of communication within an organization, the design of descriptive evaluations and prescriptive applications, the development and presentation of written and oral proposals, and the facilitation of seminars, workshops, and other activities.

**COMS 654 *Communication and Change*** 3 hours

Analysis of theories and research of the role of communication in the introduction, prediction, and management of

change in a variety of contexts. Emphasis on personal and corporate communication competence and strategies related to change.

**COMS 656 *Media Strategies*** 3 hours

A study of the historic and futuristic uses of mass communication. Students will design strategies for potential applications of print and electronic media

**COMS 680 *Communication Research Methods*** 3 hours

The study and practice of the design, interpretation and evaluation of qualitative and quantitative research methods. A product of the course will be a formal thesis or project proposal.

**COMS 689 *Thesis Proposal and Research*** 3 hours**COMS 690 *Thesis Defense*** 3 hours

Intended to demonstrate a student's ability to carry out original research using one of three class research methods: historical-critical (qualitative), descriptive (qualitative and quantitative), or experimental (quantitative). Thesis may be designed to answer practical research questions, theoretical, or ethical issues of interest to scholars and professionals in the communication field.

**COMS 691 *Project*** 6 hours

Intended to demonstrate a student's ability to apply learning from the graduate program in a campaign or other major project completed for an actual client.

**COMS 697 *Special Topics*** 3 hours

Topics of special interest not included in the regular department offerings. May be taken more than once, but no topic may be repeated.

**COUNSELING*****COUC courses are open to Ph.D. students only*****COUC 700 *Theology and Counseling*** 3 hours

This is a study of evangelical, theological and ethical perspectives and their impact on pastoral and professional counseling. Particular emphasis is placed on biblical themes related to human nature, its ideal vs. its present condition, and the divine design for its restoration, health, and destiny.

**COUC 705 *Philosophy of Religion and the Helping Professions*** 3 hours

This course examines several issues that are commonly addressed in both philosophy of religion and counseling, like the problem of evil, the nature of persons, and the issue of religious doubt.

**COUC 710 *Advanced Group Counseling*** 3 hours

Students review counseling leadership styles in task-oriented and personal growth groups. Current research on group counseling models and application is critiqued. Emphasis is placed upon leadership behaviors that are most facilitative to the group process.

**COUC 715 *Applied Counseling Theories*** 3 hours

A review and critique of counseling theories. Research regarding counseling theory constructs, along with their application in different settings and populations, is reviewed.

**COUC 720 *Family Development*** 3 hours

A review of family therapy models, with special emphasis placed upon family change issues over the life span. Specifically, research is reviewed on family assessment, the family life cycle, and family pathology in the developmental context.

**COUC 725 *Counseling Religious Clients*** 3 hours

Counseling issues and special needs of religious clients are discussed, including philosophical and value differences and ethical issues. Students are encouraged to review techniques and therapy styles for different religious groups.

**COUC 730 *Issues in Integration*** 3 hours

Current trends and themes in integration literature are reviewed. Special emphasis is given to current philosophical, theological, and

psychological bases of integration, models of integration, and future themes.

**COUC 735 *Spirituality and Identity*** 3 hours

The Christian counselor must be in good spiritual as well as emotional and psychological health in order to assist those needing healing. Personal psychological assessment of each student will take place during this course. This course is intended to provide an opportunity for self-examination, as well as to suggest ways the counselor may sustain good spiritual health while assisting others in a broken world.

**COUC 740 *Advanced Research Design*** 3 hours

A review of the process and method of developing and conducting research. Emphasis will be placed upon the application of methods for development and preparation of the doctoral proposal.

**COUC 745 *Intermediate Statistics and Quantitative Research*** 3 hours

An examination of both quantitative and qualitative designs for research to assist the student in preparing a research proposal for discussion and critique in class. Each student will submit a formal written proposal.

**COUC 870 *Quantitative Research and Advanced Statistics Seminar*** 3 hours

The course is designed to assist dissertators in clarifying, developing, and completing their dissertations by examining both the methodological and practical issues involved in quantitative research designs and advanced, multivariate statistical methods. Under the supervision of the instructor, students will present their own dissertation research ideas to the seminar participants for discussion, critique, and advice. Specific attention will be given to insuring that students craft research questions that build upon previous research and then selecting an appropriate research design and statistical analytic strategy. Concerns about internal and external validity will be addressed, as well as measurement issues, data quality, statistical power, and effects sizes. Additionally, institutional guidelines regarding thesis and dissertation policies and procedures, the Human Research Review Committee application, publication options, timelines, committee membership, etc., requirements will be reviewed.

**COUC 871 *Advanced Qualitative Research Seminar*** 3 hours

The course is designed to assist dissertators in clarifying, developing, and completing their thesis by examining both the philosophical and methodological issues of qualitative research. Under the supervision of the instructor, students will present their own work to the seminar participants for discussion, critique, and advice. Additionally, institutional guidelines regarding thesis and dissertation policies and procedures, the Human Research Review Committee application, publication options, timelines, committee membership, etc., requirements will be reviewed.

### **COUNSELING**

**COUN 501 *Counselor Professional Identity, Function, and Ethics*** 3 hours

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

**COUN 502 *Human Growth and Development*** 3 hours

This course includes a survey of the organic, social, and psychological factors that influence the development of personality. It seeks to understand what makes a person distinctively different along with a critical evaluation of various theories of personality development, particularly as they relate to questions of values and religious commitment.

**COUN 503 *Research and Program Evaluation*** 3 hours

Prerequisite: MATH 201 or equivalent

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

**COUN 504 *Ethnicity, Families and Counseling*** 3 hours

This course focuses on the contribution of ethnic background to family makeup and functioning. Major ethnic minorities are studied along with the counseling approaches appropriate to each.

**COUN 505 *Counseling Techniques and the Helping Relationship*** 3 hours

Prerequisites: COUN 501 and 502

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 506 *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 507 *Theology and Spirituality in Counseling*** 3 hours

An examination of the content, comprehensiveness, and validity of several counseling theories that have been developed by prominent Christian counselors.

**COUN 510 *Theories of Counseling*** 3 hours

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

**COUN 512 *Group Process*** 3 hours

Prerequisites: COUN 501 and 502

This 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 required to participate in small groups for educational and self-assessment purposes.

**COUN 521 *Individual Appraisal*** 3 hours

Prerequisites: COUN 501, 502 and 503

A survey of the appraisal methods in education and psychology is given. Basic psychometric properties of these are also examined along with issues related to the use and interpretation of tests. Emphasis is on the use of tests by counselors and educators.

**COUN 522 *Career Development and Counseling*** 3 hours

Prerequisites: COUN 501 and 502

This 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 597 *Seminar*** 1 to 3 hours

**COUN 601 Marriage and Family Counseling I** 3 hours

Prerequisites: COUN 501, 502 and 504

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

**COUN 602 Marriage and Family Counseling II** 3 hours

Prerequisites: COUN 501, 502, 504 and 601

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

**COUN 603 Premarital and Marital Counseling** 3 hours

Prerequisites: COUN 501, 502, 504 and 601

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.

**COUN 604 Crisis Counseling and Brief Therapy** 3 hours

An examination of the theory and practice of crisis intervention and approaches to brief therapy.

**COUN 610 Human Sexuality** 3 hours

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

**COUN 611 Counseling Children and Their Families** 3 hours

Prerequisites: COUN 501, 502, 505 and 510

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

**COUN 620 Counseling Adolescents and Their Families** 3 hours

Prerequisites: COUN 501, 502, 505 and 510

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

Prerequisites: COUN 501, 502, 503, 510, 512, and 601

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

Prerequisites: COUN 501, 502 and 504

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

**COUN 646 Psychopathology and Counseling** 3 hours

Prerequisites: COUN 501, 502, 503 and 510

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 667 Clinical Diagnosis and Treatment Planning** 3 hours

Prerequisites: COUN 501, 502, 503, 505, 510, 521, and 646

Students become knowledgeable of the principles of clinical diagnosis and the development of treatment plans; includes use of

the current edition of the Diagnostic and Statistical Manual. Both Liberty University Online and Residential students complete this course in residence.

**COUN 668 Capstone Project** 3 hours

Prerequisites: Students in the 30-hour track may enroll in COUN 668 only during their final semester of studies

**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**COUN 691 Substance Abuse: Diagnosis, Treatment and Prevention** 3 hours

Prerequisites: COUN 501, 502, 503, 504, 505, 506, 507, 510, 512, 521, 522, 601, 646, and 667

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 Practicum** 3 hours\*

Prerequisites: COUN 501, 502, 503, 504, 505, 506, 507, 510, 512, 521, 601, 646, and 667

\*This course may be repeated.

Students will complete supervised counseling and counseling-related experiences in a professional setting. The primary focus is the development of counseling skills.

**COUN 699 Counseling Internship** 3 hours\*

Prerequisites: COUN 501, 502, 503, 504, 505, 506, 507, 510, 512, 521, 601, 646, 667, and 698 (if in the 48-hour degree)

\*This course may be repeated.

This course offers student participation in a clinical experience under supervision in an approved agency.

**COUN 711 Diagnosis and Treatment of Addictive Behaviors** 3 hours

Prerequisites: Ph.D. student or M.A. student who has completed COUN 501, 502, 503, 510 and 646

The psychological and psychosocial effects of various drugs are discussed, along with current information on addictive patterns and behaviors of individuals. Emphasis is placed on counseling skills and techniques in working with various types of addictive individuals.

**COUN 712 Neurological and Psychopharmacological Issues in Clinical Practice** 3 hours

Prerequisite: Ph.D. student or M.A. student who has completed COUN 646

This course is a study of neurology, brain-behavioral relationships, diseases, injuries, and psycho-pharmacology. The effects of psychotropic drugs on individuals are examined and Pastoral Care and Counseling treatments are developed.

**COUN 713 Community Systems Counseling: Programs and Practice** 3 hours

Prerequisite: Ph.D. student or M.A. student who has completed COUN 646

Principles of service delivery in community agencies is reviewed, including roles and functions of counselors, trends in community systems, problems, and special populations.

**COUN 714 Counseling Supervision** 3 hours

Prerequisite: Ph.D. student or M.A. student who has completed COUN 699

Theory, practice, and experience of supervision for counselors in training are reviewed. Students apply principles and theory while supervising other students, as well as being supervised themselves.

**COUN 716 Consultation in Human Services** 3 hours

Prerequisite: Ph.D. student or M.A. student who has completed COUN 646

Consultation strategies in working with individuals and groups are surveyed. Topics, problems, and research are taken from counseling, adult education, community service agencies, and instructional technology.

**COUN 747 Teaching and Learning** 3 hours

The course is designed to address the need for counselor educators to operate within a biblically framed pedagogy. To do so, the course examines established and emerging teaching and learning perspectives and practices, viewed through the lens of Scripture, as foundational for developing and reflectively practicing a personal philosophy of education. Participants will be expected to reflect on their own learning, as well as dialogue with others, to build a meaningful education learning community.

**COUN 797 Counseling Seminar** 3 hours

An intensive study in a specific subject of Professional Counseling. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**COUN 800 Personality Testing** 3 hours

Prerequisites: COUN 521 and 646

Use and application of personality assessment instruments are discussed, including projective tests with individuals. Students learn testing procedures as well as application of results and use in diagnosis and treatment planning.

**COUN 801 Pastoral Care and Counseling in the New Millennium Church** 3 hours

This course presents an overview of the field of pastoral care and counseling in the local church setting.

**COUN 805 Advanced Psychopathology and its Treatment** 3 hours

Prerequisite: COUN 646

This course presents a comprehensive examination of the major psychiatric disorders contained in the Diagnostic and Statistical Manual of Mental Disorders, including Personality Disorders and Character Flaws. Students will learn multi-axial diagnosis and develop treatments for these disorders.

**COUN 806 Cognitive Theory in Counseling** 3 hours

Prerequisite: COUN 646

An overview of theoretical foundations of cognitive therapy. Students learn the assessment, conceptual framework, strategic focus, and technical details of how cognitive therapy is conducted.

**COUN 820 Advanced Readings in Pastoral Care and Counseling** 1 to 3 hours

An advanced reading class of an approved subject area in pastoral care and counseling.

**COUN 850 Advanced Theory in Career Development** 3 hours

Prerequisite: COUN 522

A thorough grounding in current career development theories and application is provided. Special attention is given to career

development, career counseling with special populations, and decision-making models.

**COUN 852 Growth and Development of the Contemporary Minister** 3 hours

An in-depth look at the person in the ministry. Extensive testing will form the foundation for this course and the results of the testing will be used to develop a growth profile for the individual student.

**COUN 875 Advanced Family Counseling** 3 hours

Advanced theoretical foundations and intervention for the practice of marriage and family therapy. Emphasizes intervention for couples and families in conflict. Treatment strategies and goals for intervention in specific areas of family conflict are described. Supervision of current cases are employed.

**COUN 980 Ministering to Troubled Families** 3 hours

This course presents a biblical-theological base for resolving issues related to marriage and family problems developed within the context of the current American lifestyle.

**COUN 985 Pastoral Counseling with Couples in Distress** 3 hours

Provides an in-depth study of marital distress and dissolution, theory, intervention strategies, and factors central to marital stability, growth, and health.

**COUN 989 Dissertation Proposal and Research** 6 hours

Preparation for research and writing of the Dissertation.

**COUN 990 Dissertation Defense** 3 hours**COUN 995 Directed Research** 3 to 6 hours

An individually selected research project or tutorial under supervision of the student's advisor.

**COUN 997 Counseling Seminar** 3 to 6 hours

Prerequisite: COUN 646

An intensive study in a specific subject of Professional Counseling. This course allows variation in the approach and content of the regular curriculum, and often will be used by visiting professors.

**COUN 998 Advanced Practicum** 3 hours

Supervised practice of counseling. Focus is on the skills and development of the counselor under the supervision and guidance of staff in that setting. Students will actively participate in counseling situations with individuals and groups.

**COUN 999 Internship in Counseling** 6 hours

Work with individual or groups in practical situations under the supervision and guidance of staff in that setting. Open only to doctoral students or by consent of the department.

**DISSERTATION****DISS 989 Dissertation Proposal and Research** 3 hours**DISS 990 Dissertation Defense** 3 hours**DOCTOR OF MINISTRY****DMIN 989 Thesis Project Proposal and Research** 3 hours**DMIN 990 Thesis Project Defense** 3 hours**DISCIPLESHIP MINISTRIES****DSMN 500 Discipleship Ministries** 3 hours

This course will examine the biblical, general and specific steps to enable a person first to be a disciple. Then will discover systems, biblical principles, and methods that create a disciple making context. The systems will cover both the macro level and the micro level. Once this has been discovered and discussed the student will select a disciple making system and create a micro-level disciple making plan for a local church.

**DSMN 505 Church Administration** 3 hours

A study of administrative principles and practices for the local church. The course examines staff, finances, buildings, and public relations in churches and integrates material from both religious and secular sources.

**DSMN 597 Seminar in Educational Ministries** 1 to 3 hours**DSMN 601 Ministry of Teaching** 3 hours

A practical study of the New Testament ministry of teaching with emphasis given to the philosophy, principles, and practices of teaching-learning situations, with experience in preparation and presentation and organization of teacher education courses.

**DSMN 605 Christian Leadership** 3 hours

This course examines the functions or tasks of leadership: planning, organizing, directing, staffing, and controlling. A unit is included on time management and personal planning for the Christian worker. The emphasis is to improve leadership abilities of the students and to prepare them to develop leadership in others.

**DSMN 615 Educational Programs in the Southern Baptist Convention** 3 hours

The course will introduce the structure, programs, curriculum, and terminology of the Southern Baptist Convention. It is designed especially for students desiring to work in a Southern Baptist Church.

**DSMN 620 Strategic Driven Ministries** 3 hours

Strategic Driven Ministries prepares the individual to not only understand how a purpose driven strategy works within a local church, but it also enables the student to put a purpose driven strategy into practice. The student will examine core biblical passages and create a clear vision/ mission/values statement. Particular attention will be given to how to measure success in a Purpose Driven model.

**DSMN 630 Small Group Ministries** 3 hours

Ministry of Small Groups prepares the individual to serve and equip the church to embrace, plan for, implement and evaluate small group ministry. In addition to helping establish a clear biblical basis for small groups, this course is divided into two distinct, but related, topics. The first aspect deals with the issue of organizing and ministering small group ministry. The second aspect deals with the dynamics related to small group leadership. The focus is on one leader and one group.

**DSMN 695 Directed Research in Educational Ministries** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specific area.

**DSMN 697 Seminar in Educational Ministries** 3 hours

An intensive study in a specific subject of educational ministries. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**DSMN 876 Creative Ministry Uses for the Computer** 3 hours

An introduction to computer usage in the local church. The application of personal computers to the needs of the local church (word processing, financial management, pastoral care, sermon preparations, and evangelism) will be studied. Various software and hardware manufacturers will be examined. The course project will consist of implementing computer programs into the student's ministry.

**DSMN 972 Managing the Local Church** 3 hours

A detailed study will be made of managing staff, finances, and buildings of a local church. Students will have an opportunity to evaluate critically the management systems in their place of ministry.

**DSMN 974 Developing Lay Leadership** 3 hours

An intensive study is made of selecting the right persons, proper enlisting procedures, and training programs for lay leadership. Special attention is given to preparing job descriptions with qualifications and selecting the right laymen for the positions. Local church Bible institutes and other lay leadership training programs, including in service training programs, are examined.

**DSMN 978 Media in the Ministry** 3 hours

This course will explore the alternative ministry uses of the electronic media. Experience will be provided in preparing and producing Christian programs and spot messages.

**DSMN 995 Directed Research in Educational Ministries** 1 to 3 hours

Prerequisite: Offered to M.A. and Th.M. students or by permission of instructor and advisor

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specific area.

**DSMN 997 Seminar in Educational Ministries** 3 hours

An intensive study in a specific subject of educational ministries. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**EDUCATION****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 504 Historical and Philosophical Foundations of Education** 3 hours

A comprehensive survey of the historical and philosophical development of education. Emphasis is placed upon analysis of religious and public educational trends in the past and present. The candidates will be required to formulate a personal, Christian world view 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

Prerequisite: EDUC 506 or equivalent course in tests and measurements

An examination of descriptive statistics and basic inferential statistical techniques. Also, hypothesis testing, confidence intervals and correlation techniques will be studied.

**EDUC 518 Understanding Educational Research and Assessment** 3 hours

Overview of the nature of research on human development, learning, and pedagogical knowledge and skills. Topics include current trends and issues in education, skills in data collection and assessment, and application of research in the school setting.

**EDUC 521 Foundations of Exceptionality** 3 hours

Prerequisite: EDUC 500 or equivalent

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. Recommended as the first special education course.

**EDUC 524** *Collaborating for Successful Inclusive Classrooms* 3 hours  
Prerequisite: EDUC 500 or equivalent  
A study of the types and characteristics of students with learning disabilities. Emphasis will be placed on classroom intervention strategies. Field experience required.

**EDUC 525** *Collaborating for Successful Transitions* 3 hours  
Prerequisite: EDUC 500 or equivalent  
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  
Prerequisite: EDUC 500 or equivalent  
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 530** *Teaching Mathematics* 3 hours  
Prerequisite: EDUC 500 or equivalent  
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  
Prerequisite: EDUC 500 or equivalent  
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 instructional activity in each of eight subject areas.

**EDUC 533/ ENGL 554** *Teaching Writing Across the Curriculum* 3 hours  
This course investigates theories and applications of writing to learn, using writing as a means of learning in the English classroom and within the disciplines.

**EDUC 535** *Secondary Instructional Procedures* 3 hours  
Prerequisite: EDUC 500 or equivalent  
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 554** *Reading and Language Acquisition* 3 hours  
Prerequisite: EDUC 500 or equivalent  
A study of foundations of reading and language acquisition principles, techniques, and materials for developmental reading programs. Field experience required.

**EDUC 556** *Teaching Content Area Reading* 3 hours  
Prerequisite: EDUC 500 or equivalent  
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 571** *Curriculum Fundamentals* 3 hours  
Prerequisite: To be taken the semester directly before student teaching or during student teaching

An introduction to basic concepts and issues related to curriculum design, development, change and evaluation.

**EDUC 590** *Student Teaching I* 3 hours  
Prerequisite: Completion of all program course work.  
Co-teaching with a responsible classroom teacher in an accredited K-12 institution and participation in professional activities. Applies what has been learned to the actual process of teaching and guiding K-12 students. Offers practice in all phases of teacher responsibility. Lab fee.

**EDUC 591** *Student Teaching II* 3 hours  
Prerequisite: Completion of all program coursework and employment as a full-time K-12 teacher  
Teaching in an accredited K-12 institution and participation in related professional activities. Applies what has been learned to the actual process of the classroom for which the candidate has been employed. Lab fee.

**EDUC 601** *Professional Development in Middle Grades Education* 3 hours  
This class will heighten Middle Grade Educators' understanding of their personal pedagogy by encouraging reflective practice through individualized and collaborative professional development opportunities.

**EDUC 602** *Young Adolescents, Schools and Communities* 3 hours  
An overview of the characteristics and issues related to transcendence and their implications for educational practice. Understanding of preadolescent physical, social, emotional, intellectual, and spiritual development will be applied to school processes and the teacher's interaction with middle school students and families.

**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 604** *Foundations of Education* 3 hours  
This course is a comprehensive survey of the historical development of education. Emphasis is placed on American education and the emergence of the Christian School Movement.

**EDUC 618** *Applications of Educational Research* 3 hours  
Prerequisite: EDUC 518 or equivalent  
Principles and techniques in the utilization of research methods to solve problems and answer questions in educational settings. This course requires completion of a major research project, along with demonstration of skills in using technology as a tool in qualitative and quantitative educational research and assessment.

**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 extracurricular models. Strategies for securing funding for gifted programs will be explored.

**EDUC 621** *Educational Assessment for Special Needs* 3 hours  
This course examines the processes and strategies for assessing students with special needs.

**EDUC 622** *Educational Assessment and Intervention* 3 hours  
A study of the techniques and procedures of educational identification and intervention strategies, collaboration, and referral. Field experience required.

**EDUC 623** *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 624 Classroom Management** 3 hours

This course will explore research for instructional approaches and methods for classroom management. Emphasis will be placed on management styles and the various methods associated with those styles.

**EDUC 627 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 632 Language Acquisition and Instruction** 3 hours

A study of the major perspectives on the acquisition 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. Field experience required. (Formerly EDUC 532)

**EDUC 634 Teaching Science in the Elementary School** 3 hours

Contemporary methods and research for teaching science to elementary-aged students.

**EDUC 635 Teaching Science in the Middle School** 3 hours

Contemporary methods and research for teaching science to middle school students.

**EDUC 636 Teaching Social Studies in the Elementary School** 3 hours

An analysis of trends and practices of teaching social studies in the elementary school. An emphasis will be made on how to transfer theory into practice through preparation of activities and materials appropriate for the elementary classroom and critical reflection on those very materials and approaches. Students will plan instruction considering student-based diversity, instructional demands of the field and the best integration of other tools and disciplines. Teaching candidates will be required to prepare these instructional elements focused on the Virginia Standards of Learning.

**EDUC 637 Teaching Social Studies in the Middle School** 3 hours

An analysis of trends and practices of teaching social studies in the middle school, and its contextual relationship to elementary and secondary instruction in social science. An emphasis will be made on how to transfer theory into practice through preparation of activities and materials appropriate for the elementary classroom and critical reflection on those very material and approaches. Students will plan instruction considering student-based diversity, instructional demands of the field and the best integration of other tools and disciplines.

**EDUC 640 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 641 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 642 Leadership and Supervision in Education** 3 hours

Methods, theories and research applying to supervision and leadership at the elementary school level of education: analyses made concerning the work of curriculum directors, general supervisors, special supervisors, and 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 645 Foundations for Educational Leaders** 3 hours

A study in the philosophy, precepts, and principles of education applied to Christian leadership in the educational setting. Emphasis is placed on self-investigation and analysis of leadership skills, strengths, and styles.

**EDUC 646 School-Community Relations** 3 hours

Prerequisite: 6 hours in the core area of the program

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 647 School Law** 3 hours

Prerequisite: 6 hours in the core area of the program

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 648 School Finance and Management** 3 hours

Prerequisite: Six hours in the core area of the program

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 650 The Specialist and the School Program** 3 hours

Prerequisite: EDUC 530 or 554 or 627 or 670 or equivalent course. Program Specialists: To be taken the semester directly before or during internship.

An investigation of research-based intervention for school programs. The role of the specialist in relationship to the total school program is also examined (including reading, math, gifted, and early childhood specialists). Field experience required.

**EDUC 652 Current Issues in School Programs** 3 hours

Prerequisite: EDUC 530 or 554 or 627 or 670 or equivalent course. Program Specialists: To be taken the semester directly before or during internship.

An examination of current standards and exploration of controversies related to school programs (including reading, math, gifted, and early childhood specialists).

**EDUC 655 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 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. Field experience required.

**EDUC 661 Consultation, Coordination and Referral** 3 hours

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 670 Curriculum and Methods for 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 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 672 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 673 Curriculum and Methods for the Middle School** 3 hours

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 675 Elementary Curriculum and Methods** 3 hours

An overview of the current issues and trends in the field of elementary teaching and curriculum.

**EDUC 676 Middle Grades Curriculum and Methods** 3 hours

An overview of the current issues and trends in the field of middle grades teaching and curriculum.

**EDUC 690 Thesis Defense** 3 hours

Prerequisite: EDUC 518 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-directive, independent study; that is, it develops the individual's ability as an independent student and enables the student to pursue needed study or to pursue a particular interest (thesis or project). May be repeated for credit to a maximum of 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 698 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 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 level courses are only for students in the Ed.S. and Ed.D. programs. 800 and 900 level courses are only for students in the Ed.D. program.**

**EDUC 701 Theory and Research in Educational Psychology** 3 hours

Theories and research in educational psychology will be examined, including recent theories and research about classroom management, learning, motivation, diversity, exceptionalities, assessment, and teaching. Discussion, analysis of cases, examination of personal experiences in schools, cooperative projects, and other activities will also be included.

**EDUC 703 Theories of Historical and Social Foundations of Education** 3 hours

Advanced study covering the historical and philosophical principles and theories that have shaped education on a global basis.

**EDUC 712 Advanced Educational Statistics** 3 hours

Prerequisite: EDUC 518 or an equivalent course in educational research

This course involves an examination of descriptive statistics and basic inferential statistical techniques. Hypothesis testing, confidence intervals, analysis of variance, correlation techniques and nonparametric statistical methods will be discussed.

**EDUC 715 Quantitative Methods of Research** 3 hours

Prerequisite: EDUC 712

This course is designed for those planning to write a dissertation. An examination of quantitative designs for educational research topics will be considered. These are: Developing a research problem, Reviewing the Literature, The Hypothesis, Descriptive Statistics, Sampling and Inferential Statistics, Tools of Research, Validity and Reliability, Experimental Research Designs, Ex Post Facto Research, Correlational Research, Survey Research, Guidelines for Writing a Quantitative Research Proposal, and Interpreting and Reporting Results of Quantitative Research.

**EDUC 718 Advanced Research and Writing** 3 hours

This course will provide an overview of current educational research and its use as an inquiry tool. Students will apply professional writing skills by completing a final research project for the Ed.S. program, and by writing and submitting an article for publication.

**EDUC 721 Researching Issues and Trends in Exceptionality** 3 hours

A research oriented course that focuses on issues and trends that face the discipline of special education. The course utilizes research to analyze and examine through written discussions controversial issues in various areas of exceptionalities.

**EDUC 730 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 735 Issues and Trends in Teaching and Learning** 3 hours

An overview of the current issues and trends in the field of education, specifically targeting the area of teaching and learning.

**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

Prerequisite: EDUC 741

An investigation into the issues and practices of developing communication and relationships to enhance support for educational activities within and outside the school.

**EDUC 745 Systems Analysis** 3 hours

Prerequisite: EDUC 741

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 747 Advanced School Law** 3 hours

An in-depth study into educational law and how social and cultural changes are directing how our courts act and react. A new global mind-set present in our high courts has and will continue to re-direct how our courts view many judicial rulings and from those considerations a new set of legal precedents will emerge impacting how our educational systems are viewed by those courts.

**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 817 Qualitative Methods of Research** 3 hours

Prerequisite: EDUC 712

This course examines qualitative methods used in educational research, focusing primarily on participant-observation, asking questions, writing field notes, and on the transformation of these primary field data into written ethnographic documents. (Formerly EDUC 717)

**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

Prerequisite: Candidacy status

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 848 Culture and Educational Leadership** 3 hours

Prerequisite: EDUC 715, 817

This course deals with the complexities of multicultural issues in school systems by exploring the history, philosophy, and goals of multicultural education. Emphasis is given to the role of educational leaders in evaluating cultural issues in the context of a Biblical worldview and developing practices that maximize the opportunities of cultural diversity.

**EDUC 849 College and University Administration** 3 hours

Prerequisite: EDUC 715, 817

A study of the administrative and organizational aspects of colleges and universities with emphasis on principle organizational components, and contemporary leadership issues.

**EDUC 871 Investigations in Curriculum Change** 3 hours

Prerequisite: EDUC 771 or equivalent

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

Prerequisite: EDUC 771 or equivalent

Designed for candidates in advanced study with a research orientation. Content and emphasis will vary according to student needs and current issues.

**EDUC 895 Advanced Directed Research** 3 hours

Prerequisite: 12 hours of 600-800 level education courses and approval of instructor

Offers opportunity and challenge for advanced independent research to develop the individual's ability as an independent student and enable the student to pursue needed study or to pursue a particular interest (thesis or project). May be repeated for credit to a maximum of 6 hours.

**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 919 Professional Writing and Research** 3 hours

Prerequisite: EDUC 715, 817

Overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. Includes components of research design. (Formerly EDUC 719)

**EDUC 970 Comprehensive Exam** \*No Credit

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. \*Tuition charged for a one hour course.

**EDUC 989 Dissertation Proposal and Research** 3 hours

Prerequisite: EDUC 919

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.

**EDUC 990 Dissertation Defense** 6 hours

Prerequisite: EDUC 970, 980

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.

**ENGLISH****ENGL 501 Christian Poetics** 3 hours

This course assists the student in developing, through reading and discussion of salient critical texts, a distinctly Christian poetics: a set of principles by which the reader analyzes, interprets, and evaluates literature in a manner consistent with a biblical worldview.

**ENGL 503 Bibliography and Research** 3 hours

This course provides students with an introduction to graduate-level research and bibliography methods in the field of English. In addition, students will practice the primary forms of writing expected of graduate students.

**ENGL 505 Advanced Literary Criticism** 3 hours

An inquiry into the nature and functions of Anglo-American literary criticism and theory. A review of ancient, early Modern, and 18- and 19<sup>th</sup>-Century figures as context for analysis and critique of a selected recent theorist.

**ENGL 507 Teaching Composition** 3 hours

This course introduces composition studies—its theory, research, scholarship and pedagogy—and the teaching of academic composition classes. Students will engage in both theoretical and practical approaches to teaching writing. This course is required of all Graduate Teaching Assistants who plan to teach English composition classes at LU and must be taken prior to or concurrently with their first semester of teaching.

**ENGL 510 Studies in Ancient Literature/Classics** 3 hours

A study of the literature of the ancient Greek and Roman world, with the works studied each semester to be determined by the genre emphasized (epic, tragedy, comedy). The inquiry into the nature of this body of literature will revolve around an investigation of the

poets' peculiar visions and the limits of the genre studied, with reference the theories of Aristotle and Plato regarding the nature and purpose of poetry and civil life.

**ENGL 511 *Christian Authors*** 3 hours

This course offers advanced study of selected authors, themes, or genres that either reflect or respond to Christian belief as well as analysis of the relationship of such texts to both Christian culture and the larger world.

**ENGL 512 *Seminar in British Authors*** 3 hours

This course explores the works and contexts, both critical and historical, of a major British author. Authors studied might include Chaucer, Spenser, Fielding, Thackeray, or Joyce, among others.

**ENGL 513 *Linguistics*** 3 hours

This course lays a foundation for studying and understanding not only English, but any language, primarily from the functional/typological approach, but also from the generative one. Principles will be learned via text analysis, breaking down a language into its basic constituents relative to its phonology, morphology, syntax and discourse.

**ENGL 515 *Studies in British Literature*** 3 hours

This course offers a focused study of a specific time period, genre, or major figure in British literature.

**ENGL 517 *Old English Literature*** 3 hours

This course is an introduction to Old English language, literature, and culture. It will focus on an introduction to the language itself with a central view to reading the literature of the Anglo-Saxon world. The course will therefore also involve an introductory study of Anglo-Saxon culture and the history of the Anglo-Saxon peoples.

**ENGL 523 *Shakespeare*** 3 hours

A study of selected works from the Shakespearean canon, with the chief focus each semester determined by genre (tragedy, comedy, or history).

**ENGL 529 *Studies in American Literature*** 3 hours

This course offers a focused study of a specific time period, genre, or major figure in American literature.

**ENGL 532 *Seminar in American Authors*** 3 hours

An in-depth study of the life and literary works of one major American writer who made significant contributions to the canon of American literature.

**ENGL 533 *Advanced Grammar*** 3 hours

Advanced Grammar will encompass the basic as well as the most complex constituents of the English language, not just in sentence structures, but in phonology, morphology, and discourse.

**ENGL 537 *African-American Literature*** 3 hours

This course is a study of selected African-American Literature from the Seventeenth-Century (including the vernacular tradition) through the present, introducing students to the literary, cultural, and historical contexts of selected works. The course focuses on each of the three major genres of poetry, prose, and drama from a representative sample of periods of African American literature - 17<sup>th</sup> Century, 18<sup>th</sup> Century, 19<sup>th</sup> Century, and 20<sup>th</sup> Century - in an attempt to show the breadth and variety of African-American literary tradition.

**ENGL 550 *Nonfiction Writing*** 3 hours

This course will survey various tools and techniques which assist in the writing of nonfiction works: essays, articles, memoirs, trade books, travelogues, biographies, etc. Exemplary nonfiction works will be reviewed. Attention will also be given to the roles of agents, editors, and publishers in the production of nonfiction literature. A significant portion of the course will be dedicated to the production of publishable works by the students.

**ENGL 551 *Poetry Writing*** 3 hours

Integrating instruction, exercise, and feedback on work from the instructor and classmates, this course teaches students

techniques in producing publishable poetry as well as in creating a variety of poetic forms.

**ENGL 552 *Fiction Writing*** 3 hours

Integrating instruction, exercise, and feedback on work from the instructor and classmates, this course teaches students the craft of fiction writing with attention to setting, mood, theme, character, dialogue, plot, point of view, tone and style, description, technique, and publication.

**ENGL 554 *Teaching Writing Across the Curriculum*** 3 hours

This course investigates theories and applications of writing to learn, using writing as a means of learning in the English classroom and within the disciplines.

**ENGL 564 *History of the English Language*** 3 hours

Assuming a general background in the histories of Old, Middle, and Modern English, this course focuses on the rise of English to a global language, beginning with the ages of exploration, science, and technology, and the rise of the political, economic, and cultural influences of English speaking peoples.

**ENGL 595 *Directed Research*** 3 hours

Prerequisite: Approval of program director is required

This course will allow a student to work individually with a professor or to take an approved course outside of the English program for credit.

**ENGL 613 *Contemporary and Postmodern Literature*** 3 hours

A study of contemporary (post-World War II) fiction, poetry, and/or drama and of postmodern world literature. Readings include American, English, and world literature.

**ENGL 656 *World Literatures*** 3 hours

This course is a study of selected western and non-western masterpieces from antiquity to the present.

**ENGL 689 *Thesis Proposal and Research*** 3 hours

This course is designed to help students complete their M.A. Thesis. It is expected that research for the thesis project will be relevant to the student's study in the master's program and will make an academic contribution to the research in English.

**ENGL 690 *Thesis Defense*** 3 hours

### **ETHNOMUSICOLOGY**

**ETHM 500 *Ethnic Music Theory*** 3 hours

The study of non-Western theories of music, with an emphasis on both existing systems of art and folk music as well as systems without an articulated theory.

**ETHM 511 *Introduction to Ethnomusicology*** 3 hours

The study of traditions, belief systems and practices of world cultures as approached through the comparative study and analysis of the music cultures of contrasting ethnic groups. Specific cultures studied may vary each term.

**ETHM 512 *Field of Ethnomusicology*** 3 hours

The study of various philosophical approaches in the practice of ethnomusicology. Primary emphasis is given to research of the history of the discipline, comparative analysis, and readings of some major contributors in the field of ethnomusicology.

**ETHM 513 *Anthropology of Music*** 3 hours

Explore the anthropological side of ethnomusicology by examining a wide variety of theoretical and ethnographic approaches to music culture analysis.

**ETHM 514 *Organology*** 3 hours

The study of sound instrument classifications and characteristics, their use in Western and non-Western cultures, and the variety of contexts in which instruments are found. Emphasis is also given to recent approaches and uses in the field of organology.

**ETHM 515 *Music, Orality and Storytelling*** 3 hours

The examination of various strategies for using music to break down cultural barriers and build bridges for intercultural

relationships, including chronological storytelling in cultures of oral tradition.

**ETHM 530 *Worship and Culture*** 3 hours

A study of worship as observed in biblical examples. Scriptural principles regarding worship are applied to the life of the individual and to individual responsibility in the corporate worship experience. Emphasis is on building a theological orientation for interculturality by understanding the nature of worship as the foundation for building interdependent relationships in the kingdom of God.

**ETHM 531 *Resources and Materials in Ethnomusicology*** 3 hours

Bibliographic research in the field of ethnomusicology. Students will identify, access, evaluate and interpret ethnomusicology resources and materials while performing research of the socio-musical culture of selected ethnic group(s).

**ETHM 540 *Seminar in Ethnic Music: Islam*** 3 hours

**ETHM 541 *Seminar in Ethnic Music: India*** 3 hours

**ETHM 542 *Seminar in Ethnic Music: Native America*** 3 hours

**ETHM 543 *Seminar in Ethnic Music-Africa*** 3 hours

**ETHM 544 *Seminar in Ethnic Music: Latin America*** 3 hours

**ETHM 545 *Seminar in Ethnic Music: Middle East*** 3 hours

**ETHM 546 *Seminar in Ethnic Music: China*** 3 hours

**ETHM 547 *Seminar in Ethnic Music: Southeast Asia*** 3 hours

**ETHM 548 *Seminar in Ethnic Music: Indonesia*** 3 hours

**ETHM 549 *Seminar in Ethnic Music: Eastern Europe*** 3 hours

Concentrated study of a selected ethnic music culture. In scheduling each seminar, consideration will be given to student interest and the availability of appropriate guest musicians.

**ETHM 560 *Ethnic Music Performance*** 3 hours

Individual and/or ensemble performance in an ethnic music instrumental or vocal genre. The performance genre will be arranged in cooperation with the Coordinator of Ethnomusicology, who will also approve the instrumental or vocal genre to be studied. A minimum of ten (10) 30-minute lessons, ten (10) 60-minute ensemble rehearsals, or a combination thereof is required for **each** of the three credits. May be repeated for credit.

**ETHM 600 *Transcription and Analysis of Non-Western Music*** 3 hours

Practice in the generative transcription and theoretical analysis of non-Western music systems, including etic and emic elements, systems of notation, and computer-assisted analysis.

**ETHM 613 *Applied Ethnomusicology*** 3 hours

The practice of ethnomusicology including: 1) a summary of technology and audio/video recording practices; 2) development of professional and intercultural relationships; 3) contextualization of music in worship, discipleship, and evangelism; 4) promoting the creation of indigenous Christian songs; 5) promoting the distribution of such songs through appropriate media; and, 6) introduction to other areas of "applied ethnomusicology."

**ETHM 650 *Research Methods in Ethnomusicology*** 3 hours  
Prerequisite ETHM 531

Introduction to research methodologies in preparation for completion of the capstone project in ethnomusicology.

**ETHM 688 *Field Experience in Ethnomusicology*** 3 hours

Extended field experience in a cross-cultural setting providing for the on-site application and appraisal of skills learned in the classroom. The internship provides a basis for field research for the Master's Thesis or Project. The thesis advisor will be assigned in collaboration between the student and the Coordinator of Ethnomusicology.

**ETHM 689 *Master's Thesis/Project Proposal and Research*** 3 hours

Prerequisite ETHM 688

Completion of the Master's Thesis or Project. This course is required **each** semester following ETHM 688: Field Experience in Ethnomusicology **only** for students who have not made sufficient progress so as to demonstrate they will be able to complete the thesis or project within the time frame required in ETHM 690: Master's Thesis or Project Defense.

**ETHM 690 *Master's Thesis/Project Defense*** 3 hours  
Prerequisite ETHM 688

The culmination of the degree program in the form of written and/or oral defense of the research thesis or application project. The final document should reflect the ability of the student to integrate the various facets of course preparation to practical research in the field of ethnomusicology or a field project.

## EVANGELISM

**EVAN 500 *Church Growth I: Spiritual Factors of Church Growth*** 3 hours

An examination of spiritual factors of church growth such as prayer, fasting, revival, anointed preaching and worship. The student will analyze and develop programs to produce balanced growth in evangelism and discipleship.

**EVAN 510 *Church Growth II: Evangelism and Church Growth*** 3 hours

An introductory study in evangelism and church growth principles, stressing the biblical and theological basis of evangelism as reflected in and through the local church.

**EVAN 530 *Church Growth III: Applied Church Growth - Case Studies*** 3 hours

Prerequisite: EVAN 510

Student involvement in the process of evaluating the strengths, weaknesses and possible programs for growth of local churches. The principles of church growth are empirically applied to an existing church, using the sociological research methods of case study.

**EVAN 550 *Church Growth IV: Church Planting*** 3 hours

An introduction to the skills and knowledge needed to plant a New Testament church "in culture." A survey is given of the various schools of church planting with an evaluation of their strengths and weaknesses.

**EVAN 565 *Contemporary Evangelism*** 3 hours

A study of the evangelistic imperative and various methods of personal witnessing. Particular emphasis is given to follow-up, discipleship, and memorizing key Bible verses.

**EVAN 597 *Seminar in Evangelism*** 1 to 3 hours

**EVAN 610 *Church Planting Methods and Culture*** 3 hours

This course combines study of various cross-cultural methods with exegesis of North American culture. In specific, focus will be given to methods deemed effective in reaching the "Builder," "Boomer," and "Buster" generations, with special emphasis on the millennial generation of North America.

**EVAN 650 *Church Growth V: Cross Cultural Evangelism and Church Growth*** 3 hours

A study of cross-cultural evangelism and church growth. Emphasis is placed on evangelizing and ministering in a pluralistic context.

**EVAN 660 *Leading the Healthy, Growing, Multiplying Church*** 3 hours

This course teaches the necessary areas of pastoral leaderships regarding church growth and health issues. It further addresses the process of church multiplication. A section of it would discuss church health and growth in the early years of a new church.

**EVAN 670 *Strategic Prayer and Spiritual Warfare*** 3 hours

This course addresses necessary aspects of angelology, personal prayer life, and holy living. It further helps the student form effective corporate church based prayer strategies.

**EVAN 695 Directed Research in Evangelism** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specific area of evangelism.

**EVAN 697 Seminar in Evangelism** 3 hours

An intensive study in a specific subject of evangelism. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**EVAN 851 Twenty-First Century Techniques and Tools for the Revitalization of the Church** 3 hours

A biblical and sociological investigation of the nature and mission of the Church in light of current trends and needs. An evaluation of emerging forms of ministry will be made. The student will evaluate his present ministry and its potential for future development.

**EVAN 900 Church Growth III: Applied Church Growth - Case Studies** 3 hours

Prerequisite: EVAN 510

Student involvement in the process of evaluating the strengths, weaknesses and possible programs for growth of local churches. The principles of church growth are empirically applied to an existing church, using the sociological research methods of case study.

**EVAN 910 Spiritual Factors of Church Growth** 3 hours

A study in the various aspects of the Christian life (types of Christian experiences) and of the biblical and theological basis of Christian experiences as reflected in and through local churches. The course includes a basic introduction to the various ministries and principles of Church Growth as related to Christian experiences and the correlation to ministry and Church Growth.

**EVAN 930 Revivals and Church Growth** 3 hours

An examination of the history of spiritual revival awakenings and their influence on the church life and growth. This course will study the sociological and spiritual milieu out of which these movements arose and what impact they had on cultural society. The class will seek to discover the theological and biblical principles of those movements and apply them to the contemporary church.

**EVAN 950 Leading the Healthy Church** 3 hours

This course is designed to show the student the skills needed for giving leadership in a healthy, growing, multiplying 21<sup>st</sup> century church. In addition to foundational pastoral leadership skills, emphasis will be placed on church health/growth, church planting, church multiplication, and postmodern ministry factors.

**EVAN 970 Building a Dynamic Evangelism Strategy** 3 hours

The class will explore various approaches to establishing a viable and dynamic evangelism strategy for the local church. There will be a special emphasis on biblical principles, evangelism planning, and multiplication as the core value.

**EVAN 995 Directed Research in Evangelism** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specific area of evangelism.

**EVAN 997 Seminar in Evangelism** 3 hours

An intensive study in a specific subject of evangelism. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**GOVERNMENT****GOVT 697 Special Topics in Government** 1 to 3 hours**GRADUATE STUDIES****GRST 500 Introduction to Graduate Writing** No Credit

This course is designed to give students the skills they need to complete successful written projects in graduate-level courses.

Students who pass the course will demonstrate proficiency in the following areas: grammar, punctuation, syntax, diction, organization, revision, documentation, and topic development.

**EUROPEAN HISTORY****HIEU 550 20<sup>th</sup> Century Germany** 3 hours

This course covers the history and historiography of the German states from the early nineteenth century to the present. Study of the rise of German nationalism, pattern of German unification, and dissolution and reunification of Germany in the twentieth century provides the focus of this course. Students will also discuss cultural, religious, and gender issues.

**HIEU 555 Modern European Military History** 3 hours

This course examines of modern European military history from the French Revolution in 1789 until the present day as well as the historiography of the field. While focusing on conflicts in Europe, the course also examines European imperial wars. Demographic, industrial, social, and technical developments that shaped the pattern of European warfare provide the background for this class.

**HIEU 570 18<sup>th</sup> Century Europe** 3 hours

This course will examine the political, social, economic, and intellectual developments in selected European countries from the late seventeenth century to the end of the Napoleonic Era.

**HIEU 580 19<sup>th</sup> Century Europe** 3 hours

The course will cover the political, social, economic, and intellectual developments in selected European countries from the Congress in Vienna to the outbreak of World War I.

**HIEU 590 20<sup>th</sup> Century Europe** 3 hours

The political, military, social, economic and intellectual developments in selected European countries from 1914 through 1945 will be analyzed. Topics include causes of WWI, the Versailles Peace Conference, rise of Fascism and Communism, origins of World War II, the war, the holocaust, and end of WWII, setting the stage for the Cold War.

**HIEU 595 Directed Research** 3 hours

This course will allow a student to work individually with a professor to do extra readings on topics and/or specific issues related to European history and/or historiography.

**HIEU 597 Special Topics in European History** 3 hours

This course will allow a student to work individually with a professor to do research on a specific topic related to European history.

**GENERAL HISTORY****HIST 500 Historical Methods** 3 hours

This course provides students with an opportunity to master the basic methods and tools of historical research and writing, covering every aspect of the process from the selection of a topic to the presentation of a highly polished paper.

**HIST 501 Historiography** 3 hours

This course will introduce the historiographical and theoretical approaches to the discipline of history. The course covers the history of historical writing, classic works of historiography, and methodological and interpretive approaches, with a special focus on a Christian philosophy of history.

**HIST 520 Teaching History in College** 1 hour

This course will introduce new graduate assistants to teaching in college with an emphasis on teaching history. It will be required of all graduate assistants during their first semester of receiving financial aid.

**HIST 550 Reading Seminar in American History** 3 hours

This course will introduce students to major fields and historiographical interpretations in American history.

**HIST 551     *Reading Seminar in Modern European History*     3 hours**

This course will introduce students to major fields and historiographical interpretations in Modern European history.

**HIST 689     *Thesis Project Proposal and Research*     3 hours**

This course will allow a student to work individually with the director of his/her thesis.

**HIST 690     *Thesis Defense*     3 hours**

This course will allow a student to defend his/her thesis.

**UNITED STATES HISTORY****HIUS 510     *American Colonial History*     3 hours**

This course will provide a comprehensive examination of the political, economic, religious, cultural, and military developments from the founding of the thirteen colonies to the American Revolution.

**HIUS 511     *Colonial Virginia History*     3 hours**

Students in this course will explore and analyze the key political, economic, religious, cultural, and military developments from the founding of Virginia to the American Revolution.

**HIUS 512     *American Revolution*     3 hours**

The course covers American history during the War for Independence, focusing on the factors that prompted separation of the colonies from Great Britain, on the role of Christianity in the resistance and independence movements, and on the nature and genius of the American constitutional system of government.

**HIUS 513     *Jeffersonian America*     3 hours**

This course more precisely deals with the foundations of the American Republic, than Jefferson alone. It will survey the history of the United States from the ratification of the Constitution through the War of 1812. We will also briefly examine America under the Articles of Confederation and the Constitutional Convention in order to provide context. It will cover important political, military, religious, economic, cultural, and intellectual developments that affected the nation's history.

**HIUS 519     *Antebellum South*     3 hours**

This course will study all aspects of Southern life and civilization from the colonial period to secession with special emphasis on the effects of the institution of slavery and the formation of Southern nationalism.

**HIUS 520     *Civil War and Reconstruction*     3 hours**

This course is a comprehensive examination of the causes, course, and the significance of the American Civil War and Reconstruction.

**HIUS 530     *American Christian Heritage*     3 hours**

The course will explore American Christianity, emphasize its impact on American political, social, and cultural history, and evaluate the role of Christianity in influencing the American character.

**HIUS 535     *American Social and Intellectual History to 1865*     3 hours**

This course examines the significant religious, educational, literary, and scientific developments of the United States from the Colonial period through the Civil War.

**HIUS 536     *American Social and Intellectual History Since 1865*     3 hours**

This course examines the social and intellectual history of the United States from Reconstruction to the present.

**HIUS 541     *History of American Political Parties to 1896*     3 hours**

This course examines the origin and development of the American party system from the ratification of the Constitution to the election of William McKinley. Special emphasis is placed on U.S. presidential elections.

**HIUS 542     *History of American Political Parties Since 1896*     3 hours**

This course examines the party system's response to the emergence of the United States as a world power from the election of McKinley to the present. Special emphasis is placed on U.S. presidential elections.

**HIUS 545     *The Gilded Age*     3 hours**

This course will study American development from the Gilded Age to World War I with emphasis on the political and social consequences of urbanization, industrialization, and immigration.

**HIUS 551     *Studies in U.S. History (1898-1945)*     3 hours**

This course will examine American history from the Spanish-American War through World War II with a focus on major historical events and the arguments made by historians.

**HIUS 552     *Recent America (Since 1945)*     3 hours**

This course will examine U.S. history from the conclusion of World War II to the end of the 20<sup>th</sup> Century with a focus on major historical events and the arguments made by historians.

**HIUS 570     *American Diplomatic History*     3 hours**

Students in this course will examine the key historiographical literature concerning American diplomatic history since 1898. While emphasis will be placed on some of the more recent interpretations of issues, older analyses that have stood the test of time will also be examined.

**HIUS 580     *Modern American Military History*     3 hours**

Students in this course will examine the key historiographical literature concerning American military history since 1898. While emphasis will be placed on some of the newer interpretations of issues, older analyses that have stood the test of time will also be examined.

**HIUS 595     *Directed Readings*     3 hours**

This course will allow a student to work individually with a professor to do extra readings on topics and/or specific issues related to American history and/or historiography.

**HIUS 597     *Special Topics in United States History*     3 hours**

This course will allow a student to work individually with a professor to do research on a specific topic related to American history.

**WORLD HISTORY****HIWD 571     *Latin American History I*     3 hours**

Students in this course will survey Iberian and Amerindian backgrounds, with special emphasis on the cultures of the Maya, Aztec, and Inca peoples. Students will study the epoch of European conquest and colonization including a description and analysis of the development of colonial institutions and the independence movements.

**HIWD 572     *Latin American History II*     3 hours**

This course deals with the colonial inheritance that influenced national development. Students will study the political, economic, and religious trends of the nineteenth century, the revolutionary forces in the 20th Century, and projections for the 21st Century.

**HIWD 595     *Directed Readings in World History*     3 hours**

This course will allow a student to work individually with a professor to do extra readings on topics and/or specific issues related to Latin American history and/or historiography.

**HIWD 597     *Special Topics in World History*     3 hours**

This course will allow a student to work individually with a professor to do research on a specific topic related to Latin American history.

**HOMI 501** *Preparation of the Sermon* 3 hours  
A basic study of the principles of sermon construction: selecting and interpreting of the text, forming sermon objectives, structuring sermons for content and style, and preaching the sermon.

**HOMI 521** *New Testament Preaching Lab I* 1 hour  
This course is designed to teach the student proper methodology in organizing and presenting messages from the New Testament Gospels, General Epistles, and Revelation. The student is alerted to particular voice and communication problems and is given opportunity to remedy them throughout the course of the semester.

**HOMI 522** *New Testament Preaching Lab II* 1 hour  
This course is designed to teach the student proper methodology in organizing and presenting messages from the New Testament Book of Acts and the Pauline Epistles. The student is alerted to particular voice and communication problems and is given opportunity to remedy them through-out the course of the semester.

**HOMI 591** *Old Testament Preaching Lab I* 1 hour  
This course is designed to teach the student proper methodology in organizing and presenting messages from the Pentateuch and historical books of the Old Testament. The student is alerted to particular voice and communication problems and is given opportunity to remedy them throughout the course of the semester.

**HOMI 592** *Old Testament Preaching Lab II* 1 hour  
This course is designed to teach the student proper methodology in organizing and presenting messages from the poetic and prophetic books of the Old Testament. The student is alerted to particular voice and communication problems and is given opportunity to remedy them throughout the course of the semester.

**HOMI 597** *Seminar in Homiletics* 1 to 3 hours  
**HOMI 610** *Great Preachers and Their Preaching* 3 hours  
A study of Christian history's outstanding preachers. Special attention is given to their lives, their sermons, and their homiletical methods.

**HOMI 611** *Expository Preaching* 3 hours  
A study in the preparation of expository sermons. Attention is given to the types of expository preaching: paragraph, parable, biographical, etc. A study of the methods of interpretation, the formula of expository sermon outlines, and the preaching of expository sermons.

**HOMI 612** *Evangelistic Preaching* 3 hours  
A study of the preparation and preaching of soul-winning sermons. This course will briefly survey the principles of evangelistic preaching as a special class of preaching. The second half of the course will consist of intensive investigation of selected evangelistic preachers and their sermons, using the seminar method in the classroom. There will be some practice in the preparation and evaluation of evangelistic sermons. There will be no classroom experience in sermon delivery.

**HOMI 695** *Directed Research in Homiletics* 1 to 3 hours  
Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of homiletics.

**HOMI 697** *Seminar in Homiletics* 1 to 3 hours  
An intensive study in a specific subject of homiletics. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**HOMI 960** *Biblical Hermeneutics and Exposition* 3 hours  
A study of the principles for an accurate interpretation and an

literary forms, cultural differences, and theological issues will be considered.

**HOMI 966** *Expository Preaching Practicum* 3 hours  
A course in expository preaching in which the student both prepares a sermon calendar for a year's preaching and preaches through a book of the New Testament. The student shares his work of preparation with others in the class so that each one gathers a sermon reservoir on the book selected. There are both pre- and post-class assignments.

**HOMI 967** *Evangelistic Preaching Practicum* 3 hours  
A course in the preparation and preaching of evangelistic sermons. Evangelistic preaching as presented in the New Testament will be studied as a foundation. Historically significant revivals and evangelistic preachers will be studied and compared with a model of evangelistic-expository preaching that will be the focus of the course. Special issues will include the role of the local church in preparing for evangelistic preaching, interaction with an audience, and the role of the Holy Spirit.

**HOMI 995** *Directed Research in Homiletics* 1 to 3 hours  
Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of homiletics.

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**HOMI 997** *Seminar in Homiletics* 1 to 3 hours  
An intensive study in a specific subject of homiletics. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

given to mission strategy and the responsibilities of local churches and mission agencies.

**ICST 531 *Introduction to Islam* 3 hours**

A thorough examination of the history, sects and doctrines of the Islamic community, including major theological positions, ethics and issues of political protocol. A biblical evaluation of Islamic doctrines and practices is made with guidelines on how to present biblical truths to Muslims.

**ICST 560 *Introductions to Global Apologetics* 3 hours**

A contrast between the truth-claims of the major world religions and the uniqueness of Christian theistic apologetics, both in content and method.

**ICST 597 *Seminar in Missions* 1 to 3 hours**

**ICST 600 *Intercultural Communication in Missions* 3 hours**

The purpose of this course is to learn how God's Biblical Message (the Gospel) should be effectively communicated interculturally as God's unique and absolute revelation of His will for all humans of all times and in all places. The ideal display in intercultural communication was God's incarnational model when Jehovah in Christ became human. By so doing, God gave us a model for effective intercultural communication with people in different cultural contexts.

**ICST 630 *Current Issues in Missions* 3 hours**

A study of current trends and issues in the world Christian movement. Controversial issues related to culture, mission strategy, mission resources, and other challenges will be considered.

**ICST 650 *Cross-Cultural Evangelism and Church Planting* 3 hours**

A study of the basic principles of New Testament evangelism and church planting. Applications and strategies for implementing these ministries in the culturally diverse settings of today's world will be considered.

**ICST 657 *History of Christian Missions* 3 hours**

A survey of the spread of Christianity in the world, emphasizing the key persons and methods in their historical and cultural contexts.

**ICST 660 *Training Local Church Leaders* 3 hours**

A study of the strengths and weaknesses of various methods of discipleship, theological education, and training among people of various cultures. Theological Education by Extension (TEE) will be looked at closely.

**ICST 675 *Contextualization of Theology* 3 hours**

A study of the principles of applying theology within various cultural settings. Case studies of theology in foreign contexts will be examined.

**ICST 681 *World Religions* 3 hours**

A study of the major religions of the world. Special attention will be given to the Christian missionary approach to other religions.

**ICST 695 *Directed Research in Missions/ Cross-Cultural Studies* 1 to 3 hours**

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area.

**ICST 697 *Seminar in Missions and Cross-Cultural Studies* 3 hours**

An intensive study in a specific subject of cross-cultural studies. This course allows a variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**ICST 698 *Non-Resident Thesis* No Credit**

**ICST 699 *Cross-Cultural Internship* 3 to 6 hours**

A one-to three-month missionary training experience of ministry and evaluation under the supervision of a faculty member,

an approved pastor, or missionary which involves the student in a cross cultural missions experience.

**ICST 984 *Ministering in a Pluralistic Society* 3 hours**

An introduction to cross-cultural ministries in the U.S. with an emphasis on reaching out to minority groups.

**ICST 994 *Contemporary Topics in Missions* 3 hours**

What every pastor should know about world missions today. Strategies and priorities for local church involvement in missions.

**ICST 995 *Directed Research in Missions/ Cross-Cultural Studies* 1 to 3 hours**

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area.

**ICST 997 *Seminar in Missions and Cross-Cultural Studies* 3 hours**

An intensive study in a specific subject of cross-cultural studies. This course allows a variation in the approach and content of the regular curriculum and often will be used by visiting professors.

## LAW

**LAW 501 *Foundations of Law I* 2 hours**

An introduction to the theological and philosophical foundations of law, including the Augustinian concept of antithetical thinking; the Creator/creature distinction; the development of higher/natural law thinking; the basis for the distinction between the judicial and prudential methods of analysis; the origins and jurisdictional boundaries of family, church, and state; the schools of jurisprudence; and the biblical basis for the fundamental principles underlying the several courses that comprise the basic curriculum.

**LAW 502 *Foundations of Law II* 2 hours**

Prerequisite: LAW 501

An introduction to the historical and political background of the Western legal tradition; the impact of canon law and higher law influences on the development of the common law; the development of the respective jurisdictional bases of family, church, and state, and historical struggle between them; and the influence of Christian and secular worldviews on the application of American law, with a particular emphasis on the influences on the Founding Fathers and the drafters of the Declaration of Independence and the Constitution.

**LAW 505 *Contracts I* 3 hours**

A study of the history of the development of the common law of contracts, and statutory variances from the common law, particularly the Uniform Commercial Code. It focuses on legal theories for enforcing promises or preventing unjust enrichment; and principles controlling the formation, modification, and enforceability of contracts.

**LAW 506 *Contracts II* 3 hours**

Prerequisite: LAW 505

A study of the legal principles dealing with performance, remedies for nonperformance or threatened nonperformance, excuses for nonperformance, rights of nonparties to enforce contracts, assignment of rights, and delegation of duties.

**LAW 511 *Torts I* 3 hours**

A study of intentional torts against persons and property and the privileges thereto. It focuses on the basic principles of negligence and other standards of care.

**LAW 512 *Torts II* 2 hours**

Prerequisite: LAW 511

A survey of the remaining issues in negligence including particular duties of landowners, damages, joint and several



liability, and defenses. It also deals with products liability, wrongful death, vicarious liability, and nuisance.

**LAW 515     *Property I***     2 hours

A study of the fundamental precepts applicable to real and personal property. Aspects of real property covered are possessory estates and interests, as well as joint and concurrent ownership.

**LAW 516     *Property II***     3 hours

Prerequisite: LAW 515

A study of the rights, duties, and liabilities of landlords and tenants; acquisition, ownership, and transfer of property; rights of possession; donative transactions; issues in the conveyancing system; and governmental regulations.

**LAW 521     *Civil Procedure I***     3 hours

An introduction to the rules and principles that dictate the process by which civil disputes are resolved by courts. A study of the judicial process and of the relationship between the procedural and substantive law; pleadings; principles of jurisdiction, including jurisdiction over subject matter and persons, and service of process; and an introduction to the allocation of jurisdiction between the state and federal courts and the law to be applied in state courts and federal courts.

**LAW 522     *Civil Procedure II***     2 hours

Prerequisite: LAW 521

A continuation of Civil Procedure I with a focus on pleadings, joinder of parties and claims, discovery, motions, trial, post-trial matters, and the binding effects of adjudications.

**LAW 525     *Lawyering Skills I***     2 hours

An introduction to the law library and basic legal research; interviewing clients; drafting basic pleadings; fundamentals of legal writing; fundamentals of statutory and case analysis; oral communication skills; drafting an objective memorandum of law.

**LAW 526     *Lawyering Skills II***     3 hours

Prerequisite: LAW 525

A continuation of Lawyering Skills I with an increased level of sophistication in researching, analysis and writing; drafting basic transactional documents; drafting a memorandum of law; oral argument.

**LAW 531     *Constitutional Law I***     4 hours

An analysis of the basic principles of constitutional law, including the nature of a written constitution, the covenantal framework of the U.S. Constitution, the Marshall legacy and judicial review, theories of interpretation, and principles of interpretivism. Emphasis is given to the distribution of governmental powers in the federal system; separation of powers; the federal commerce, taxing, and foreign affairs powers; intergovernmental relations; due process; and equal protection.

**LAW 532     *Constitutional Law II***     2 hours

Prerequisite: LAW 531

A study of the history and development of the first amendment and the body of constitutional law including the doctrines of freedom of speech, press, peaceable assembly, the right to petition the government for the redress of grievances, and the religion clauses.

**LAW 535     *Criminal Law***     3 hours

An introduction to the general principles, sources, and purpose of criminal law, including the following doctrinal issues that apply to crimes in general: the act requirement, the *mens rea* requirement, causation, liability for attempted crimes, accomplice liability, defenses, and criminal code interpretation.

**LAW 541     *Criminal Procedure***     3 hours

An introduction to the limitations imposed on law enforcement activities by the Fourth, Fifth, and Sixth Amendments of the U.S. Constitution as applied to the states through the Fourteenth Amendment. The course considers the criminal justice

process from investigation through arrest and initial court appearance.

**LAW 545     *Evidence***     3 hours

An introduction to the law of evidence and the rules and principles governing its admission within the context of the adversarial trial system. Emphasis is placed upon mastering the Federal Rules of Evidence, examination and cross-examination of witnesses, functions of the judge and the jury, and burden of proof. (NOTE: This course is a prerequisite for Virginia Third-Year Practice.)

**LAW 561     *Business Associations***     3 hours

An examination of agency, partnership, and corporation concepts with emphasis on the rights and obligations of partners; and the formation, management, and operation of for-profit and nonprofit corporations.

**LAW 565     *Professional Responsibility***     2 hours

A study of the authority and duties of lawyers in the practice of their profession as advocates, mediators, and counselors; and of their responsibility to the courts, to the bar, and to their clients, including a study of the various ABA standards of professional conduct. (NOTE: This course is a prerequisite for Virginia Third-Year Practice; however, it may be taken in the third year.)

**LAW 571     *Lawyering Skills III***     2 hours

Prerequisite: LAW 526

Students review and then practice the major steps in the pretrial litigation process, including litigation planning, informal fact investigation, legal research, and all facets of discovery. Each student prepares requests for documents, interrogatories, and requests for admissions. Each student also conducts and defends a deposition of one of the parties or witnesses in a case.

**LAW 572     *Lawyering Skills IV***     2 hours

Prerequisite: LAW 571

Students continue the pretrial development of a case. The focus is on drafting and arguing pretrial motions, in particular motions in limine in a civil trial and motions to dismiss in a criminal trial. Students also further develop skills of interviewing and witness preparation, examining witnesses, negotiating settlements and pretrial agreements. The planning portion of the course focuses on drafting documents necessary for the effective establishment and operation of one or more business organizations.

**LAW 575     *Wills, Trusts, and Estates***     3 hours

A study of the basic devices in gratuitous transfers, including the will and trust; selected problems in class gifts, and will and trust substitutes; and social restrictions upon the power of testation, the formation of property interests, and the trust device.

**LAW 581     *Jurisprudence***     3 hours

An introduction to the many schools of jurisprudence. Jurisprudence is the study of legal philosophy. Particular emphasis is given to formulating principles of a distinctively Christian jurisprudence and on reading primary materials.

**LAW 585     *Legal History***     3 hours

An examination of the nature and meaning of the legal past, particularly the Western legal tradition, with a primary focus on the historical relationship between church and state; and the biblical and theological foundations of the Western legal tradition and the English Common Law heritage.

**LAW 591     *Taxation of Individuals***     3 hours

An introduction to the federal income tax system. Topics include items of inclusion and exclusion from gross income, deductions from gross income, capital gains and losses, basic tax accounting, and the identification of income to the appropriate taxpayer. The course gives consideration to the private attorney's role in administering the tax law and in advising clients on the interaction of the tax law with their businesses, investments, and

personal activities. This course may be taken in the second or third year.

**LAW 595     *Lawyering Skills V*     3 hours**

Prerequisites: LAW 545, 572

The basics of trial advocacy. There is an emphasis on mastering certain litigation and trial tasks; paying attention to detail; and precision in analysis, thought, expression, and communication.

**LAW 596     *Lawyering Skills VI*     2 to 3 hours**

The course requirements are satisfied by taking Appellate Advocacy, Business Planning, Estate Planning, Real Estate Transactions and Development, Mediation, Advanced Trial Advocacy, Constitutional Litigation Clinic or having performed for academic credit a prosecutive, public defender of legal aid society externship.

**LAW 601     *Family Law*     3 hours**

A general introduction to the nature and regulation of family associations. This course focuses on the relationships of husband and wife as well as parent and child. It addresses moral, legal, and biblical issues relating to marriage, divorce, and custody, including international and American developments involving same-sex unions.

**LAW 605     *Children and the Law Seminar*     2 hours**

A study of delinquency, deprivation, status offenses, and dependency in Juvenile Court. History of the Juvenile Court, development of children's rights, and trends in juvenile justice.

**LAW 615     *Taxation of Estates and Gifts*     3 hours**

Prerequisite: LAW 591

An in-depth study of federal taxation of wealth transmission, including estate and gift taxes.

**LAW 621     *Estate Planning*     3 hours**

Prerequisites: LAW 575, 591, 615

An overview of the estate planning process, including considerations entering into the structure and completion of an estate plan. This course includes a discussion of the information-gathering process and the preparation of such estate planning documents as wills, trusts, and durable powers of attorney. It also includes a consideration of the various methods that may be used to reduce estate taxes for the client, both through lifetime and testamentary planning.

**LAW 637     *Basic Uniform Commercial Code*     3 hours**

A study of the Uniform Commercial Code with an emphasis on Articles 3, 4, and 9 covering general principles applicable to promissory notes and drafts, bank deposits and collections, and secured transactions.

**LAW 641     *Taxation of Businesses*     3 hours**

Prerequisites: LAW 561, 591

An advanced course in federal income taxation with emphasis on tax laws related to corporations, partnerships, and limited liability companies.

**LAW 643     *Mergers and Acquisitions*     3 hours**

Prerequisites: LAW 561

Pre- or Co-requisite: LAW 641

A study of the process of and the law governing business combinations and acquisitions including mergers, stock purchases, assets sales, and change-of-control transactions. The course will consider primarily the role of state business organization law and federal securities law in determining the structure, mechanics, timing, and price of such transactions.

**LAW 644     *Securities Regulation*     3 hours**

Prerequisites: LAW 561

A study of the process of and the law governing the issuance, distribution, and trading of securities focusing primarily on the Securities Act of 1933 and the Securities Exchange Act of 1934 and related rules and regulations. Topics include the definition of a

"security;" the obligation to register; the registration and disclosure requirements; the exemptions from the registration process; and the insider trading and antifraud provisions.

**LAW 645     *Business Planning*     3 hours**

Prerequisites: LAW 561, 591, 641

A general survey of the factors to be considered in the organization, financing, operation, and liquidation of the small business venture, all examined within a choice of business entity frameworks. Proprietorships, partnerships, limited partnerships, limited liability companies, business trusts, close corporations and professional corporations are covered. Particular emphasis is on the practical aspect of the organization, operation, purchase, and sale of a business, and other matters related to the role of a practicing lawyer in business affairs.

**LAW 648     *Law of Nonprofits*     3 hours**

This course includes the study of the state and federal law affecting nonprofit entities, churches and parachurch ministries. Topics covered include formation, exempt purposes, private inurement, board governance, compensation, fundraising and financial regulation, charitable contributions, lobbying, political activity, electioneering, unrelated business income, employment law, church-specific matters, and international law, activities and structure.

**LAW 651     *Real Estate Transaction and Development*     3 hours**

Prerequisites: LAW 515, 516

A course in the application of real property law, covering deeds, mortgages, leases, land contracts, real estate closings, and financing in the context of simple transactions; and of the development of a shopping plaza or housing complex.

**LAW 655     *Bankruptcy*     3 hours**

Prerequisites: LAW 561, 635

A course covering the history and philosophy of the Bankruptcy Acts and Bankruptcy Rules as interpreted by the United States Supreme Court and the other inferior courts. It includes relief under chapters 7, 11, and 13 of the Bankruptcy Code; complaints; motions; and applications. It deals extensively with the rights and duties of debtors and creditors.

**LAW 661     *Intellectual Property*     3 hours**

An introduction to the basic principles of the law of copyrights, trademarks, patents, and unfair competition. An overview of the U.S. legal systems that protect creations of the mind: inventions, trade secrets, artistic creations, computer software, brand names, and image/persona, with primary focus on patent, copyright, trademark, and trade secret law. It serves as a basic building block for more advanced intellectual property courses.

**LAW 665     *Entertainment Law*     3 hours**

An introduction to the basic legal, business, and financial aspects of the entertainment industry including comparisons and contrasts between the motion picture, television, literary, music, and digital industries. In addition to covering general legal concepts relevant to the entertainment industry, students will achieve an understanding of selected topics and transactions germane to this area of law. Customs and practices within the entertainment industry and various legal scenarios will be examined.

**LAW 705     *First Amendment Law Seminar*     2 hours**

Prerequisites: LAW 531, 532

A study of the history and development of the First Amendment and the body of Constitutional law including the doctrines of freedom of religion, speech, press, peaceable assembly, the right to petition the government for a redress of grievances, and the balance between church and state.

**LAW 711     *Federal Jurisdiction*     3 hours**

Prerequisites: LAW 531, 532

A study of the federal judicial system. Topics include separation of powers; federalism; Congressional power to curtail

federal jurisdiction; the case and controversy requirement as it relates to doctrines of standing, ripeness, and mootness; sovereign immunity; Congressional power to abrogate Eleventh Amendment immunity; *Ex Parte Young* doctrine; Section 1983 litigation; absolute and qualified immunity in suits against state and federal officers; and abstention doctrine. An analysis of the Constitutional and legislative foundations of the judicial power of the U.S.

**LAW 715 Conflict of Laws** 2 hours

Prerequisite: LAW 531

A study of the conflicts arising in many cases that have connections with more than one state, or with a state and a foreign country, or that involve both state and federal interests. It explores the principles that courts use in selecting the proper law to apply in such cases under the American system of divided sovereignty – divided both horizontally among states and vertically between state and federal governments.

**LAW 720 State Constitutional Law** 2 hours

A study of state constitutional law, with special attention given to the texts, history, nature, and interpretation of state constitutions; state constitutions in the federal system; state bills of rights as separate guarantees of individual rights; the distribution of powers among the separate branches of government; local government; taxing, borrowing, and spending; public education and state institutions; and the processes for amending state constitutions.

**LAW 721 State and Local Government** 3 hours

Prerequisite: LAW 531

An overview of the nature, structure, powers, and liabilities of state governments and their political subdivisions, including the interrelationships among administrative agencies and municipal, county, and state governments.

**LAW 725 School Law Seminar** 2 hours

Prerequisite: LAW 532

A survey of the law relating to public, private, and home education. Emphasis is placed on the legal framework for public education, the First Amendment and other Constitutional issues related to the public schools, and the nature of parental rights in the context of public education.

**LAW 741 International Law** 3 hours

Prerequisite: LAW 531

A survey of public international law, its nature, sources, and application. Addressed are: international agreements, international organizations, states and recognition, nationality and alien rights, territorial and maritime jurisdiction, state responsibility, and international claims including expropriation and the act of state doctrine, the laws of war, and the developing law of human rights.

**LAW 745 International Business Transactions** 3 hours

A study of selected international legal issues affecting or regulating the multinational enterprise, foreign investment, banking system, trade in goods and services, labor matters, intellectual property, sales transactions, transportation and trade financing.

**LAW 755 Bioethics and the Law** 3 hours

This course involves the study of law, policy and litigation issues relating to stem cell and cloning research, abortion, reproductive technologies such as *in vitro* fertilization, and euthanasia. Course material includes case study, legislative and regulatory reviews, the reports of specialized task forces and professional panels and historic analysis. The course will also review litigations and policy developments in these respective areas.

**LAW 760 Public Policy Lawyering Skills** 2 hours

A study of selected law skills involved in the public policy arena, drawn from the following areas: drafting legislation; drafting memoranda in support of legislation; planning and creating legal structures necessary to operate election campaigns, to comply with on-going campaign finance and disclosure laws, and to dissolve

campaigns; planning and operating political campaigns and lobbying organizations; and complying with disclosure requirements by organizations that involve themselves in public policy matters.

**LAW 765 Sexual Behavior and the Law** 2 or 3 hours

A survey of the relationship between various types of human sexual behavior and law, including employment law, education law, criminal law, family law, civil rights legislation, and the constitutional guarantees of equal protection and freedom of religion, speech, and association. The course will explore sexual behavior and notions of sexual morality through a biblical, historical, and anthropological prism and consider how the law, public policy, and culture approaches the sexual choice people make.

**LAW 771 Administrative Law** 3 hours

Prerequisite: LAW 531

A study of the processes by which legislative and administrative policy is translated into law and applied by the responsible administrative agencies. Topics include analysis of informal and formal procedures, separation of powers, delegation, statutory construction, rule making, and adjudication.

**LAW 775 Environmental Law** 3 hours

A survey of statutory regulations applicable to the protection of the environment. Attention is directed to the role of the EPA and other administrative agencies in the development and implementation of environmental policy.

**LAW 781 Employment Law** 3 hours

A survey of common law and federal and state statutes regulating the relationship between an employer and an employee. Subjects include the hiring process, termination, terms and conditions of employment, disability unemployment, and retirement.

**LAW 785 Land Use and Zoning** 3 hours

A selective examination of governmental regulation of the use of real estate and of the land development industry. It is fundamentally a course in applied Constitutional and administrative law. While it includes the law of nuisance, zoning, density, growth, and subdivision controls, it is a vehicle for exploring the public regulation of business behavior in general, including various strategies for deregulation.

**LAW 801 Remedies** 3 hours

A study of the law of judicial remedies, both legal and equitable, focusing on the nature and scope of relief as distinguished from substantive and procedural law. The four major categories of remedies are addressed: damages, including measurement issues for both compensatory and punitive damages, and limitations on the damages remedy; restitution, including measurement issues and issues related to rescission, constructive trust, and equitable lien; injunctions, including issues relating to requirements for obtaining preliminary and permanent injunctive; and declaratory relief, including ancillary remedies to effectuate the relief obtained, and legal and equitable defenses.

**LAW 803 Virginia Civil Procedure and Virginia Criminal Procedure** 2 hours

Prerequisite: LAW 541

An overview of Virginia Civil Procedure and Virginia Criminal Procedure including their substantial variance from similar Federal Rules.

**LAW 805 Insurance Law** 3 hours

A study of the regulation of the insurance business, insurable interest, the insurance contract, the interests protected by contracts of insurance, construction of policies, rights under the policies, subrogation; and processing of claims and suits for insureds, claimants, and insurers.

**LAW 815     *Law Office Management*     2 hours**

An introduction to the establishment and management of a law office. It is designed to prepare the student for entry into the private practice of law, including ethical and personal pressures related to private law practice.

**LAW 821     *Mediation*     2 hours**

Prerequisite: LAW 595

A course on dispute resolution, building on the foundation of *Lawyering Skills V*, using a mixture of lecture, discussion, role-playing, and analysis of videotape. A lawyer's primary task is to resolve disputes. Most controversies never reach trial; rather, they are settled by agreement. The ability to negotiate and mediate effectively is crucial for all attorneys.

**LAW 825     *Advanced Trial Advocacy*     3 hours**

Prerequisites: LAW 545, 595

A course building on the foundation of *Lawyering Skills V*. Develops courtroom skills through simulated trials. Focus is on opening statement, direct and cross-examination, and closing argument.

**LAW 831     *Appellate Advocacy*     2 hours**

Prerequisites: LAW 525, 526

(NOTE: This course is offered in the fall semester and is designed for those who are interested in participating in Moot Court.) An introduction to the mechanics of appellate brief-writing and oral argument by engaging in simulated oral arguments. It is designed to develop clear and persuasive communication skills through written and oral advocacy.

**LAW 832     *Advanced Appellate Advocacy*     1 hour**

Prerequisites: Completed in the 2L/3L Liberty Cup Moot Court Tournament

This course requires research of unique legal issues, preparation of an appellate brief, preparation of at least two oral arguments, and participation in an intercollegiate moot court tournament. Successful completion of the course will be determined by the Moot Court Faculty Advisor based on the student's preparation for the tournament and demonstrated competence in both the written and oral skills. A student may earn only one credit in this course per semester, and a maximum of two credits total. Course credit is pass/fail.

**LAW 851     *Constitutional Litigation Clinic*     2 hours**

Prerequisites: LAW 531, 532; permission of instructor; Virginia Third-Year Practice Certificate recommended.

A hands-on experience in representing actual clients and preparing and prosecuting a lawsuit from the initial stages. Students share responsibility for the management of a case under supervision of a licensed Constitutional attorney. Coursework encompasses civil procedure, evidence, substantive law, law office management, ethics, and professional responsibility. Offered in conjunction with the Liberty Counsel and the Liberty Center for Law and Policy.

**LAW 861     *Externship*     2 to 3 hours**

Prerequisites: Second year standing; approval of the Associate Dean for Academic Affairs

Externs earn academic credit while working part time in government or nonprofit institutions. Externs work under the supervision of qualified and experienced attorneys who provide guidance and training in practical lawyering skills. Classroom component covers topics relating to the legal system, judicial process, and professionalism.

**LAW 862     *Criminal Law Externship*     2 hours**

Prerequisites: Qualify for third year practice in Virginia; approval of the Associate Dean for Academic Affairs

Students earn academic credit while working part time with other students in a Commonwealth's Attorney's Office in Virginia under the supervision of an attorney in that office and a Liberty law

professor. Students receive guidance and training in lawyering skills, interview and prepare witnesses for trial, and appear in court.

**LAW 863     *Judicial Clerks Externship*     2 hours**

Prerequisites: Second year standing; approval of the Associate Dean for Academic Affairs

Students earn academic credit while working part time with other students under the supervision of a judge and his or her staff attorneys and a Liberty law professor. Students receive guidance and training in legal research and writing, write research memoranda, and draft opinions for judges.

**LAW 868     *Directed Research in Law and Public Policy*     2 hours**

Prerequisites: Second year standing; approval of the Associate Dean for Academic Affairs.

Includes components of an externship, with real-life, legal work generated by the client of a supervising externship attorney, and an independent study, with research and writing course covering subject matter comparable to that in other academic activities.

**LAW 871     *Independent Study*     1 to 3 hours**

Prerequisites: Second year standing; approval of a professor-advisor and the Associate Dean for Academic Affairs; satisfy the requirements in §07.14 of the Academic Policies and Procedures.

A supervised research and writing course that covers subject matter comparable to that in other academic activities with minimum faculty guidance. Guidelines are published in the Academic Standards Policies and Procedures.

**LAW 881     *Law Review Candidacy*     1 hour**

Prerequisite: Second or third year standing; membership is by invitation only based upon the student's demonstration of advanced academic and writing ability and criteria set forth in the Liberty University Law Review Constitution

Participation in law review activities in the fall semester includes writing a note or comment judged to meet the acceptable or publishable standard, editing student written notes and comments, editing articles and other scholarly legal writings, and performing other editorial and staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

**LAW 882     *Law Review Junior Staff*     1 hour**

Prerequisite: Second or third year standing; satisfactory completion of Law Review Candidacy

Participation in law review activities in the spring semester includes editing student written notes and comments, editing articles and other scholarly legal writings, and performing other editorial and staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

**LAW 883     *Law Review Senior Staff I*     1 hour**

Prerequisite: Third year standing; satisfactory completion of Law Review Junior Staff

Participation in law review activities includes writing a comment judged to meet the acceptable or publishable standard, editing student written notes and comments, editing articles and other scholarly legal writings, and performing other staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

**LAW 884     *Law Review Senior Staff II*     1 hour**

Prerequisite: Third year standing; satisfactory completion of Law Review Senior Staff I

Participation in law review activities includes editing student written notes and comments, editing articles and other scholarly legal writings, and performing other staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

LAW 885 *Law Review Editorial Board I* 2 hours

Participation in law review activities includes managing the law review, participating in the activities of the editorial board, writing a comment judged to meet the acceptable or publishable standard, editing and publishing student written notes and comments, reviewing, selecting, editing, and publishing articles and other scholarly legal writings, and performing other editorial and staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

Prerequisite: Third year standing; satisfactory completion of Law Review Editorial Board I; membership on the Liberty University Law Review Editorial Board

Participation in law review activities includes managing the law review, participating in the activities of the editorial board, editing and publishing student written notes and comments, reviewing, selecting, editing, and publishing articles and other scholarly legal writings, and performing other editorial and staff duties pursuant to the Liberty University Law Review Constitution. P/NP grade.

Prerequisite: Third year standing.

Advanced Bar Studies is a skills development course that provides students with an intensive substantive review of selected legal material routinely tested on the bar examination. The course uses problems and exercises in a bar examination format to familiarize students with techniques for answering bar examination multiple choice questions.

**MATH 595** *Directed Research* 1 to 3 hours

**MATH 597** *Seminar* 1 to 3 hours

**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.

A general introduction to the New Testament Gospels, General Epistles, and Revelation, emphasizing matters of text, canon, authorship, date, authorial purpose, and theme development. Also a special introduction, involving current issues of criticism and interpretation, such as the synoptic problem. The general principles of interpretation (hermeneutics) will be introduced as well as the special principles concerning parables, symbols and types, and prophecy.

A continuation of NBST 521 with a general and special introduction of Acts and the Pauline Epistles. The study of hermeneutics will continue with emphasis upon word meaning, figures of speech, and other linguistic matters.

General introduction to the New Testament including the New Testament world, canonicity, textual criticism, inspiration, archaeological insights, and special introduction of the New Testament, including the synoptic problem.

**NBST 597**     *Seminar in New Testament Studies*     1 to 3 hours

Using a harmony of the Gospels as a basis, the life of Christ will be studied in the light of its historical background, geographical setting, political situation, and religious conditions. Special emphasis will be given to His mission and His message.

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.

An intensive exegetical study of Hebrews. The course includes an investigation of the doctrines of Christ, especially His mediatorship and priesthood and the use of the Old Testament in this book. A verse-by-verse exposition will follow a brief study of authorship, background, destination and purpose.

An intensive exegetical study of the Gospel of John, including an investigation of the uniqueness of this Gospel compared with the synoptic Gospels, and a study of the life and teachings of Christ which are distinctive in this Gospel.

An intensive exegetical study of Paul's epistle to the Romans. The study includes an investigation of the doctrines of justification, sanctification, and proper Christian conduct. Advanced language students will be given opportunity to use their Greek skills. A verse-by-verse exposition will follow a brief study of authorship, background, destination, and purpose.

An intensive study of the book of Acts, emphasizing its foundational importance to the New Testament epistles and showing the origin and establishment of the church. Attention is also given to the historical, geographical, and political background for Acts and the book's doctrinal significance for the church today.

An expository study of the two letters of Paul to Corinth. Special attention is directed to discovering the major doctrinal themes developed by Paul and how these are applied to the numerous personal and institutional problems of the first century Gentile church.

An expository treatment of the epistles to Timothy and Titus, emphasizing the personal responsibilities and the public functions of the pastor as he administers the affairs of a local church. Attention is given to such introductory matters as date, authorship, occasion, and purpose.

An intensive study of I & II Peter. Attention is directed to discovering the major doctrinal themes developed by Peter, and how these are applied to the personal and institutional problems of the first-century church. Application will also be made to the personal and spiritual life of each class member and to the contemporary church.

An intensive historical, doctrinal, and critical study of the text of the book; the interpretation of the messages and visions of the Apocalypse with a consideration of the various approaches to the interpretation of this book.

**NBST 695**    *Directed Research in New Testament  
Biblical Studies*    1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of the New Testament.

**NBST 697 Seminar in New Testament** 3 hours

An intensive study in a specific subject of the New Testament. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**NBST 698 Non-Resident Thesis** No credit**NBST 968 Current Biblical and Theological Issues** 3 hours

A study of biblical and theological issues of contemporary significance. Attention will be given to the present-day representatives along with their literature and influence upon current Christianity.

**NBST 900/ OBST 900 Intertestamental Period** 3 hours

A seminar on the development of Jewish doctrine during the period between the Old and New Testaments. This seminar will focus on theological, philosophical, and political developments that set the stage for the coming of Christ in the first century. Areas of investigation could include the Dead Sea Scrolls, the Old Testament Apocrypha, or the writings commonly called Old Testament Pseudepigrapha.

**NBST 910/ OBST 910 Uses of the Old Testament in the New Testament** 3 hours

An intensive study of the historical, exegetical, and theological issues related to the use of the Old Testament in the New Testament, with special attention to the question of how the hermeneutics of the New Testament writers should impact Christian interpretation of Scripture.

**NBST 935 Theology of Paul** 3 hours

A seminar examining the theological themes expressed in the epistles of the Apostle Paul.

**NBST 950 Special Topics in the New Testament** 3 hours

An intensive study in a specific topic related to the New Testament. The emphasis in this study will be on directed reading and research in an area determined by the supervising instructor. This course allows a variation in approach and content and may be used to supplement areas already covered.

**NBST 995 Directed Research in New Testament Biblical Studies** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of the New Testament.

**NBST 997 Seminar in New Testament** 3 hours

An intensive study in a specific subject of the New Testament. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**NEW TESTAMENT GREEK**

**NOTE:** The student who is unable to pass the Greek entrance exam or who has had no previous Greek study must take Beginning Greek. Six hours credit will be granted but may not meet graduation requirements.

**NGRK 500 Beginning Greek I** 3 hours

Introduction to Greek grammar, vocabulary, and pronunciation for the beginning student.

**NGRK 501 Beginning Greek II** 3 hours

Prerequisite: NGRK 500 or equivalent

Continuation of Beginning Greek I. The student completes the study of grammar and begins a study of translation of the New Testament.

**NGRK 506 Greek Language Tools** 3 hours

An introduction to the biblical Greek alphabet, word formation, the verbal system, and syntax. Emphasis is placed on developing skills in the use of concordance and lexicons, as well as the use of various linguistic helps and differing English translations.

**NGRK 605 New Testament Textual Criticism** 3 hours

Prerequisite: Permission of instructor

A study of the materials, history, theories, and principles of textual criticism with application to selected textual problems.

**NGRK 620 Greek Syntax** 3 hours

An intermediate study of the function or syntax of Greek grammar, focusing upon case, tense, participles, infinitives, and clauses.

**NGRK 640 Advanced Greek Grammar** 3 hours

Prerequisites: one Greek Exegesis and NGRK 620 or consent of instructor

An intensive study of the syntax of New Testament Greek involving the reading of advanced level grammars and the inductive study of selected portions of the Greek New Testament.

**NGRK 654 Greek Exegesis: Colossians** 3 hours

Prerequisite: NGRK 620 or equivalent

An exegetical analysis of Colossians emphasizing the doctrinal error being confronted and the Apostle's delineation of the Christian truth.

**NGRK 657 Greek Exegesis: Ephesians** 3 hours

Prerequisite: NGRK 620 or equivalent

An exegetical analysis of Ephesians emphasizing the mystery of the Church as revealed to the Apostle Paul.

**NGRK 660 Greek Exegesis: Galatians** 3 hours

Prerequisite: NGRK 620 or equivalent

A careful investigation in Greek of the argument of the book of Galatians.

**NGRK 670 Greek Exegesis: Philippians** 3 hours

Prerequisite: NGRK 620 or equivalent

An exegesis of Paul's Epistle to the Philippians giving special attention to Christological passages.

**NGRK 695 Directed Research in Greek** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Greek.

**NGRK 697 Seminar in Greek** 3 hours

An intensive study in a specific area related to the Greek Bible. This course allows variation in the approach and content.

**NURSING****NURS 500 Research** 3 hours

Prerequisites: Undergraduate research and an undergraduate statistics course

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/Ethics** 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 are 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 or demonstrated competency

This course focuses on comprehensive physical assessment which includes in-depth health history, physical and psychological signs and symptoms, developmental stages, pathophysiologic 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. Students must obtain a master's prepared nurse preceptor who will proctor their final exam which is a comprehensive head-to-toe physical assessment.

**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 commonly found/observed altered health states and responses to illness and treatment modalities are examined.

**NURS 508 Advanced Critical Care I** 3 hours  
(Required for students seeking AACN CNS Certification)

Designed to enhance the ongoing development of knowledge for the advanced practice role of Critical Care Clinical Nurse Specialist. The American Association of Critical-Care Nurses (AACN) Synergy Model serves as the theoretical foundation of the course. The role of the Critical Care Clinical Nurse Specialist is explored along with spheres of influence. Nurse competencies of the Synergy Model include in-depth clinical judgment, clinical inquiry, and facilitator of learning. Advanced strategies for care of critically ill patients and their families are explored. Care of patients with critical alterations of the cardiovascular, pulmonary, hematological, and immunological systems are explored at an advanced level.

**NURS 509 Advanced Critical Care II** 3 hours  
(Required for students seeking AACN CNS certification)

Prerequisite: NURS 508

This is the second in a series of two courses designed to enhance the ongoing development of knowledge for the advanced practice role of the Critical Care Clinical Nurse Specialist. The American Association of Critical-Care Nurses (AACN) Synergy Model serves as the theoretical foundation of the course. Nurse competencies of the Synergy Model include in-depth systems

thinking, advocacy and moral agency, caring practices, and response to diversity. Professional development and expanded opportunities for the CNS are explored. Advanced strategies for care of patients and families with critical alterations of the neurological, gastrointestinal, and renal systems are explored at an advanced level. Various multisystem alterations are addressed.

**NURS 519 Strategies for End of Life Care** 3 hours

The focus of this course is to explore the multifaceted role of caring for the patient who has reached the end of life. Particular attention is given to providing sufficient knowledge to assure that the student will be prepared to facilitate the patient's comfort and quality of life. Other areas include ethical / legal issues, cultural perspectives on death and dying, grief, and death. Course content emphasizes the respectful treatment of the entire individual and the delivery of care with the love of Christ. (Elective course)

**NURS 520 Pain Management** 3 hours

This course emphasizes the development of the nurse as an advocate pertaining to pain management. Areas of study include societal bias, ethnic and gender biases related to pain management, ethical and legal considerations, and the nurse's role in the development of a therapeutic culture for pain management. This course will establish a sound foundation for nurses to take a leadership role in pain management. (Elective course)

**NURS 607 Adult/Acute Clinical Nurse Specialist I** 3 hours

Prerequisites: NURS 504, 505, 506. Most coursework should be completed; see Adult/Acute CNS DCP.

This course focuses on the development of advanced nursing skills, knowledge, and expertise needed for the delivery and management of the health care of adults who experience illness. Advanced diagnostic and assessment skills and related interventions are examined; the effects of acute and chronic illness on the individual and family are also analyzed. In addition, pharmacological, nutritional, and psychosocial management options are studied and applied. Role development as a clinical nurse specialist is discussed. With the assistance of faculty and preceptors, students design practicums tailored to their individual preferences, professional goals, and objectives for future practice as clinical nurse specialists in diverse settings such as primary, acute, and long-term care. A clinical contract is developed and established with an approved MSN preceptor; clinical practicum hours are initiated. (Formerly NURS 507)

A clinical affiliation agreement with a student selected facility is secured and a clinical practicum contract is developed and established with an approved advanced practice nurse preceptor; clinical practicum hours are initiated.

**NURS 608 Adult/Acute Clinical Nurse Specialist II** 3 hours  
Prerequisite: NURS 607

Course designed to enhance the ongoing development of critical thinking skills, knowledge, and expertise for the advanced practice role of clinical nurse specialist. Nursing care of the person with complex medical-surgical health problems and relate needs is emphasized. Students consider all influences that may affect the patient's health status and related psychosocial and behavioral problems. Clinical practicum experiences reinforce theory and evidence-based practice and provide students with opportunities to develop and implement advanced nursing interventions for selected complex client situations.

**NURS 609 Adult/Acute Clinical Nurse Specialist III: Practicum** 6 hours

Prerequisite: NURS 608

Main emphasis on continued development of the clinical nurse specialist role through advanced clinical practice experiences in selected adult care or acute care environments and completion of clinical practicum goals and objectives.

**NURS 618    *Nursing Education I: Teaching Strategies and Evaluation*    3 hours**

Prerequisites: NURS 500, 504, 505, 506. Most coursework should be completed; see Nurse Educator DCP.

This course provides students with a variety of teaching strategies and evaluative approaches designed to promote a productive and effective learning environment. Selected teaching learning theories are examined and applied to the role of nurse educator and nursing education practice. Students establish nurse education practicum goals and objectives and are required to obtain a nurse educator preceptor. Practicum hours involve practical observational and hands-on experiences in both the clinical and classroom environments.

An educational site affiliation agreement with a student selected facility is secured and a practicum contract is developed and established with an approved nurse educator preceptor; practicum hours are initiated.

**NURS 619    *Nursing Education II: Curriculum Development*    3 hours**

Prerequisites: NURS 618, EDUC 500

This course provides students with the fundamental knowledge and requisite skill set needed to effectively design, develop, implement, and evaluate nursing education focused curricula. Current trends in nursing education and accreditation are discussed; philosophies, conceptual frameworks, development of learning goals and objectives are examined and applied. Practicum hours continue.

**NURS 620    *Nursing Education III: Advanced Practicum*    6 hours**

Prerequisites: NURS 500, 618, 619, EDUC 518

This course is designed for students who elect to utilize their selected area of advanced practice knowledge and related practicum experiences by serving as nurse educators. Students are guided to continue working with preceptors to fulfill clinical and educational objectives that were developed and initiated in NURS 618. A research project that leads to the writing of a scholarly paper suitable for publication is required.

**NURS 668    *Health/Wellness Capstone Project*    3 hours**

Prerequisites: NURS 501, 503, 519. Students must be in the final semester of their Health Services degree program.

This capstone course is designed for health/wellness majors who are in the last semester of their Health Services graduate degree program. With guidance from the course professor, students will write a publishable paper, develop a health-oriented program/intervention, or engage in a primary research project related to a selected health issue.

**OLD TESTAMENT BIBLICAL STUDIES****OBST 590    *Old Testament Introduction*    3 hours**

Deals with the two major subdivisions of OTI: (1) general introduction which involves the matters of text, canon, and the particular question of the date and authorship of the Pentateuch; and (2) special introduction relating to the treatment of the individual books of the Old Testament one-by-one, giving an account of authorship, date, purpose, and integrity. The goal of the course is to provide a basis for an introduction to the tools used in the Old Testament materials in their historical and theological context. (*Offered in online format only.*)

**OBST 591    *Old Testament Orientation I*    3 hours**

An examination of the current status of research in studies relative to the Pentateuch and Historical Books. Special attention will be given to biblical introduction, hermeneutics, and the acquiring of a strategic grasp of the historical setting, literary

genres, and structure of each book, as well as areas of particular critical concern.

**OBST 592    *Old Testament Orientation II*    3 hours**

An examination of the current status of research in studies relative to the poetic and prophetic books. Special attention will be given to biblical introduction, hermeneutics, and the acquiring of a strategic grasp of the historical setting, literary genres, and structure of each book, as well as areas of particular critical concern.

**OBST 597    *Seminar in Old Testament Studies*    1 to 3 hours****OBST 605    *Genesis*    3 hours**

An examination of Genesis with particular emphasis on the major themes and events: creation, flood, patriarchal narratives, and the Abrahamic Covenant. Attention will be given to significant historical and archaeological details relative to the cultural milieu as well as to crucial theological concepts found in key chapters in the book.

**OBST 609    *Deuteronomy*    3 hours**

An intensive examination of Deuteronomistic legislation in its historical and cultural setting.

**OBST 610    *Psalms*    3 hours**

An in-depth study of representative types of psalmic materials. Attention is given to questions of historical setting and literary form as they relate to major religious ideas and teachings.

**OBST 615    *Joshua-Kings*    3 hours**

A survey of the historical books of the Old Testament with a brief special introduction to each, followed by a detailed study of the history of Israel from the era of conquest to the era of restoration. Assigned work in the biblical materials.

**OBST 620    *The Poetry of the Old Testament*    3 hours**

A survey of the historical background, nature, and purpose of divine revelation in the poetic literature of the Old Testament. An analysis of the form and content of the poetic books of the Old Testament: Job through Song of Solomon, and Lamentations.

**OBST 633    *Isaiah*    3 hours**

Careful attention is given to the special introductory aspects of the book: 1) unity, authorship, date; 2) historical background; 3) themes, motifs, or emphasis; 4) purpose(s); and 5) literary features. A detailed exposition of the major portions of the text will be presented, especially the Messianic sections.

**OBST 635    *Jeremiah and Ezekiel*    3 hours**

A detailed investigation of two of Judah's great major prophets in the late kingdom and exilic periods, with special emphasis on their historical setting and literary compilation.

**OBST 638    *Daniel*    3 hours**

An intensive study of the book of Daniel. Attention will be given to the historical setting, questions of date and authorship, the nature of Hebrew prophecy, parallel eschatological passages, and basic teachings. The best critical literature will be utilized.

**OBST 642    *Pre-Exilic Minor Prophets*    3 hours**

An examination of Israel's prophets before the fall of Jerusalem in 586 B.C. Attention is given to their historic setting as well as to their message and theological relevance.

**OBST 690    *Thesis*    3 hours****OBST 695/    *Directed Research in Old*    1 to 3 hours****OBST 995    *Testament Biblical Studies***

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Old Testament.

**OBST 697/    *Seminar in Old Testament*    3 hours****OBST 997**

An intensive study in a specific subject of the Old Testament. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.



- OBST 698** *Non-Resident Thesis* No credit  
**OBST 910/** *Uses of the Old Testament in the* 3 hours  
**NBST 910** *New Testament*

An intensive study of the historical, exegetical, and theological issues related to the use of the Old Testament in the New Testament, with special attention to the question of how the hermeneutics of the New Testament writers should impact Christian interpretation of Scripture.

- OBST 922** *The Theology of the Torah* 3 hours  
 A seminar examining the theological themes expressed in the Pentateuch and how these themes are developed in the larger canon of Christian Scripture.

- OBST 950** *Special Topics in the Old Testament* 3 hours  
 An intensive study in a specific topic of interest related to the Old Testament. The emphasis in this study will be on directed reading and research in the designated topic.

### OLD TESTAMENT COGNATE LANGUAGES

- OTCL 505** *Hebrew Language Tools* 3 hours  
 An introduction to the biblical Hebrew alphabet, word formation, the verbal system, and syntax. Emphasis is placed on developing skills in the use of concordances and lexicons, as well as the use of various linguistic helps and differing English translations.

- OTCL 510** *Beginning Hebrew* 3 hours  
 The basic elements of Hebrew grammar with stress upon morphology and vocabulary.

- OTCL 530** *Hebrew Syntax* 3 hours  
 Prerequisite: OTCL 510 or its equivalent  
 A study of Hebrew tools and syntactical principles that will serve as guides to sound exegetical procedure.

- OTCL 635** *Hebrew Exegesis* 3 hours  
 Prerequisite: OTCL 530 or its equivalent  
 The development of exegetical principles (including text critical, grammatical, historical, and theological factors) and their application to selected readings from the Hebrew Old Testament.

- OTCL 638** *Aramaic* 3 hours  
 Prerequisite: One year of Classical Hebrew  
 The elements of Aramaic with reading of the biblical and extra-biblical texts.

- OTCL 695** *Directed Research in Hebrew* 1 to 3 hours  
 Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of Hebrew.

- OTCL 697/** *Seminar in Old Testament Language* 1 to 3 hours  
**OTCL 997**

An intensive study in a distinctive language related to the Hebrew Old Testament. This course will vary considerably in approach and course content.

### PASTORAL COUNSELING / COUNSELING

- PACO 500** *Introduction to Pastoral Counseling* 3 hours  
 Introduces students to a model for short-term counseling that incorporates knowledge of and practice in facilitation skills, cognitive behavioral approaches, and biblical teaching.  
**COUN 506/** *Integration of Psychology and Theology* 3 hours  
**PACO 506**

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 507/** *Theology and Spirituality in Counseling* 3 hours  
**PACO 507**

An examination of the content, comprehensiveness, and validity of several counseling theories that have been developed by prominent Christian counselors. (Formerly PACO 600).

- COUN 597/** *Seminar* 1 to 3 hours  
**PACO 597**

- PACO 603** *Premarital and Marital Counseling* 3 hours  
 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. (Formerly PACO 610)

- PACO 604** *Crisis Counseling and Brief Therapy* 3 hours  
 An examination of the theory and practice of crisis intervention and approaches to brief therapy.

- PACO 611** *Counseling the Child and Their Families* 3 hours  
 The developmental and psychological needs and problems of children are examined through the analysis of personality types and family structure. Counseling techniques (e.g. play therapy) for children are also examined.

- PACO 620** *Counseling the Adolescent and Their Families* 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.

- PACO 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 695/** *Directed Research in Pastoral* 1 to 6 hours  
**PACO 695** *Counseling*

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of counseling.

- COUN 697/** *Seminar in Pastoral Counseling* 1 to 6 hours  
**PACO 697**

An intensive study in a specific subject of counseling. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

- COUN 698/** *Practicum* 3 hours  
**PACO 698**

Prerequisites: COUN 501, 502, 503, 504, 505, 506, 507, 510, 512, 521, 522, 601, 646, and 667

Students will complete supervised counseling and counseling-related experiences in a professional setting. The primary focus is the development of counseling skills.

- COUN 699/** *Counseling Internship* 6 hours  
**PACO 699**

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.

### PHILOSOPHY

- PHIL 550** *Introduction to Philosophy of Religion* 3 hours

This course will acquaint the student with the central issues in the philosophy of religion. These include topics such as the status of revelation, the existence of God, the problem of evil, and religious language.

**PHIL 597 Seminar in Philosophy** 1 to 3 hours

**PHIL 605 The Existence of God** 3 hours

An investigation and critique of the major arguments for God's existence from Plato to the present, and a discussion of their relation to theology and in particular, God's attributes.

**PHIL 615 The Problem of Evil** 3 hours

An examination of how the problem of evil arises along with some of the major historical and contemporary solutions. The course attempts to evaluate the current status of the debate and to construct a theodicy which is both theologically and philosophically acceptable.

**PHIL 620 Religious Language** 3 hours

A course designed to acquaint the student with the philosophical debate over the meaningfulness and factual significance of theological discourse. Primary focus will be the debate in contemporary discussions.

**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.

**PHIL 695/ Directed Research in Philosophy** 1 to 3 hours

**PHIL 995**

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of philosophy.

**PHIL 697/ Seminar in Philosophy** 3 hours

**PHIL 997**

An intensive study in a specific subject of philosophy. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

### PASTORAL LEADERSHIP

**PLED 520 Spiritual Formation** 3 hours

This course focuses on the development of the spiritual life in ministry. Attention is given to the spiritual disciplines, the prayer life, and the biblical nature of calling, ministry and character.

**PLED 597 Seminar in Pastoral Ministries** 1 to 3 hours

**PLED 625 Ministry Matters: Preventing Ministry Failure** 3 hours

This class will help the student (and their spouse) better prepare themselves for the rigors of 21<sup>st</sup> century ministry, avoid common pitfalls, and prevent potential problems. It will deal with such significant issues as setting realistic expectations, dealing with church boards, marriage, children, finances, burnt-out, stress, time management and more.

**PLED 635 Theology of Pastoral Ministry** 3 hours

A study of the different phases of the daily work of the pastor. Attention is given to the call, character, leadership, and responsibilities of the pastor. Opportunities are also given for the student to practice methods of pastoral work.

**PLED 655 Communication in Christian Ministry** 3 hours

A practical and theoretical course designed to strengthen communication competencies of students in the Christian ministry environment. Concepts of communication theory are applied to ministry contexts.

**PLED 695 Directed Research** 1 to 3 hours

**PLED 697 Seminar in Pastoral Ministries** 1 to 3 hours

An intensive study in a specific subject of pastoral ministry. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**PLED 699 Internship** 3 to 6 hours

Prerequisites: DSMN 505, EVAN 510, 565, HOMI 501, 521, 591; PLED 635, PACO 500 or COUN 601

Internship involves supervised work in an applied ministry

setting. Students continue to apply, adapt, and improve their skills in specialized ministry situations. Students work under the supervision of a qualified professional Christian worker.

**PLED 910 Principles and Practices of Prayer** 3 hours

A study in the various aspects of Christian prayer, 52 Ways to Pray, and of the biblical and theological basis of prayer as reflected in Scriptures. The course includes a basic introduction to the various ministries and principles using prayer in a local church.

**PLED 961 Contemporary Ethical Problems in Ministry** 3 hours

A study of the basis for making decisions that have ethical aspects and of specific ethical problems encountered in the pastoral ministry.

**PLED 969 Current Legal Matters Confronting the Pastor** 3 hours

An exploration of common law, statutory, regulatory and constitutional requirements, and restrictions for ministries. Significant issues involving such critical areas as contracts, torts, taxation, and governmental regulations will be discussed as they affect religious freedom.

**PLED 970 Pastoral Leadership** 3 hours

An advanced study of the personal leadership functions of the pastor. Planning, organizing, guiding, staffing, and controlling are studied and applied to the work of the pastor. Attention is focused on such topics as conflict management, decision-making, long-range planning, motivation, and interpersonal relationships.

**PLED 995 Directed Research** 1 to 3 hours

**PLED 997 Seminar in Pastoral Ministries** 1 to 3 hours

An intensive study in a specific subject of pastoral ministry. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

### RESEARCH METHODS AND TEACHING

**RTCH 900 Research Methods and Teaching in Christian Higher Education** 3 hours

This course guides the student in the use of library materials, computerized databases, bibliographic resources as well as research strategies, dissertation topic selection, and familiarization with form and style for research papers and dissertations. Students will also be introduced to the processes involved in syllabus development, lesson planning, and evaluation of student progress for both live instruction and the distance learning environment.

### THEOLOGICAL ENGLISH FOR KOREAN STUDENTS

**THEK 500 English Communication Skills** 3 hours

The course is designed for Korean students who have previously studied English, but desire to attain higher levels of fluency and greater mastery of English structure. English communication is a necessary skill for students to perform in the seminary classes. This, this course will assist students in developing the four language skills- listening, speaking, reading, and writing. The course incorporates the use of a wide variety of exercise materials and covers a broad range of goals, which include mastering sentence structures, understanding and minimizing grammatical errors, and ultimately producing fluency in communication.

**THEK 501 English Writing Skills** 3 hours

This course is designed for Korean seminary students whose native language is other than English. Students will learn effective writing techniques in a workshop setting. This course will introduce the basics of academic writing including grammar and syntax, and students will practice writing a variety of academic assignments. The course is designed to improve qualities of students' academic writing through plan, draft, and revision.

**THEK 502 *English Reading Skills I*** 3 hours

This course is designed for Korean student who need to improve their English knowledge and skills. As the first two courses on reading comprehensions, it will build student's vocabularies, idioms, grammar, and sentence patterns. The technique of diagramming sentences will also be introduced in order to aid students' grasp of the reading material. Daily exercise in English will be emphasized throughout the course.

**THEK 503 *English Reading Skills 2*** 3 hours

Prerequisite: THEK 502 and either THEK 500 or 501

This course purposes to help Korean students who desire to let students practice their reading and comprehension skills, it will continue to enhance students' ability to comprehend the reading material. Grammar and syntax will be reviewed when necessary. Some theology and ministry related articles will be used to get students acquainted with theological, pastoral, and ministerial vocabularies and to raise the quality of students' seminary study overall.

### **THEOLOGY**

**THEO 501 *Patristic and Medieval Christian Thought*** 3 hours

A study of the early development of Christian ideas from their background in the Greco-Roman world, Judaism, and the Scriptures, through the apostolic fathers, the apologists, and the early struggles toward doctrinal clarity and purity. In the latter half of the course, attention will be given to the establishment of papal supremacy, the rise and subsequent decline of the scholastic Christianity, and the conceptual factors leading toward the Renaissance and Reformation.

**THEO 502 *Renaissance and Reformation Christian Thought*** 3 hours

A study of the renewal of cultural and intellectual activity in Europe from the later Middle Ages through the Renaissance, Protestant Reformation, Roman Catholic Counter Reformation, rise of capitalism, scientific revolution, and the Enlightenment.

**THEO 503 *Modern and Contemporary Christian Thought*** 3 hours

A study of thought from Enlightenment trends to contemporary theological and philosophical developments. The latter subject includes Nineteenth Century liberalism, Twentieth Century new-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 formative scholars, and the conservative alternative.

**THEO 510 *Survey of Christian Doctrine*** 3 hours

A survey of the field of biblical doctrine. Each of the following doctrines will be examined: the Bible, God the Father, Christ, the Holy Spirit, Man, Sin, Salvation, the Church, and Last Things.

**THEO 525 *Systematic Theology I*** 3 hours

A course beginning the study of systematic theology with special attention given to prolegomena the doctrines of Scripture, God, angels, humanity and sin.

**THEO 530 *Systematic Theology II*** 3 hours

A course completing the study of systematic theology with special attention given to the doctrines of the person and work of Christ, the Holy Spirit, salvation, the church, and last things. Such issues as nature and extent of salvation, the origin, nature and future of the church, and the eternal state are explored.

**THEO 597 *Seminar in Theology*** 1 to 3 hours**THEO 610 *Biblical Theology*** 3 hours

A study of the nature, history and current trends in biblical theology. Each semester there will be a special focus given to

specific areas in Old Testament biblical theology or New Testament Biblical theology.

**THEO 620 *Ecclesiology/Eschatology*** 3 hours

A study of the nature of the Church and the doctrine of Last Things. In ecclesiology, a major emphasis will be Baptist ecclesiology. Eschatology will focus particularly on the concept of the Kingdom and on the rapture of the Church.

**THEO 626 *Doctrine of God*** 3 hours

A study of the existence, nature, and attributes of the triune God. Contains a study of such doctrines as the decree of God, Creation, the providence of God, and the doctrine of the Trinity.

**THEO 630 *Problems and Issues in Eschatology*** 3 hours

A discussion of several issues challenging the church today in relation to dispensational hermeneutics, the rapture, the tribulation, the millennial kingdom, the future of the church, and the nations, as well as recent attempts to coordinate Bible prophecy with current events.

**THEO 635 *Seminar in Contemporary Theological Issues*** 3 hours

Designed to isolate and discuss major theological issues within the various major heads of systematic theology. Specific problems to be discussed will vary with the discretion of the professor, but issues such as free will and determinism, the nature of man, and the rapture of the Church are indicative of the kinds of issues to be discussed.

**THEO 641 *Advanced Bibliology*** 3 hours

A detailed study of the whole area of Bibliology. Special emphasis will be placed on contemporary conceptions of such doctrines as Revelation and Inspiration. An in-depth analysis of the contemporary debate over the inerrancy and authority of Scripture will be included.

**THEO 642 *Advanced Christology*** 3 hours

A detailed examination of the Person, nature, and works of Jesus Christ. Focus will be not only on traditional issues in Christology, but also on contemporary discussions in the field, both within orthodoxy and outside it.

**THEO 644 *Johannine Theology*** 3 hours

Prerequisite: Offered to M.A. and Th.M. students or by permission of instructor and advisor

A course focusing on the unique contributions of John to each of the major areas of history, symbolism, language and journalistic style of development. From the course, the student will correlate the unique Johannine principles of theologizing and hermeneutics, as well as the particular contributions John makes to New Testament theology.

**THEO 650 *Ethics and Christian Ministry*** 3 hours

A study of the methodology and practice of biblical ethics as applied to such issues as abortion, euthanasia, in-vitro fertilization, capital punishment, government, war, race relations, marriage, divorce, personal and ecclesiastical separation, and worldly amusements.

**THEO 654 *Pneumatology*** 3 hours

A comprehensive study of the Person and work of the Holy Spirit. The activities of the Holy Spirit are traced through the Old and New Testaments, with special attention to His ministry to Christ, to the Church, and to the individual Christian.

**THEO 678 *Western and New Religions*** 3 hours

The history, doctrines, and present state of the major cults such as Mormonism, Christian Science, Jehovah's Witnesses and Seventh Day Adventism. The course will also include a study of the Occult Movement. Emphasis is placed on the errors of these groups and on methods and materials for confronting them effectively.

**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

**THEO 695 Directed Research in Theology** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of theology.

**THEO 697 Seminar in Theological Studies** 3 hours

An intensive study in a specific subject of theology. This course allows variation in the approach and content of the regular curriculum and often will be used by visiting professors.

**THEO 698 Non-Resident Thesis** No credit**THEO 900 Seminar in Theological Method** 3 hours

Analyzes theological methods in various theological traditions and persuasions. Different types of biblical, systematic, and contemporary theologies will be scrutinized. Particular attention will be given to the significance of theological sources including revelation, tradition, and culture and to their role in theology.

**THEO 901 Contemporary Issues in the Doctrine of God** 3 hours

A Seminar on the Doctrine of God with special attention to modern issues on the topic, such as Open Theism, the knowability of truths about God, proper basicity and the justification of God's existence, and the problem of evil.

**THEO 904 Bibliology** 3 hours

An examination of the doctrine of scripture with attention to its inerrancy, and inspiration, along with a consideration of the matter of inscripturated revelation and the nature of religious language.

**THEO 905 Christology in Contemporary Theological Perspective** 3 hours

A study of recent trends in Christological method and understanding including process christologies, the Jesus Seminar, and the "new search" for the historical Jesus.

**THEO 908 Reading Seminar in Systematic Theology** 3 hours

The purpose of this reading seminar is to provide a base-line of readings in systematic theology focusing on reading classic texts significant to or exemplary of systematic theology. Students will read about thirty books and treatises, reading both scholarly and popular work throughout the history of the church. Students will evaluate, critique, and write critical reviews of assigned works evaluating, comparing and synthesizing their respective contribution to the development of the discipline and relation to contemporary evangelical theological concerns.

**THEO 945/ CHHI 945 Seminar in Modern Theologies and Theologians** 3 hours

This seminar focuses on the work of select theologians and theological movements since the 18<sup>th</sup> Century. This seminar may be repeated as subject matter varies.

**THEO 946 Contemporary Theology** 3 hours

An examination and critical analysis of theologians and theological movements since 1945. Topics include Liberation and Feminist Theologies as well as Open Theism, and the work of Paul Tillich, Jurgen Moltmann, John A. T. Robinson, and Harvey Cox. This seminar focuses on the work of select theologians and theological movements since the eighteenth century. This seminar may be repeated as subject matter varies. This seminar will focus on the Twentieth and early Twenty-first Centuries.

**THEO 995 Directed Research in Theology** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of theology.

**THEO 997 Seminar in Theological Studies** 3 hours**WORSHIP STUDIES****WRSP 501 The Dynamics of Corporate Worship** 3 hours

This course involves a study of the dynamic influences of personal, biblical, historical, professional, and practical worship to the corporate ministry of the local church. Application is made to the presentation and influence of singing, praying, preaching, evangelism, and the great modern revival movements on corporate worship in the church today. Graduate students complete a personal assessment that relates honest, genuine, unhindered, and biblical worship to their own responsibility to music, prayer, evangelism, preaching, and corporate ministry.

**WRSP 502 History and Philosophy of Worship** 3 hours

This is a study of the history of worship from the Old Testament, the early church, through the modern period. Emphasis is given to changes in worship practices resulting from the Reformation, the Great Awakenings, revival movements, large evangelistic crusades of the 1940s and 1950s, Jesus Movement, and the Praise and Worship movement.

**WRSP 510 Biblical Foundations of Worship** 3 hours

A study of the principles of worship as found in the Old and New Testaments. Includes study of the Tabernacle as a model of worship, worship in the lives of biblical characters, and the biblical roots of worship practices developed by the early church.

**WRSP 520 The Role of the Worship Leader** 3 hours

A study of the many and varied roles and relationships of the worship leader. Special emphasis is placed on the relationship between the worship leader and the pastor. Also considered are the relationships between the worship leader and other staff members, singers/instrumentalists, and the congregation.

**WRSP 530 Principles of Leadership for the Worship Leader** 3 hours

A study of the characteristics and responsibilities of a good leader as they relate to the worship leader. Planning, organizing, staff development, and decision-making are topics of consideration.

**WRSP 540 Current Issues in Worship** 3 hours

A study of the current trends and issues related to contemporary worship. Consideration is given to various worship models, worship evangelism, cross-cultural issues, and church worship in transition.

**WRSP 545 Global Worship** 3 hours

This course investigates the biblical mandate for world missions as applied to principles for worship leading to various cultures and ethnic regions. Application is made to the role and responsibility worship leaders have in developing partnerships between local churches and missionary endeavors through worship. Special attention is given to the relationship between worship, the glory of God, and the Great Commission.

**WRSP 551 Building a Balanced Worship Ministry** 3 hours

This is a course that looks at the various roles the worship leader holds within the mandates of the overall church mission. Consideration is given to the worship leader's relationship to the local church education and discipleship programs, missions and evangelism outreach ministries, preaching and teaching ministries, women's and men's ministries, children, youth and young adult ministries, and creative arts ministries.

**WRSP 610 Tools and Techniques for the Contemporary Worship Leader** 3 hours

A study of the current available resources and techniques employed by contemporary worship leaders. Consideration is given to practical issues related to rehearsal techniques, programming, MIDI technology, sound reinforcement, use of drama, and worship events.

**WRSP 635 Building a Theology of Worship** 3 hours

This course is a comprehensive study of the purpose and practice of a theology of worship in the local church. The study is

divided into two parts: Cognitive theology that includes the understanding and discovery of a biblical theology of worship and music; and, practical application of theology which includes developing a strategy for teaching theology as a worship leader. The class is guided by a series of projects whereby students build a personal theology for private and public worship.

**WRSP 645 *The Role of the Pastor with the Worship Leader*** 3 hours

This is a study of the relationship between the pastor and minister of music/worship leader in a local church. Clarification of the biblical role a pastor has as “the worship leader” of his congregation is discussed. Responsibilities pastors and ministers of music/worship leaders have to the gospel ministry are defined and articulated. Leadership models are investigated in the light of team building and staff management. Practical application is made through class and small group case studies, interviews, on-location observations, and personal evaluation.

**WRSP 690 *Thesis: Research and Writing in Worship*** 3 hours

The thesis is a comprehensive paper written in a specific worship discipline and selected in consultation between the student and approved faculty. It should illustrate a thorough understanding and mastery of research techniques and demonstrate a level of original discovery suitable for graduate work on the master’s level. Students may not enroll in this class until the last semester of graduate work or until all other course requirements for the degree have been successfully completed.

**WRSP 695 *Directed Research in Worship*** 1 to 3 hours

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of worship.

**WRSP 697 *Seminar in Worship Studies*** 3 hours

This course focuses on advanced worship practice within the evangelical and local church community. Student and faculty will work together to develop and tailor assignments to each student’s individual preference, professional goals, and objectives for future practice as a worship leader. A major project illustrating the student’s ability to apply learned theory to the practical outcomes of a local church is expected.

**WRSP 801 *Corporate Worship*** 3 hours

This course involves a study of the dynamic influences of personal, biblical, historical, professional, and practical worship as related to corporate ministries in the local church. Application is made to the presentation and influence of singing, praying, preaching, evangelism, and the great modern revival movement to 21st Century corporate worship. Doctoral students are required to complete a personal assessment that relates honest, genuine hindered, and biblical worship to their own responsibility to music, prayer, evangelism, preaching and corporate ministries. The course includes a short research project. Class time run concurrently with WRSP 501, *The Dynamics of Corporate Worship*, graduate intensives.

**WRSP 820 *The Worship Leader*** 3 hours

A study of the many and varied roles and relationships of the worship leader. Special emphasis is placed on the relationship between the worship leader and the pastor. Also considered are the relationships between the worship leader and other staff members, singers, instrumentalists, and the congregation. In addition to required reading, significant research within the evangelical community, and application to various worship ministries, students are required to complete 10 projects that integrate learned principles and practical application. (LU Online only).

**WRSP 840 *Transitions in Worship*** 3 hours

A study of the current trends and issues related to contemporary worship. Consideration is given to various worship models, worship

evangelism, the place of worship in missions, multi-cultural issues, worship transitions, worship trends, and application of theological and biblical principles to worship practices. The course includes research of emerging church worship, a series of interview projects, and comparative study of popular music genres and contemporary praise and worship practices.

**WRSP 851 *Balanced Worship*** 3 hours

This is a course that looks at the various responsibilities worship leaders have in building balanced, well-conceived ministries with other entities in the church. Consideration is given to the worship leader’s relationship to local church education and discipleship programs, missions and evangelism outreach ministries, preaching and teaching ministries, women’s and men’s ministries, children, youth and young adult ministries, and creative arts ministries. Doctorate students will compile a ministry pedagogy file to use in developing mentoring models for training worship leaders. Class times run concurrently with WRSP 551, *Building a Balanced Worship Ministry*, graduate intensive.

**WRSP 935 *The Theology of Worship*** 3 hours

This course is a comprehensive study of the purpose and practice of a theology of worship in the local church. The study is divided into two parts: cognitive theology that includes the understanding and discovery of a biblical theology of worship and music; and, practical application of theology which includes developing a strategy for teaching theology as a worship leader. The class is guided by a series of projects whereby students build a personal theology for private and public worship. Class times run concurrently with WRSP 635, *Building a Theology of Worship*, graduate intensive.

**WRSP 945 *The Pastor and the Worship Leader*** 3 hours

This is a study of the relationship between the pastor and minister of music/worship leader in a local church. Clarification of the biblical role a pastor has as “the worship leader” of his congregation is discussed. Responsibilities pastors and ministers of music/worship leaders have to the gospel ministry are defined and articulated. Leadership models are investigated in the light of team building and staff management. Practical application is made through class and small group case studies, interviews, on-location observations, and personal evaluation. Class times run concurrently with WRSP 645, *The Role of the Pastor with the Worship Leader*, graduate intensive.

**WRSP 995 *Directed Research in Worship*** 3 hours

Designed for the post-graduate, doctor of ministry student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of worship. Recommended as an elective in preparation for the Doctor of Ministry writing project.

**WRSP 997 *Advanced Seminar in Worship Studies*** 3 hours

This course focuses on a study of worship practices in the evangelical community. Student and faculty work together to develop and tailor assignment to each student’s individual preference, professional goals, needs, and objectives. A 30-50 page major paper demonstrating research ability must be completed. This major project must be practical in application to the student’s ministry.

## YOUTH MINISTRIES

**YOUT 510 *Foundations in Youth Ministries I*** 3 hours

An introductory course designed to develop a basic philosophy of the youth ministry through an analysis of contemporary and historical youth ministry models.

**YOUT 520 *Foundations in Youth Ministries II*** 3 hours

Careful analysis of methods, curriculum, staffing, promotion, and facilities of the total youth program.

**YOUT 597**    *Seminar in Youth Ministries*                      1 to 3 hours

**YOUT 615**    *The Role of the Youth Leader*                      3 hours

A course designed to study leadership and management principles as they relate to the broad spectrum of a youth leader's responsibilities. Issues such as personal piety, balancing family and ministry, finding the right ministry position, team building, and working with staff will be addressed. Special emphasis will be placed on helping the student integrate the cognitive with the practical to develop a personal paradigm of effective leadership.

**YOUT 630**    *Student Ministries*                                      3 hours

A study of the philosophy, principles, and practices of evangelizing and discipling middle and high school age students within the context of their own diverse cultures. Certain "axioms" and "paradigms" of adolescent ministry will be examined and evaluated for their effectiveness as tools for understanding and reaching students with the gospel.

**YOUT 650**    *Youth Practicum*                                      3 hours

A practical field experience under the supervision of a professional youth leader.

**YOUT 660**    *Advanced Youth Practicum*                      3 hours

Prerequisite: YOUT 650

A continuation of YOUT 650.

**YOUT 695/**    *Directed Research in Youth Ministries*    1 to 3 hours

**YOUT 995**

Designed for the advanced student in good standing who has demonstrated an ability to work independently. The student will work with the instructor in developing a proposal for guided research in a specified area of youth work.

**YOUT 697/**    *Seminar in Youth Ministries*                      1 to 3 hours

**YOUT 997**

*University Calendar 2009-2010\****FIRST SEMESTER****August 10, Monday**

Faculty Return

**August 12-18, W – F; M – T**

Faculty Orientation

**August 18, Tuesday**

Early Residence Hall check-in begins at 6:00 pm for New Students who have completed financial check-in

**August 19, Wednesday**

Residence Halls open

Dining Hall opens for lunch for new students

Financial check-in and orientation for new, transfer and former undergraduate students (Required)

**August 19-22, Wednesday - Saturday**

Orientation and Freshman Seminar and Registration

Required for all new, transfer and former UG students

**August 20, Thursday**

Graduate Orientation – required for all new, transfer and former graduate students

**August 21, Friday**

Residence Halls open for returning students at 1:00 pm

Meal Plans begin at lunch for returning students

Registration for returning and former students

**August 24, Monday**

Classes begin, 7:40 a.m.

**August 28, Friday**

Last day to register @ 4:00 p.m.

Last day to add or drop a class with no grade

Last day to adjust tuition

**October 8-11, Thursday – Sunday**

Fall Break

**November 9, Monday**

Last day to withdraw from a class with a "W"

**November 20, Friday**

Thanksgiving Vacation begins after last class

Dining Hall closes after dinner

**November 23-27, Monday - Friday**

Thanksgiving vacation

**December 9, Wednesday**

Last day of classes

**December 10, Thursday**

Reading Day

**December 11-18, Friday - Friday**

Final Examinations

**December 18, Friday**

Final Exam Make-up Day

First semester ends

Residence Halls close at noon

Dining Hall closes after dinner

**December 23, Wednesday**

Final grades due, 4:00 p.m.

**INTERSESSION****December 28-January 15****SECOND SEMESTER****January 11, Monday**

Faculty Return

**January 13, Wednesday**

Residence Halls open

Dining Hall opens for lunch for new students

Financial check-in and orientation for new, transfer, and former undergraduate students (Required)

**January 13-16, Wednesday - Saturday**

Orientation and Freshman Seminar and Registration

Required for all new, transfer and former UG students

**January 14, Thursday**

Graduate Orientation – required for all new, transfer and former graduate students

**January 15, Friday**

Residence Halls open for Returning Students at 1:00 pm

Meal Plans begin at lunch for returning students

Registration for returning and former students

**January 18, Monday**

Classes begin, 7:40 a.m.

**January 22, Friday**

Last day to register @ 4:00 p.m.

Last day to add or drop a class with no grade

Last day to adjust tuition

**March 12, Friday**

Spring Vacation begins after last class

Dining Hall closes after dinner

**March 15-19, Monday-Friday**

Spring Break

Spring Intensives

**April 5, Monday**

Easter Holiday

No Classes

**April 12, Monday**

Last day to withdraw from a class with a "W"

**April 14, Wednesday**

Annual Assessment Day

**May 5, Wednesday**

Last day of classes

**May 6, Thursday**

Reading Day

**May 7-May 14, Friday - Friday**

Final Examinations

**May 14, Friday**

Baccalaureate Service

Residence Halls close at noon

Second semester ends

**May 15, Saturday**

Commencement

Dining Hall closes after breakfast

**May 21, Friday**

Final grades due, 4:00 p.m.

**May 19-21, Wednesday - Friday**

Faculty Workdays

**SUMMER SESSION****May 17-August 20**\*The University calendar is posted online at [www.liberty.edu/registrar](http://www.liberty.edu/registrar)

## *Liberty University Online Schedule 2009 – 2010*

### **Fall 2009**

Registration open June 9, 2009

<b>Sub-term</b>	<b>Length</b>	<b>Acceptance Deadline</b>	<b>Registration Deadline</b>	<b>Financial Check-in Deadline</b>	<b>Sub-term Start Date</b>	<b>Sub-term End Date</b>
40A	17-week	7/29/09	8/12/09	8/16/09	8/24/09	12/18/09
40B	8-week	7/29/09	8/12/09	8/16/09	8/24/09	10/16/09
40C	8-week	8/26/09	9/9/09	9/13/09	9/21/09	11/13/09
40D	8-week	9/30/09	10/14/09	10/15/09	10/26/09	12/18/09

### **Spring 2010**

Registration open October 15, 2009

<b>Sub-term</b>	<b>Length</b>	<b>Acceptance Deadline</b>	<b>Registration Deadline</b>	<b>Financial Check-in Deadline</b>	<b>Sub-term Start Date</b>	<b>Sub-term End Date</b>
20A	17-week	12/23/09	1/06/10	1/10/10	1/18/10	5/14/10
20B	8-week	12/23/09	1/06/10	1/10/10	1/18/10	3/12/10
20C	8-week	1/20/10	2/03/10	2/07/10	2/15/10	4/09/10
20D	8-week	2/17/10	3/10/10	3/14/10	3/22/10	5/14/10

### **Summer 2010**

Registration open March 11, 2010

<b>Sub-term</b>	<b>Length</b>	<b>Acceptance Deadline</b>	<b>Registration Deadline</b>	<b>Financial Check-in Deadline</b>	<b>Sub-term Start Date</b>	<b>Sub-term End Date</b>
30A	14-week	4/21/10	5/05/10	5/09/10	5/17/10	8/20/10
30B	8-week	4/21/10	5/05/10	5/09/10	5/17/10	7/09/10
30D	8-week	6/02/10	6/16/10	6/20/10	6/28/10	8/20/10

*Please note: All dates are subject to change.*

The Liberty University Online Schedule may be viewed online at:  
<http://www.luonline.com/index.cfm?PID=14238>



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