

The background of the entire page is a photograph of a large, classical-style building with many white columns. The building is slightly out of focus. In the foreground, there are several tree trunks and branches with green leaves, some of which are in sharp focus. The lighting is bright, suggesting a sunny day, with some lens flare visible in the upper right corner.

— 2017-18 —

UNDERGRADUATE CATALOG

LIBERTY UNIVERSITY

Training Champions for Christ since 1971

LIBERTY UNIVERSITY®

*1971 University Boulevard
Lynchburg, VA 24515
434-582-2000*

**UNDERGRADUATE CATALOG****2017-2018**

*Liberty University is accredited by the
Southern Association of Colleges and Schools Commission on Colleges
to award associate, bachelor, masters, specialist, 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.
Normal inquiries about the institution, such as admission requirements, financial aid,
educational programs, etc., should be addressed directly to Liberty University.*

The University reserves the right to make necessary changes without further notice. The regulations, programs, 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.

University Calendar 2017-2018

The University calendar is posted online at www.liberty.edu/registrar

FIRST SEMESTER

August 14, Monday

Faculty return

August 17–23, Thursday–Wednesday

Faculty Orientation

August 23–24 Wednesday–Thursday

Residence Halls open for new students (Staggered arrival; new students will be emailed with specific time frame that applies)

Dining Hall opens at 12 PM Wednesday for new students

August 24–25, Thursday–Friday

Enrollment Assistance for new, transfer, and former undergraduate students

August 25, Friday

New Student Orientation Activities – required for incoming students who did not attend in summer.
Residence Halls open for returning students at 1 PM
Dining Hall opens at 12 PM for returning students

August 28, Monday

Classes begin, 8:15 AM

August 28 – September 1, Monday–Friday

Add/Drop Week

September 1, Friday

Last day to add or drop a class until 4 PM

October 5–6, Thursday–Friday

Fall Break

November 17, Friday

Thanksgiving Vacation begins after last class
Dining Hall closes after dinner

November 20–24, Monday–Friday

Thanksgiving Vacation

December 1, Friday

Last day to withdraw from an UG class with a "W"

December 12, Tuesday

Last day of classes

Last day to withdraw from a GR class with a "W"

December 13, Wednesday

Reading Day

December 14–15, Thursday–Friday

Final Examinations

December 18–19, Monday–Tuesday

Final Examinations Continued

December 20, Wednesday

Residence Halls close at noon

Dining Hall closes after lunch

December 22, Friday

Fall Semester Ends

December 29, Friday

Final grades due

WINTER INTERSESSION

December 23–January 14

SECOND SEMESTER

January 15, Monday

Spring Intensives begin Faculty return

January 18, Thursday

Residence Halls open for new students

Dining Hall opens at 12 PM for new students

January 18–19, Thursday–Friday

Enrollment Assistance for new, transfer, and former undergraduate students

January 19, Friday

Residence Halls open for returning students at 1 PM

Dining Hall opens at 12 PM for returning students

New Student Seminar — required for all new students

(Transfer and incoming freshmen)

January 22, Monday

Classes begin, 8:15 AM

January 22–26, Monday–Friday

Add/Drop Week

January 26, Friday

Last day to add or drop a class until 4 PM

March 7, Wednesday

Annual Assessment Day

March 16, Friday

Spring Break begins after last class

Dining Hall closes after dinner

March 19–23, Monday–Friday

Spring Break

April 2, Monday

Easter Holiday — No Classes

April 9 – April 12, Monday – Thursday

Research Week

April 13 – April 14, Friday – Saturday

BigSURS

April 27, Friday

Last day to withdraw from an UG class with a "W"

May 8, Tuesday

Last day of classes

Last day to withdraw from a GR class with a "W"

May 9, Wednesday

Reading Day

May 10 – May 15, Thursday–Tuesday

Final Examinations

May 16, Wednesday

Residence Halls close at noon

May 18, Friday

Baccalaureate Service

Spring semester ends

May 19, Saturday

Commencement

Dining Hall closes after breakfast

May 25, Friday

Final grades due

May 23–25, Wednesday–Friday

Faculty Workdays

SUMMER SESSION

May 21–August 24

Table of Contents

University Calendar	ii	Information Technology	123
Message from the President and the Provost	2	School of Communication & Digital Content	125
General Information	4	Digital Media	125
Accreditation and Memberships	4	Journalism	126
Doctrinal Position	6	Communication	126
Statement of Mission and Purpose	7	Strategic Communication	127
Statement on Worldview	7	Rawlings School of Divinity	128
Statement of Student Rights and Responsibilities	7	Biblical and Educational Studies	130
Introduction to the Campus	8	Biblical Studies	131
Liberty University Online	14	Religious Studies	131
Liberty University Online Academic Calendar	15	Camp and Outdoor Adventure Leadership	132
Admissions – Resident Program	16	Christian Leadership and Church Ministries	132
Admissions – Online Program	21	Christian Leadership and Management	133
Admissions – Certificates	25	Pastoral Leadership	133
Academic Information and Policies – Resident	27	Youth Ministries	133
Academic Information and Policies – Online	39	Global Studies	134
Expenses and Financial Policy – Resident	49	Religion	134
Expenses and Financial Policy – Online	54	Theology and Apologetics	134
Financial Aid Information and Policies	59	School of Education	136
Center for Research and Scholarship	63	Teacher Education	136
Student Affairs	64	Sport Management	142
Office of Spiritual Development	66	School of Engineering	143
Campus Recreation	67	Engineering Programs	143
Intercollegiate Athletics	70	Helms School of Government	145
University Services	71	Criminal Justice	146
University Services - Online Program	75	Government	146
Jerry Falwell Library	79	International Relations	147
Programs of Study	81	Law and Policy	147
Course Numbering and Identification	90	Political Science	147
Center for Academic Support & Advising Services	92	School of Health Sciences	149
Interdisciplinary Studies	93	Biology & Chemistry	150
Technical Studies	94	Health Professions	151
College of Arts and Sciences	98	Public and Community Health	156
Air Force – ROTC	98	School of Law	158
Army – ROTC	99	School of Music	159
English	100	Liberal Arts Degrees in Music	161
Family & Child Development	101	Performance Degrees	161
Family & Consumer Sciences	101	Professional Multi-Discipline Music Degrees	162
Fashion and Interiors	102	Studies in Music Education	162
History	103	Center for Music and Worship	163
Mathematics	104	Commercial Music	164
Modern Languages	105	Multi-Ethnic Music Studies	165
Philosophy	107	School of Nursing	166
College of General Studies	108	BSN	166
School of Aeronautics	111	RN to BSN	167
Aeronautics	112	School of Visual & Performing Arts	168
Aviation	112	Cinematic Arts	168
Aviation Administration	112	Graphic Design	169
Aviation Maintenance	113	Studio Arts	169
Aviation Technician	113	Studio and Digital Arts	170
School of Behavioral Sciences	115	Theatre Arts	170
Psychology	115	Willmington School of the Bible – Online Program	172
Social Work	117	Courses of Instruction	174
School of Business	119	Board of Trustees	288
Accounting	120	Administration and Staff	288
Business Administration	120	Distinguished Professorships and Emeriti	291
Computer Science	121	Financing the University	292
Healthcare Administration	122	Faculty Roster	293
Informatics	122		
Information Systems	122		

This publication uses the masculine pronoun in the generic sense.

Message from the President



Liberty University, founded in 1971 with 154 students, has grown to become the largest private, nonprofit four-year college in the nation, the largest university in Virginia, and the largest Christian university in the world. More than 15,000 students now call our residential campus in Lynchburg, Va., home, and nearly 95,000 others are studying with us through our online programs.

At Liberty, we recognize that you are more than the career you pursue. That's why we will teach you not only how something is done, but why it should be done — and how you can transform the world by doing it. More than 550 unique programs of study are available to you, many of which combine collaboration between disciplines with hands-on opportunities to simulate the real world environments you will encounter when you graduate.

Our passion for excellence stems from our deep commitment to *Train Champions for Christ*. All of our courses are taught from a biblical worldview and support our mission to develop Christ-centered men and women with the values,

knowledge, and skills essential for impacting tomorrow's world. Every faculty member is a professing Christian who believes that teaching is a calling, not just a job, and every student is prepared for a life of meaningful service to God and to others. Social responsibility, humanitarian aid, and service-learning opportunities are all intentionally integrated into the Liberty experience.

The same standard for excellence that we invest in our programs, we are also investing in our campus. Nearly \$1 billion has gone into new state-of-the-art academic and athletic facilities over the last decade because students who learn and compete in cutting-edge environments are primed for success anywhere. While our top priorities remain academic and spiritual in nature, Liberty also gives students the D1 college experience, with 20 NCAA Division I athletic teams, 37 Club Sports teams, and a wide variety of student activities, intramural sports, and recreational opportunities that you will not find at other Christian colleges.

I invite you to explore our courses and learn more about how Liberty can help prepare you for the career you have dreamed of, joining a community of others who share your vision for making the world a better place.

Jerry Falwell
President

Message from the Provost

Many adjectives might serve to describe Liberty in its fourth decade. To many we are huge, and our story is exciting. People everywhere marvel at our rapid growth and our ascendance to a position of leadership in Christian higher education. The comprehensive rebuilding and refreshment of our school under the leadership of our president has produced a beautiful and functional campus beyond the dreams of our founder and those of us who came to serve alongside of him. Newly constructed, state-of-the-art educational facilities, attractive dorms, and an abundance of recreational facilities provide an unparalleled opportunity for students desiring a Christ-centered education to pursue their dreams in a context that is as modern and filled with opportunities as many of the finest state universities.

Liberty University students study and conduct research in Jerry Falwell Library with its state-of-the-art robotic retrieval system, abundant group study rooms, and outstanding print and electronic resources. Biology, chemistry, health sciences, and pre-med students attend classes and conduct their research in our 121,000-square-foot science building with state-of-the-art labs and classrooms. Music students are challenged to the highest level of excellence as they study and perform in a music and performing arts center that provides an atmosphere that helps to inspire their pursuit of excellence for the glory of God. Nursing, medical, and engineering students study and learn in facilities equipped with the most modern SIMS and labs. They are fully prepared for graduate school, employment, and excellence in service as they take their next step. Liberty's approach



to cultural engagement has contributed to the development of academic programs connected to real life experiences in cinematic arts, theater, studio and digital arts, and a host of other degree programs that are offered through the newly expanded School of Communication and Creative Arts. The Center for Apologetics and Cultural Engagement teaches students how to engage culture and answer the biblical, theological, and philosophical questions raised by their generation from a distinctively Christ-centered worldview.

World-class facilities are important and necessary, but the most important resource contributing to Liberty's expanding reputation for excellence is the Liberty faculty. Seventy percent of our faculty have earned doctoral degrees, many from the top schools in America and around the world. More importantly, they share our president's commitment to the creed that "If it's Christian, it ought to be better." Liberty University faculty love their disciplines, love teaching, and love their students. Liberty faculty are united in the belief that God has called them to serve Him in this place and that every student has been created by God, bears His image, and is gifted by God to serve a particular purpose in His world. Education at Liberty is a dynamic partnership in which students and faculty are joined in the common resolve to acquire and demonstrate the knowledge, values, and skills required for serving with excellence in their callings.

As I close these words of introduction, I want to focus on an element in the student experience that is at the heart of what makes Liberty unique in the world of higher education. Our resolve to create *Champions for Christ* is achievable because administration and faculty are committed to the ongoing preservation of an environment where the Holy Spirit has the freedom to work in our classrooms, in our uplifting Convocations held at least twice a week, and in the conversations and service of Liberty students. As an academic community, we are united in the belief that through reliance upon the Spirit of God, obedience to the Scriptures, and the diligent pursuit of academic excellence, we are able to produce *Champions for Christ* to serve in and impact our contemporary culture. I invite you to view this catalog and come and see.

Ronald Hawkins
Provost and Chief Academic Officer

General Information

FOUNDED

1971

LOCATION

Liberty University is located in the heart of Virginia in Lynchburg (population 75,000) on the south banks of the historic James River with the scenic Blue Ridge Mountains as a backdrop. The city is over 200 years old and is noted for its culture, beauty, and educational advantages. Lynchburg is at the crossroads of U.S. highways 29 and 460 and has adequate transportation facilities by bus, railway, and air.

CAMPUS

Liberty's campus is surrounded by beautiful mountain vistas and extends over 7,000 acres with over 300 buildings that consist of over six million square feet of building space including 215 classrooms.

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 the Freedom Tower against the background of an open Bible. To the upper left sits, the Liberty Bell, a replica of which resides at the top of the Freedom Tower. The flame arising from the Bible 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

Liberty University offers a wide variety of programs and specializations in residential and online formats. These degree programs include Associate, Bachelor's, Master's, Post-Masters, Specialist and Doctoral degrees. Additionally, the Rawlings School of Divinity offers Graduate programs with a variety of specializations. At Liberty, you have the unique opportunity to study with world-class faculty in a distinctively Christian environment.

COLORS

Liberty Blue, Liberty Red, Light Blue, Charcoal Gray, Athletics Grey, and White.

TELEPHONE

(434) 582-2000

WEBSITE

www.liberty.edu

ACADEMIC CALENDAR

Two semesters with a Winter Intersession and Summer Session.

ACCREDITATION AND MEMBERSHIPS

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

Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Liberty University.

The Liberty University College of Osteopathic Medicine is provisionally accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA-COCA) in the United States.

Liberty University School of Law is accredited by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association (ABA), 321 North Clark Street, Chicago, IL 60654-7598; (312) 988-5000.

Many of Liberty's programs are accredited or otherwise recognized by specialized professional and accrediting agencies.

The Master of Arts in Clinical Mental Health Counseling residential program and the Master of Education in School Counseling program are accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP).

The Associate of Arts in Accounting, the Associate of Arts in Business, the Associate of Arts in Business Management Information Systems, the Bachelor of Science in Accounting, the Bachelor of Science in Business Administration, the Bachelor of Science in Business Management Information Systems, the Master of Science in Accounting, and the Master of Business Administration programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The Bachelor of Science in Computer Engineering, the Bachelor of Science in Electrical Engineering, the Bachelor of Science in Industrial and Systems Engineering, and the Bachelor of Science in Computer Science programs are accredited by Accreditation Board for Engineering and Technology (ABET).

The Bachelor of Science in Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

The Bachelor of Science in Exercise Science program is accredited by the Commission on Accreditation of Allied Health Education Program (CAAHEP).

The Bachelor of Science in Nursing, Master of Science in Nursing, and Doctor of Nursing Practice are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. Liberty's Registered Nurse program is approved by the Virginia Board of Nursing (VBN).

The Liberty University School of Music is accredited by and a member of the National Association of Schools of Music (NASM). NASM accredits all music programs.

The Commonwealth of Virginia Department of Education approves the School of Education teacher preparation programs. The School of Education is accredited at the initial and advanced preparation levels under the National Council for Accreditation of Teacher Education (NCATE) Standards through the CAEP Accreditation System.

The Bachelor of Science and Master of Science in Sport Management programs are accredited by the Commission on Sport Management Accreditation (COSMA).

Liberty University is a member of the Association of Christian Schools International (ACSI) and the Council of Independent Colleges in Virginia.

Additional information regarding Liberty University's accreditation and its programmatic accreditation can be found at <http://www.liberty.edu/aboutliberty/index.cfm?PID=7650>.

STATE CERTIFICATION

Liberty University is authorized to confer degrees by the Commonwealth of Virginia.

Pursuant to 23-276.1-12 of the Code of Virginia, the State Council of Higher Education for Virginia (SCHEV) is responsible for developing procedures to which certain private and all out-of-state postsecondary institutions must adhere in order to receive approval to confer degrees, certificates, or diplomas in the Commonwealth of Virginia. Certain private institutions are exempt from the requirements of certification or approval by SCHEV.

Liberty University was incorporated in the State of Virginia on January 18, 1972. It has operated under the same ownership since that time and has remained in good standing with the U.S. Department of Education and its accrediting body. Liberty University is an exempt institution.

SCHEV has limited or no regulatory authority over institutions exempt from certification. Before enrolling in any institution in the Commonwealth of Virginia, students are encouraged to determine the schools regulatory relationship with SCHEV or other state regulatory agencies. Certain consumer protection provisions required by certified schools are not present at or required by exempt institutions.

The exemption entitles Liberty University to conduct academic affairs or business without seeking or obtaining SCHEV approval. The resulting scope of the institutional autonomy includes:

- Offering courses or programs for degree credit;
- Enrolling students in courses or programs;
- Conferring or awarding degrees;
- Initiating other programs for degree credit at a new or additional level; and
- Offering instruction at additional or new locations.

Additional information regarding exempt institutions is available at <http://www.schev.edu/students/PrivateExempt.asp>.

STATE AUTHORIZATION

Liberty University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Liberty University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

For students interested in the Master of Arts in Teaching or Master of Education: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Virginia. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <http://www.k12.wa.us/certification/TeacherMain.aspx> for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

Not all of the online programs offered by our institution have been approved in Kentucky. Please check the Council on Postsecondary Education's website at <http://dataportal.cpe.ky.gov/acadprog.aspx> to view its listing of approved programs. For more information, please contact the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601.

Please be advised that our educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at <http://www.epsb.ky.gov/certification/outofstate.asp>.

As a condition of Liberty's Certificate of Approval from the Alabama Commission on Higher Education, the following disclaimers pertain to Liberty's online programs in Nursing and Teacher Education:

Teacher Education: State Authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an **Alabama certificate based on reciprocity** must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for **Alabama certification in an area of administration** must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu.

Nursing: State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation

from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice. www.abn.alabama.gov.

NON-DISCRIMINATION STATEMENT

To view Liberty University's Non-Discrimination Statement click here: <http://www.liberty.edu/financeadmin/studentfinances/index.cfm?PID=30442>.

TITLE IX

To view Title IX information and Contacts click here: <https://www.liberty.edu/studentaffairs/titleix/>.

Speak UP

<http://www.liberty.edu/studentaffairs/communitylife/index.cfm?PID=35152>.

LIMITS OF CONFIDENTIALITY

Students are encouraged to share prayer requests and life concerns with the professor in this class. Not only will the professor pray for and care for students, but can guide students to appropriate University resources if desired.

However, in the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, victim or witness of a crime or sexual misconduct, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, notification of the appropriate program chair or online dean, or notification to other appropriate University officials. All reported information is treated with discretion and respect, and kept as private as possible.

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.

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, and which is 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, by developing the knowledge, values, and skills which enable each individual to change freely. Thus it occurs most effectively when both instructor and student are properly related to God and each other through Christ.

Statement of Mission and Purpose

Maintaining the vision of the founder, Dr. Jerry Falwell, Liberty University develops Christ-centered men and women with the values, knowledge, and skills essential to impact the world.

Through its residential and online programs, services, facilities, and collaborations, the University educates men and women who will make important contributions to their workplaces and communities, follow their chosen vocations as callings to glorify God, and fulfill the Great Commission.

Liberty University will:

1. Emphasize excellence in teaching and learning.
2. Foster university-level competencies in communication, critical thinking, information literacy, and mathematics in all undergraduate programs
3. Ensure competency in scholarship, research, and professional communication in all graduate programs and undergraduate programs where appropriate.
4. Promote the synthesis of academic knowledge and Christian worldview in order that there might be a maturing of spiritual, intellectual, social and physical value-driven behavior.
5. Enable students to engage in a major field of study in career-focused disciplines built on a solid foundation in the liberal arts.
6. 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.
7. Contribute to a knowledge and understanding of other cultures and of international events.
8. Encourage a commitment to the Christian life, one of personal integrity, sensitivity to the needs of others, social responsibility and active communication of the Christian faith, and, as it is lived out, a life that leads people to Jesus Christ as the Lord of the universe and their own personal Savior.

Approved by the Board of Trustees, March 7, 2014

Statement on Worldview

Liberty University embraces a worldview that is both historically Christian and biblical, and that underlies the very concept and origins of the university. We hold that God exists and is the source of all things, all truth, all knowledge, all value, and all wisdom. We hold that God has created an orderly universe according to His design and purpose and for His glory, and that He has created human beings in His image. God is actively at work in the world and history, governing them according to His ultimate purpose. From these foundational principles, it follows that truth exists and that there is a standard of right and wrong. We hold that all of creation is fallen as a result of human sin. Finally, we hold that God has revealed Himself and His ways in the natural created order, in history, in the Bible, and supremely in Jesus Christ. God in

love and through the sacrificial work of Jesus Christ is redeeming humans and the entire created order.

At Liberty University, students receive an education that integrates this Christian and biblical worldview. Students trained with this worldview perspective will be equipped with a rational framework for understanding and interpreting reality, for comprehending the meaning of life and the value of humans and things, for making decisions and engaging in meaningful action, for studying the various academic disciplines, and for understanding the interconnectedness of all knowledge

Statement of Student Rights and Responsibilities

STUDENT RIGHTS

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, and which *logically implies the following statement of student rights.*

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

The Right to HUMAN DIGNITY. 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.

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

STUDENT RESPONSIBILITIES

As members of the university community, all students have the responsibility to act in a manner consistent with the spirit of the principles articulated in Scripture. Furthermore, all students have the responsibility to know and follow the university conduct regulations contained in the Codes of Conduct appropriate for their academic level. By adhering to these principles and standards of conduct students can enjoy their own rights while also respecting the rights of others.

Reviewed and Approved June 30, 2015

Introduction to the Campus

AIRPORT ACADEMIC CENTER

Located 3.4 miles south of Liberty University's campus adjacent to the Lynchburg Regional Airport, the Airport Academic Center is home to the School of Aeronautics. The Airport Academic Center comprises three buildings. The 45,000 square foot **Flight Operations Center** is where all in-flight training is conducted and all training aircraft are hangared and maintained. The 24,000 square foot **Aviation Academic Center** is where all aviation related academic classes are taught and all Flight Training Device lessons are flown. Additionally, the first floor is used by the Aviation Maintenance Technician School to teach the general portion of the FAA Aviation Mechanics Certificate. The third building is the 15,000 square foot **Airframe and Powerplant Building** used by the Aviation Maintenance Technician School to teach FAA Airframe and Powerplant related academic and practical lessons leading to FAA licensure.

A new hangar was built in 2014 to allow pilots to take advantage of new ramp space. The 100-by 140 hangar is used by the school for a variety of purposes, including storing aircraft and maintenance operations.

A. L. WILLIAMS STADIUM

The Flames play NCAA Division I-AA Football on the FieldTurf® of Williams Stadium named in honor of Art and Angela Williams, special friends of Liberty University and Flames Athletics.

In January 2010, construction began to expand the original 12,000-seat stadium, built in 1989, to increase seating capacity to 19,200. Completed for the beginning of the 2010 season, the expansion included a five-story football tower featuring a fourth-floor luxury suite concourse and a third-floor club pavilion. The **Club Pavilion** features an 11,000 square-foot hospitality room and outdoor club seating for 770. The new tower houses the Athletics Administrative offices and includes expanded concessions and restrooms, academic center, and media terrace. The tower stands 100-feet tall, and stretches from five-yard line to five-yard line, and is serviced by two elevator shafts.

The **A. L. Williams Football Operations Center (FOC)** was completed in August 2006. The three-story, 48,000-square foot building is located in the North End Zone at Williams Stadium.

The Football Operations Center houses specially-designed weight training equipment in a spacious weight ant conditioning area, team locker room, academic lab, equipment room and a cutting-edge athletic training facility.

The top floor of the FOC houses coaching staff and administrative offices, numerous video and conference rooms and a uniquely-designed viewing room that overlooks the North end zone.

ARTHUR S. DEMOSS LEARNING CENTER (DEMOSS HALL)

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.

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

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.

ASTRONOMICAL OBSERVATORY

In spring 2013, the Astronomical Observatory located on Liberty Mountain at the Equestrian Center opened to students. The observatory offers a majestic, clear view of the sky and is equipped with a roll-off roof room with several Celestron CPC 800 8-inch Schmidt-Cassegrain telescopes. The observatory features an RC Optical Systems 20-inch Truss Ritchey-Chrétien telescope, which is a high-quality research telescope equipped with a charge-coupled device camera for exceptional photographs. In 2014, a dome was constructed to house the custom-built, 24-inch telescope, the capstone to its astronomical observatory. The scope is the largest in the region and is equipped with cameras that take digital images of the night sky with enhanced detail. Though viewers can gaze through the telescope directly, it is also designed to take long-exposure images, bringing out details that the human eye cannot see.

CENTER FOR MEDICAL AND HEALTH SCIENCES

Completed in spring 2014, this 140,000-square foot, four-story facility houses the College of Osteopathic Medicine and the School of Health Sciences' Master of Public Health program and administrative offices. This facility includes a comprehensive medical clinic, extensive resource center and library, research center with multiple labs, and state-of-the art simulation and standardized patient education facility. The first class of osteopathic medicine students matriculated in fall 2014.

CENTER FOR MUSIC AND THE WORSHIP ARTS

Construction began on the School of Music's new facility in 2013. The Center for Music and the Worship Arts is a 4-story, 140,000-square-foot facility that includes two wings – an academic wing consisting of classrooms, lecture halls, and music labs, as well as a performance wing consisting of a 1,600-seat concert hall.

The educational center opened in fall 2015, and features 50 practice rooms, 42 teaching studios, and piano, songwriting, and music computer labs. The facility also features two recital halls, one with 45 seat and another with seating for 129. Every floor has a common area designed for vocal, guitar, piano, and instrumental studies, as well as for casual gatherings and larger group classes.

CLARKSON CLUBHOUSE

Completed in fall 2014, this 4,600-square-foot building is home to the university's golf program. It features coaching staff office space, player locker rooms and lounges, meeting rooms and a grand lobby that overlooks the Flames' driving range and putting greens. A 1,200-square-foot coaching center next door includes four heated hitting bays.

COOK TENNIS CENTER

Opened in August 2011, the Cook Tennis Center is located adjacent to the 12 NCAA-regulation championship **Hershey-Ebeshade Tennis Courts** which were built in 2009. The 2,500-square foot building houses two locker rooms, training and laundry rooms, a stringing room, four offices for coaches, a kitchen area, team room and a balcony that overlooks the tennis courts.

The lead gift for the Cook Tennis Center was provided by long-time University and Athletics supporters Sherwin and Lora Cook.

DOC'S DINER

Doc's Diner, constructed in 2008, overlooks Jerry Falwell Parkway (Route 460) on East Campus. 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.

EAST CAMPUS VOLLEYBALL FACILITY

During the spring of 2007, the Liberty volleyball program was given a secondary practice facility. The East Campus Volleyball Facility houses the volleyball coaches' offices, a team room, and a gymnasium for practice whenever the Vines Center is unavailable.

EQUESTRIAN CENTER

Established in fall 2011, the Equestrian Center provides students and staff with the opportunity to take part in recreational horse activities, trail rides and the boarding of personal horses. Boarders of all disciplines, breeds and experience levels are welcome.

Located off Lone Jack Road on Liberty University's trail system, the facility includes a barn with eight 12x12 foot rubber matted stalls with private runs, grooming stalls, indoor wash rack with hot and cold water, outdoor wash rack, heated office/student lounge, tack room, feed room, utility room with washer and dryer, and men's and women's restrooms, 30-plus acres of small and large turnout pastures with run in sheds. Also included is a 160x300 foot outdoor arena with sand footing, jumps, cavalettis, ground poles, dressage ring, barrels, and poles, etc.

In 2014, a new 18-stall barn was added. This structure includes a new tack room, feed room, grooming and wash stalls, as well as an office for coaches and a classroom/team room for meetings. The center's original eight-stall barn is used exclusively for the equestrian team, part of Liberty's Club Sports program, while the new barn provides space for students to board their own horses. An additional new riding area was also added.

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 eagle 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.

MARIE F. GREEN HALL

Originally known as Campus North, the Marie F. Green Hall houses the University President's Office, administrative offices, the Graduate School, Student Services (Student Accounts, Financial Aid, and Registrar's Office), College of Applied Studies and Academic Success administration, Center for Writing and Languages, Student Affairs, the Office of Christian/Community Service, LaHaye Student Union, Tilley Student Center, the Tower Theater, Cinematic Arts-Zaki Gordon Center, Math Emporium, Post Office, Centra Health Services, Spiritual Life offices, School of Law, and Liberty University Online.

HANCOCK WELCOME CENTER

Completed in May 2012, the Hancock Welcome Center is a three-story 32,000-square foot facility which feature an impressive atrium, a large boardroom, a theatre, lounges, a banquet hall, several smaller counseling rooms, and a back patio offering a view of the Blue Ridge Mountains. It is located across from the bookstore and

Williams Stadium and near the Carter-Glass Mansion and the gravesite of Liberty founder Jerry Falwell, Sr.

The **Visitors Center** provides prospective students and their families with the resources for campus visits as well as student-led tours. It is equipped with the latest technology, such as touchscreen monitors and interactive photo centers to enhance the visitor experience. To view campus maps, take a digital tour of campus, or schedule a visit, access the Visitors Center online at <http://www.liberty.edu/admissions/visitorcenter>.

HEALTH CENTER

Liberty University Health Center is provided by Central Virginia Family Physicians. It provides quality medical care to the University community, assisting students, staff and faculty in maintaining and optimizing their health. It is located in Green Hall near the LaHaye Student Center and the University Post Office. Access more information online at <http://www.lustudenthealth.com/>.

IVY LAKE

Located in Bedford County, Virginia, Ivy Lake is a 112-acre lake located 15 minutes from the Liberty Campus. In 2010, the lakefront area was renovated to provide a quality beach-front area for students and locals to enjoy. A facility to store the boats used for the Crew club team was also constructed in 2010.

JERRY FALWELL LIBRARY

Jerry Falwell Library, opened in January 2014, is a four-story, 170,000 square-foot structure, equipped with the latest technologies, resources, services, and amenities for students, faculty, and staff.

Jerry Falwell Library is the focal point of academic life at Liberty. Strategically located in the center of campus, the library supports instruction, research, productivity, community-building, individual and group study, and other activities relevant to the University's mission. The library has 33 group study rooms, 7 balconies, 6 learning commons, a 4-story book tower, and 2-story traditional reading room as well as casual seating areas and a spacious food court.

Students can browse and select a title from the four-story book tower, or they can peruse the electronic catalog and view pages from electronic books. Students can request books from the Automated Storage and Retrieval System to be delivered to the Customer Service Center for them to pick up.

Jerry Falwell Library collects and organizes resources across a wide range of media, including books, periodicals, and audio-visual resources in various formats, musical scores, curriculum, and archival materials. Its physical collections consist of approximately 400,000 volume equivalents and 600 current periodical subscriptions. Digital information resources provided by the library include over 500,000 electronic items and content from more than 80,000 unique full-text journals. The library provides access to more than 550 online research resources.

The computing resources within the library consist of 168 computers housed in a computer learning commons and at stand-up stations throughout the facility. With the exception of machines reserved for library catalog searching, all library computers are pre-loaded with a variety of software titles available for student use, including Microsoft® Office, Adobe® Creative® Suite, Mathematica, and SPSS. Wireless network signal is available throughout the facility, allowing laptop computer and mobile device users to access the full array of network resources.

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.

KAMPHUIS FIELD AT LIBERTY SOFTBALL STADIUM

Constructed in 2015, Liberty's new softball stadium was built on the site of the old baseball stadium. This facility features 1,000 chair back seats; home, visiting, and umpires' locker rooms; an expansive athletic training room; a state-of-the-art team meeting room; coaches' offices; a large press box; indoor batting cages; and a large scoreboard and video board. The NCAA-regulation field has an AstroTurf outfield and a special dirt infield that has been treated to repel moisture.

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 former members of the Board of Trustees.

In 2014, the LaHaye Student Union received a 66,000-square-foot expansion, with another 19,000 square feet of renovations to existing space. This included a new Student Activities event space. Outfitted with new exercise equipment and more multipurpose rooms, as well as a 40-foot rock-climbing wall, the building is designed to serve the exercise needs of Liberty students, faculty, and staff. The center serves as the sole access point for the union's other recreational spaces, including the Aquatics Center, Thomas Indoor Soccer Center, and the LaHaye Multipurpose 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 relocated to the LaHaye Student Union in August 2012, and is used for physical education classes, and several courts for basketball and volleyball.

The **Tilley Student Center** opened in September 2008. Adjacent to the LaHaye Student Union, the Student Center provides additional space for student social interaction, dining, and activities. During 2013 and 2014, renovations were made to support additional dining and seating in the Tilley Food Court. Today the food court had over 350 seats and has 7 retail locations including a Chick-Fil-A.

The **Thomas Indoor Soccer Center** opened in May 2009. The Thomas Center comprises two turf fields partially surrounded by transparent walls and netting. The facility also features a spectator section, multiple televisions and wireless capability.

LIBERTY MOUNTAIN CONFERENCE CENTER

Located adjacent to Green Hall, the Liberty Mountain Conference Center held its grand opening in June 2011. This facility is more than 13,000-square feet, has a maximum occupancy of 400,

and consists of two 125-seat rooms and six 24-seat rooms. The facility is Wi-Fi enabled and each room has monitor projection systems.

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 two main distinct ski runs. This includes a beginner slope, intermediate slope, advanced slope, terrain park, 325- and 500-foot tubing runs, and gravity park for air awareness training. The 550-foot terrain run has three jumps with a quarter pipe at the bottom, and a 550-foot ski slope with multiple rail features for all levels.

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 BASEBALL STADIUM

Opened in February 2013, the Liberty Baseball Stadium features 2,500 chair back seats, with additional seating available on grass areas down the first- and third-base lines. The complex features three VIP suites, a spectator picnic area with a playground and fire pit, and a modern media area. The stadium's media space accommodates up to 40 media members, with a 24-seat press box, a television booth, visitor and home radio booths, an operations suite, and storage space.

The facility has a turf playing surface, along with full-length, major-league style dugouts, and areas for concessions and ticketing. I complex is the operations center for Liberty baseball, housing the program's offices and team room overlooking the playing field. Four indoor batting tunnels and a weight room are included.

LIBERTY UNIVERSITY BOOKSTORE

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

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 Liberty University 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.

LIBERTY UNIVERSITY RESIDENTIAL ANNEX

Located off Route 29 on Odd Fellows Road, two former hotel properties compose the Liberty University Residential Annex. The Residential Annex II (formerly the Quality Inn) was converted to Graduate Housing in the summer of 2015. Units were available beginning in fall 2015. These units include studio and one- and two-bedroom apartments designed for single or married graduate students. All units are furnished with a full kitchen and bath. On-site amenities include a fitness center, pool, and laundry facilities.

The facility is serviced by a dedicated bus route throughout the academic year.

LUURTSEMA CENTER

Completed in August 2010, this 5,000 square foot, two-floor center was named after William and Wanda Luurtsema, who provided a generous donation to the project. The building includes offices for the men's and women's soccer, track and field, swimming, and lacrosse programs. In addition to offices, the building also contains four locker rooms, a training room, a laundry area and team rooms.

The Liberty Women's Soccer locker room was provided by a generous donation from the Tyson family, relatives of former Liberty women's soccer player Brittany Tyson.

MATTHES-HOPKINS OUTDOOR TRACK COMPLEX

In 1989, a first-rate outdoor track was completed in honor of Jake Matthes, Liberty's first track coach, and Ron Hopkins, the first women's track coach. The facility includes an eight-lane, 400 meter polyurethane track as well as four long jump/triple jump pits, three pole vault runways, a high jump apron, two javelin runways, two shot put rings and a hammer/discus cage.

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, who gave the lead donation for the complex project. Improvements to the facility include 1,000 chair back seats, press box, 5,000 square-foot Soccer and Track Operations Center, scoreboard, and brick and wrought iron fencing.

"MONTVIEW" CARTER GLASS MANSION

Montview Mansion, listed on the National Register of Historic Places in 1987, is one of two original buildings still remaining on the campus, and 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.

MORRIS CAMPUS COMMUNITY FARM

Located on Sunnymeade Road, a 15-acre community garden with two greenhouses was presented as an idea in spring 2012 and came to fruition in spring 2013. With the addition of livestock and significant acreage, the Morris Campus Garden became the Morris Campus Community Farm in 2015. The farm added an in-vessel composter for use in the garden that utilizes food waste from the dining hall, as well as manure from the Equestrian Center. A variety of seasonal crops grow in the garden. The garden donates most of its crops to local charities and the Reber-Thomas Dining Hall.

PARKING GARAGE ON REGENTS PARKWAY

In 2014, a five-level, 1,400-space parking garage opened near the vehicular tunnel.

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.

In 2014, the Worley Prayer Chapel underwent an expansion and major interior renovation. The front of the building was extended, allowing for bathrooms in the foyer. The stage was rebuilt and new lighting and audio systems were added. Other interior enhancements were made to the ceilings, floors, and custom stained-glass windows were also added. Exterior changes included new siding, landscaping, brick stairs, and a new walkway.

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-conscious individual, and home-style meals just like "mom used to make". This building includes an Executive Dining Room for administrative and faculty functions. In 2011, a wing for catering and expanded food storage was added. Bistro '71, a grab-and-go location was also added adjacent to the dining hall.

In 2014, the dining hall was redesigned to increase the number of dining stations from nine to 17, each with at least two entry points for customers.

RESIDENTIAL COMMONS I

Liberty's first high-rise residence hall opened in fall 2014. The nine-story facility provides housing for over 1,200 students. Each bedroom has two beds and a private bathroom, and each floor features large common areas for socializing or studying, as well as a laundry room. The residence hall has two wings (one for females, one for males) with coed common areas located at the center. These areas provide the luxury of a living room with comfortable seating, booths, and televisions capable of connecting to computers or game consoles.

RESIDENTIAL COMMONS II

Similar in design to Residential Commons I, this second high-rise residence hall opened in fall 2015 and houses just over 1,000 students. Each floor has common areas for studying, meetings, and social events.

RIVER RIDGE FACILITY

Acquired in 2013, the River Ridge Facility was formerly the Sears building in the River Ridge Mall. The 112,000 square-foot building, with 700 parking spaces, will be used in the short term to house Liberty's non-academic departments, such as: Liberty University Online Call Center, Financial Aid Call Center, Resident Enrollment, ROTC Indoor Drill Field, and some Information Technology departments, freeing up space for several academic departments to relocate while buildings are demolished and new facilities are built. The space also includes a television studio for the Liberty Flames Sports Network.

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.

Students and faculty of the rapidly expanding Department of Biology and Chemistry, as well as the Department of Health Professions, moved into the new Science Hall in spring 2015. The four-story, 121,000-square-foot building is triple the size of the previous science building. New equipment and technology for the Biology and Chemistry Department includes a gene sequencer, GC mass spectrometer, and a nuclear magnetic resonance spectrometer. Students have access to 20 biology and chemistry “wet” labs (where chemicals or biological matter are handled in liquid solutions), including a cadaver lab, cell-culture facility, several research labs, and additional open labs.

(OLD) THOMAS ROAD BAPTIST CHURCH

In 2012, Liberty University purchased the site of the former Thomas Road Baptist Church (TRBC), the original birthplace of Liberty University. Liberty University Baptist Theological Seminary and the Center for Counseling and Family Studies have been temporarily relocated to this site during campus construction projects. The Center for Curriculum Development is also located at this site. Renovations are currently taking place, including restoring four areas once used as sanctuaries, to their original state.

Also included in the purchase was the **Old Pate Chapel** which was renovated in 2014. Renovations included all new carpet, new upholstery in the dressing rooms, new paint, and a new roof, as well as plaster repairs. The primary use of the Old Pate Chapel is for weddings. Another building, **The Bottling Co.**, also was also renovated. Upgrades included a new sound system, dimmable lighting, two electric fireplaces, and screen projectors. A section of the building was refurbished with two restrooms and a large catering kitchen. The primary use of The Bottling Co. is for wedding receptions. It is also available for other special events such as formal banquets.

TOWER THEATER

Located in Green Hall, the Tower Theater was completed in July 2010. This contemporary-style 640-seat theater consists of balcony seating, an orchestra pit, catwalks, a fly tower, a box office and 12,000 square feet of support area that includes dressing rooms, a practice room, offices, costume shop, prop room and woodworking and scene shops.

VEHICULAR TUNNEL

In 2014, a four-lane tunnel was constructed under the railroad tracks on the west side of campus connecting Regents Parkway, Liberty’s perimeter road. The addition of the vehicular tunnel improved traffic flow on campus and eased congestion on Wards Road, the city’s retail corridor.

VINES CENTER

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

In 2012, a new center-hung video scoreboard was installed. The four-sided board contains four LED high-definition video displays, each approximately 9 feet high and 16 feet wide.

VINES PRACTICE FACILITY

A new men’s and women’s Basketball Practice Facility was completed in spring 2013. Located behind the Vines Center, this facility features three courts and sixteen goals.

WRVL – THE JOURNEY FM (88.3)

A broadcast service of Liberty University with studios adjacent to the campus in the Candler Station Shopping Center, WRVL, The Journey, features testimonies of transformed lives, stories of hope along with music that glorifies God and encourages us on our “journey.”

WTLU – THE LIBERTY CHANNEL

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.

MASTER PLAN

Liberty University has many ongoing and future projects underway. The Master Plan can be accessed online at <http://www.liberty.edu/masterplan>.

CAMPUS MAP

Liberty University’s campus can be viewed online at <http://www.liberty.edu/maps>.

Liberty University Online

MISSION

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

The initial goal to provide quality Christian education to students around the world has remained intact. Currently, Liberty University Online services over 90,000 students across the globe in degree programs ranging from certificate programs, diploma programs in Biblical Studies to doctoral programs in Business, Counseling, Education and Divinity.

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 Liberty University 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 DVDs for select courses. 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 University Online offers courses in an eight-week format with multiple entry dates throughout the year (see academic calendar). Some courses are offered in a 14- to 17-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 good academic standing. Liberty provides students with tools for success. However, students must manage their time and resources to take advantage of these tools.

DEGREE PROGRAM FORMAT

With the online delivery format [distance education] courses in a program are delivered in a virtual classroom experience that is flexible, personal and challenging. Through the online format a student can earn a degree entirely online. Some programs require that a minimum number of courses be taken face-to-face on campus.

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.

COURSE MATERIALS

Students are strongly encouraged to purchase all course materials from MBS Direct. Purchases can be made online by accessing the web page at <http://www.mbsdirect.net/liberty> or by calling 1-800-325-3252. Students should purchase materials after registration but prior to the sub-term start date (course activation). Liberty does not guarantee that required course materials will be available after the sub-term start date.

Course materials may be charged to the student's account by means of the online book voucher system, if the student has a credit on their student account. Tuition does not cover the cost of course materials.

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 Liberty University Online Code of Honor and Personal Code of Honor. Please see the Academic Information and Policies – Online Programs section of this Catalog for more information.

IMPORTANT INFORMATION REGARDING LICENSURE-BASED DEGREE PROGRAMS, INTERNSHIPS AND CLINICAL PLACEMENTS

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their Liberty University program, should be aware that a criminal background check, finger printing, or drug screening may be required by Liberty University and/or the host facility.

Internships, Practica, and Clinical Placements

In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the university will make reasonable efforts to place admitted students in field experiences and internship, it will be up to the host facility to determine whether a student will be allowed to work at that facility.

Licensure-Based Degree Programs

Students in licensure-based degree programs are responsible for understanding the requirements of the program by becoming thoroughly familiar with the Degree Completion Plan (DCP) and the academic school's web page that outlines degree requirements.

Students should further be aware that a criminal record may jeopardize licensure by the State certification body. Students seeking licensure are urged to contact the relevant licensing agency to determine the licensing requirements for the jurisdiction. Successful completion of a program of study at Liberty University does not guarantee licensure, certification, or employment in the relevant occupation.

Liberty University Online Academic Calendar 2017–2018

The Liberty University Online academic school year consists of three terms: fall, spring, and summer. Terms consist of three eight week sub-terms (B, C & D), and one semester-long sub-term (A) which can range from fourteen to eighteen weeks in length. Additionally, intensive courses of varying frequency are offered each semester (J). <http://www.liberty.edu/online/academic-calendar/>.

Fall Semester 2017 – 17-week and 8-week (2017-40)

Registration for Fall 2017 Opens May 31, 2017

Year	Term	Sub-term	Acceptance Deadline	Registration Deadline	Financial Check-In Deadline	Student Access (0 Week)	Start Date	End Date	Grades Due
2017	40	J				Varies	8/28/17	12/22/17	12/29/2017
2017	40	A	8/2/17	8/16/17	8/21/17	8/22–27, 2017	8/28/17	12/22/17	12/29/2017
2017	40	B	8/2/17	8/16/17	8/21/17	8/22–27, 2017	8/28/17	10/20/17	10/27/2017
2017	40	C	8/30/17	9/13/17	9/18/17	9/19–24, 2017	9/25/17	11/17/17	11/24/2017
2017	40	D	10/04/17	10/18/17	10/23/17	10/24–29, 2017	10/30/17	12/22/17	12/29/2017

Winter Semester 2018 – Winter Intensives (2018-10)

Registration for Winter 2018 Opens September 20, 2017

Year	Term	Sub-term	Acceptance Deadline	Registration Deadline	Financial Check-In Deadline	Student Access (0 Week)	Start Date	End Date	Grades Due
2018	10	J				Varies	12/23/17	1/14/18	3/23/2018

Spring Semester 2018 – 17-week and 8-week (2018-20)

Registration for Spring 2018 Opens September 20, 2017

Year	Term	Sub-term	Acceptance Deadline	Registration Deadline	Financial Check-In Deadline	Student Access (0 Week)	Start Date	End Date	Grades Due
2018	20	J				Varies	1/15/18	5/18/18	5/25/2018
2018	20	A	12/20/17	1/10/18	1/15/18	1/17–21, 2018	1/22/18	5/18/18	5/25/2018
2018	20	B	12/20/17	1/10/18	1/15/18	1/17–21, 2018	1/22/18	3/16/18	3/23/2018
2018	20	C	1/24/18	2/7/18	2/12/18	2/14–18, 2018	2/19/18	4/13/18	4/20/2018
2018	20	D	2/28/18	3/14/18	3/19/18	3/21–25, 2018	3/26/18	5/18/18	5/25/2018

Summer Semester 2018 – 14-week and 8-week (2018-30)

Registration for Summer 2018 Opens February 14, 2018

Year	Term	Sub-term	Acceptance Deadline	Registration Deadline	Financial Check-In Deadline	Student Access (0 Week)	Start Date	End Date	Grades Due
2018	30	J				Varies	5/21/18	8/24/18	8/31/18
2018	30	A	4/25/18	5/9/18	5/14/18	5/16–20, 2018	5/21/18	8/24/18	8/31/18
2018	30	B	4/25/18	5/9/18	5/14/18	5/16–20, 2018	5/21/18	7/13/18	7/20/18
2018	30	D	6/6/18	6/20/18	6/25/18	6/27–7/1, 2018	7/2/18	8/24/18	8/31/18

Admissions – Resident Program

Chris E. Johnson, B.S., M.B.A.

Executive Vice President for Enrollment Management

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

Dean of International Student Programs

Terrell L. Elam, B.S., M.Ed., Ph.D.

Dean of Resident Admissions

Timothy E. Rees, B.S., M.B.A., Ed.S.

Director of Undergraduate Admissions

Darren Hercyk, B.S., M.A.

Director of Recruitment

Jeremy Breaux, B.S., M.A.

Director of Orientation and Retention

General Requirements

Admission to Liberty University's undergraduate program is governed by policies and procedures developed by the Senate Committee on Academic and Admissions Standards.

The mission of Liberty University is to develop Christ-centered men and women with the values, knowledge, and skills essential to impact the world. We expect that our students understand and respect our mission and purpose while enrolled at Liberty University.

The Liberty University resident undergraduate admissions department operates on a rolling admission basis. This policy means that we do not have a final deadline for applications to be considered and will consider each applicant on a case by case basis. However, we do have a priority deadline for submission and it is recommended that applicants strongly consider adhering to that deadline as the majority of our applications are received by that date.

Prospective students are assessed according to academic background; personal moral behavior and character; personal philosophy; and willingness to follow Liberty's rules, regulations, and policies. In the consideration process, the applicant's complete prior academic record, recommendations, plans for the future, and personal information will be reviewed upon request. Applicants meeting the required standards in these areas may be admitted to one of the academic terms at the University.

Liberty University does not engage in unlawful discrimination or harassment because of race, color, ancestry, religion, age, sex, national origin, pregnancy or childbirth, disability or military veteran status in its educational programs and activities. Liberty University maintains its Christian character and reserves its right to discriminate on the basis of religion to the extent that applicable law respects its right to act in furtherance of its religious objectives. The following persons have been designated to coordinate Liberty University's compliance with certain anti-discrimination laws: Coordinator of LU Online Disability Academic Support at (434) 592-5417 or luoodas@liberty.edu; Director of Disability Academic Support (Residential) at (434) 582-2159 or odas@liberty.edu; Title IX Coordinator at (434) 582-8948 or TitleIX@liberty.edu.

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

The Office of Admissions may request additional documentation from applicants who do not meet admissions standards. If the Office of Admissions, in its professional opinion, determines that the documentation justifies the candidate's potential for success, the Office of Admissions may present the

documentation to the Provost's Office with a request to admit the student.

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

CONTACT INFORMATION

Prospective students who wish to speak to an admissions counselor about the admissions process or admission policies may do so by contacting our Resident Admissions office.

Resident Admissions Office:

Phone: (800) 543-5317

Fax: (800) 542-2311

Email: admissions@liberty.edu

Websites: www.libertyu.com; www.liberty.edu

Hours of Operation:

M–F 8:00 a.m. – 9:00 p.m. EST

SAT 10:00 a.m. – 6:00 p.m. EST

Mailing Address:

Liberty University

Attn: Resident Admissions Office

MSC Box #710278

1971 University Blvd.

Lynchburg, Virginia 24515

Prospective students are encouraged to apply online at www.libertyu.com or www.liberty.edu. Applicants may mail the application to the appropriate address as listed above.

Application for Admission

The Admissions Committee welcomes applications for first-year, transfer and readmit admission. When we read undergraduate applications, we value intellectual ability, academic achievement, and personal qualities that will contribute to the University mission and campus community. The university also reserves the right to withdraw an application for admission after 60 days of inactivity.

Admission decisions are competitive and are based primarily on the following factors:

- Cumulative High School GPA and college (if applicable)
- GED scores (if applicable)
- Consistency and trends of grades
- Results from the CLT, SAT or ACT, using the highest score on each section where applicable
- Essay submission

Note: Other documentation such as reference letters, community service, and leadership, may also be helpful or required by the admissions committee.

Mid-ranges for enrolled freshmen:

- | | |
|------------------------------------|-----------|
| • High School GPA | 3.17-3.85 |
| • SAT (math and *critical reading) | 950-1170 |
| • ACT composite | 20-26 |

This means that 50% of admitted students come from above or below the ranges.

ITEMS TO BE SUBMITTED

1. **Application Fee – \$50.00 (non-refundable, non-transferable)**
2. **Academic Records**

Prior to matriculation, applicants must submit an official transcript (see below for details) from an accredited high school

or an official transcript of the General Educational Development (GED) test scores. Applicants with prior college coursework must submit official transcripts from all colleges attended.

To be considered complete, a high school transcript must meet the following minimum requirements:

- a. Preliminary transcript – must reflect all coursework and final grades received for grades 9-11, an overall grade point average (GPA), and should be signed by the school administrator.
- b. Final transcript – must reflect all coursework and final grades received for grades 9-12, must list graduation date, an overall GPA, and must be signed by the school administrator.

In lieu of a final transcript, Liberty University will accept a preliminary transcript. A self-certification of high school graduation or a final high school transcript will be required to continue the program beyond the first semester.

In addition, some high school and college transcripts may be waived if they are unobtainable due to circumstances as determined by the Resident Admissions Office.

Official transcripts of the final high school or college records must be requested directly from the educational institution and sent to the Resident Admissions Office. An official high school or homeschool transcript is defined as a transcript received in a sealed envelope with the school's address. In addition, the final high school transcript or GED is considered official if it is faxed (or sent by other electronic means such as email or electronic transcript service) by the high school or GED center itself, and received by the Resident Admissions Office. In order to be considered official, the transcript must be stamped official by the Resident Admissions Office, after confirming receipt with the issuing high school or homeschool.

Although the University does not require specific high school courses for admission, successful applicants usually have completed at least 4 years of English, 2–3 years of college preparatory mathematics, 2 years of laboratory science, 2 years of social science, 2 years of foreign language, and at least 4 units of elective credits in subjects such as art, music, or drama. A high school diploma must be a standard or advanced diploma, or its equivalent. This curriculum prepares one for the classroom expectations at Liberty University.

Liberty University reviews high school transcripts only on a 4.00 GPA basis. All transcripts are converted to an unweighted 4.00 scale. Applicants who fall outside of the range for acceptance will be evaluated on other indicators of ability to perform satisfactorily at the college level and may be admitted on Academic Caution or Probation.

All students accepted on Academic Caution or Probation status will be limited to 12 to 14 semester hours of coursework including:

MENT 100 – *Foundations for Academic Success* or
CLST 101 – *College Learning Strategies*

These courses are designed to help students develop reading and study strategies necessary for success in college.

3. Test Scores

All applicants, age 21 or younger, must submit official copies of test results from either the Classic Learning Test (CLT), Scholastic Aptitude Test (SAT) or the American College Testing (ACT) exam. Liberty University does not

recognize the essay portion of the SAT or ACT exam for acceptance decision purposes. SAT scores are based on Critical Reading (now known as Evidence-based Reading and Writing) and Math portions only. The best scores from multiple exams may be combined for admissions purposes. SAT scores are based on Evidence – based Reading and Writing and Math portions only. The best scores from multiple exams may be combined for admissions purposes. However, we do not combine best test scores if the SAT was taken both before and after March 2016. **The SAT, ACT, And CLT is not required for students 22 or older and/or who have 25+ credit hours transferred into Liberty.** Applicants who fail to meet the minimum required scores may have their application rejected or will be evaluated on other indicators of ability to perform satisfactorily at the college level and may be admitted on Academic Caution or Probation. Scores will be used for academic counseling and placement. SAT Subject tests are not acceptable. Test scores may be waived if they are unobtainable due to circumstances as determined by the Resident Admissions Office.

Information on the CLT may be obtained via the internet at <https://www.cltxam.com>. Information on the SAT may be obtained via the Internet at <http://www.collegeboard.org> or by writing to: The College Board; SAT Program; P.O. Box 025505, Miami, FL 33102. Information on the ACT may be obtained via the Internet at www.act.org or by writing to: ACT Student Services; 2727 Scott Road; P.O. Box 414; Iowa City, Iowa 52243-0414.

Liberty's Institutional Codes are 5385 for the SAT and 4364 for the ACT.

4. Essay

All resident applicants must submit an essay between 200 and 400 words describing how their personal faith and beliefs will allow them to contribute to Liberty University's mission of developing Christ-centered leaders.

5. Other Documentation

If the Admissions Committee determines that additional information is needed in order to make a determination on the applicant's status, the applicant may be required to submit letters of recommendation or other relevant documentation such as a guidance counselor letter.

6. Priority Deadlines for Admissions Process

Resident Program:

- **Fall:**
 - Application December 15
 - Accept and Confirm February 15
 - Financial Check-in April 13
 - Course Registration June 5
- **Spring:** Application November 1

“These dates are subject to change”

HOMESCHOOL APPLICANTS

The University recognizes that the academic records of home-educated students vary widely. However, records of academic work plus any evaluations or grades awarded by the parent or other evaluator must be included on the academic records to properly evaluate the applicant's eligibility for college-work.

Homeschooled applicants must submit the above requirements plus:

- a. Verification that they have completed the equivalent of a standard secondary school education. This requirement may be satisfied by a statement signed by the parent or guardian, a home-education diploma, or a graduation date posted on the home education records.

- b. Verification that the home education was carried out in compliance with applicable commonwealth or state laws. The form of this documentation will vary depending on the state statutes governing home education. The documentation may be a letter from the local school board or public school superintendent, a letter from an umbrella school, or a signed affidavit from the parent or guardian. Students homeschooled outside of the United States must submit a transcript that confirms completion of a secondary education according to an identified standard or authority.

NOTE: See <http://www.liberty.edu/homeschool> for a sample home school transcript. (Do not submit portfolios, photocopies of awards, or photographs of school projects.)

TRANSFER STUDENTS

Transfer applicants must complete all of the forms that are listed for the initial application procedure. However, undergraduate transfer applicants who earn an Associate’s degree from an accredited institution do not need to submit standardized test scores except when specifically requested to do so by the University.

A copy of the official transcript from each college or university that the transfer applicant attended must be sent directly to the Registrar’s Office from the Registrar(s) of the respective institution(s) of higher learning.

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

TRANSFER OF CREDITS

Only courses and degrees from a regionally accredited institution or those nationally accredited by accrediting agencies recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.) will be evaluated for transfer of credit. Applicants must request that official transcripts be sent directly from the Registrar(s) of the previous school(s) to the Registrar’s Office at Liberty University. These transcripts should be received before an admission decision will be made.

Credit will be accepted for those courses that are equivalent to courses offered at Liberty in which applicants have made a grade of C or better. Transcripts are evaluated by the Registrar’s Office under the guidelines established by the Senate Committee on Academic and Admissions Standards.

In order to receive direct credit for a course, the description must overlap the Liberty University course content at least 60%. Courses that do not match a Liberty University course by at least 60% are eligible to transfer as elective credit where allowable. Elective credit is coded as 1XX – 4XX, depending on the level of the course.

Undergraduate credit may be allowed for courses completed at military service schools if this credit is recommended in *A Guide to the Evaluation of Educational Experiences in the Armed Services* (ACE Guide). The work must also be applicable to the student’s program of study.

Internship credit is not transferable.

MILITARY EVALUATIONS

Liberty University will evaluate students’ prior military experience and develop a degree plan for each student to follow. Evaluations will be based solely upon the recommendations of the American Council of Education (ACE) guidebook, *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Military applicants should send in military transcripts or documentation from their particular branch of service. If those

documents are unavailable, applicants should submit a copy of their DD214, 2-1, 2A, or DD295 for evaluation.

ADMISSION NOTIFICATION

Once a file has been reviewed and evaluated, applicants will be notified as to their admission status. Notification of admission to the resident program at the University is indicative of student status and, therefore, charges are at the resident rate regardless of course delivery method (on-campus classroom, online, etc.). Following notification of acceptance, applicants will receive information relating to financial check-in, housing selection, and course registration.

CONFIRMATION DEPOSIT

New students who decide to attend Liberty University must submit a \$250 Confirmation Deposit. This deposit secures any available institutional grants or scholarships; however, only completion of Financial Check-In ensures the availability of a class schedule and housing assignment. The \$250 Confirmation Deposit may be submitted online at www.libertyu.com/Confirm or can be mailed with a completed Confirmation Deposit Form to: Liberty University Resident Admissions Office; MSC Box #710278; 1971 University Blvd.; Lynchburg, Virginia 24515. This deposit will be credited to the student’s account as a deposit toward the upcoming semester.

Should the student decide not to attend, the University must be notified in writing with a Confirmation Deposit refund request by May 1 of each academic year for those who confirmed for fall term, and by December 1 for those who confirmed for spring term. After these deadlines, the \$250 confirmation deposit is nonrefundable and non-transferable. The credit, however, may be deferred up to one academic year should the student be able to attend in a subsequent semester. Deposited students who change their intended entrance year will be held to the refund deadlines and policies of the original intended entrance year. Students who are late in applying and/or who do not confirm until after the refund deadline are still subject to the same policy.

HEALTH RECORD

All accepted resident applicants who have submitted a deposit must also complete and submit an online Health Form through their Liberty ASIST account. This form does not need to be submitted prior to acceptance. Any accepted applicant who withholds pertinent health information may be required to withdraw from the University.

EARLY ADMISSION PROGRAM

The University will admit qualified high school seniors who have not yet graduated and who would like to complete their senior course requirements at the college level. If accepted, these applicants will be limited to a 13-hour course load per semester. These high school requirements must be completed within one academic year subsequent to enrollment at Liberty University. Students in this program are ineligible for federal financial aid until they have satisfactorily completed the high school requirement. Full time Liberty University students may benefit from institutional aid, as qualified. The applicant must meet the following requirements:

1. Cumulative GPA of 3.50 or higher in grades 9–11;
2. A minimum combined score range for Evidence-based Reading and Writing and mathematics of 980-1010 on SAT (900-930 for tests taken prior to March 2016) or a minimum composite score of 19 on the ACT;
3. Enrollment in a college preparatory track;

4. If homeschooled, submission of verification that the home education was carried out in compliance with applicable commonwealth or state laws;
5. Submission of an Early Admission Certification form; or, if homeschooled, submission of a letter of recommendation from the parent/teacher; and
6. Submission of a regular Liberty University application with all required support documentation.

SPECIAL STUDENTS

Status 1 Special Students are early enrollment or dual enrollment students who do not have a high school diploma or equivalent. These students must show evidence of ability to complete the courses selected. They may become candidates for a degree after completing high school diploma requirements.

Status 2 Special Students are those students who are not interested in obtaining a degree; however, they are interested in taking one or more college level courses up to a maximum of 12 credit hours. Additional courses may be approved if the student has no intention of being a degree-seeking student. This decision is based off review by the Registrar's Office.

Applications are available upon request from the Resident Admissions Office. Students deciding to enroll as degree seeking students in the future must complete a new application and fulfill all admissions requirements.

Students who have been Academically Dismissed from Liberty University are not eligible for Special Student status. Financial Aid is unavailable under Special Student status.

AUDIT

Applicants not interested in becoming degree candidates and who want to audit classes must complete a special student application. Only lecture courses may be audited. Courses requiring labs or private instruction may not be audited.

READMISSION

Students who have withdrawn from the University or who have broken enrollment must apply for readmission through the Resident Admissions Office and pay the \$50 Application Fee. Admission status is subject to the terms of any previous academic or disciplinary suspension or probation. Applicants must provide official transcripts from all educational institutions attended since enrollment at Liberty. Students must receive approval from the Registrar's Office, Office of Campus Life, and Student Accounts before an acceptance decision can be made.

Students applying for readmission who have been dismissed from the University should submit an application not less than 2 months prior to matriculation since applicants must make an appeal to the Committee on Academic and Admissions Standards (CAAS).

ACADEMIC AMNESTY

Approval for readmissions and Academic Amnesty must be approved by the Provost. In order to qualify for academic amnesty, a student must have been academically suspended or academically dismissed from the University, as well as must satisfy the subsequent guidelines for readmission.

1. Not enrolled at the University for a period of three (3) years.
2. A student seeking readmission under academic amnesty must first appeal in writing to the Registrar's Office. The request must be stated clearly and contain: (1) the reason for the request, and (2) efforts made to improve during absence from Liberty. Corroboration may be requested of the student (e.g., transcripts from other institutions, certificates, awards, etc.).

3. The Registrar's Office, upon receiving the written request, must receive approval from the Registrar's Office, Student Conduct, Student Accounts, and the Provost before readmission will be granted.
4. Previously earned grades of "A", "B", and "C" will remain on the student's record and will calculate into his or her GPA. As determined by the Provost, grades of "D" and "F" are revised to "Q".
5. Students who have been granted Academic Amnesty are not eligible for graduation honors.

For readmission to the resident programs, an application for readmission and \$50 readmission fee are required.

International Admission

Liberty University is authorized by the U.S. Department of Homeland Security to issue the SEVIS Form I-20 to eligible international students and their dependent family members. Any person who is not a U.S. citizen or Legal Permanent Resident of the United States and who desires to be admitted to the University and attend on campus courses while on Student (F-1) Visa Status must follow the procedure established by the Office of International Admissions. Applications for the fall semester should be submitted by April 1 and applications for the spring semester should be made by October 1.

Applicants whose final high school transcript is not in English must submit both an official transcript from their educational institution along with an official English translation of the transcript. Applicants may also be required to submit their high school transcripts to an accredited credential evaluation service.

Any college transcript from an educational institution outside of the US must be officially translated into English and submitted to a credential evaluation service accredited by the National Association of Credential Evaluation Services (NACES) at naces.org.

Applicants whose native language is other than English must submit official scores for the Test of English as a Foreign Language (TOEFL) or an approved alternate assessment (see below). Applicants who successfully complete the levels of English-Second-Language (ESL) instruction indicated below at one of two schools will have the TOEFL requirement waived. **Students will have their application held until transcripts from one of the below schools are received.**

- Level 6: Language Consultants International (LCI) www.englishlci.edu
- Level 109: ELS Educational Services (ELS) www.els.edu

At the discretion of the Office of International Admissions, applicants from English-speaking countries may also be required to submit an English proficiency test score that meets the required minimum.

The University offers general admission to its undergraduate programs of study to applicants who achieve one of the following scores on a standardized test of English proficiency:

- TOEFL (Internet Based Test or iBT): 61
- International English Language Testing System (IELTS): 6.0
- Pearson Test of English (PTE): 51
- International Test of English Proficiency Academic Plus (iTEP): 3.6

Some programs of study in the School of Aeronautics have higher English language proficiency requirements which students must meet before being admitted (for flight-based majors) or before enrolling in certain courses (e.g. aviation maintenance and aviation administration courses).

Minimum English proficiency test score requirements for admission to flight-based programs of study in the School of Aeronautics are:

- TOEFL (Internet Based Test or iBT): 79
- International English Language Testing System (IELTS): 6.5
- Pearson Test of English (PTE): 55
- International Test of English Proficiency Academic Plus (iTEP): 3.9
- Successful completion of Level 7 at Language Consultants International (LCI)
- Successful completion of Level 112 at ELS Educational Services (ELS)

If an international student is seeking admission to an undergraduate program of study and has attended an accredited U.S. high school for a minimum of two years, the English proficiency test requirement may be waived.

If an international student is seeking admission to an undergraduate program of study and has earned a high school diploma at an accredited international high school outside of the U.S. using a U.S. high school curriculum and in which the primary medium of instruction is English, the English proficiency test requirement may be waived. (Proof must be submitted in the form of an official statement from the school's Registrar Office.)

If an international student completes an undergraduate degree at an accredited university/college outside of the U.S. in which the primary medium of instruction is English, the English proficiency test requirement may be waived. (Proof must be submitted in the form of an official statement from the school's Registrar Office.)

Students who have attended an American college/university for two or more years may not be required to submit a test of English proficiency.

Information regarding English proficiency tests may be obtained online as follows: TOEFL: www.toefl.org; IELTS: www.ielts.org; PTE: www.pearsonpte.com; iTEP: www.itepexam.com.

Unmarried students under the age of 21 are required to reside in housing provided by the University. Unmarried students who are 21 years of age or older may choose to reside off campus. It is strongly recommended that a minimum of one semester be spent in University housing to help international students adjust to the local area and culture. On-campus housing is not available for married students or those over the age of 25.

International students must be covered by an adequate health insurance policy each semester of enrollment. A mandatory student

health insurance fee is added to the account of international students each fall and spring semester. It is the responsibility of international students to remain enrolled in an adequate health insurance policy while studying at the University.

As part of the admission requirements, international students must document availability of adequate funds to pay for all University-related expenses for the regular nine-month academic schedule. Those who intend to remain during the summer must document additional funds (approximately \$4,000 US) for living expenses.

Parent and Family Connections

The Parent and Family Connections Office provides communication between the University and parents of Liberty University students in order to support student success, generate goodwill for the University, and promote an appropriate role for parents within the campus community.

Additional information on events and services is provided online at <http://www.liberty.edu/admissions/parents/>.

Articulation Agreements

THE VIRGINIA COMMUNITY COLLEGE SYSTEM

A guaranteed admissions agreement exists between the Virginia Community College System (VCCS) and Liberty University. For details, visit the Admissions webpage at www.libertyu.com or www.liberty.edu.

RICHARD BLAND COLLEGE

A Guaranteed Transfer Agreement exists between Richard Bland College and Liberty University. For details, please contact the Registrar's Office at registrar@liberty.edu.

PRIVACY OF STUDENT RECORDS: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Students attending, or who have attended, Liberty University are given certain rights under the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g) and Rules of the Department of Education (34 C.F.R. Part 99) implementing this Act. Department of Education FERPA site: www.ed.gov/policy/gen/guid/fpco/ferpa/index.html. Additional information and University policies regarding the protection of student records are published online at www.liberty.edu/ferpa.

Admissions – Online Program

Ron Kennedy, B.S., M.B.A.

Executive Vice President of Online Enrollment Management

Dennis Bridge, B.S., M.A.

Sr. Director of Admissions

General Requirements

Prospective students who wish to speak to an Admissions representative about the admissions process or admission policies may do so by contacting the Liberty University Online Admissions Office.

Prospective students are encouraged to apply over the phone with an experienced Admissions representative or online at <http://www.liberty.edu/online>.

Liberty University Online Admissions Office:

Phone: (800) 424-9595

Fax: (800) 628-7977

Email: luundergrad@liberty.edu

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

Hours of Operation:

M–F 8:00 a.m. – 10:00 p.m. EST

SAT 10:00 a.m. – 9:00 p.m. EST

Mailing Address:

Liberty University Online

Attn: Admissions Office

1971 University Blvd.

Lynchburg, Virginia 24515

Admission to Liberty University's undergraduate program is governed by policies and procedures developed by the Senate Committee on Academic and Admission Standards.

The mission of Liberty University is to develop Christ-centered men and women with the values, knowledge, and skills essential to impact the world. The University expects that its students understand and respect its mission and purpose while enrolled at Liberty University.

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

Applicants for admission will be considered without regard to race, color, gender, national or ethnic origin, religion, age, or disability.

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

The Office of Admissions may request additional documentation from applicants who do not meet admissions standards. If the Office of Admissions, in its professional opinion, determines that the documentation justifies the candidate's potential for success, the Office of Admissions may present the documentation to the Provost's Office with a request to admit the student.

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

TECHNOLOGY REQUIREMENTS

All Liberty University Online students are required to have access to an IBM compatible, high-speed computer with Internet and email service.

Application for Admission

ITEMS TO BE SUBMITTED

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

Application for Admission

1. Academic Records

Prior to acceptance, applicants must submit a final official transcript from an accredited high school or an official transcript of the General Educational Development (GED) test scores. Applicants with prior college coursework must submit official transcripts from all colleges attended.

- Liberty University Online students may submit a High School Self-Certification form through AS/ST in lieu of a final official high school transcript.
- Preliminary transcript - must reflect all coursework and final grades received for grades 9-11, and an overall grade point average (GPA).
- Final official transcript - must reflect all coursework and final grades received for grades 9-12, must list graduation date, and an overall GPA. (Mailed transcripts must be in a sealed and unopened envelope).
- Liberty University Online students should refer to <http://www.liberty.edu/online/online-education-admission-requirements/> for a detailed list of applicable admissions requirements. The high school transcript and GED requirements will be waived if the applicant earned an associate's degree.

Although the University does not require specific high school courses for admission, successful applicants usually have completed at least 4 years of English, 2–3 years of college preparatory mathematics, 2 years of laboratory science, 2 years of social science, 2 years of foreign language, and at least 4 units of elective credits in subjects such as art, music, or drama. A high school diploma must be a standard or advanced diploma, or its equivalent. This curriculum prepares one for the classroom expectations at Liberty University.

Liberty University's minimum acceptable college GPA is 2.00 on a 4.00 scale. Applicants who fail to meet the minimum required GPA will be evaluated on other indicators of ability to perform satisfactorily at the college level and may be admitted on Caution status. All students accepted on Caution status may be required to enroll in one or more developmental courses as determined by the Office of Admissions.

2. Other Documentation

If the Admissions Committee determines that additional information is needed in order to make a determination on the applicant's status, the applicant may be required to submit letters of recommendation or other relevant documentation such as a guidance counselor letter.

3. RN to BSN program

Students who are interested in the RN to BSN program must submit additional admissions documents, such as:

- RN licensure in state of residence (copy of licensure document)
- Graduate of an NLN accredited nursing program leading to an associate degree or hospital diploma

4. BS in Aeronautics program

Students who are interested in the BS in Aeronautics: Commercial Track program must submit additional admissions documents:

- Confirmation at which Liberty University Flight Training Affiliate they will be completing their flight training requirements, and that they meet Federal Transportation Security Administration requirements.
- In lieu of the above requirement, a student can provide a Commercial Pilot Certificate issued by the Federal Aviation Administration.

Students who are interested in the BS in Aeronautics: Aviation Maintenance Management program must submit proof of having obtained their Federal Aviation Administration Airframe & PowerPlant mechanic license.

5. Wilmington School of the Bible Program

Students applying to this program only need to submit a complete High School Transcript requirement (see details above regarding an acceptable High School Transcript). Students with a conferred accredited Associates degree or higher can have the High School Transcript requirement waived.

HOMESCHOOL APPLICANTS

Homeschooled applicants must submit the above requirements plus:

- Verification that they have completed the equivalent of a standard secondary school education. This requirement may be satisfied by a statement signed by the parent or guardian, a home-education diploma, or a graduation date posted on the home education records.
- Verification that the home education was carried out in compliance with applicable commonwealth or state laws. The form of this documentation will vary depending on the state statutes governing home education. The documentation may be a letter from the local school board or public school superintendent, a letter from an umbrella school, or a signed affidavit from the parent or guardian. Students homeschooled outside of the United States must submit a transcript that confirms completion of a secondary education according to an identified standard or authority.

NOTE: The University recognizes that the academic records of home-educated students vary widely. However, records of academic work plus any evaluations or grades awarded by the parent or other evaluator must be included on the academic records to properly evaluate the applicant’s eligibility for college-work. See <http://www.liberty.edu/media/9932/pdfs/Homeschool-Transcript.pdf> for a sample home school transcript. Do not submit portfolios, photocopies of awards, or photographs of school projects.

ADMISSIONS AND ENROLLMENT FOR ARMY SOLDIER -STUDENTS

Active Duty, Reserve, and National Guard Army soldier-students must apply for admission and enroll via the GoArmyEd portal, www.goarmyed.com. Admission and enrollment through the Army portal will allow Tuition Assistance to be approved through the enrollment process. Additional information is provided online, www.liberty.edu/militaryaffairs.

CONDITIONAL ENROLLMENT

Liberty University Online students may be conditionally enrolled following the receipt of a completed application. Undergraduate students who register on a conditional basis may enroll for up to 12 semester hours within the first semester only pending receipt of all official transcripts and standardized test scores. Students who have not submitted the required documentation by the completion of the first semester will not be allowed to enroll in additional courses until the admission file is completed and program admission is granted.

Conditional enrollment is not a guarantee of full acceptance into a degree program. Federal and state financial aid is not available to students under conditional enrollment. Some programs that require additional admission requirements, such as licensure, will not be eligible for conditional enrollment.

ADMISSION NOTIFICATION

Applicants must submit all of the required documents to complete the admission file. When all documents have been received and evaluated, applicants will be notified as to whether they have been fully accepted. Following notification of acceptance, applicants will receive information relating to Financial Check-In and course registration.

ASSESSMENT TESTS

Liberty University Online offers English and Math placement tests for all new undergraduate students. These placement tests will be used to ensure that students are placed in the proper English and Math courses to help students be successful as they begin coursework at Liberty University Online.

Developmental Courses

Liberty University Online offers several developmental courses to students who need assistance with some of the basic skills required in order to be successful in college. Online students who fail to meet the minimum required GPA will be evaluated on other indicators of ability to perform satisfactorily at the college level.

Transfer Students

Transfer applicants must complete all of the forms that are listed for the initial application procedure.

A copy of the official transcript from each college or university that the transfer applicant attended must be sent directly to the Office of Admissions from the Registrar(s) of the respective institution(s) of higher learning (Wilmington School of the Bible applicants are exempt from this requirement).

Unofficial transcripts will allow for acceptance and registration. Unofficial transcripts will not be reviewed for transfer credit. Before submitting unofficial transcripts, please make sure they include the following:

1. School name or logo printed on the document
2. List of completed courses and earned credit

Upon an admission decision, official transcripts are required within 60 days; official transcripts are required in order to register for a second semester of courses.

All students who intend to transfer to Liberty must be eligible for re-enrollment or readmission at the last institution attended. The record is reviewed based on Liberty’s admissions standards. If an applicant’s GPA does not meet Liberty’s admissions standards, even though the applicant may not have been placed on Academic Warning or Probation at the last school attended, the applicant may be denied or admitted on caution. Appeals may be granted, and will be evaluated

on other indicators of ability to perform satisfactorily at the college level as determined by the Office of Admissions.

TRANSFER OF CREDITS

Only courses and degrees from a regionally accredited institution or those nationally accredited by accrediting agencies recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.) will be evaluated for transfer of credit. Applicants must request that official transcripts be sent directly from the Registrar(s) of the previous school(s) to the Registrar's Office at Liberty University.

Credit will be accepted for those courses that are equivalent to courses offered at Liberty in which applicants have made a grade of C or better. Transcripts are evaluated by the Liberty University Online Office of Transfer Evaluations under the guidelines established by the Liberty University Online Curriculum Committee.

In order to receive direct credit for a course, the description must overlap the Liberty University course content at least 60%. Courses that do not match a Liberty University course by at least 60% are eligible to transfer as elective credit where allowable. Elective credit is coded as 1XX – 4XX, depending on the level of the course.

Credit for military training is awarded based on the recommendations provided by the American Council on Education, in *A Guide to the Evaluation of Educational Experiences in the Armed Services* (ACE Guide). This includes credit for general military training and occupational specialty. The work must also be applicable to the student's program of study.

A list of policies and transferable courses is provided at <http://www.liberty.edu/online/transfer-students/>.

SERVICEMEMBERS OPPORTUNITY COLLEGES (SOC)

Liberty University is part of the [Servicemembers Opportunity Colleges \(SOC\) Degree Network System \(DNS\)](#). The SOC organization was founded in 1972 to provide educational opportunities for service members by establishing articulation agreements between colleges and universities to streamline the transfer process for student veterans transitioning to new schools. Liberty offers transfer-friendly policies and special SOC student agreements (or degree plans) for all service members and veterans who qualify once they are officially accepted and enrolled in their degree program.

The University offers the benefits of the SOC program to all active military personnel, veterans, Department of Defense employees, and military spouses enrolled in an undergraduate online program. Eligible service member students will receive a SOC Student Agreement within their first 6 credit hours of enrollment. Veterans, DoD employees, and military spouses will not receive a SOC Student Agreement, but may instead view their military degree plan through the Degree Completion Plan Audit portal in ASIST. These military students are encouraged to apply for financial assistance through the military and Department of Veterans Affairs, such as Tuition Assistance and GI Bill®.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

SOC Degree Network System

The SOC Degree Network System (DNS) consists of a subset of member institutions selected by the military Services to deliver specific Associate and Bachelor's degree programs to service members and their families. Institutional members of the SOC DNS have adopted special requirements and obligations outlined in the Voluntary Education Partnership Memorandum of Understanding (MOU) that provide military students, their spouses and college-age

children with opportunities to complete college degrees without suffering loss of academic credit due to changes of duty station.

SOC operates the 2- and 4-year Degree Network System Refer to the [SOC DNS Search Tool](#) to view Associate and Bachelor's degree programs, location offerings, and college information. Each active duty service member and reservist will receive a copy of a SOC student agreement after acceptance to the University. Veterans and spouses may view their SOC student agreement through the Degree Completion Plan Audit portal.

MILITARY EVALUATIONS

The Liberty University Online Office of Transfer Evaluations will evaluate students' prior military experience. Evaluations will be based solely upon the recommendations of the American Council of Education (ACE) guidebook, *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Military applicants should send in their Joint Services Transcript or appropriate transcript from their branch of service (CCAF, DAU, CGI, MCI). If those documents are unavailable, applicants should submit a copy of their DD214, 2-1, 2A, or DD295 for evaluation.

Upon completion of the military evaluation, students may access their degree completion plan through the Degree Completion Plan Audit system. Liberty University Online military students will generally find that the Interdisciplinary Studies major maximizes the use of their existing credits.

International Admission

Applicants whose native language is other than English must submit official scores for the Test of English as a Foreign Language (TOEFL) or an approved alternative assessment (see below). Applicants who successfully complete the levels of English-Second-Language (ESL) instruction indicated below at one of two schools will have the TOEFL requirement waived. Students will have their application held until transcripts from one of the below schools are received.

- Level 6: Language Consultants International (LCI) www.englishci.edu
- Level 109: ELS Educational Services (ELS) www.els.edu

If an international student is seeking admission to an undergraduate program of study and has attended an accredited U.S. high school for a minimum of two years, the English proficiency test requirement may be waived.

If an international student is seeking admission to an undergraduate program of study and has earned a high school diploma at an accredited international high school outside of the U.S. using a U.S. high school curriculum and in which the primary medium of instruction is English, the English proficiency test requirement may be waived. (Proof must be submitted in the form of an official statement from the school's Registrar Office.)

If an international student completes an undergraduate degree at an accredited university/college outside of the U.S. in which the primary medium of instruction is English, the English proficiency test requirement may be waived. (Proof must be submitted in the form of an official statement from the school's Registrar Office.)

Students who have attended an American college/university for two or more years may not be required to submit a test of English proficiency.

The University offers general admission to its undergraduate program of study to students who achieve one of the following scores on a standardized test of English proficiency:

- TOEFL (Internet Based Test or iBT): 61
- International English Language Testing System (IELTS): 6.0
- Pearson Test of English (PTE): 51

- International Test of English Proficiency Academic Plus (iTEP): 3.6

Information regarding the TOEFL may be obtained from: TOEFL Services; The Education Testing Service; PO Box 6151; Princeton, New Jersey 08541 or online at <http://www.toefl.org>. Information regarding the IELTS may be obtained online at <http://www.ielts.org> and information regarding the PTE may be obtained online at <http://www.pearsonpte.com>.

SPECIAL (OR NON-DEGREE SEEKING) STATUS STUDENTS

Status 1 Special Students are early enrollment or dual enrollment students who do not have a high school diploma or equivalent. These students must show evidence of ability to complete the courses selected. They may become candidates for a degree after completing high school diploma requirements.

Status 2 Special Students are those students who are not interested in obtaining a degree; however, they are interested in taking one or more college level courses up to a maximum of 12 credit hours. Additional courses may be approved if the student has no intention of being a degree-seeking student. This decision is based on review from the Registrar's Office.

Applications are available at <http://www.liberty.edu/online>. Students deciding to enroll as degree seeking students in the future must complete a new application and fulfill all admissions requirements.

Students who have been Academically Dismissed from Liberty University are not eligible for Special Student status. Students who have completed 12 or more credit hours at their current level are not eligible for Special Student status. Financial Aid is not available under Special Student status.

BREAK IN ENROLLMENT

A break in enrollment occurs when a student is not actively taking a class each academic year.

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

Any military students wishing to be readmitted who broke enrollment due to deployment must contact the Office of Military Affairs

READMISSION

Students who have withdrawn from the University or who have broken enrollment must apply for readmission through the Office of Admissions. Admission status is subject to the terms of any previous academic or disciplinary suspension or probation. Re-applicants will be subject to the current Degree Completion Plan for the program of application. Applicants must provide official transcripts from all educational institutions attended since enrollment at Liberty. Students must receive approval from the Registrar's Office, Student Conduct and Student Accounts before an acceptance decision can be made.

ACADEMIC AMNESTY

Approval for readmission under Academic Amnesty must be approved by the Office of the Provost. To qualify for academic amnesty, a student must have been academically suspended or academically dismissed from the University, as well as must satisfy the subsequent guidelines for readmission.

1. Not enrolled at the University for a period of two (2) years.
2. A student seeking readmission under academic amnesty must first appeal in writing to the Registrar's Office. The request must be stated clearly and contain: (1) the reason

for the request, and (2) efforts made to improve during absence from Liberty. Corroboration may be requested of the student (e.g., transcripts from other institutions, certificates, awards, etc.).

3. The student's appeal, supporting documentation and a recommendation from the Registrar's Office will be presented to the Office of the Provost for a decision. If the appeal is approved, the student will be readmitted on the following provisions:
 - a. Previously earned grades of A, B, and C will remain on the student's record and will calculate into his or her GPA. As determined by the CAAS, grades of D and F are revised to Q.
 - b. Students who have been granted Academic Amnesty are not eligible for graduation honors.

PRIVACY OF STUDENT RECORDS: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Students attending, or who have attended, Liberty University are given certain rights under the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g) and Rules of the Department of Education (34 C.F.R. Part 99) implementing this Act.

Additional information and University policies regarding the protection of student records are published online at <http://www.liberty.edu/ferpa>.

ADDITIONAL INFORMATION

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

Admissions – Undergraduate Certificates

General Requirements

Prospective students who wish to speak to an Admissions representative about the admissions process or admission policies may do so by contacting the Liberty University Online Admissions Office.

Prospective students are encouraged to apply over the phone with an experienced Admissions representative or online at <http://www.luonline.com>.

Liberty University Online Admissions Office:

Phone: (800) 424-9595
 Fax: (800) 628-7977
 Email: luundergrad@liberty.edu
 Website: <http://www.luonline.com>

Hours of Operation:

M–F 8:00 a.m. – 10:00 p.m. EST
 SAT 10:00 a.m. – 9:00 p.m. EST

Mailing Address:

Liberty University Online
 Attn: Admissions Office
 1971 University Blvd.
 Lynchburg, Virginia 24515

Admission is governed by policies and procedures developed by the Senate Committee on Academic and Admission Standards.

The mission of Liberty University is to develop Christ-centered men and women with the values, knowledge, and skills essential to impact the world. We expect that our students understand and respect our mission and purpose while enrolled at Liberty University.

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

Applicants for admission will be considered without regard to race, color, gender, national or ethnic origin, religion, age, or disability.

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

The Office of Admissions may request additional documentation from applicants who do not meet admissions standards. If the Office of Admissions, in its professional opinion, determines that the documentation justifies the candidate's potential for success, the Office of Admissions may present the documentation to the Provost's Office with a request to admit the student.

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

TECHNOLOGY REQUIREMENTS

All Liberty University Online students are required to have access to an IBM compatible, high-speed computer with Internet and email service.

Available Undergraduate Certificates

To view a list of current undergraduate certificates offered at Liberty University Online, please visit <http://www.liberty.edu/online/programs/certificate/>.

Application for Admission

ITEMS TO BE SUBMITTED

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

Application for Admission

1. Academic Records

Prior to acceptance, applicants must submit an official transcript (see below for details) from an accredited high school or an official transcript of the General Educational Development (GED) test scores. Applicants with prior college coursework must submit official transcripts from all colleges attended.

To be considered complete, a high school transcript must meet the following minimum requirements:

- Preliminary transcript – must reflect all coursework and final grades received for grades 9-11, and an overall grade point average (GPA), and must be signed by the school administrator.
- Final transcript – must reflect all coursework and final grades received for grades 9-12, must list graduation date, and an overall GPA.
- Liberty University Online students should refer to <http://www.liberty.edu/online/online-education-admission-requirements/> for a detailed list of applicable admissions requirements.

The high school and GED requirements will be waived if the applicant earned an associate's degree.

In lieu of a final transcript, Liberty University will accept a preliminary transcript and a self-certification of successful completion of the represented high school program.

In addition, some high school and college transcripts may be waived if they are unobtainable due to circumstances as determined by the Office of Admissions.

Although the University does not require specific high school courses for admission, successful applicants usually have completed at least 4 years of English, 2–3 years of college preparatory mathematics, 2 years of laboratory science, 2 years of social science, 2 years of foreign language, and at least 4 units of elective credits in subjects such as art, music, or drama. A high school diploma must be a standard or advanced diploma, or its equivalent. This curriculum prepares one for the classroom expectations at Liberty University.

Liberty University's minimum acceptable unweighted (GPA) is 2.00 on a 4.00 scale. Applicants who fail to meet the minimum required GPA will be evaluated on other indicators of ability to perform satisfactorily at the college level as determined by the Office of Admissions.

2. Other Documentation

If the Admissions Committee determines that additional information is needed in order to make a determination on the applicant's status, the applicant may be required to submit letters of recommendation or other relevant documentation such as a guidance counselor letter.

HOMESCHOOL APPLICANTS

Homeschooled applicants must submit the above requirements plus:

1. Verification that they have completed the equivalent of a standard secondary school education. This requirement may be satisfied by a statement signed by the parent or guardian, a home-education diploma, or a graduation date posted on the home education records.
2. Verification that the home education was carried out in compliance with applicable commonwealth or state laws. The form of this documentation will vary depending on the state statutes governing home education. The documentation may be a letter from the local school board or public school superintendent, a letter from an umbrella school, or a signed affidavit from the parent or guardian. Students homeschooled outside of the United States must submit a transcript that confirms completion of a secondary education according to an identified standard or authority.

NOTE: The University recognizes that the academic records of home-educated students vary widely. However, records of academic work plus any evaluations or grades awarded by the parent or other evaluator must be included on the academic records to properly evaluate the applicant's eligibility for college-work. See <http://www.liberty.edu/media/9932/pdfs/Homeschool-Transcript.pdf> for a sample home school transcript. Do not submit portfolios, photocopies of awards, or photographs of school projects.

CONDITIONAL ENROLLMENT

Conditional Enrollment is not available to students pursuing certificates.

ADMISSION NOTIFICATION

Applicants must submit all of the required documents to complete the admission file. When all documents have been received and evaluated, applicants will be notified as to whether they have been fully accepted. Following notification of acceptance, applicants will receive information relating to Financial Check-In and course registration.

TRANSFER STUDENTS

Transfer applicants must complete all of the forms that are listed for the initial application procedure.

A copy of the official transcript from each college or university that the transfer applicant attended must be sent directly to the Office of Admissions from the Registrar(s) of the respective institution(s) of higher learning.

All students who intend to transfer to Liberty must be eligible for re-enrollment or readmission at the last institution attended. The record is reviewed based on Liberty's admissions standards. If an applicant's GPA does not meet Liberty's admissions standards, even though the applicant may not have been placed on Academic Warning or Probation at the last school attended, the applicant may be denied. Appeals may be granted, and will be evaluated on other indicators of ability to perform satisfactorily at the college level as determined by the Office of Admissions.

International Admission

Applicants whose native language is other than English must submit official scores for the Test of English as a Foreign Language (TOEFL) or an approved alternative assessment.

If an International student is seeking admission into an undergraduate program and has attended an accredited U.S. high school for a minimum of two years, the TOEFL can be waived for admission.

If an International student is seeking admission into an undergraduate program and has earned a high school diploma at an

accredited high school outside of the U.S. in which all classes are taught in English, the TOEFL score can be waived for admission. (Proof must be submitted in the form of an official statement from the school's Registrar's Office.)

If an International student completes an undergraduate degree at an accredited university/college (full time status) outside of the U.S. in which all classes are taught in English, the TOEFL score can be waived for admission. (Proof must be submitted in the form of an official statement from the school's Registrar's Office.)

Students who have attended an American college/university for at least one year are not required to submit TOEFL scores.

The University offers general admission to its undergraduate program of study to students who achieve one of the following scores on a standardized test of English proficiency:

- TOEFL (Internet Based Test or iBT): 79
- International English Language Testing System (IELTS): 6.5
- Pearson Test of English (PTE): 55
- International Test of English Proficiency Academic Plus (iTEP): 3.9

Information regarding the TOEFL may be obtained from: TOEFL Services; The Education Testing Service; PO Box 6151; Princeton, New Jersey 08541 or online at <http://www.toefl.org>. Information regarding the IELTS may be obtained online at <http://www.ielts.org> and information regarding the PTE may be obtained online at <http://www.pearsonpte.com>.

BREAK IN ENROLLMENT

A break in enrollment occurs when a student is not actively taking a class each academic year.

Students who break enrollment will be required to follow the certificate requirements in effect at the time of re-entry to the University. Any military students wishing to be readmitted who broke enrollment due to deployment must contact the Office of Military Affairs

READMISSION

Students who have withdrawn from the University or who have broken enrollment must apply for readmission through the Office of Admissions. Admission status is subject to the terms of any previous academic or disciplinary suspension or probation. Re-applicants will be subject to the current Certificate Completion Plan for the program of application. Applicants must provide official transcripts from all educational institutions attended since enrollment at Liberty. Students must receive approval from the Registrar's Office, Student Conduct and Student Accounts before an acceptance decision can be made.

PRIVACY OF STUDENT RECORDS: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Students attending, or who have attended, Liberty University are given certain rights under the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g) and Rules of the [Department of Education](#) (34 C.F.R. Part 99) implementing this Act.

Additional information and University policies regarding the protection of student records are published online at <http://www.liberty.edu/ferpa>.

ADDITIONAL INFORMATION

Additional information regarding the University's academic and administrative policies and procedures can be found on the University website at www.luonline.com or www.liberty.edu.

Academic Information and Policies – Resident Program

Helene Vance, B.A., M.B.A.

University Registrar

Lori Baker, B.S., M.A.

*Senior Associate Registrar for Student Services and Records
Program Manager for Commencement*

Jaime Velastegui, B.S., M.A.

Assistant Registrar for Student Services and Records

Martin Granda, B.S., M.A.

Assistant Registrar for Transfer Evaluations

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

Associate Registrar for Academic Operations

Travis Hoegh

Assistant Registrar for Academic Operations

Sarah Dohme, B.S., M.Ed.

Assistant Registrar for Academic Support

Tracy Godsey, B.S.

Associate Registrar for Academic Policy

Amanda Collins, B.S.

Assistant Registrar for Academic Policy

Tom Calvert, B.S., M.A.

Associate Registrar for Academic Success

Ashley Coleman, B.S., M.Ed.

Assistant Registrar for Academic Success

Dina Johnston, B.S., M.A.

Associate Registrar for Degree Conferral

Carrie Hodges, B.S., M.A.

Assistant Registrar for Graduate Degree Conferral

Rebecca Saville, B.S., M.A.

Assistant Registrar for Undergraduate Degree Conferral

Luke Gentala, B.S., M.A.R.

University Ombudsman

SEMESTER CREDIT SYSTEM

The University operates on the semester system. The unit for counting credit is the semester hour. A semester hour of credit consists of the equivalent of one 50-minute period of class work for fifteen weeks, with an assumption of two hours of outside preparation or two 50-minute periods of laboratory work for each semester hour. Online courses are equivalent to the number of classroom contact hours (750 minutes per credit hour) expected in a synchronous residential course.

PART TIME vs. FULL TIME

To qualify as a full-time undergraduate student, you must be enrolled in a minimum of 12 credit hours. A student is considered part-time student when enrolled in 11 credit hours or less.

SEMESTER LOAD AND OVERLOAD

The usual semester load for full-time undergraduate students is 14-17 hours per semester. Students must secure permission to take more than 18 hours in a semester. A student who has established a cumulative GPA of 3.00 or better may, with the approval of the Department Chair, take up to 20 hours; 21 hours requires the Dean's signature and a cumulative GPA of 3.50. Students will be required to pay additional tuition for any hours over 18. Students who have not declared a major must request this permission from the Dean of the College of Applied Studies and Academic Success. The maximum load a student may carry is 21 hours per semester. This includes courses from all sources. In certain circumstances, exceptions above 21 hours may be approved by the Dean.

ENROLLMENT VERIFICATION

A student is enrolled when they are registered for a course and have attended the course and/or completed academic work for the course after its start date. For enrollment verification purposes, the University policy can be viewed at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?pid=30130#/policy/355>.

CERTIFICATE ENROLLED STUDENTS

Certificate students are required to abide by some of the same policies as Undergraduate degree seeking students. These policies include: academic standing, change of major, course registration, class attendance, drop and withdrawal processes, Repeat Policy, broken enrollment, academic and personal codes of honor, incompletes, recording of grades and the grade appeal process, FERPA, and Academic Transcript processes. Those policies that do not pertain to the certificate seeking student will be noted in the following sections.

STUDENT CLASSIFICATION

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

<u>Classification</u>	<u>Semester Hours Earned</u>
Freshman	0—23.99
Sophomore	24.00—47.99
Junior	48.00—71.99
Senior	72.00—and above

GRADES, QUALITY POINTS, AND GRADE POINT AVERAGE (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
FN	Failure for Non-Attendance	0
NF	Failure for Non-Attendance	0
	Pass/Fail courses	
I	Incomplete	0
IP	In Progress	0
NP	Did Not Pass	0
P	Pass	0
Q	Academic Amnesty	0
R*	Course Repeated	0
W	Withdrew	0

A student's cumulative GPA comprises all coursework completed at the current academic level (Undergraduate, Graduate, Doctoral, etc.) regardless of prior degree conferral, broken enrollment or a program/major change. To determine the grade point average (GPA), the quality points earned are divided by the semester hours attempted (quality hours). Only courses taken at Liberty are used in computing the GPA. Only grades of A, B, C, D, F, and FN are used in the calculation of the GPA. Cumulative GPA is calculated to the hundredths place, and is not rounded.

*"R" is no longer an active option for a grade. Please see the Undergraduate Repeat Policy section for the current policy.

DEAN'S LIST

Undergraduate students who earn 12 or more GPA hours in the fall or spring semester with a GPA of 3.50 or above are placed on

the Dean’s List. The Dean’s list is not awarded for the summer term. This does not apply for certificate level students.

ADVISORS

First-year and Second-year students have access to personalized advising through their assigned Professional Advisor, based on the student’s academic area of study. All Undecided majors are required to meet with Career Counselors in the Liberty University Career Center. Juniors and Seniors will meet with faculty, as needed, in the Academic Department that corresponds with their major. Both Professional Advisors and Faculty will assist students with reaching their spiritual, academic, and personal goals. For additional information, visit www.liberty.edu/advising.

ASSESSMENTS

Placement into English and Math courses are based on a combination of scores including required Math / English assessments for all new resident students, first-time college students, and college transfer students that did not transfer in the Math or English course needed for their specific major. A fee is charged only for the information technology and information literacy assessment.

COURSE PLANNING

A course planning schedule is provided in order for students to plan their classes for upcoming semesters. The planning schedule presents every class offered and the terms where it is scheduled to be taught. This schedule is sorted alphabetically by class. The course planning schedule is available at: <https://www.liberty.edu/academics/registrar/index.cfm?PID=23103>.

Transfer of Credits

Normally courses and degrees from regionally accredited institutions or those nationally accredited by accrediting agencies recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.) will be evaluated for transfer of credit. However, on a limited basis Liberty does accept transfer credit via experiential learning, advanced placement and professional certificates from unaccredited institutions under certain terms and conditions established by Committee on Academic and Admissions Standards. Credit earned through this process will not be counted toward the required minimum of 50% of the major and minimum of 25% of the credit hours that must be completed through Liberty University for a bachelor’s degree. Also, credit earned through the portfolio process or professional certificate evaluation cannot exceed 30 credit hours. Applicants must request that official transcripts be sent directly from the Registrar(s) of the previous school(s) to the Registrar’s Office at Liberty University. These transcripts must be received before an admission decision will be made.

Credit will be accepted for those courses that are undergraduate level in which applicants have made a grade of C or better. Transfer credit will be awarded grades of P and will not be used in computing the Liberty GPA. Transcripts are evaluated under the guidelines established by the Senate Committee on Academic and Admissions Standards. Internships, capstone courses, special topics, remedial courses, workshops, seminars, independent studies, and varsity courses are not transferable. Students may appeal their transfer evaluation with a course description and Transfer Inquiry Form.

In order to receive direct credit for a course, the description must overlap the Liberty University course content at least 60%. Courses that do not match a Liberty University course by at least 60% are eligible to transfer as elective credit where allowable. Elective credit is coded as 1XX – 4XX, depending on the level of the course.

At any point prior to degree conferral, students may petition to have courses that are listed as electives substitute for required courses by using the Course Substitution form. Additionally, duplicated or repeated institutional and/or transfer credit will only be counted once toward total earned credit hours, unless courses are deemed repeatable.

INTERNATIONAL TRANSFER CREDIT

The evaluation of international transfer credit requires students to submit a translated official transcript in conjunction with course descriptions prior to the approval process.

International transfer credit is accepted only from an institution recognized by the government of the country in which the institution is located.

Foreign students are encouraged and sometimes required to use foreign credential evaluation services such as World Education Services (www.wes.org) to have their transcripts validated and evaluated before sending them to Liberty University. A credential evaluation service must be a member of the National Association of Credential Evaluation Services (www.naces.org) before it can be accepted at Liberty University.

CREDIT BY EXAMINATION

Liberty University offers students the opportunity to receive academic credit toward their undergraduate degrees through testing. Credit may be earned through the Advanced Placement, CLEP, ICE, DSST, Excelsior, and Federal Aviation Administration programs. For further details, please visit: <http://www.liberty.edu/academics/registrar/index.cfm?PID=30373>.

For information on the CIE (University of Cambridge International Exams) policy please visit: <http://www.liberty.edu/academics/registrar/index.cfm?PID=31875>.

For information on the IB (International Baccalaureate) policy please visit: <http://www.liberty.edu/academics/registrar/index.cfm?PID=26684>.

Advanced Placement (AP)

Students who receive the required score on the following College Board Advanced Placement examinations will be awarded academic credit toward an undergraduate degree. Credit will be awarded only in those areas applicable to the Liberty curriculum.

AP Title	Required Score	LU Course(s)	Credit Hours
Art History	3	CSTU 101	3
Art: Studio Art - 2D Drawing	3	ARTS 113	3
Biology	3	BIOL 101 & 103	4
Calculus AB	3	MATH 126	3
	4	MATH 131	4
Calculus BC	3	MATH 126	3
	4	MATH 131 & 132	8
Calculus AB Sub-score	3	MATH 126	3
	4	MATH 131	4
Chemistry	3	CHEM 121 & 122	8
	3	CHIN 101 & 102	6
Chinese Language & Culture	4	CHIN 101, 102 & 201	9
	5	CHIN 101, 102, 201 & 202	12
	3	GOVT 330	3
Comparative Politics	3	GOVT 330	3
Computer Science A	3	CSIS 212	3
Computer Science AB	3	CSIS 111 & 112	6
Economics – Micro	3	ECON 213	3
Economics – Macro	3	ECON 214	3
English Language	3	ENGL 101	3
English Literature	3	ENGL 102	3
Environmental Science	3	ENVR 215	3
European History	3	HIEU 201 & 202	6
	3	FREN 101 & 102	6
French Language	4	FREN 101, 102 & 201	9
	5	FREN 101, 102, 201 & 202	12

AP Title	Required Score	LU Course(s)	Credit Hours
German Language	3	GRMN 101 & 102	6
	4	GRMN 101, 102 & 201	9
	5	GRMN 101, 102, 201 & 202	12
Government & Politics: US	3	GOVT 220	3
Human Geography	3	GEOG 200	3
Physics 1	3	PHYS 201	4
Physics 2	3	PHYS 202	4
Physics C – Mechanics	3	PHYS 231	4
Physics C – Electricity	3	PHYS 232	4
Psychology	3	PSYC 101	3
Spanish Language	3	SPAN 101 & 102	6
	4	SPAN 101, 102 & 201	9
	5	SPAN 101, 102, 201 & 202	12
Statistics	3	MATH 201	3
Studio Art Drawing	3	ARTS 211	3
U.S. History	3	HIUS 221 & 222	6
World History	3	HIEU 201 & 202	6

Information about these examinations may be obtained by writing to: The College Board; Advanced Placement Examination; P.O. Box 977; Princeton, New Jersey 08450.

Aviation Testing

The School of Aeronautics Testing Center serves as a Federal Aviation Administration's official Federal Aviation Testing Site for the Airman and A&P Knowledge Tests. All test candidates, not just students in the Liberty University Aviation program, are eligible to use the FAA aviation computer-based testing center. For scheduling please call (434) 582-2183.

EXPERIENTIAL LEARNING CREDIT

Credit may be granted to students who demonstrate that they have already acquired, through life experiences such as job training, non-college courses, etc., course knowledge required for the degree program in which they are enrolled.

There are some portfolios/courses that will not be admitted, such as School of Communication & Creative Arts (SCCA) courses, GOVT 200, internship courses, capstone courses, as well as other courses not approved by academic departments. Please note that submission of a portfolio does not guarantee that credit will be awarded.

Students must receive tentative approval from the Portfolio Coordinator at portfolio@liberty.edu before moving forward. **A separate portfolio** must be submitted for each course. An administrative fee of \$100 will be charged for each portfolio submitted for assessment. Please note that credit earned through the portfolio process and/or a certificate of completion will be limited to a combined maximum of 30 hours.

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

A 3-hour course (GEED 205) is **required** to assist students with the development of portfolios that demonstrate that the required knowledge has been attained. **Liberty University Online** Education students must take EDUC 205 which offers a portfolio option for teachers. Students may submit portfolios for experiential learning credit at any time prior to graduation. Credit earned through this process will not be counted toward the required minimum of 30 hours of credit that must be completed through Liberty University. Also, portfolio credit cannot exceed 50% of the major. Further information may be found online at <http://www.liberty.edu/online/experienceplus/>.

Military Evaluations

Liberty University will evaluate a student's prior military experience and develop a degree plan for the student to follow. Evaluations will be based solely upon the recommendations of the American Council of Education (ACE) guidebook, *Guide to the Evaluation of Educational Experiences in the Armed Services*. Students will generally find that the Interdisciplinary Studies major offer through Liberty University Online maximizes the use of their existing credits.

CREDIT FOR SEMINARS

As part of the "action-oriented" curriculum at Liberty, certain seminars and travel opportunities are offered for academic credit. Students who wish to obtain credit for such activities must receive prior approval from the Registrar.

COURSEWORK AT OTHER INSTITUTIONS WHILE ENROLLED AT LIBERTY

Prior to registering for any course at another institution, students must submit a Transient Request Form to guarantee transferability. The online form can be found on the Registrar's Office webpage at <http://www.liberty.edu/academics/registrar/index.cfm?PID=28460>.

DECLARATION OF UNDERGRADUATE MAJOR

Students may declare their major at any time prior to the completion of 60 semester hours. They must declare a major by the time they complete 60 semester hours of undergraduate credit. Declaration of a major does not imply the ability to pursue programs such as Athletic Training, Cinematic Arts, Individualized Studies, Interdisciplinary Studies, Nursing, or teacher licensure. Such programs have specific requirements before acceptance is granted.

A student's computer competency must be demonstrated within the first 45 hours of a student's program. Transfer students must complete this within their first year at Liberty.

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

CHANGE OF MAJOR

Major changes become effective for the semester following their request. The process for changing/declaring a major can be found by visiting the Registrar's Office, accessing <http://www.liberty.edu/registrar>, or by calling (434) 592-5100. All requests for a change of major will be processed by the Registrar's Office upon receipt, and will be effective the following full term of enrollment.

DOUBLE MAJORS

Students who wish to complete a double major (BS/BS or BA/BA) or two separate undergraduate degrees (BA/BS or BA/BM or BS/BM) must meet with their professional advisor in CASAS to work out a completion plan.

Students must have 30 unique hours within the major core of the first or second major or degree. The Core Competency Requirements may be shared if they are the same. However, if any requirements are different, the student must fulfill the higher of the two requirements.

The requirements from one major can be used as electives for the second major, and vice versa. At least 50% of the course work for each major must be earned at Liberty University.

Students who wish to earn an associate degree with two majors must have at least 15 unique hours in the core of the first or second major.

RETURNING TO LU FOR A SECOND DEGREE

Students with a conferred associate degree who wish to earn a second associate degree must successfully complete at least 15 additional hours through Liberty University, and there must be at least 15 unique hours in the core of the second major. *Note: The 15 additional hours may also count toward these unique hours.

Students who currently hold a bachelor's degree and want to pursue an associate degree will need to take a minimum of 15-hours through Liberty University. Additionally, 15 hours must be unique in the second major. *Note: The 15 additional hours may also count toward the unique hours.

Students who currently hold a bachelor's degree and want to pursue another bachelor's degree will need to take a minimum of 30 additional hours through Liberty University. Additionally, 30 hours must be unique in the second major. *Note: The 30 additional hours may also count toward the unique hours.

DUPLICATE CREDIT

In the event that a student earns credit for the same course more than one time, whether at Liberty, at another college, or through standardized testing, that course/credit may only count one time toward the completion of his/her degree. The only exception to this would be if the course/credit is approved by the academic department or administration to be used more than one time toward a student's degree/major.

INTERCOLLEGIATE ATHLETIC CREDIT

Students who are members of Liberty Intercollegiate Athletic teams may earn one hour of academic credit for a completed season. Such credit may not be used more than one time for each sport in which the student participates. This credit is not intended for transfer.

CERTIFICATE COMPLETION PLAN AUDIT

The Certificate Completion Plan Audit (found under Degree Completion Plan Audit via ASIST) provides real-time advice and counsel, making it possible for students to track progress towards certificate completion at their convenience. It also enables students to immediately view how their credits will apply towards a different program. PDF versions of all CCPs are available online at <http://www.liberty.edu/index.cfm?PID=2981>.

DEGREE COMPLETION PLANS

Once a student has declared his or her major through the registrar's office, a Degree Completion Plan (DCP) may be retrieved at <http://www.liberty.edu/dcps>. The student is required to follow the DCP for the academic year in which the declaration becomes effective.

Grades of "D" are not acceptable in upper-level (300-400) courses within the student's major. For certain majors, a grade of "D" is not acceptable in upper- and lower-level courses within the major.

If a major includes directed electives or support courses, it is possible to use them to also meet a general education requirement, an integrative course requirement, or a minor requirement. Courses cannot fulfill both a major requirement and a general education or integrative requirement.

A student with an already completed bachelor's degree must take an additional 30 hours or more in order to earn a second bachelor's degree at Liberty, in conjunction with completing all requirements unique to that degree. The same rule applies to those students who have completed a degree at another accredited institution. Courses may transfer to Liberty from a completed undergraduate degree, but only courses that apply directly to the degree being pursued.

DEGREE COMPLETION PLAN (DCP) AUDIT

The Degree Completion Plan (DCP) Audit provides real-time advice and counsel, making it possible for students to track progress towards degree completion at their convenience. It also enables students to immediately see how their credits will apply towards a different degree program.

COURSE SEQUENCING

Suggested course sequences for resident undergraduate degree programs are available inside the Degree Completion Plan.

IMPORTANT INFORMATION REGARDING INTERNSHIPS AND CLINICAL PLACEMENTS

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their Liberty University program should be aware that their host facility may require a criminal background check, fingerprinting, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the university will make reasonable efforts to place admitted students in field experiences and internship, it will be up to the host facility to determine whether a student will be allowed to work at that facility.

Students should further be aware that a criminal record may jeopardize licensure by the State certification body. Students seeking licensure are urged to contact the relevant licensing agency to determine the licensing requirements for the jurisdiction. Successful completion of a program of study at Liberty University does not guarantee licensure, certification, or employment in the relevant occupation.

MINORS

Students at Liberty University are not required to complete a minor. Those who wish to declare a minor, however, are encouraged to meet with their professional advisor to review the requirements for that minor. A minor on the student's transcript indicates the completion of a block of courses that academic departments have specified as meeting the requirements of their minor.

Consequently, since the selection of a minor is not a graduation requirement for any major at Liberty, students may use courses required for any given major to also count toward a minor if such courses are required for the minor. Students must earn a "C" or higher in all upper level courses in their chosen minor. At least 50% of the course work must be earned at Liberty University. Minors are not applicable for associate level or certificate seeking students.

SPECIAL STUDENT REGISTRATION

1. Prospective students must apply as a Special Student and receive confirmation of acceptance.
2. Special Students may not accumulate more than 12 credit hours under this status.
3. Special students will follow the same registration rules and procedures as degree-seeking students.
4. Students who have been Academically Dismissed are not eligible to return to Liberty under the Special Student category.

CLASS ATTENDANCE POLICY

For the good of the Liberty University student body, a consistent attendance policy is needed so that all students in all majors will understand the expectations of faculty in all their courses. **In general, regular and punctual attendance in all classes is expected of all students.** Though at times, students will miss classes. Absences for 100-200 level course fall into two categories:

1. University Approved Absences
 - a. University Approved Absences include Liberty University sponsored events, athletic competition, and other Provost approved absences.
 - b. The student must provide written documentation in advance for University Approved Absences.
 - c. Work missed for University approved absences may be made up.
2. Student Elective Absences
 - a. Student Elective Absences include, but are not limited to, illness and bereavement.
 - b. Work missed for Student Elective Absences may be made up at the discretion of the faculty member. Questions regarding missed work for Student Elective Absences must be addressed by the student with the professor within one

week of returning to class. In cases where this is not possible, the student must notify the Professor in writing of the circumstances impacting his or her absence. The student may appeal the Professor's decision in writing to the respective Chair within one week. Final appeals may be made to the Dean in writing within one week of the Chair's decision and the Dean's decision is final.

- c. When circumstances result in excessive absences (e.g., serious medical illness, family crisis), upon return to campus, the student shall communicate in writing with the Registrar's Office (Registrar@liberty.edu) and provide an explanation of his or her situation with appropriate documentation. The Registrar will consult with the faculty member before making the final decision and will notify, in writing, the student and the faculty member.
- d. Students who are more than 10 minutes late for class are considered absent.
- e. Students who are late for class 10 minutes or less are considered tardy but present for the class. If a student misses in-class work due to tardiness, the faculty member may choose not to allow the student to make up this work. Three class tardies will be counted as one absence.
- f. Number of Student Elective Absences Permitted:
 - i. For classes that meet three times per week, the student will be permitted four elective absences per semester.
 - ii. For classes that meet twice per week, the student will be permitted three elective absences per semester.
 - iii. For classes that meet once per week, the student will be permitted one elective absence per semester.
- g. Penalties for each absence over the permitted number of elective absences per semester will be as follows:
 - i. 50 points for classes that meet 3 times per week
 - i. 75 points for classes that meet 2 times per week
 - ii. 100 points for classes that meet once per week

For the good of the Liberty University student body, a consistent attendance policy is needed so that all students in all majors will understand the expectations of faculty in all their courses. **In general, regular and punctual attendance in all classes is expected of all students.** Thought at times, students will miss classes. Absences for 300-400 level course fall into two categories:

1. University Approved Absences
 - a. University Approved Absences include Liberty University sponsored events, athletic competition, and other Provost approved absences.
 - b. The student must provide written documentation in advance for University Approved Absences
 - c. Work missed for University approved absences may be made up.
2. Student Elective Absences
 - a. While the University believes that consistent attendance in all classes is the largest contributor to students earning good grades, the University Attendance Policy allows students in upper-level classes the opportunity to make their own decisions concerning attendance.
 - b. Work missed for Student Elective Absences may be made up at the discretion of the faculty member. Questions regarding missed work for Student Elective Absences must be addressed by the student with the professor within one week of returning to class. In cases where this is not possible, the student must notify the Professor in writing of the circumstances impacting his or her absence. The student may

appeal the Professor's decision in writing to the respective Chair within one week. Final appeals may be made to the Dean in writing within one week of the Chair's decision and the Dean's decision is final.

- c. When circumstances result in excessive absences (e.g., serious medical illness, family crisis), upon return to campus the student shall communicate in writing with the Registrar's Office (Registrar@liberty.edu) and provide an explanation of his or her situation with appropriate documentation. The Registrar will consult with the faculty member before making the final decision and will notify, in writing, the student and the faculty member.

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. The University does not assume responsibility for any delay in the anticipated graduation date of individual students that might result from such class cancellations.

INDEPENDENT STUDY

Students may request to do an independent study project in a major field or related discipline. This option is limited to graduating seniors, students who have changed majors and have no other course of action, and students who may have approved extenuating circumstances. Permission for the independent study will be granted only upon approval by the Department Chair, the Dean/Administrative Dean of the School, the Vice Provost, and the Registrar. Forms are available in the Registrar's Office and on the Registrar's webpage.

Students who wish to audit a residential course may do so for a fee (see Expenses and Financial Policy section). Audit fees are not covered in block-tuition billing, and audited courses will not be used to determine full- or part-time status. Auditors will not be expected to take quizzes or examinations. A grade of AU will be recorded on the auditor's permanent record.

Course audits may not be added via ASIST, but must be requested in person at the registrar's office. Requests to audit a course will only be accepted during add/drop week (or the week before the start of a summer term for summer courses). Audit requests will be processed and added on the last day of the add/drop period, pending seat availability. A student wishing to change from credit to audit status for a course may only do so until the last day of the add/drop period. Requests to change to or from audit status after the add/drop period will be denied.

Lecture-only courses may be audited. Courses considered lecture/lab, labs, private instruction, etc., may not be audited. Audited courses will not count toward graduation requirements.

COURSE SUBSTITUTIONS

A Course Substitution request may be made when a student wishes to substitute one course for another required course when a clear relationship exists between the two. This form may also be used when an academic department approves a complete replacement for a Liberty course requirement. Students requesting these exceptions must complete a "Course Substitution Form" and submit it to the Registrar's Office. Approval of the course substitution is under the oversight of the Dean presiding over the required course. Please note that an approved substitution will apply toward the degree requirement(s), but will not change the course number on the student's transcript. Also, a lower-level course substituting for an upper-level requirement will not count toward the total number of upper-level hours required. Course

substitutions are not applicable for certificate seeking students. Changing programs or breaking enrollment may invalidate the request.

DROPPING/ADDING/WITHDRAWING FROM COURSES

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

A Fall/Spring course may be dropped up to and during Drop/Add Week. From the sixth day of the semester until around the 12th week of class (see academic calendar for exact date), a normal Fall/Spring course may be withdrawn with a grade of "W". Courses with an early or non-traditional end date may be withdrawn up until the last day of class.

"W" grades are not used in calculating a GPA. Course withdrawals with grades of "W" are used in determining a student's academic load for the semester, upon which tuition charges are based. The student will be responsible for the tuition and fees for the course.

No course can be added after the first week of classes without signed approval from the course instructor and the Registrar's Office.

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. If a student is unable to withdraw for a specific reason (e.g., death, incapacitation, incarceration, hospitalization, etc.) an administrative grade change to "W" may be approved by the Registrar's Office.

No course is considered officially added or dropped until the add/drop form is submitted to the Registrar's Office and processed. This form may require the written approval of the instructor of the course.

NOTE:

- *A student may not withdraw from or drop MENT 100 and CLST 101, 102, 103 or 105 without permission of the Director of the Academic Success Center.*
- *A student may not withdraw from or drop BWVW 101 or BWVW 102 without the permission of the Christian/Community Service Office.*

Students who do not attend their intensive(s), will be dropped from the course roster. An intensive may be dropped without a grade or a tuition charge prior to the start date of the course. Class attendance is defined, but is not limited to, any required submission to Blackboard, any required submission outside of Blackboard, initiating any communication with the professor regarding an academic subject, or physically attending a class where there is an opportunity for direct interaction between the instructor and students within the enrollment dates of the course. If the student has attended, he or she must withdraw from the intensive(s) and will be liable for tuition and fees. Please note that while students are given access to their courses in advance of the start date to allow for an opportunity to familiarize themselves with the course, assignments will NOT be accepted until the start date of the course. Students should not submit any assignments until after the current sub-term begins.

REMEMBER: Any change in status (e.g., 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.

RESIDENT STUDENTS TAKING ONLINE CLASSES

Resident students desiring to take an online course must enroll in the course during the prescribed Liberty University Online registration period. A cumulative Liberty GPA of 2.00 or higher is needed before a residential student may register for an online course. *Note: Residential courses that are available to resident students as either a hybrid or in a strictly online format do not fall under these restrictions* **Resident students taking online courses will be charged resident tuition.**

Withdrawal from Liberty

Students withdrawing from the University during the semester must meet with a representative from the Student Advocate Office for exit counseling. As a part of this process, the student must also meet with a representative from the Financial Aid Office and the Student Accounts Office (if there is an outstanding balance on the student's account), and will be required to submit a signed statement of withdrawal. The student's official withdrawal date is the date they begin the withdrawal process by notifying a representative from the Student Advocate Office of his/her intent to withdraw.

Students withdrawing before the semester begins must only contact the Student Advocate Office in order to initiate the withdrawal process.

Any student who withdraws from the University during the first eight weeks of classes will receive a tuition refund. (See Expenses and Financial Policy Information: Official Withdrawal Policy section). This is in effect even if the student drops classes in such a way as to go below full-time status during add/drop week.

If a student withdraws from all classes in a term, the student has officially withdrawn from the University. Financial Aid Recipients are subject to the Title IV withdrawal calculation.

An expulsion resulting from violation of the disciplinary system will result in an administrative withdrawal. A grade of W will be recorded in all courses for which the individual is officially registered but has not yet completed.

A \$50 fee will be charged for the processing of an official, unofficial, or administrative withdrawal. This fee will be deducted from any refund due on the student's account or he/she will be responsible for payment of this fee.

Anyone who withdraws from the University is considered to be breaking enrollment. Students who break enrollment must apply for readmission and will be subject to the requirements of the catalog and degree requirements in effect at the time of his or her readmission.

A student may not withdraw after finals begin or final exam/paper has been submitted.

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 residential courses. This procedure is used to determine if students are progressing toward the completion of their courses.

Students who begin a course, but at some point in the semester cease attending, and do not withdraw, will be assigned a grade of "FN" (Failure for Non-Attendance), dated to the student's last date of attendance (based on the definition provided below). A grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer.

DEFINITION OF ATTENDANCE

Attendance is measured by any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion board posts, etc.) or initiating any communication with one's professor regarding an academic subject. Attending is defined as completing an academically related activity which includes, but is not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students.
- Submitting a required academic assignment (in Blackboard or disparate system).
- Taking an exam.
- Taking a required interactive tutorial or computer-assisted instruction (in Blackboard or a disparate system).

- Attending a study group that is assigned by the school.
- Participating in an online discussion about academic matters.
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

The student alone assumes responsibility for course work missed from non-attendance. If a student receives all FN's in a term, he/she is subject to the Unofficial Withdrawal procedure that includes the reduction and/or return of all Financial Aid. Students are fully responsible for all resulting charges on their student account. To review the entire Financial Aid Withdrawal policy, go to the Expenses and Financial Policy – Resident Program section in this catalog.

Students receiving all grades of FN will be considered to have unofficially withdrawn from Liberty. The withdrawal date will be determined by the Registrar's Office and will be based upon University information indicating the student's last date of attendance in class. Students with Federal grants and/or Federal loans 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.

Unofficial Withdrawal for Non-Attendance Appeal Process

Students who receive a grade of "FN" may appeal to their professor to have the grade removed to resume work in the course. This appeal must be communicated in written form to the faculty member. If the appeal is granted the student must complete the course with an earned grade.

UNDERGRADUATE REPEAT POLICY

The *Liberty University Undergraduate Repeat Policy* is designed to assist undergraduate students in raising their cumulative grade point average by repeating courses in which they previously performed unsatisfactorily and by removing the previous grade from the GPA calculation.

Undergraduate students are subject to the following conditions:

1. When an undergraduate course is successfully repeated*, the Undergraduate Repeat Policy will automatically be applied, all earned grades will remain visible on the student's permanent record, and the most recent grade earned will be the only grade to count toward the student's GPA. The registrar's office will automatically apply the Undergraduate Repeat Policy at the end of each semester^, including the summer semester, to all eligible courses.
2. On the student's transcript, the letter "E" will follow the previous earned grade(s) to indicate that the grade has been "excluded" from the GPA. The letter "I" will follow the most recent grade to indicate that the grade has been "included" in the student's GPA. The grades which have been excluded from the GPA calculation will not count toward GPA hours or hours earned, but will remain on the student's record as attempted hours. Consultation by the student with the Financial Aid office may be needed to determine how the Repeat Policy will affect the student's Satisfactory Academic Progress.
3. There is no limit on the number of different courses or retakes in which the Undergraduate Repeat Policy may be applied. However, there may be a limited number of times that Federal Financial Aid will pay for a course taken and passed (grade of "D" or higher). It would be wise to consult with a Financial Aid counselor if there are any questions about this.
4. The Undergraduate Repeat Policy will only be used on Liberty University courses that have been repeated at Liberty University. No transfer credit or credit earned through institutional or standardized testing may be used in the Undergraduate Repeat Policy.

5. The Undergraduate Repeat Policy will only be applied when the same course number/title is retaken, unless there's been a university approved course number/title change and the department confirms that the courses are the same. Course replacements/substitutions are not eligible for the Undergraduate Repeat Policy.
6. Undergraduate courses in which a grade of B, C, D, F, or FN was awarded are *eligible* for the Undergraduate Repeat Policy. Courses which are *NOT eligible* for the Undergraduate Repeat Policy are: pass/fail courses, zero-credit courses, CSERs, and courses with grades of AU (audit), I, M, Q, R, W, WF, X, and Z, or those courses failed due to academic dishonesty. Also, courses that are designed as repeatable courses within certain majors will not have the Undergraduate Repeat Policy applied automatically.
7. Activation of the Undergraduate Repeat Policy for a prior semester will not affect the academic standing or dean's list award for that semester. Academic standing or dean's list in a prior semester can only be changed as a result of an approved grade change.
8. Once a student has graduated, the Undergraduate Repeat Policy may not be used on a course taken prior to graduation to enhance the cumulative GPA which was recorded at the time of degree conferral. The repeat of a class after graduation could, however, be used to enhance the students overall undergraduate GPA at Liberty.

* Final grade has been earned and posted

^ Including sub-terms

Scholastic Regulations and Academic Standing Warning/Probation/Suspension/Dismissal

Students must maintain satisfactory academic standing in order to remain at Liberty. Satisfactory academic standing for students enrolled in bachelor's programs is:

	Minimum GPA
Level 1 (0–23.99 hours)	1.50
Level 2 (24–47.99 hours)	1.65
Level 3 (48–71.99 hours)	1.85
Level 4 (72 or more hours)	2.00

Academic Standing is calculated only at the end of each fall and spring semester. At the end of each fall and spring semester, students on Academic Warning, Probation, Suspension, and Dismissal will be sent a notification by the Registrar's Office.

Any University organization that has students who represent Liberty University in activities that involve student traveling (exclusive of one-time missions exposure trips) must first provide a list of students on the team to the Registrar to verify if the students are in good academic standing. Students who are not in good academic standing are prohibited from traveling.

Academic Warning

Students failing to attain and maintain the minimum GPA required are placed on Academic Warning. During the next semester, undergraduate students are limited to a 12-14-semester-hour course load and are required to take CLST 101 or 105, and may not represent the University on any team without approval from the appropriate committee. A student may not drop or withdraw from the course without permission from the Director of the Academic Success Center.

Academic Probation

At the end of the semester on Academic Warning, students who fail to raise their cumulative GPA to the required academic level (see above) are placed on Academic Probation. These students are required to sign an academic plan from CASAS indicating the

grades necessary to remove Probation status. During the next semester of attendance, undergraduate students are limited to a 12-14-semester-hour course load, are required to take CLST 101 or 105, and may not represent the University on any team without approval from the appropriate committee. A student may not drop or withdraw from the course without permission from the Director of the Academic Success Center.

Academic Suspension

At the end of the semester on Academic Probation, students who fail to raise their cumulative GPA to the required academic level (see above) are placed on Academic Suspension. Students who desire to return to Liberty in the future must appeal to the Registrar's Office in writing. If approved to return, the Registrar/CASAS will determine a plan that will prepare students for a successful re-entry to Liberty. These students are required to sign an academic plan from CASAS indicating the grades necessary to remove the Academic Suspension status. During the next semester of attendance, undergraduate students are limited to a 12-14-semester-hour course load, are required to take CLST 101 or 105, and may not represent the University on any team without approval from the appropriate committee. A student may not drop or withdraw from the course without permission from the Director of the Academic Success Center. Students should not expect automatic readmission after serving a period of Suspension.

Students who are enrolled for 12 or more hours and fail all courses will be Academically Suspended.

Academic Dismissal

Students who are readmitted to Liberty after serving a period of suspension and who fail to raise their cumulative 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.

ACADEMIC AMNESTY

Approval for readmissions and Academic Amnesty must be approved by the Provost. In order to qualify for academic amnesty, a student must have been academically suspended or academically dismissed from the University, as well as must satisfy the subsequent guidelines for readmission.

1. Not enrolled at the University for a period of three (3) years.
2. A student seeking readmission under academic amnesty must first appeal in writing to the Registrar's Office. The request must be stated clearly and contain: (1) the reason for the request, and (2) efforts made to improve during absence from Liberty. Corroboration may be requested of the student (e.g., transcripts from other institutions, certificates, awards, etc.).
3. The Registrar's Office, upon receiving the written request, must receive approval from Student Conduct, Student Accounts and the Provost before readmission will be granted.
4. Previously earned grades of "A", "B", and "C" will remain on the student's record and will calculate into his or her GPA. As determined by the Provost, grades of "D" and "F" are revised to "Q".

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

Academic Code of Honor

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 enrolled 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.

ACADEMIC HONOR CODE

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 a sanction as deemed 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 gives the appearance of a level of knowledge or skill that the student has not obtained, provides 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 exam

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. PROCEDURES FOR THE INVESTIGATION, ADJUDICATION, AND LEVELING 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 Department Chair or Program Director, 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 the 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 Department Chair or Program Director along with the sanctions recommended.
- If blatant academic dishonesty occurs in a clear and convincing manner, the student may receive a grade of F for the course in which the academic misconduct occurred.
- Students receiving 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 other disciplinary action that may be appropriate.

- If non-blatant 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 may issue an oral reprimand, send written notification to the Department Chair or Program Director 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 Registrar and request that it be recorded as an F grade. This F 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 the Department Chair or 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 Registrar will record the F, 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 F for academic dishonesty is posted, he or she will be dismissed from the 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. Student Affairs and Registrar may be consulted during this process.

In cases of proven academic misconduct in a particular course, the Department Chair or Program Director will usually defer to the course professor's recommendation. In some cases, however, where the Department Chair or Program Director perceives a clear conflict of interest or faulty judgment on the 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 or Program Director 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 about the case 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:

1. Within five business days of the notification of an alleged violation, the student may submit a written appeal to the Department Chair or Program Director. The Department Chair or 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.
2. Both the student and any Liberty University personnel involved in or affected by the Academic Code of Honor violation will have the right to present their views to the Department Chair or Program Director before any decision is rendered.
3. If the student produces additional support for his/her appeal, the student will be given an opportunity to provide oral evidence in person and written evidence in opposition to the charge.
4. The Department Chair or Program Director will determine whether the student may continue in the class pending the outcome of the appeal.
5. Once informed by the Department Chair or Program Director of the decision, the student may further appeal to the Dean of the appropriate school for review.
6. Once informed by the Dean of the decision, the student may further appeal to the Faculty Senate Committee on Academic & Admissions Standards (CAAS) for further review.
7. In determining whether any violation has occurred, the Committee will apply a "clear and convincing" evidence standard. In some cases, Student Affairs or another University representative may join in the deliberations of the Committee as a non-voting member for the purpose of providing any background information that may be pertinent to the case.
8. If deemed appropriate by the Committee or if requested by the student, the student only may be present in person at the meeting of the Committee where the review will be made.
9. The student will not be permitted to be present after the Committee has received all evidence and begun its deliberation toward a decision.
10. The Committee will inform the Dean of its decision regarding the appeal. The decision of the CAAS in regard to the occurrence of academic dishonesty is final.

11. The student will be informed of the decision of the Committee by the Dean of the appropriate school in writing or by e-mail within ten academic days of the meeting.
12. Should no violation be found, the Committee's report indicating such will be forwarded to the Department Chair or Program Director and 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.
13. In cases that do not require a grade of F for Academic Dishonesty, but may require a failed assignment, failure in the course or reduced grade, the professor reserves the right not to report the violation to Student Affairs' or Registrar's office.

4. Reinstatement

Upon receiving two or more grades of F for academic dishonesty, the student will be dismissed for violation of the Code of Honor. Following dismissal, the student may not be considered for readmission for a minimum of three years. Readmission to the University will follow the academic amnesty policy described in the Academic Catalog. The Dean of the School has the right to refuse readmission of the student to the same degree program from which he or she was dismissed for academic dishonesty.

INCOMPLETES

Students who are unable to complete coursework by the last day of class due to unavoidable circumstances such as personal illness/injury or family emergencies may appeal to their instructor for a temporary course grade of "I" (Incomplete). The authority for the decision to grant an incomplete completely lies with the instructor. Denial of the request for an incomplete may include, but is not limited to, the student's inability to earn a passing grade with completion of the remaining requirements, as well as an insufficient reason for the request. Students must initiate the request for an incomplete directly to the instructor by the last day of class (before the final exam period for residential classes).

The instructor will establish a new deadline for the completion of the remaining coursework, based on the circumstances. The instructor may grant up to two weeks beyond the last day of the term (or sub-term for Liberty University Online courses) for non-medical circumstances and up to four weeks beyond the last day of the term (or sub-term for Liberty University Online courses) for personal medical circumstances.

For extreme personal medical circumstances, a maximum of eight weeks for Liberty University Online courses and 16 weeks for residential courses may be given as long as sufficient medical documentation (from a medical professional) is presented along with the request. However, while the decision to grant an extended incomplete remains with the instructor, the request and medical documentation needs to be submitted to the registrar's office. The instructor will be responsible to communicate the remaining requirements, as well as the extended deadline, to the student.

The instructor will post a final grade within two weeks from the deadline established for the incomplete. If a final grade is not posted within two weeks of the deadline, a grade of "F" will be posted by the registrar's office. A grade of "I" may not be changed to a withdrawal unless the course is still in session.

The GPA is unaffected by the incomplete until a final grade is posted after the deadline. However, grades of "I" will count as hours attempted and not completed, and will negatively affect a student's Satisfactory Academic Progress (SAP).

GRADING POLICIES AND PROCEDURES

Liberty University Faculty members, both residential and online, must submit final grades for all students to the Registrar at the end of each term. Faculty teaching residential and online courses should have grades submitted to the Registrar one week after the end of each semester. Liberty University Faculty members, both residential and online, are urged to promptly complete and submit final course grades. Confidentiality of student grades falls under the Family Educational Rights and Privacy Act (FERPA) of 1974. Please see the FERPA section and policies for more information.

Grading Scales:

Liberty University incorporates a standardized 1,000-point system across all undergraduate and graduate programs. The undergraduate utilizes a 100-point scale to differentiate between letter grades, while the graduate programs utilize three distinct scales: 80, 70 and 60-point scales to differentiate between letter grades. Each academic department determines the scale used within the department. The grading scale for each course will be posted within the syllabus for each course. Students are encouraged to review the syllabus for each course individually to verify the grade scale.

Undergraduate Grading Scale (100 point scale)			
A	900	to	1,000
B	800	to	899
C	700	to	799
D	600	to	699
F	599 and Below		

RECORDING OF GRADES

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

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

GRADE APPEAL PROCESS

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.

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

- The published syllabus for the course assignments
- Written communication (e.g., 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 Department Chair. The student must include the information required above. The Chair will consult with the instructor and review the student's written appeal. The 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 after receiving the decision by the Department Chair. This written appeal must be received by the dean within five (5) business days of the Chair’s email. The Dean will review the student's appeal, as well as any information provided by faculty member. When a decision has been reached, the Dean will notify the Chair, the faculty member and the student.

ACADEMIC TRANSCRIPTS

Official transcripts are made only at the written, signed request of the student. No transcript will be issued for anyone who has failed to meet all financial obligations to the University. Requests for transcripts are to be made directly to the Registrar’s Office. There is a \$10.00 fee for one transcript. Additional transcript requests **made at the same time** are \$1.00 each.

FERPA – PRIVACY OF STUDENT RECORDS: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Students attending, or who have attended, Liberty University are given certain rights under the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g) and Rules of the Department of Education (34 C.F.R. Part 99) implementing this Act.

Additional information and University policies regarding the protection of student records are published online at <http://www.liberty.edu/ferpa>.

GRADUATION HONORS

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

- 3.50 – 3.66 cum laude
- 3.67 – 3.84 magna cum laude
- 3.85 and above summa cum laude

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

- 3.60 – 3.76 cum laude
- 3.77 – 3.94 magna cum laude
- 3.95 and above summa cum laude

The specific honor calculated on or around April 1 of the student’s graduation year will be printed in the Commencement program, and the student will wear that particular honor cord. The final cumulative GPA will be determined after all grades have been recorded and that final cumulative GPA will determine the specific honor that will be printed on the diploma and transcript. Cumulative GPA is calculated to the hundredths place, and is not rounded.

Associate degree students who have a 3.50 cumulative GPA will receive honors at Commencement. Graduation honors are not applicable to certificate seeking students.

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

To receive the distinction of graduating with honors in the University Honors Program, a student must meet the following requirements, in addition to those mentioned above:

1. Must complete a minimum of 36 hours in honors courses, if the student entered the Honors Program at the beginning of his freshman year. Of these 36 hours, 24 hours are to be taken in the honors sections of General Education courses; 9 have to be taken within the major; and
2. Must enroll in HONR 495 and complete a 25-page senior honors thesis in the student’s major field of study.

CERTIFICATE COMPLETION REQUIREMENTS

All matriculated students, whether Resident or Liberty University Online, must meet the same academic requirements for certificate completion. Online certificate-seeking students must have all courses within the certificate successfully completed before being considered candidates for the awarding of a certificate.

1. The undergraduate certificate requires a minimum of 18 semester hours. Each program differs; therefore, the student must follow the certificate requirements carefully.
2. Each undergraduate certificate program requires a minimum GPA of 2.00.
3. To satisfy the requirements for the fields of study, only final grades of C or above, in all certificate courses, will apply towards successful certificate completion.
4. Students who return to Liberty to complete a second certificate at the undergraduate level must have at least 3 credit hours remaining and must take a minimum of 3 additional hours of coursework at Liberty to qualify for a second certificate.
5. All 18 semester hours of the certificate coursework must be completed at Liberty.
6. Graduate or Doctoral credit may not be applied to an undergraduate certificate.
7. A Certificate Completion Application must be filled out at the beginning of the final semester before the certificate can be awarded. The Certificate Completion Application is found online at: <http://www.liberty.edu/index.cfm?PID=4849>.
8. The Registrar's Office will process the conferral of a certificate once all certificate requirements have been met, including the minimum GPA requirement and certificate completion application. If a student wishes to take further non-applicable coursework, they must do so under a new application.

GRADUATION REQUIREMENTS

All undergraduate residential students must meet these requirements for graduation.

1. Undergraduate students must have all courses in the Core Competency Requirements and in the declared major and minor completed before being considered candidates for graduation.
2. The bachelor's degree requires a minimum of 120 semester hours. However, certain majors require more than 120 hours. Of these total hours, a specified number of upper-level (300-400) courses must be completed with the minimum number being 30 semester hours. Each program differs; therefore, the student must follow the degree requirements carefully. The Associate degrees require a minimum of 60 semester hours. However, many majors require more than 60 hours.
3. All Christian/Community Service requirements must be satisfied before a degree will be awarded.
4. Each undergraduate degree program consists of designated General Education Core Competency requirements, major requirements, and in many cases, free electives. Free electives may be taken from the undergraduate courses offered in any department. A GPA of 2.00 or higher, unless otherwise specified in a particular major or minor, is required for graduation.
5. To satisfy the requirements for the major and minor fields of study, only grades of C or above in upper level courses may be included. This includes directed electives. All professional courses in a teacher preparation program require a grade of C or better. Certain majors require a grade of C or better in all major courses.
6. At least 25% of the credit hours required for the bachelor's degree must be completed at Liberty. 50% of the credit hours in the major and minor must be completed at Liberty, unless otherwise specified within the degree

requirements. At least 25% of the credit hours required for the associate's degree must be completed at Liberty, and with the exception of the A.A. in General Studies, 50% of the credit hours in the major component of the Associate degree must be completed at Liberty.

7. Graduate or Graduate or Doctoral credit may not be applied to an undergraduate degree, unless required as part of a dual degree program.
8. Technology Competency
9. Submission of graduation application
10. The Registrar's Office will process the conferral of a degree once all degree requirements have been met, including the minimum GPA requirement and graduation application. If a student wishes to take further non-applicable coursework, they must do so under a new application.

GRADUATION CHECKLIST

After the matriculated bachelor's degree candidate has completed 75 hours toward graduation, the College of Applied Studies and Academic Success (CASAS) will evaluate the academic and Christian/Community Service record using the transcript and any approved exceptions to the program which might have been placed in the file.

The associate's degree student will be evaluated after completing 30 hours toward graduation. Every attempt will be made to keep students informed of curricular changes so that time is given for correcting any deficiencies prior to graduation.

Students are also encouraged to utilize the DCP Audit on ASIST in order to determine which requirements may still be outstanding.

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

GRADUATION APPROVAL

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

GRADUATION CEREMONY

Degrees are granted throughout the academic school year. All candidates for degrees may participate in the annual graduation exercises which take place in May.

TIME LIMITS FOR DEGREE COMPLETION

Students pursuing a certificate must complete the certificate requirements within three (3) years of the date of matriculation.

Students pursuing an associate's degree must complete the degree requirements within seven (7) years of the date of matriculation.

Students pursuing a bachelor's degree must complete the degree requirement within 10 years of the date of matriculation.

Any student who does not complete coursework within the permissible time limit for any reason, including discontinued enrollment, must reapply for readmission and will be subject to the requirements of the Catalog and Degree/Certificate Completion Plan (DCP/CCP) in effect at the time of his/her readmission.

BREAK IN ENROLLMENT

A break in enrollment occurs when the student fails to enroll in at least one course during a fall or spring semester. Students who break enrollment must apply for readmission and will be subject to the requirements of the Catalog and degree requirements in effect at the time of their readmission.

Any military students wishing to be readmitted who broke enrollment due to deployment must contact the Office of Military Affairs.

Academic Information and Policies – Online Program

Helene Vance, B.A., M.B.A.

University Registrar

Lori Baker, B.S., M.A.

*Senior Associate Registrar for Student Services and Records
Program Manager for Commencement*

Jaime Velastegui, B.S., M.A.

Assistant Registrar for Student Services and Records

Martin Granda, B.S., M.A.

Assistant Registrar for Transfer Evaluations

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

Associate Registrar for Academic Operations

Travis Hoegh

Assistant Registrar for Academic Operations

Sarah Dohme, B.S., M.Ed.

Assistant Registrar for Academic Support

Tracy Godsey, B.S.

Associate Registrar for Academic Policy

Amanda Collins, B.S.

Assistant Registrar for Academic Policy

Tom Calvert, B.S., M.A.

Associate Registrar for Academic Success

Ashley Coleman, B.S., M.Ed.

Assistant Registrar for Academic Success

Dina Johnston, B.S., M.A.

Associate Registrar for Degree Conferral

Carrie Hodges, B.S., M.A.

Assistant Registrar for Graduate Degree Conferral

Rebecca Saville, B.S., M.A.

Assistant Registrar for Undergraduate Degree Conferral

Luke Gentala, B.S, M.A.R.

University Ombudsman

SEMESTER CREDIT SYSTEM

The University operates on the semester system. The unit for counting credit is the semester hour. A semester hour of credit consists of the equivalent of one 50-minute period of class work for fifteen weeks, with an assumption of two hours of outside preparation or two 50-minute periods of laboratory work for each semester hour. Online courses are equivalent to the number of classroom contact hours (750 minutes per credit hour) expected in a synchronous residential course.

ENROLLMENT STATUS

- Full Time equals a minimum of 12 credit hours per semester.
- Half Time equals 6 to 11 credit hours per semester.
- Less than Half Time equals 1 to 5 credit hours per semester.

SEMESTER LOAD AND OVERLOAD

The Liberty University Online semesters consist of several sub-terms. Most sub-terms are 8-weeks or 16-weeks in length, and may begin and end at different times within the semester.

The usual semester load for full-time undergraduate online students is 12 hours per semester. Students must secure permission to take more than 18 hours in a semester. A student who has established a cumulative GPA of 3.00 or better may, with the approval of the Associate Registrar, take up to 21 hours; 22-24 hours requires approval of the Associate Registrar and a cumulative GPA of 3.50. In certain circumstances, exceptions above 24 hours may be approved.

ENROLLMENT VERIFICATION

A student is enrolled when he/she are registered for a course and have attended the course and/or completed academic work for the course after its start date. For enrollment verification purposes, the University policy can be viewed at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?pid=30130#/policy/355>.

CERTIFICATE ENROLLED STUDENTS

Certificate students are required to abide by some of the same policies as Undergraduate degree seeking students. These policies include: academic standing, change of major, course registration, class attendance, drop and withdrawal processes, Repeat Policy, broken enrollment, academic and personal codes of honor, incompletes, recording of grades and the grade appeal process, FERPA, and Academic Transcript processes. Those policies that do not pertain to the certificate seeking student will be noted in subsequent sections of this catalog.

STUDENT CLASSIFICATION

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

Classification	Semester Hours Earned
Freshman	0—23.99
Sophomore	24.00—47.99
Junior	48.00—71.99
Senior	72.00—and above

GRADES, QUALITY POINTS, AND GRADE POINT AVERAGE (GPA)

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

Grade	Meaning	Quality Points Per Semester Hour
A	Excellent	4
AU	Audit	0
B	Good	3
C	Average	2
D	Poor	1
F	Failure	0
FN	Failure for Non-Attendance	0
NF	Failure for Non-Attendance	0
	Pass/Fail Courses	
I	Incomplete	0
IP	In Progress	0
NP	Did Not Pass	0
P	Pass	0
Q	Academic Amnesty	0
R*	Course Repeated	0
W	Withdrew	0

A student's cumulative GPA comprises all coursework completed at the current academic level (Undergraduate, Graduate, Doctoral, etc.) regardless of prior degree conferral, broken enrollment or a program/major change. To determine the grade point average, (GPA) the quality points earned are divided by the GPA hours as listed on the transcript. Only courses taken at Liberty are used in computing the GPA. Only grades of A, B, C, D, F, and FN are used in the calculation of the GPA. Cumulative GPA is calculated to the hundredths place and is not rounded.

**R* is no longer an active option for a grade. Please see the Undergraduate Repeat Policy section for the current policy.

DEAN'S LIST

Undergraduate associate and bachelor level students who earn 12 or more GPA hours with a term GPA of 3.50 or above are placed on the Dean's List. This does not apply for certificate level students.

COMPUTER COMPETENCY

Students are expected to have adequate experience in computer applications such as word processing, spreadsheets, database, Internet research, media presentations, and email communication. Undergraduate students lacking such experience should register for INFT 110 – *Computer Concepts and Applications*, in their first semester.

COURSE PLANNING

A course planning schedule is provided in order for students to plan their classes for upcoming semesters. The planning schedule presents every class offered and the terms where it is scheduled to be taught. This schedule is sorted alphabetically by class. The course planning schedule is published online at: <http://www.liberty.edu/academics/registrar/index.cfm?PID=23103>.

Transfer of Credits

Normally courses and degrees from regionally accredited institutions or those nationally accredited by accrediting agencies recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.) will be evaluated for transfer of credit. However, on a limited basis, Liberty does accept transfer credit via experiential learning, advanced placement and professional certificates from unaccredited institutions under certain terms and conditions established by Committee on Academic and Admissions Standards. Credit earned through this process will not be counted toward the required minimum of 50% of the major and minimum of 25% of the credit hours that must be completed through Liberty University for an associate's or bachelor's degree. Also, credit earned through the portfolio process or professional certificate evaluation cannot exceed 30 credit hours. Applicants must request that official transcripts be sent directly from the Registrar(s) of the previous school(s) to the Registrar's Office at Liberty University. These transcripts must be received before an admission decision will be made.

Credit will be accepted for those courses that are undergraduate level in which applicants have made a grade of C or better. Transfer credit will be awarded grades of P and will not be used in computing the Liberty GPA. Transcripts are evaluated under the guidelines established by the Senate Committee on Academic and Admissions Standards. Internships, capstone courses, special topics, remedial courses, workshops, seminars, independent studies, and varsity courses are not transferable. Students may appeal their transfer evaluation with a course description and Transfer Inquiry Form.

In order to receive direct credit for a course, the description must overlap the Liberty University course content at least 60%. Courses that do not match a Liberty University course by at least 60% are eligible to transfer as elective credit where allowable. Elective credit is coded as 1XX – 4XX, depending on the level of the course.

At any point prior to degree conferral, students may petition to have courses that are listed as electives substitute for required courses by using the Course Substitution form. Additionally, duplicated or repeated institutional and/or transfer credit will only be counted once toward total earned credit hours, unless courses are deemed repeatable.

INTERNATIONAL TRANSFER CREDIT

The evaluation of international transfer credit requires students to submit a translated official transcript in conjunction with course descriptions prior to the approval process. International transfer credit

is accepted only from an institution recognized by the government of the country in which the institution is located.

Foreign students are encouraged and sometimes required to use foreign credential evaluation services such as World Education Services (www.wes.org) to have their transcripts validated and evaluated before sending them to Liberty University. A credential evaluation service must be a member of the National Association of Credential Evaluation Services (www.naces.org) before it can be accepted at Liberty University.

CREDIT BY EXAMINATION

Liberty University offers students the opportunity to receive academic credit toward their undergraduate degrees through testing. Credit may be earned through the Advanced Placement, CLEP, ICE, DSST, Excelsior and Federal Aviation Administration programs. The items listed above, and the following credit by examination options, are not applicable to certificate seeking students. For more information please visit:

<http://www.liberty.edu/academics/registrar/index.cfm?PID=26684>.

Advanced Placement (AP)

Students who receive a required score on the College Board Advanced Placement examinations will be awarded academic credit toward an undergraduate degree. Credit will be awarded only in those areas applicable to the Liberty curriculum. For more information, or to see a list of accepted AP exams, please visit our website at <https://www.liberty.edu/index.cfm?PID=29455>.

College-Level Examination Program (CLEP)

The College-Level Examination Program (CLEP), sponsored by The College Board, offers a unique opportunity to gain college credit for knowledge that a student has acquired. The program includes several tests covering a variety of subjects. Students who meet or exceed the Liberty University minimum score will receive the corresponding credit. Students may take the CLEP exam at a local testing center in their area. Students can find an approved testing center by checking www.collegeboard.com/clep. Upon completion of the CLEP exam, students should request the official scores to be sent directly to Liberty University for evaluation. For a list of acceptable CLEP exams, please see the [Accepted CLEP Exams](#) on the LU website.

Institutional Challenge Examinations (ICE)

To apply for credit by examination, students must submit an ICE Request Form via their Liberty University webmail to the ICE Coordinator at LUOICE@liberty.edu. The ICE Request Form can be located on the Liberty University Online ICE website: <http://www.luonline.com/index.cfm?pid=14243>. A non-refundable registration fee of \$50 will be charged for each ICE registration. For ICE guidelines and a list of courses approved for an ICE, please see the following link: <https://www.liberty.edu/index.cfm?PID=13124>.

DANTES Subject Standardized Tests (DSSTs)

Undergraduate college credit may be earned through the DANTES Subject Standardized Tests (DSSTs) program, which is administered by Educational Testing Services (ETS) in conjunction with DANTES. Examinations are available to both military personnel and civilians. Students may find an approved testing center and view fact sheets for various tests that are offered at www.getcollegecredit.com. A complete list of accepted exams, course equivalency and the minimum required score is available at <http://www.liberty.edu/index.cfm?PID=32080>.

Excelsior College Exam Credit

Excelsior College exams are approved for credit in the Liberty University Online program. Undergraduate college credit may be earned through Excelsior College Exams. For a list of acceptable Excelsior College Exams, visit <https://www.liberty.edu/academics/registrar/index.cfm?PID=30373>.

For further information on earning credit through Excelsior exams, go to: <http://www.excelsior.edu/exams/uexcel-home>.

EXPERIENTIAL LEARNING CREDIT

Credit may be granted to students who demonstrate that they have already acquired course knowledge through life experiences such as job training, non-college courses, etc. for the degree program in which they are enrolled.

There are some courses that will not be admitted, such as COMS 101, GOVT 200, internship courses, capstone courses, as well as other courses not approved by academic departments. Please note that submission of documentation for life experience or submission of a portfolio does not guarantee that credit will be awarded.

A separate portfolio for each course petitioned is required. An administrative fee of \$100 will be charged for each portfolio submitted for assessment. Please note that credit earned through the portfolio process, certificates of completion, and/or other documentation will be limited to a combined maximum of 30 hours.

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

Students may submit portfolios and/or experiential-learning documentation no later than the semester before they are to graduate.

Credit earned through this process is considered transfer credit and will not be counted toward the required minimum number of credit hours that must be completed through Liberty University.

Further information may be found online at <http://www.liberty.edu/online/experienceplus/>.

Military Evaluations

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

CREDIT FOR SEMINARS

As part of the "action-oriented" curriculum at Liberty, certain seminars and travel opportunities are offered for academic credit. Students who wish to obtain credit for such activities must receive prior approval from the Registrar.

COURSEWORK AT OTHER INSTITUTIONS

Prior to registering for any course at another institution, students must submit a Transient Request Form to guarantee transferability. The online form can be found at <http://www.luonline.com/index.cfm?PID=14241>.

CHANGE OF CERTIFICATE

Liberty University Online students select their certificate of study when they apply. If a student decides to change the certificate he/she is seeking, the online student must contact the Academic Advising Department and request to change his/her certificate of study via phone or Liberty University webmail account. All requests for a change of certificate will be reviewed and processed by the Registrar's

Office upon receipt, and will be effective the following full term of enrollment.

CHANGE OF MAJOR

Liberty University Online students select their major when they apply. If a student decides to change his/her major, the online student must contact the Academic Advising Department and request to change his/her major via phone or Liberty University webmail account. All requests for a change of major will be processed by the Registrar's Office upon receipt, and will be effective the following full term of enrollment.

DOUBLE MAJORS

Undergraduate associate and bachelor level students who wish to complete a double major must contact the Academic Advising Department and declare the double major via phone or their Liberty University webmail account. Double majors are not applicable to certificate seeking students.

Students who wish to earn a bachelor's degree with two majors must have at least 30 unique hours in the first major or second major. The Core Competency Requirements may be shared if they are the same, however, if any requirements are different, the student must fulfill the higher of the two requirements.

The requirements from one major can be used as electives for the second major, and vice versa. At least 50% of the course work in each major must be earned at Liberty University.

Students who wish to earn an associate's degree with two majors must have at least 15 unique hours in the first or second major.

RETURNING TO LU FOR A SECOND DEGREE

Students with a conferred associate degree who want to earn a second associate degree must successfully complete at least 15 additional hours through Liberty University. Additionally, 15 hours must be unique in the second major. *Note: The 15 additional hours may also count toward the unique hours.

Students who currently hold a bachelor's degree and want to earn an associate degree must successfully complete at least 15 additional hours through Liberty University. Additionally, 15 hours must be unique in the second major. *Note: The 15 additional hours may also count toward the unique hours.

Students who currently hold a bachelor's degree and want to earn another bachelor's degree must successfully complete at least 30 additional hours through Liberty University. Additionally, 30 hours must be unique in the second major. *Note: The 30 additional hours may also count toward the unique hours.

DUPLICATE CREDIT

In the event that a student earns credit for the same course more than one time, whether at Liberty, at another college, or through standardized testing, that course/credit may only count one time toward the completion of his/her degree. The only exception to this is if the course/credit is approved by the academic department or administration to be used more than one time toward a student's degree/major, or if the course is an approved repeatable course.

CERTIFICATE TO ANOTHER CERTIFICATE OR DEGREE SEEKING PROGRAM

Online certificate students who would like to either earn another certificate after completing one certificate or move onto a degree seeking program upon completion of the certificate must contact Liberty University Online Admissions to apply for readmission to another certificate or degree-seeking program. All courses taken within the undergraduate certificate will transfer directly into the new

undergraduate certificate or degree program, only if applicable. Students must have at least one outstanding course requirement for the new certificate in order to gain acceptance into that program. Completion of that requirement and all other certificate requirements must be successfully met before the new certificate is awarded.

If a student chooses not to finish the undergraduate certificate and switch to a degree seeking program, a new application must be submitted and accepted in order to proceed to a degree seeking program. Upon acceptance to the new program, the previously earned courses will only apply to that new program if the courses meet the grade and GPA requirements necessary for that certificate or degree program.

CERTIFICATE COMPLETION PLAN AUDIT

The Certificate Completion Plan Audit (found under Degree Completion Plan Audit via ASIST) provides real-time advice and counsel, making it possible for students to track progress towards certificate completion at their convenience. It also enables students to immediately view how their credits will apply towards a different program. PDF versions of all CCPs are available online at <http://www.liberty.edu/index.cfm?PID=2981>.

DEGREE COMPLETION PLAN (DCP) AUDIT

The Degree Completion Plan (DCP) Audit provides real-time advice, making it possible for students to track progress towards degree completion at their convenience. It also enables students to immediately view how their credits will apply towards a different degree program. PDF versions of all DCPs are available online at <http://www.liberty.edu/index.cfm?PID=2981>.

GENERAL EDUCATION REQUIREMENTS FOR OUT OF STATE STUDENTS

In addition to Liberty University's general education requirements, distance education students may also be required to fulfill additional requirements set by their home states. Specific Degree Completion Plans for each state whose requirements differ are available from Liberty University Online Advising. This does not apply for certificate seeking students.

IMPORTANT INFORMATION REGARDING INTERNSHIPS AND CLINICAL PLACEMENTS

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their Liberty University program should be aware that their host facility may require a criminal background check, fingerprinting, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the university will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility.

Students should further be aware that a criminal record may jeopardize licensure by the State certification body. Students seeking licensure are urged to contact the relevant licensing agency to determine the licensing requirements for the jurisdiction. Successful completion of a program of study at Liberty University does not guarantee licensure, certification, or employment in the relevant occupation.

MINORS

Students at Liberty University are not required to complete a minor. Those students in a bachelor's program who wish to declare a minor, however, are encouraged to contact the Academic Advising Department to review the requirements for that minor. A minor on the student's transcript indicates the completion of a block of courses that

academic departments have specified as meeting the requirements of their minor.

Consequently, since the selection of a minor is not a graduation requirement for any major at Liberty, students may use courses required for any given major to also count toward a minor if such courses are required for the minor. Students must earn a "C" or higher in all upper level courses in their chosen minor. At least 50% of the course work must be earned at Liberty University. Minors are not applicable for associate level or certificate seeking students.

SPECIAL STUDENT REGISTRATION

1. Prospective students who do not want to be degree-seeking, or only want to take a few courses at Liberty, must apply as a Special Student and receive confirmation of acceptance.
2. Special Students may not accumulate more than 12 credit hours under this status.
3. In order to register for courses as a special student with Liberty University Online, students must contact Academic Advising or Admissions.
4. Students who have been Academically Dismissed are not eligible to return to Liberty under the Special Student category.

COURSE REGISTRATION, ACTIVATION, AND COMPLETION DATES

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 that the student is in good academic standing and has completed Financial Check-In. Students are encouraged to allow sufficient time to review their course materials before the beginning of the sub-term. Please note that while students are given access to their courses in advance of the start date to allow for an opportunity to familiarize themselves with the course, assignments will NOT be accepted until the start date of the course. Students should not submit any assignments until after the current sub-term begins. See the University calendar for sub-term dates.

For 8 week courses, the student has 8 weeks from the sub-term course activation date to complete the course. For 16 week courses, the student has 16 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 the Course Requirements Checklist, an examination, written paper or project, discussion board post, or other academic activity), the student will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options.

Students who begin attending 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 FN's in a term, the student is subject to the Unofficial Withdrawal procedure which includes the reduction and/or return of all Financial Aid. Additionally, 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, prior to the beginning of the sub-term. Beginning on the first day of the sub-term, students who have attended may withdraw from a course for a grade of W.

ONLINE CLASS ATTENDANCE

Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion board post, or other academic activity) will be

dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options.

The 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.

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. The University does not assume responsibility for any delay in the anticipated graduation date of individual students that might result from such class cancellations.

LATE ASSIGNMENT POLICY

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by Liberty Webmail. Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class will not be accepted.
4. Late Discussion Board threads or replies will not be accepted. Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

COURSE AUDITS

Students who wish to audit an online course may do so for a fee. Audited courses will not be used to determine full- or part-time status. Auditors will not be expected to take quizzes or examinations. A grade of AU will be recorded on the auditor's permanent record.

Course audits may not be added via ASIST, but must be requested by emailing the Registrar's Office. Requests to audit a course will only be accepted during the registration timeframes before a term starts. Audit requests will be processed and added, pending availability. A student wishing to change from credit to audit status for a course may only do so until the last day of the registration deadline. Requests to change to or from audit status after the registration deadline will be denied.

COURSE SUBSTITUTIONS

A Course Substitution request may be made when a student wishes to substitute one course for another required course when a clear relationship exists between the two. This form may also be used when an academic department approves a complete replacement for a Liberty course requirement. Students requesting these exceptions must submit a "Course Substitution Form" to luotransfer@liberty.edu. Please note that an approved substitution will apply toward the degree requirement(s), but will not change the course number on the student's transcript. Also, a lower-level course substituting for an upper-level requirement will not count toward the total number of upper-level hours required. Course substitutions are not applicable for certificate seeking students. Changing programs or breaking enrollment may invalidate the request.

DROPPING, ADDING, WITHDRAWING FROM COURSES

Liberty University Online students may drop a course at any time prior to the sub-term begin date for a full refund. Students may drop the course by selecting 'drop via web' on their current schedule through the add/drop page under registration on the "Student" tab on ASIST (up until two weeks before the start of the course), or by contacting Liberty University Online Advising by phone or email any time before the first day. The course must be dropped prior to the start date of the course. This is also possible during the first week of class if completed prior to attendance.

DEFINITION OF ATTENDANCE

In an effort to comply with U.S. Department of Education policies, attendance is measured by any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion board posts, etc.) or initiating any communication with one's professor regarding an academic subject. Attending is defined as completing an academically related activity which includes, but is not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students.
- Submitting a required academic assignment (in Blackboard or disparate system).
- Taking an exam.
- Taking a required interactive tutorial or computer-assisted instruction.
- Attending a study group that is assigned by the school.
- Participating in an online discussion about academic matters.
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Beginning on the first day of the sub-term through the last day of the sub-term, students who have begun attending a course may withdraw with a grade of "W" and receive a pro-rated tuition credit based on the date of the withdrawal and attendance in the course.

REMEMBER: Any change in status (i.e., from full-time to part-time, etc.) may cause the reduction or cancellation of your financial aid award. In other words, your out-of-pocket expenses may increase.

Withdrawal from Liberty

Online students withdrawing from the University must contact Liberty University Online via the student's Liberty University webmail account or by phone to start the process. The withdrawal date is determined based on the date the student submits the Intent to Withdraw Form. If the withdrawal request is mailed or faxed to the Academic Advising Department, the withdrawal date will be the date the withdrawal request is received by the University.

Grades of W will be recorded for all courses from which the individual withdraws. A student may not withdraw after the last official day of the course or if all coursework is completed. 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.

Students who withdraw from all courses in which they are enrolled will be subject to the Title IV withdrawal regulations and will also 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 withdrawing from all courses in a given semester will be allowed to

re-enroll in the next semester, but will be subject to the Satisfactory Academic Progress Policy administered by the Financial Aid Office. See *Financial Information section*.

UNOFFICIAL WITHDRAWALS

The U.S. Department of Education requires that every university monitor the attendance of their students. Students who begin a course, but at some point cease attending, and do not withdraw, will be assigned a grade of "FN" (Failure for Non-Attendance), dated to the student's last date of attendance (based on the definition provided below). A grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer.

The student alone assumes responsibility for course work missed from non-attendance. If a student receives all FN's in a term, he/she is subject to the Unofficial Withdrawal procedure that includes the reduction and/or return of all Financial Aid. Students are fully responsible for all resulting charges on their student account. To review the entire Financial Aid Withdrawal policy, go to the Expenses and Financial Policy – Online Program section in this catalog.

UNOFFICIAL WITHDRAWAL FOR NON-ATTENDANCE APPEAL PROCESS

Students who receive a grade of "FN" may appeal to their professor to have the grade removed to resume work in the course. This appeal must be communicated in written form to the faculty member. If the appeal is granted the student must complete the course with an earned grade.

WITHDRAWAL FROM COURSES

Students requesting to withdraw from courses during the semester must submit a withdrawal request via the link they will receive when they contact Liberty University Online. Generally, the withdrawal date will be the date the student submitted the Intent to Withdraw Form. A grade of W will be assigned to all courses from which the student withdraws.

UNDERGRADUATE REPEAT POLICY

The *Liberty University Undergraduate Repeat Policy* is designed to assist undergraduate students in raising their cumulative grade point average by repeating courses in which they previously performed unsatisfactorily and by removing the previous grade from the GPA calculation.

Undergraduate students are subject to the following conditions:

1. When an undergraduate course is successfully repeated*, the Undergraduate Repeat Policy will automatically be applied, all earned grades will remain visible on the student's permanent record, and the most recent grade earned will be the only grade to count toward the student's GPA. The Registrar's Office will automatically apply the Undergraduate Repeat Policy at the end of each term[^], including the summer term, to all eligible courses.
2. On the student's transcript, the letter "E" will follow the previous earned grade(s) to indicate that the grade has been "excluded" from the GPA. The letter "I" will follow the most recent grade to indicate that the grade has been "included" in the student's GPA. The grades which have been excluded from the GPA calculation will not count toward GPA hours or hours earned, but will remain on the student's record as attempted hours. Consultation by the student with the Financial Aid office may be needed to determine how the Repeat Policy will affect the student's Satisfactory Academic Progress.
3. There is no limit on the number of different courses or retakes in which the Undergraduate Repeat Policy may be applied.

However, there may be a limited number of times that Federal Financial Aid will pay for a course taken and passed (grade of "D" or higher). It would be wise to consult with a Financial Aid counselor if there are any questions about this.

4. The Undergraduate Repeat Policy will only be used on Liberty University courses that have been repeated at Liberty University. No transfer credit or credit earned through institutional or standardized testing may be used in the Undergraduate Repeat Policy.
5. The Undergraduate Repeat Policy will only be applied when the same course number/title is retaken, unless there's been a university approved course number/title change and the department confirms that the courses are the same. Course replacements/substitutions are not eligible for the Undergraduate Repeat Policy.
6. Undergraduate courses in which a grade of A, B, C, D, F, or FN was awarded are *eligible* for the Undergraduate Repeat Policy. Courses which are *NOT eligible* for the Undergraduate Repeat Policy are: pass/fail courses, zero-credit courses, and courses with grades of AU (audit), I, M, NF, Q, R, W, WF, X, and Z, or those courses failed due to academic dishonesty. Also, courses that are designed as repeatable courses within certain majors will not have the Undergraduate Repeat Policy applied automatically.
7. Activation of the Undergraduate Repeat Policy for a prior semester will not affect the academic standing or dean's list award for that semester. Academic standing or dean's list in a prior semester can only be changed as a result of an approved grade change.
8. Once a student has graduated, the Undergraduate Repeat Policy may not be used on a course taken prior to graduation to enhance the cumulative GPA which was recorded at the time of degree conferral. The repeat of a class after graduation could, however, be used to enhance the students overall undergraduate GPA at Liberty.

* Final grade has been earned and posted

[^] Including sub-terms

BREAK IN ENROLLMENT

A break in enrollment occurs when a student has not actively taken a class within one full academic year. The academic year begins with start of the fall semester and ends with the conclusion of the summer term.

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

Any military students wishing to be readmitted who broke enrollment due to deployment must contact the Office of Military Affairs.

Scholastic Regulations and Academic Standing Warning/Probation/Suspension/Dismissal

Students must maintain satisfactory standing in order to remain at Liberty. Satisfactory scholastic standing for students enrolled in an undergraduate program is:

	Minimum GPA
Level 1 (0–23.99 hours)	1.50
Level 2 (24–47.99 hours)	1.65
Level 3 (48–71.99 hours)	1.85
Level 4 (72 or more hours)	2.00

Academic Standing for Liberty University Online students is calculated only at the end of the Fall, Spring and Summer terms.

Academic Warning

Students failing to attain and maintain the scholastic standing required are placed on **Academic Warning**. During the next semester, Liberty University Online undergraduate students should plan to limit enrollment to a 13-semester-hour course load and may be required to take CLST 100 or 101.

Academic Probation

At the end of the semester on Academic Warning, students who fail to raise the GPA to a satisfactory level (see above) are placed on **Academic Probation**. During the next semester of attendance, Liberty University Online undergraduate students should plan to limit enrollment to a 13-semester-hour course load, and may be required to take CLST 100 or 101.

Academic Suspension

At the end of the semester on Academic Probation, students who fail to raise the GPA to the required academic level (see above) are placed on **Academic Suspension**. Students who desire to continue their studies must submit a written appeal to the Registrar's Office by contacting the Academic Standing Consultant Team in writing at luoacademicstanding@liberty.edu. The Associate Registrar **for Academic Success** will review the appeal, and if it is approved, an Academic Contract will be formulated. The student must agree in writing to abide by the terms of the contract before being permitted to register for courses. If a student is a re-applicant to Liberty University Online, the student must agree in writing to abide by the terms of the contract prior to being approved for re-admission. Students who are enrolled for 12 or more hours and fail all courses within any given term will be **Academically Suspended**. If a student is denied to return under a contract, he/she will not be permitted to return to LU unless qualifying for Academic Amnesty.

Academic Dismissal

Students who are permitted to take classes while on the status of Academic Suspension and who fail to raise the GPA to the required academic level (see above) by the end of the semester or fail to meet the terms of their Academic Contract 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.

ACADEMIC AMNESTY

Approval for readmission under Academic Amnesty must be granted by the Office of the Provost. To qualify for academic amnesty, a student must have been academically suspended or academically dismissed from the University, as well as must satisfy the subsequent guidelines for readmission.

1. Not enrolled at the University for a period of two (2) years.
2. A student seeking readmission under academic amnesty must first appeal in writing to the Registrar's Office by contacting luoacademicstanding@liberty.edu. The request must be stated clearly and contain: (1) the reason for the request, and (2) efforts made to improve during absence from Liberty. Corroboration may be requested of the student, i.e. transcripts from other institutions, certificates, awards, etc.
3. The student's appeal, supporting documentation and a recommendation from the Registrar's Office will be presented to the Office of the Provost for a decision. If

the appeal is approved, the student will be readmitted on the following provisions:

- a. Previously earned grades of A, B, and C will remain on the student's record and will calculate into his or her GPA. Grades of D and F are revised to Q.
- b. Students who have been granted Academic Amnesty are not eligible for graduation honors.
- c. If, at any point after and including the first semester of enrollment following readmission under Academic Amnesty, the student's cumulative GPA falls below the minimum cumulative GPA required for good academic standing in the student's degree program, the student will be Academically Dismissed from his/her studies through Liberty University.

Liberty University Online Code of Honor Certificate, Undergraduate, and Graduate Students

ACADEMIC AND PERSONAL CODE OF HONOR

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University. Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety online at <http://www.liberty.edu/index.cfm?PID=19155>.

INCOMPLETES

Students who are unable to complete coursework by the last day of class due to unavoidable circumstances such as personal illness/injury or family emergencies may appeal to their instructor for a temporary course grade of "I" (Incomplete). A grade of "I" may not be changed to a withdrawal if requested after the end of the course. The authority for the decision to grant an incomplete completely lies with the instructor. Denial of the request for an incomplete may include, but is not limited to, the student's inability to earn a passing grade with completion of the remaining requirements, as well as an insufficient reason for the request. Students must initiate the request for an incomplete directly to the instructor by the last day of class (before the final exam period for residential classes).

The instructor will establish a new deadline for the completion of the remaining coursework, based on the circumstances. The

instructor may grant up to two weeks beyond the last day of the term (or sub-term for Liberty University Online courses) for non-medical circumstances and up to four weeks beyond the last day of the term (or sub-term for Liberty University Online courses) for personal medical circumstances.

For extreme personal medical circumstances, a maximum of eight weeks for Liberty University Online courses and 16 weeks for residential courses may be given as long as sufficient medical documentation (from a medical professional) is presented along with the request. However, while the decision to grant an extended incomplete remains with the instructor, the request and medical documentation needs to be submitted to the Registrar's Office. The instructor will be responsible to communicate the remaining requirements, as well as the extended deadline, to the student.

The instructor will post a final grade within two weeks from the deadline established for the incomplete. If a final grade is not posted within two weeks of the deadline, a grade of "F" may be posted by the registrar's office.

The GPA is unaffected by the incomplete until a final grade is posted after the deadline. However, grades of "I" will count as hours attempted and not completed, and will negatively affect a student's Satisfactory Academic Progress (SAP).

Military Deployment

Liberty University understands the demands placed on today's service member and we are willing to work with our students when their military duty causes delays in their academic progress. According to military policy for Tuition Assistance, the University must post grades within 30-days of the end date of the course. If a military student needs additional time to complete their course requirements due to deployments, extended cruises, unit operational tempo, or other duty-related extenuating circumstances, they have two options:

1. They may contact their professor and request up to an additional 3 weeks to complete the requirements.
2. Should they need more time, they can request a military withdrawal.

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 or scanned and emailed to luomilitary@liberty.edu, or mailed to: Liberty University; Liberty University Online; Office of Military Affairs; 1971 University Blvd.; Lynchburg, VA 24515

GRADING POLICIES AND PROCEDURES

Liberty University Faculty members, both residential and online, must submit final grades for all students to the Registrar at the end of each term. Faculty teaching online courses should have grades submitted to the Registrar on or before the second Wednesday after the course ends. Faculty teaching residential courses should have grades submitted to the Registrar one week after the end of each semester. Liberty University Faculty members, both residential and online, are urged to promptly complete and submit final course grades. Confidentiality of student grades falls under the Family Educational Rights and Privacy Act (FERPA) of 1974. Please see the FERPA section and policies for more information.

Grading Scales:

Liberty University incorporates a standardized 1,000-point system across all undergraduate and graduate programs. The undergraduate utilizes a 100-point scale to differentiate between letter grades, while the graduate programs utilize three distinct scales: 80, 70 and 60-point scales to differentiate between letter grades. Each academic department determines the scale used within

the department. The grading scale for each course will be posted within the syllabus for each course. Students are encouraged to review the syllabus for each course individually to verify the grade scale.

Undergraduate Grading Scale (100-point scale)			
A	900	to	1,000
B	800	to	899
C	700	to	799
D	600	to	699
F	599	and Below	

RECORDING OF GRADES

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

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

LIBERTY UNIVERSITY 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. Please click [here](#) to access the grade appeal form. To access the form, you will need to login using your Liberty username and password.

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. After submitting the appeal, if additional information is needed, the student will be notified via their Liberty Webmail.

Appeal process:

A student wishing to appeal a final grade should first 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 sub-term, the student may submit a written appeal to the Online Chair, but should do so through the [grade appeal form](#). The student must include the information required above. The Professor will also be notified of the appeal and will be able to provide pertinent documentation, prior to the Online Chair rendering their decision. The Online Chair will have 7 days to review the appeal, from the time of submission. When the review is complete, the student will be notified of the decision via their Liberty Webmail and the appeal portal.
2. If the student has additional support for their appeal, the student may re- appeal to the Online Associate Dean through the appeal portal after receiving the decision of the Online

Chair. This written appeal must be submitted within 5 business days of the Online Chair’s decision. The Online Associate Dean will review the student's appeal, as well as any information provided by the faculty member. The Online Associate Dean will have 7 days to review the appeal, from the time of submission. When the review is complete, the student will be notified of the decision via their Liberty Webmail and the appeal portal.

3. If the student has additional support for their appeal, the student may re- appeal to the Academic Dean, through the appeal portal after receiving the decision of the Online Associate Dean. This written appeal must be submitted within 5 business days of the Online Associate Dean’s decision. The Academic Dean will review the student's appeal, as well as any information provided by the faculty member. The Academic Dean will have 7 days to review the appeal, from the time of submission. When the review is complete, the student will be notified of the decision via their Liberty Webmail and the appeal portal. The Academic Dean’s decision is final.

ACADEMIC TRANSCRIPTS

Official transcripts are made only at the written, signed request of the student. 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.

FERPA – PRIVACY OF STUDENT RECORDS: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Students attending, or who have attended, Liberty University are given certain rights under the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g) and Rules of the Department of Education (34 C.F.R. Part 99) implementing this Act. Additional information and University policies regarding the protection of student records are published online at <http://www.liberty.edu/ferpa>.

GRADUATION HONORS

Honors for graduation will be determined by the cumulative grade point average earned at Liberty. Cumulative GPA is calculated to the hundredths place and is not rounded. Bachelor’s degree students who have earned 60 or more hours at Liberty must meet the following GPA standards to earn the corresponding academic distinction:

3.50 - 3.66	cum laude
3.67 - 3.84	magna cum laude
3.85 and above	summa cum laude

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

3.60 - 3.76	cum laude
3.77 - 3.94	magna cum laude
3.95 and above	summa cum laude

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

Associate degree students who have a 3.50 cumulative GPA will receive honors at Commencement. Graduation honors are not applicable to certificate seeking students.

CERTIFICATE COMPLETION REQUIREMENTS

All matriculated students, whether Resident or Liberty University Online, must meet the same academic requirements for certificate completion. Online certificate-seeking students must have all courses within the certificate successfully completed before being considered candidates for the awarding of a certificate.

1. The undergraduate certificate requires a minimum of 18 semester hours. Each program differs; therefore, the student must follow the certificate requirements carefully.
2. Each undergraduate certificate program requires a minimum GPA of 2.00.
3. To satisfy the requirements for the fields of study, only final grades of C or above, in all certificate courses, will apply towards successful certificate completion.
4. Students who return to Liberty to complete a second certificate at the undergraduate level must have at least 3 credit hours remaining at the time of acceptance to the certificate and must take and successfully complete a minimum of 3 additional hours of coursework at Liberty to qualify for a second certificate.
5. All 18 semester hours of the certificate coursework must be completed at Liberty.
6. Graduate or Doctoral credit may not be applied to an undergraduate certificate.
7. A Certificate Completion Application must be filled out at the beginning of the final semester before the certificate can be awarded. The Certificate Completion Application is found here: <http://www.liberty.edu/index.cfm?PID=4849>.
8. The Registrar’s Office will process the conferral of a certificate once all certificate requirements have been met, including the minimum GPA requirement and certificate completion application. If a student wishes to take further non-applicable coursework, they must do so under a new application

GRADUATION REQUIREMENTS

All matriculated students, whether Resident or Liberty University Online, must meet the same academic requirements for graduation. Undergraduate students must have all courses in the General Education core and in the declared major and minor completed before being considered candidates for graduation.

1. The bachelor’s degree requires a minimum of 120 semester hours. Of these total hours, a specified number of upper-level (300-400) courses must be completed with the minimum number being 30 semester hours. Each program differs; therefore, the student must follow the degree requirements carefully. The Associate of Arts degree requires a minimum of 60 semester hours.
2. Each undergraduate degree program consists of designated General Education requirements, a major, and electives. Electives may be taken from the undergraduate courses offered in any department. A GPA of 2.00 or higher, unless otherwise specified in a particular major or minor, is required for graduation.
3. To satisfy the requirements for the major and minor fields of study, only grades of C or above in upper level courses may be included. This includes directed electives. Certain majors require a grade of C or above in all major courses.
4. At least twenty-five percent of the credit hours required for the bachelor’s degree must be completed at Liberty. Fifty percent of the semester hours in the major

and minor must be completed at Liberty, unless otherwise specified within the degree requirements. **At least twenty-five percent of the credit hours required for the associate's degree** must be completed at Liberty, and with the exception of the A.A. in General Studies or the A.A. in Interdisciplinary Studies, 50% of the hours in the major component of the Associate degree must be completed at Liberty.

5. Graduate or Doctoral credit may not be applied to an undergraduate degree, unless required as part of a dual degree program.
6. The Registrar's Office will process the conferral of a degree once all degree requirements have been met, including the minimum GPA requirement and graduation application. If a student wishes to take further non-applicable coursework, they must do so under a new application.

GRADUATION APPROVAL

All candidates for graduation must be approved by the Faculty and the Board of Trustees.

GRADUATION CEREMONY

Degrees are granted throughout the academic school year. All candidates for degrees may participate in the annual graduation exercises which take place in May.

TIME LIMITS FOR DEGREE COMPLETION

Students pursuing a certificate must complete the certificate requirements within three (3) years of the date of matriculation.

Students pursuing an associate's degree must complete the degree requirements within seven (7) years of the date of matriculation.

Students pursuing a bachelor's degree must complete the degree requirement within ten (10) years of the date of matriculation.

Any student who does not complete coursework within the permissible time limit for any reason, including discontinued enrollment, must reapply for readmission and will be subject to the requirements of the Catalog and Degree/Certificate Completion Plan (DCP/CCP) in effect at the time of his/her readmission.

A break in enrollment occurs when the student fails to enroll in at least one course during an academic year. The academic year begins with the start of the fall semester and ends with the conclusion of the summer term. Students who break enrollment must apply for readmission and will be subject to the requirements of the Catalog and degree requirements in effect at the time of their readmission.

Expenses and Financial Policy – Resident Program

Robert Ritz, B.S., M.Ed., Ph.D.

Senior Vice President of Student Financial Services

Resident Tuition and Fees 2017 – 2018

TUITION	Per Hour	Per Semester	Per Year
Undergraduate (Full-Time) (12 – 18 semester hours)		\$11,440	\$22,880
More than 18 semester hours	\$780		
Part-Time (less than 12 semester hours)	780		
Summer	420		
English Language Institute		5,300	10,600

HOUSING/ROOM & BOARD:

Housing Fees:			
Tier 1: Main 25-28 (The Circle) & Main 29-32 (The Quads)		2,200	4,400
Tier 2: East Campus 3-person & Main 33 (The South Tower)		2,760	5,520
Tier 3: East Campus 2-person & Main 17-23 (The Hill)		3,380	6,760
Tier 4: The Commons 1-3		3,450	6,900
Dining Fees:			
Freedom Dining Plan		1,820	3,640
Freedom Plus Dining Plan		1,925	3,850

ANNUAL FEES (Mandatory):

Activity Fee		365	730
Student Health Fee		165	330

BASIC FEES:	One Time	Per Hour	Per Semester	Per Year
Application Fee	\$50			
Readmission Application Fee	50			
Certificate Completion Application Fee	50			
Audit Fee		75		

ESTIMATED COST:

Books		850	1,700
-------	--	-----	-------

CONDITIONAL FEES:	One Time	Per Hour	Per Semester	Per Year
Nursing Semester Fee			500	
Vehicle Registration (optional)				285 (max)

Assessment Fees:

Graduation Application Fee	100			
Financial Check-In Late Fee			125	
Withdrawal Fee	50			
Replacement ID Card (Flames Pass)	25			
Replacement BankMobile card	10			
Check Cashing Fee (per check)	1			
Failed Payment Processing Fee (per transaction)	35			
		Fall	476	
		Spring/Summer	666	

Payment Plan Fees:

Payment Plan Participation Fee		45	
--------------------------------	--	----	--

CONDITIONAL FEES:	One Time	Per Hour	Per Semester	Per Year
-------------------	----------	----------	--------------	----------

Student Identity Verification:

Liberty University does not charge additional fees for student identity verification.

EXPERIENTIAL LEARNING:

Item	Registration Fee	Administration Fee
Federal Aviation Administration (FAA) Written Exam (per course)	\$ --	\$150
College Level Examination Program (CLEP)	50	80
Defense Activity for Non-Traditional Education Support (DSST)	50	80
Institutional Challenge Exam (ICE)	50	80

WASHINGTON FELLOWSHIP PROGRAM:

	Per Semester
Application Fee	25
Tuition – Fall or Spring	9,360
Tuition - Summer	420 per credit hour
Housing	4,790
Food (estimate)	\$25-50 per week

All Liberty University students are required to abide by the policies outlined in the catalog.

CONFIRMATION/ADMISSIONS DEPOSIT

The student may pay the \$250 confirmation deposit online, over the phone, in person, or by mail to the Resident Admissions Office or at Cashiering & Treasury Services. The deposit will be applied as a credit toward the student's charges for their first semester. A confirmation deposit may be refunded only if the request is in writing and received by May 1 for Fall applicants and December 1 for Spring applicants. The student may request to have the deposit refunded by emailing admissions@liberty.edu or writing to Liberty University at 1971 University Blvd. Lynchburg, VA 24515.

The confirmation deposit is non-transferable and non-refundable after the abovementioned deadlines. Should the student decide to attend in a subsequent semester, the deposit may be deferred for up to one academic year. However, if a student updates their application to any other semester, the student will no longer be eligible for a refund.

FINANCIAL CHECK-IN (FCI)

Financial Check-In (FCI) is Liberty University's online system that secures financial arrangements with the University for direct charges like tuition and fees, to include prior, current, and/or future balances. ALL resident students are required to complete FCI through ASIST each semester prior to attending a class or arriving on campus. Current deadlines, procedures, and payment options can be viewed on the Student Accounts webpage: <http://www.liberty.edu/StudentAccounts>. Students who do not complete FCI by the published deadline will be subject to having courses and housing (if applicable) dropped and may be assessed a late Check-In fee of \$125. FCI deadlines are given in Eastern Standard Time (EST).

Once a student completes FCI, all payments made prior to the beginning of the semester are held in deposit to secure the student's

class schedule and institutional grants or scholarships, and campus housing, as applicable.

- **First term residential students:** first complete FCI then register for classes.
- **Returning residential students:** register for courses during the open registration period then complete FCI.

RESIDENT STUDENTS TAKING ONLINE COURSES

Students enrolled in a residential program will be charged residential tuition and fee charges, regardless of whether they enroll in online or residential courses. They are also subject to all residential policies and deadlines for FCI.

NON-ATTENDING OR NON-RETURNING STUDENTS

If a new student decides not to attend and drops their course(s), they should contact the Admissions Office in order to request a refund of the initial payments (excluding payments covering non-refundable fees). If a current student decides not to return, the Student Advocate Office must be notified in writing with a request for refund of the initial payments (excluding payments covering non-refundable fees) **prior to the last day of drop/add week**. This written request may be sent to sao@liberty.edu. Without prior written notification, the student is subject to the conditions described in the official withdrawal policy (explained below).

PAYMENTS ON STUDENT ACCOUNT

Payments on a student's account can be made by check, ACH, money order, cashier's check, credit/debit card, **online via the student's ASIST account, or through Liberty's International payment portal (for international students only)**. Liberty University cannot process payments from non-U.S. bank accounts, money markets, trusts, home equity, or savings accounts. **Cash payments are received at Cashiering & Treasury Services located in the Student Service Center in Green Hall. Liberty accepts international payments through Liberty's International Payment Portal (<https://www.flywire.com/pay/liberty>) powered by Flywire.**

By using Liberty's International payment portal, the student can:

- **Execute, track, and confirm international payments online.**
- **Choose payment options from their home country.**
- **Access a 24/7 multilingual Customer Support Team.**
- **Save on bank fees and ensure the best exchange rates with Flywire's Best Price Guarantee (<https://www.flywire.com/priceguarantee>).**

A student's account must be paid in full prior to registering for any future courses. When a student completes FCI for a future term and then becomes delinquent in the current term, or loans are returned to the lender, the resulting balance must be resolved prior to future registration. In this circumstance, the student should consult a Student Accounts Contact Center Agent to discuss payment options. Monthly account statements are sent to current students who have an outstanding account balance via their Liberty email address. Please visit the Student Accounts webpage for current information on procedures, payment options, and schedules: <http://www.liberty.edu/studentaccounts>.

PAYMENT PLANS

The University may offer a student the option of paying remaining balances through a monthly payment plan as an alternative to paying in full. Payment plan options will vary depending upon when Financial Check-In is completed. Payment plans are interest-free and include a non-refundable \$45 participation fee. The participation fee is factored into the student's total balance and is charged for each semester that a student

participates in a payment plan. Special payment plans with varying fees may be offered to students with delinquent balances.

Payment plans are scheduled with automatic monthly drafts. The initial payment is due immediately upon acceptance of the payment plan and the remaining installments are automatically processed on the scheduled draft date from the established checking account or debit/credit card.

It is the responsibility of the student to maintain current and valid bank or credit card information on their account. Under the payment plan agreement, the student must ensure that the account has sufficient funds at the time of the scheduled drafts. When using a debit/credit card, the student must check with the bank or credit card company that the daily spending limit can accommodate the draft amount. The bank or credit card account must be from an institution that participates in automatic draft programs.

It is the responsibility of the student to ensure that all financial aid estimates are reflected correctly prior to the processing of the first draft. If changes or payments are added, removed, or adjusted after the payment plan is in place which result in an increase or decrease in the remaining balance, it is the responsibility of the student to review and make any adjustments to the payment plan. Any payment(s) made outside of the payment plan will not prevent the next scheduled draft from being processed. The student may confirm any changes by re-completing FCI. The system will calculate and display the new draft amounts in FCI, and once completed, the FCI receipt page will display the updated draft amount(s). If the student fails to recomplete FCI to confirm the adjusted drafts, the previously confirmed draft amount(s) will be processed and the student is responsible to pay any remaining balance.

While it remains the responsibility of the student to manage adjustments to the payment plan, Liberty University reserves the right to adjust a payment plan down as necessary. The University also reserves the right to cancel/terminate a payment plan for any reason and/or remove a student from a financially checked-in status. The student may be removed from classes, have services suspended, and/or have curriculum access blocked.

FAILED PAYMENT PROCESSING FEE

A student will be charged a non-refundable failed payment processing fee for each returned or declined payment made via check, ACH, debit card automatic draft, and credit card automatic draft. If a student accumulates three or more returned or declined payments within a year, the student:

- May be ineligible to participate in a payment plan**
- May not be able to make online payments via ACH**

CHECK CASHING

As a courtesy to currently enrolled students, Cashiering & Treasury Services will cash checks from parents, the student's personal checking account, or a Liberty University payroll check.

The maximum amount that may be cashed is \$50 per week, and a \$1 fee will be assessed for each cashed check. If a check is returned or declined for any reason, the student's account will be charged the check amount as well as a returned payment fee. The student may lose the privilege of cashing checks with Liberty University after two offenses.

FLAMES PASS

The Flames Pass is the official Liberty University ID card. The card can be used for meal plans, Flames Cash, campus events and recreation, authorized building entry, student discounts, and other activities and services. Students may obtain a Flames Pass by submitting a photo online or visiting the ID & Campus Services Office. In the event the card is lost or damaged, the student will incur a \$25 replacement fee.

FLAMES CASH

Flames Cash is a declining balance account accessed through the Flames Pass. Funds added via FCI are available approximately six weeks prior to the start of a term. Funds added online and in-person are available immediately. Flames Cash is accepted at participating on and off campus merchants. Flames Cash provides a convenient and secure way to carry money with no account fees, rolls over from year to year, and can be easily added and managed online.

BANKMOBILE

BankMobile is the University's refund management third-party servicer that disburses refunds, per diems, and stipends for the University. Upon completing FCI, new students are mailed a welcome packet containing a personal code from BankMobile. Using the code, students are able to choose one of three options to receive a refund.

Additional Information

Additional information about the Flames Pass, Flames Cash, and BankMobile can be found online at <http://www.liberty.edu/CampusServices>.

BOOKS AND SUPPLIES

Tuition and fees do not cover the cost of all course materials. Costs will vary according to the student's course of study. The student should purchase any materials that are not covered after registration but prior to the sub-term start date (course activation). Liberty does not guarantee that required course materials will be available after the sub-term start date.

Resident students using financial aid or payment plans can pay for books and supplies by requesting a book voucher advance for use at the on-campus bookstore. To estimate the amount needed for the book voucher, contact the Liberty University Campus Bookstore. Students can add funds to a book voucher through FCI. Any amount added to the voucher that is not covered by the student's credit (if applicable) must be paid out of pocket.

- *New Student Book Dollars*: a one-time award given to qualifying students upon completion of FCI. Amount of award will be determined according to the FCI completion date.
- *Book Vouchers*: students can include funds through FCI to be transferred to the book store as a book voucher.
- *Flames Cash*: funds can be applied to a Flames Cash Account and used at the bookstore as well as other approved participating merchants. Current information is found at www.liberty.edu/index.cfm?pid=21106.

Online courses: All books for online courses are available for purchase through MBS Direct at www.mbsdirect.net/liberty.

PERSONAL NEEDS

Laundry, cleaning, spending money, items related to personal grooming, towels, sheets, pillow, off-campus transportation, etc., vary by individual and are the student's responsibility.

ACTIVITY FEE

All resident students are required to pay an activity fee each semester (Fall and Spring). This fee provides access to Liberty University activities, admission to athletic events, access to the LaHaye Student Union recreational facilities and helps to 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.

HEALTH FEE

All residential students are required to pay a health fee each semester (Fall and Spring). Services covered by the health fee can

be reviewed at this link: <http://www.lustudenthealth.com/services>. This fee is not pro-rated for part-time students.

Liberty University requires students to be immunized according to the Centers for Disease Control and Prevention guidelines before classes begin each semester. Students who do not submit documentation of immunizations and medical history will have a health records late fee added to their student account.

ON-CAMPUS INTENSIVE FEE

Students who attend an intensive course on campus may be charged an activity course fee. If a student has already paid the semester activity fee, in which the intensive is taken, an additional activity fee will not be charged.

COURSE, ONLINE CONTENT, AND MATERIAL FEES

The student is responsible for paying applicable course fees, online content fees (including eBook fees), material fees, and fees charged for special elective-type courses by organizations other than the University. A list of these fees is published on the **Student Financial Services** webpage (www.liberty.edu/index.cfm?PID=296). **Most fees are non-refundable unless stated otherwise.**

Online students who attend an intensive course may be charged a \$25 intensive fee per intensive.

NURSING FEE

Residential undergraduate students who have declared a nursing major will be charged a Nursing Semester Fee each semester (Fall and Spring).

HOUSING FEE

An eligible student living in University housing is required to pay the applicable housing fee each semester depending on location and amenities as outlined in the housing policy: www.liberty.edu/index.cfm?PID=15435.

If a student moves into the residence hall, and then withdraws or is allowed to move off campus at any point during the academic year, a portion of the housing fee may be prorated back to the student's account based on the date that the student removes items from the residence hall (see regulations in the Student Affairs section of this publication).

In the Spring semester, if a student does not remove items from the previous semester and withdraws the student may be charged a prorated amount of the housing fee based on the date of removal of items.

The student must check with the Office of Residence Life if they are considering moving off campus or withdrawing prior to the end of the academic year after completing FCI.

DINING FEE

Any student living in University housing is also **required** to pay the applicable dining fees each semester. The fee covers the selected resident dining plan in the University dining hall. This requirement allows students to focus on academics and extracurricular activities rather than on basic needs such as food and shelter. The required dining plan for students living in University housing promotes healthy living, social engagement, and the residential community experience.

NEW STUDENT ASSESSMENT FEES

All new resident students, both freshman and college transfer students, are required to take a computer assessment. If a student transfers a course that demonstrates competency in the required computer skills, the test requirement may be waived.

Students have the option to take assessments in English and Math. These assessments aid in placing students in the appropriate

course levels in these disciplines. An assessment fee will be applied to the student's account for each assessment taken.

WITHDRAWAL FEE

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

GRADUATION APPLICATION FEE

All graduating students must complete a graduation application through their ASIST account. A \$100 graduation application fee is automatically assessed when the application is processed, not upon degree conferral. This non-refundable fee is not contingent on the student's attendance at graduation events or activities.

CERTIFICATE COMPLETION APPLICATION FEE

A certificate completion application fee is automatically assessed by Registrar near the time of the Certificate Completion Application, not certificate conferral. This is a non-refundable fee .

FEE APPEAL POLICY

Resident students may appeal a Late Financial Check-In Fee, returned payment fee, or activity fee by submitting a written appeal online to the Student Accounts Office within 30 business days of the billing/notification. The student may fill out the fee appeal form at www.liberty.edu/index.cfm?PID=20659 and must attach all supporting documentation. The student will receive a response within 30 days of receipt of the appeal.

If a student would like to appeal any other charge, they may submit a written appeal to the department that assessed the charge.

REFUND POLICY FOR ENROLLED STUDENTS:

Enrolled qualified students can receive a refund from their student account once all obligations have been met and a credit balance remains.

FCI provides students with two credit-management options through the Authorizations page of FCI.

- By Selecting "Hold my credit" a student authorizes Liberty University to hold a Title IV credit balance for a future term.
- By Selecting "Refund my credit" a student authorizes Liberty University to release a Title IV refund to the student (in all cases except Parent PLUS loan refunds).

Credit from Title IV must be refunded via a student's selected refund preference. At the end of each academic year, all Title IV (Federal Grants and Federal Loans) credit balances must be refunded or returned to the U.S. Department of Education in the case of federal student loans. Credit balances will ONLY be refunded to the student.

Refunds will be released by the University and then disbursed by BankMobile. The student must select a refund preference according to instructions provided with the BankMobile welcome packet. Once a refund has been received by BankMobile, the funds will be made available for the student to access through the following options:

- Deposit to another bank account.
- Deposit to a BankMobile Vibe Account
- Paper check.

Title IV Refunds

(Federal Subsidized Loan, Federal Unsubsidized Loan, Federal Parent PLUS loans, Federal Pell Grant, FSEOG, etc.)

Within the FCI process, students authorize the handling of a credit balance on their student account. The funds may be held throughout the academic year and apply to any account balance, or students can authorize the credit balance to be refunded.

Liberty University encourages students to only borrow the minimum amount of loans to cover direct charges. Students who wish to reduce their loans to eliminate a credit balance to refund may do so by completing a Loan Change Form in ASIST.

Title IV aid, in addition to institutional and State aid, is disbursed 21 days after the student becomes eligible. Title IV refunds begin processing on day 25, but all are processed within 14 days from when aid is disbursed in accordance with federal regulations.

Credits from Parent PLUS will be refunded to the loan applicant in the form of a check, unless written authorization is submitted to the Financial Aid Office stating that the refund may be sent to the student.

For more information about disbursements, visit the Student Financial Services homepage under the Disbursement Process link for more information at <http://www.liberty.edu/financeadmin/financialaid/index.cfm?PID=294>.

Refunds Unrelated to Title IV Aid

For credit balances not made up of federal aid, the student may submit a refund request to the Student Accounts Office. A refund from credit or debit card payments will be refunded back to the original payment card. Written requests must be sent to:

- studentrefunds@liberty.edu

OFFICIAL WITHDRAWAL POLICY FOR RESIDENT STUDENTS

Liberty University is committed to the success of every student and will work with each student to determine the best way to handle any financial and/or academic challenges. Withdrawals from Liberty University fall under different categories: academic, administrative, medical or personal.

PLEASE NOTE: Resident students who must withdraw due to military deployment are required to meet with the Student Advocate Office with a copy of their orders. They will then be referred to the Military Affairs Office.

- **Resident Student:**
 - Withdrawing from individual courses while maintaining enrollment in others does not constitute a total withdrawal.
 - 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.
 - No refund will be issued for resident students withdrawing from individual courses, and all billing hours will remain on the student's account.

For more information, please visit www.liberty.edu/index.cfm?PID=25048.

- **Intensives and Summer School**
 - A **resident student** who withdraws from an on-campus intensive or summer class will be assigned a grade of "W" for that class and will be responsible for all tuition and fees.

Additional information is available on the Registrar's web page at www.liberty.edu/academics/registrar/?PID=19029.

UNOFFICIAL WITHDRAWAL

The University has established a procedure, in accordance with Title IV regulations, to determine if students enrolled in courses are progressing toward the completion of their courses. The Title IV regulations require universities to 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.

Students who have begun, yet 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 FN's in a semester will be processed as an unofficial withdrawal. The withdrawal date is the last date an academic assignment was submitted during the enrollment period. A Title IV withdrawal calculation will be performed and the student will be reported as withdrawn. Students will be notified by the Financial Aid Office regarding the results of the Title IV withdrawal calculation. The student will be responsible for any remaining account balance.

MEDICAL WITHDRAWAL POLICY

This applies to resident students only and only for medical conditions documented by a licensed physician. Tuition, housing fee (if applicable), and some fees may be prorated according to the date of withdrawal. The student is responsible for 100% of **non-refundable** fees.

WITHDRAWAL REFUND POLICY

Resident students are considered withdrawn from the University if they withdraw from all courses for the semester.

- Any resident student who withdraws from the University and completes the official withdrawal procedure will receive a refund of tuition and **some** fees as follows:
 1. 100% will be credited if a student withdraws during the first week of courses
 2. 50% will be credited if a student withdraws during the second, third or fourth week of courses
 3. 25% will be credited if a student withdraws during the fifth through eighth week of courses
 4. No tuition or fees will be credited after the eighth week of courses
- The dining plan charge may be rebated based on the date of withdrawal. The \$200 Flames Cash allocation of the dining plan will not be refunded. Students that have not used the Flames Cash portion can contact ID & Campus Services to discuss the unused balance.
- If a student moves into the residence hall, and then withdraws or is allowed to move off campus at any point during the academic year, a portion of the housing fee may be prorated back to the student's account based on the date that the student removes all items from the residence hall (see regulations in the Student Affairs section of this publication).
- In the Spring semester, if a student does not remove items from the previous semester and withdraws, the student will be charged a prorated amount of the housing fee based on the date of removal of all items.

Students must check with the Office of Residence Life if considering moving off campus or withdrawing prior to the end of the academic year after completing FCI.

Intensives: The start of the course is defined as the first day that the course begins; it is not necessarily the first day of the in-class portion of the intensive. Some intensive courses require pre-work and/or post-work to be completed. These courses start as soon as the pre-work begins and continue until the last day to submit post-work. Any student who completes the official withdrawal procedure may receive a refund of tuition according to the schedule below. In the event of a total withdrawal, **some** fees

may be prorated. For refund purposes, a week begins at 12:00 a.m. the morning the course starts and closes at 11:59 p.m. seven days later.

1. One-Week Intensive

- 100% - Start of course to close of the first day
- 50% - Start of course to close of the second day
- 25% - Start of course to close of the third day
- 0% - After the close of the third day, the student is liable for all tuition

2. Two-Week Intensive

- 100% - Start of course to close of the first day
- 50% - Start of course to close of the third day
- 25% - Start of course to close of the fifth day
- 0% - After the close of the fifth day, the student is liable for all tuition

3. Three-Week Intensive

- 100% - Start of course to close of the first day
- 50% - Start of course to close of the fourth day
- 25% - Start of course to close of the eighth day
- 0% - After the close of the eighth day, the student is liable for all tuition

4. Four-Week Intensive

- 100% - Start of course to close of the first day
- 50% - Start of course to close of the fifth day
- 25% - Start of course to close of the tenth day
- 0% - After the close of the tenth day, the student is liable for all tuition

5. Five-Week through Eighteen-Week Intensives

- 100% - Start of course to close of the first week, but before submission of the first assignment (first assignment includes Course Requirements Checklist)
- 75% - Submission of the first assignment through the close of the first quarter (1/4 of the course length)
- 50% - After the close of the first quarter (1/4), but before the close of the second quarter (1/2 of the course length)
- 25% - After the close of the second quarter (1/2), but before the close of the third quarter (3/4 of the course length)
- 0% - After the close of the third quarter (3/4), the student is liable for all tuition

UNPAID ACCOUNTS

Tuition, the housing fee (if applicable), and all other costs on a student's account are payable prior to or at the time of FCI. Students who do not make payment on their account within a reasonable amount of time may be denied access to some University services 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 an administrative withdrawal.

Students with unpaid accounts will not be eligible to register for subsequent terms. They will also be ineligible to receive an official transcript or diploma until the account is paid in full.

ADDITIONAL INFORMATION

Additional information regarding the University's academic and administrative policies and procedures can be found on the University website at Liberty.edu, or Libertyu.com.

Expenses and Financial Policy – Online Program

Robert Ritz, B.S., M.Ed., Ph.D.

Senior Vice President of Student Financial Services

Online Tuition and Fees – 2017-2018

TUITION:	One Time	Per Hour	Per Term
UG Full-time (12 or more semester hours)		\$390	
UG Part-time (11 semester hours or less)		455	
UG Military		250	
Bachelor of Science in Nursing-Master of Science in Nursing (Dual Degree)(B.S.N.-M.S.N.)*		520 (PT) 460 (FT)	
Bachelor of Science in Nursing-Master of Science in Nursing (Dual Degree) (B.S.N.-M.S.N.)* Military		250	
The Edge High School Dual Enrollment (per course)		549	
Willmington School of the Bible		120	

*The B.S.N.-M.S.N. Dual Degree program is formatted in a way in which students enrolled specifically in this program will earn their Bachelor of Science in Nursing and a Master of Science in Nursing concurrently.

BASIC FEES:

Application Fee (non-refundable)	\$50		
Certification Completion Application Fee	50		
Readmission Application Fee	50		

CONDITIONAL FEES:

Financial Check-In Late Fee			\$125
On-Campus Intensive Fee (per course)	25		
Enrollment Adjustment Fee	30		
Withdrawal Fee	50		
Graduation Application Fee	100		
Failed Payment Processing Fee	35		
Replacement ID Card (Flames Pass)	25		
Replacement (BankMobile card)	10		

PAYMENT PLAN FEES:

Payment Plan Participation Fee			45
--------------------------------	--	--	----

Student Identity Verification:

Liberty University does not charge additional fees for student identity verification.

EXPERIENTIAL LEARNING:

Item	Registration Fee	Administration Fee
College Level Examination Program (CLEP)	\$50	\$ 80
Defense Activity for Non-Traditional Education Support (DSST)	50	80
Institutional Challenge Exam (ICE)	50	80
Portfolio Assessment		100

CERTIFICATE PROGRAMS

The tuition charge for each Certificate Program is the same as its corresponding Undergraduate and Graduate Degree tuition charge.

All Liberty University students are required to abide by the policies outlined in the catalog.

FINANCIAL CHECK-IN (FCI)

Financial Check-In (FCI) is Liberty University's online system that secures financial arrangements with the University for direct charges like tuition and fees, to include prior, current, and/or future balances. All online students are required to register and complete FCI through ASIST each semester prior to attending a class or arriving on campus. Current deadlines, procedures, and payment options can be viewed on the Student Accounts webpage: www.Liberty.edu/StudentAccounts. Students who do not complete FCI by the published deadline will be subject to having courses dropped and may be assessed a late Check-In fee of \$125. FCI deadlines are given in Eastern Standard Time (EST).

Once a student completes FCI, all payments made prior to the beginning of the semester are held in deposit to secure the student's class schedule, institutional grants or scholarships, and housing, as applicable.

All online students: register for courses and then complete FCI.

NON-ATTENDING OR NON-RETURNING STUDENTS

If an online student decides not to attend and drops their course(s), they may request a refund of the initial payments (excluding payments covering non-refundable fees) by emailing luostudentrefunds@liberty.edu.

PAYMENTS ON STUDENT ACCOUNT

Payments on a student's account can be made by check, ACH, money order, cashier's check, credit/debit card, online via the student's ASIST account, or through Liberty's International payment portal (for international students only). Liberty University cannot process payments from non-U.S. bank accounts, money markets, trusts, home equity, or savings accounts. Cash payments are received at Cashiering & Treasury Services located in the Student Service Center in Green Hall. Liberty accepts international payments through Liberty's International Payment Portal (<https://www.flywire.com/pay/liberty>) powered by Flywire.

By using Liberty's International payment portal, the student can:

- Execute, track, and confirm international payments online.
- Choose payment options from their home country.
- Access a 24/7 multilingual Customer Support Team.
- Save on bank fees and ensure the best exchange rates with Flywire's Best Price Guarantee (<https://www.flywire.com/priceguarantee>).

A student's account must be paid in full prior to registering for any future courses. When a student completes FCI for a future term and then becomes delinquent in the current term, or loans are returned to the lender, the resulting balance must be resolved prior to future registration. In this circumstance, the student should consult a Student Accounts Contact Center Agent to discuss payment options.

Monthly account statements are sent to current students who have an outstanding account balance via their Liberty email address.

Please visit the Student Accounts webpage for current information on procedures, payment options, and schedules: <http://www.liberty.edu/studentaccounts>.

PAYMENT PLANS

The University may offer a student the option of paying remaining balances through a monthly payment plan as an alternative to paying in full. Payment plan options will vary depending upon when FCI is completed. Payment plans are interest-free and include a non-refundable \$45 participation fee. The participation fee is factored into the student's total balance and is charged for each semester that a

student participates in a payment plan. Special payment plans with varying fees may be offered to students with delinquent balances.

Payment plans are scheduled with automatic monthly drafts. The initial payment is due immediately upon acceptance of the payment plan and the remaining installments are automatically processed on the scheduled draft date from the established checking account or debit/credit card.

It is the responsibility of the student to maintain current and valid bank or credit card information on their account. Under the payment plan agreement, the student must ensure that the account has sufficient funds at the time of the scheduled drafts. When using a debit/credit card, the student must check with the bank or credit card company that the daily spending limit can accommodate the draft amount. The bank or credit card account must be from an institution that participates in automatic draft programs.

It is the responsibility of the student to ensure that all financial aid estimates are reflected correctly prior to the processing of the first draft. If charges or payments are added, removed, or adjusted after the payment plan is in place which result in an increase or decrease in the remaining balance, it is the responsibility of the student to review and make any adjustments to the payment plan. Any payment(s) made outside of the payment plan will not prevent the next scheduled draft from being processed. The student may confirm any changes by recompleting FCI. The system will calculate and display new draft amounts in FCI, and once completed, the FCI receipt page will display the updated draft amount(s). If the student fails to recomplete FCI to confirm the adjusted drafts, the previously confirmed draft amount(s) will be processed and the student is responsible to pay any remaining balance.

While it remains the responsibility of the student to manage adjustments to the payment plan, Liberty University reserves the right to adjust a payment plan down as necessary. The University also reserves the right to cancel/terminate a payment plan for any reason and/or remove a student from a financially checked-in status. The student may also be removed from classes, have services suspended, and/or have curriculum access blocked.

FAILED PAYMENT PROCESSING FEE

A student will be charged a non-refundable failed payment processing fee for each returned or declined payment made via check, ACH, debit card automatic draft, and credit card automatic draft. If a student accumulates three or more returned or declined payments within a year, the student:

- May be ineligible to participate in a payment plan
- May not be able to make online payments via ACH

CHECK CASHING

As a courtesy to currently enrolled students, the Cashiering & Treasury Services Office will cash checks from parents, the student's personal checking account, or a Liberty University payroll check.

The maximum amount that may be cashed is \$50 per week, and a \$1 fee will be assessed for each cashed check. If a check is returned or declined for any reason, the student's account will be charged the check amount as well as a returned payment fee. The student may lose the privilege of cashing checks with Liberty University after two offenses.

FLAMES PASS

The Flames Pass is the official Liberty University ID card. The card can be used for meal plans, Flames Cash, campus events and recreation, authorized building entry, student discounts, and other activities and services. Once Financial Check-In is completed, the student may obtain a Flames Pass by submitting a photo online or visiting the ID & Campus Services Office. In the event the card is lost, the student may purchase a replacement for \$25.

FLAMES CASH

The Flames Pass is the official Liberty University ID card. The card can be used for meal plans, Flames Cash, campus events and recreation, authorized building entry, student discounts, and other activities and services. Once FCI is completed, the student may obtain a Flames Pass by submitting a photo online or visiting the ID & Campus Services Office. In the event the card is lost or damaged, the student will incur a \$25 replacement fee.

BANKMOBILE

BankMobile is the University's refund management third-party servicer that disburses refunds, per diems, and stipends for the University. Upon completing FCI, new students are mailed a welcome packet containing a personal code from BankMobile. Using the code, students are able to choose one of three options to receive a refund.

Additional Information

Additional information about the Flames Pass, Flames Cash, and BankMobile can be found online at www.Liberty.edu/CampusServices.

BOOKS AND SUPPLIES

Tuition and fees do not cover the cost of all course materials. Costs will vary according to the student's course of study. The student should purchase any materials that are not covered after registration but prior to the sub-term start date (course activation). Liberty does not guarantee that required course materials will be available after the sub-term start date. All online books and supplies are available online through MBS Direct: www.mbsdirect.net/liberty.

Online students using financial aid or payment plans can pay for course materials by requesting a book voucher advance for use at MBS Direct. To estimate the amount needed for the book voucher, students should contact [MBS Direct](http://www.mbsdirect.net). If a student has a credit on their Liberty University student account, books and supplies may be charged to the student's account by means of the online book voucher system. Students can add funds to a book voucher through FCI, which is transferred to MBS Direct for the student to use. Any amount added to the voucher that is not covered by the student's credit must be paid out of pocket. Book vouchers for online students can only be used at MBS Direct.

Any online student taking a *Resident or Intensive* course may need to purchase their books and supplies through the Liberty University On-Campus Bookstore.

COURSE, ONLINE CONTENT, AND MATERIAL FEES

The student is responsible for paying applicable course fees, online content fees (including eBook fees), material fees, and fees charged for special elective-type courses by organizations other than the University. A list of these fees is published on the [Student Financial Services' webpage \(www.liberty.edu/index.cfm?PID=296\)](http://www.liberty.edu/index.cfm?PID=296). **Most fees are non-refundable unless stated otherwise.**

Online students who attend an intensive course may be charged a \$25 intensive fee per intensive.

ON-CAMPUS INTENSIVE FEE

Online students who attend an intensive course on campus may be charged an activity course fee. If a student has already paid the semester activity fee in which the intensive is taken, an additional activity fee will not be charged.

WITHDRAWAL FEE

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

GRADUATION APPLICATION FEE

All graduating students must complete a graduation application through their ASIST account. A \$100 graduation application fee is automatically assessed when the application is submitted, not upon degree conferral. This non-refundable fee not contingent on the student's attendance at graduation events or activities.

CERTIFICATE COMPLETION APPLICATION FEE

A certificate completion application fee is automatically assessed by Registrar near the time of the Certificate Completion Application, not certificate conferral. This is a non-refundable fee.

FEE APPEAL POLICY

An online student may appeal a Late Financial Check-In Fee or a returned payment fee by submitting a written appeal online to the Student Accounts Office within 30 business days of the billing/notice. The student may fill out the fee appeal form at www.liberty.edu/index.cfm?PID=20659 and must attach all supporting documentation. The student will receive a response within 30 days of the receipt of the appeal.

If a student would like to appeal any other charge, they may submit a written appeal to the department that assessed the charge.

ONLINE CLASS ATTENDANCE

Regular attendance in online courses is expected throughout the length of any courses the student is taking. Online students who do not attend within the first week of a course by submitting an academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion board post, or other academic assignment) 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 be allowed back in the course.

The student is solely responsible for any course work missed due to 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.

Students who attend a course by submitting an academic assignment and then cease progressing toward the completion of the course will be assigned a grade of FN (Failure for Non-Attendance) during the semester.

REFUND POLICY FOR ENROLLED STUDENTS:

Enrolled qualified students can receive a refund from their student account once all obligations have been met and a credit balance remains.

FCI provides students with two credit-management options through the Authorizations page of FCI.

- By selecting "Hold my credit" a student authorizes Liberty University to hold a Title IV credit balance for a future term.
- By selecting "Refund my credit" a student authorizes Liberty University to release a Title IV refund to the student (in all cases except Parent PLUS loan refunds).

Credit from Title IV must be refunded via a student's selected refund preference. At the end of each academic year, all Title IV (Federal Grants and Federal Loans) credit balances must be refunded or returned to the U.S. Department of Education in the case of federal student loans. Credit balances will ONLY be refunded to the student.

Refunds will be released by the University and disbursed by BankMobile. The student must select a refund preference according to instructions provided with the BankMobile welcome packet. Once a refund has been received by BankMobile, the funds will be made available for the student to access through the following options:

- Deposit to another bank account.
- Deposit to a BankMobile Vibe Account
- Paper check.

Title IV Refunds

(Federal Subsidized Loan, Federal Unsubsidized Loan, Federal Parent PLUS loan, Federal Pell Grant, FSEOG, etc.)

Within the FCI process, students authorize the handling of a credit balance on their student account. The funds may be held throughout the academic year and apply to any account balance, or students can authorize the credit balance to be refunded.

Liberty University encourages student to only borrow the minimum amount of loans to cover direct charges. Students who wish to reduce their loans to eliminate a credit balance to refund may do so by completing a Loan Change Form in ASIST.

Title IV aid, in addition to institutional and State aid, is disbursed 21 days after the student becomes eligible. Title IV refunds begin processing on day 25, but all are processed within 14 days from when aid is disbursed in accordance with federal regulations.

Credits from Parent PLUS will be refunded to the loan applicant in the form of a check, unless written authorization is submitted to the Financial Aid Office stating that the refund may be sent to the student.

For more information, visit the Student Financial Services homepage under the Disbursement Process link for more information at <http://www.liberty.edu/financeadmin/financialaid/index.cfm?PID=294>.

Refunds Unrelated to Title IV Aid

For credit balances not made up of federal aid, the student may submit a refund request to the Student Accounts Office. A refund from credit or debit card payments will be refunded back to the original payment card. Written requests must be sent to: luorefunds@liberty.edu

OFFICIAL WITHDRAWAL POLICY

Liberty University is committed to the success of every student and will work with each student to determine the best way to handle any financial and/or academic challenges. The online withdrawal categories are: administrative, military, official, and unofficial.

ADMINISTRATIVE WITHDRAWAL

An expulsion resulting from violation of the disciplinary system or any other valid reason initiated by the University which is approved by an authorized University administrator will result in an administrative withdrawal. Grades of "W" will be recorded in all courses for which the student is registered.

MILITARY WITHDRAWAL

Online students who must withdraw due to military duties are required to send a copy of their orders and other supporting documentation to the Military Affairs Office. Military Affairs will then review to determine if the student is eligible for an official military withdrawal. Additional information regarding military withdrawals can be found online at www.Liberty.edu/index.cfm?PID=26971.

OFFICIAL WITHDRAWAL

Students must complete and submit the Intent to Withdraw Form to Academic Advising to initiate the official withdrawal process. Advising will begin processing the form when it is received according to University procedures. Generally, the official withdrawal date is the date that Advising receives the Intent to Withdraw Form.

A total withdrawal is when a student ceases all active enrollment in a semester. A partial withdrawal is when a student withdraws from

the individual course(s), but has active enrollment remaining in the semester of the withdrawal.

If a student withdraws from a sub-term and is registered for course(s) in the future sub-term(s) during the semester of the withdrawal, the student must submit a **letter of intent** in order to remain in the future courses. If a letter of intent is not submitted with the withdrawal, the student will be automatically dropped from the future sub-terms, resulting in a total withdrawal from the semester.

UNOFFICIAL WITHDRAWAL

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

Students who have begun, yet cease to submit academic assignments (such as an examination, written paper or project, discussion board post, or other academic assignments) during the enrollment period, will be assigned the grade of FN. If a student receives the grade of FN for all courses in a semester and ceases attendance, an unofficial withdrawal will be processed for that semester. The withdrawal date is the last date an academic assignment was submitted during the enrollment period. A Title IV withdrawal calculation will be performed based on the withdrawal date and the student will be reported as withdrawn. Students will be notified by the Financial Aid Office regarding the results of the Title IV withdrawal calculation. The student will be responsible for any remaining account balance.

WITHDRAWAL REFUND POLICY

Once a withdrawal is processed, the student will need to contact Student Accounts to receive further details about their individual refund.

Students who unofficially withdraw as outlined in the Withdrawal Policy will be charged for full tuition and fees as it applies and will be responsible for any outstanding balance on his or her account.

Any student who completes the official withdrawal procedure may receive a refund of tuition according to the schedule below. In the event of a total withdrawal, some fees may be prorated.

Intensives: The start of the course is defined as the first day that the course begins; it is not necessarily the first day of the in-class portion of the intensive. Some intensive courses require pre-work and/or post-work to be completed. These courses start as soon as the pre-work begins and continue until the last day to submit post-work. Any student who completes the official withdrawal procedure may receive a refund of tuition according to the schedule below. In the event of a total withdrawal, some fees may be prorated. For refund purposes, a week begins at 12:00 a.m. the morning the course starts and closes at 11:59 p.m. seven days later.

Eight-Week Courses

1. 100% tuition will be credited if the student withdraws within the first week of the course, but before submission of the first assignment (first assignment includes the Course Requirements Checklist). The student's request will be processed as a drop for the purpose of refunding charges only, not for Financial Aid attendance or recalculating of aid.
2. 75% tuition will be credited if the student withdraws after submitting their first assignment and through the close of the second week of courses.

3. 50% tuition will be credited if the student withdraws after the second week of courses, but before the close of the fourth week of courses.
4. 25% tuition will be credited if the student withdraws after the fourth week of courses, but before the close of the sixth week of courses.
5. No tuition will be credited after the sixth week of courses.

Fifteen-Week and Sixteen-Week Courses

1. 100% tuition will be credited if the student withdraws within the first week of the course, but before submission of the first assignment (first assignment includes Course Requirements Checklist). The student's request will be processed as a drop for the purpose of refunding charges only, not for Financial Aid attendance or recalculating of aid.
2. 75% tuition will be credited if the student withdraws after submitting the first assignment and through the close of the fourth week of courses.
3. 50% tuition will be credited if the student withdraws after the fourth week of courses, but before the close of the eighth week of courses.
4. 25% tuition will be credited if the student withdraws after the eighth week of courses, but before the close of the twelfth week of courses.
5. No tuition will be credited after the twelfth week of courses.

Seventeen-Week Courses

1. 100% tuition will be credited if the student withdraws within the first week of the course, but before submission of the first assignment (first assignment includes Course Requirements Checklist). The student's request will be processed as a drop for the purpose of refunding charges only, not for Financial Aid attendance or recalculating of aid.
2. 75% tuition will be credited if the student withdraws after submitting the first assignment and through the close of the fifth week of courses.
3. 50% tuition will be credited if the student withdraws after the fifth week of courses, but before the close of the ninth week of courses.
4. 25% tuition will be credited if the student withdraws after the ninth week of courses, but before the close of the thirteenth week of courses.
5. No tuition will be credited after the thirteenth week of courses.

Intensives: The start of the course is defined as the first day that the course begins; it is not necessarily the first day of the in-class portion of the intensive. Some intensive courses require pre-work and/or post-work to be completed. These courses start as soon as the pre-work begins and continue until the last day to submit post-work. Any student who completes the official withdrawal procedure may receive a refund of tuition according to the schedule below. In the event of a total withdrawal, mandatory fees may be prorated. For refund purposes, a week begins at 12:00 a.m. the morning the course starts and closes at 11:59 p.m. seven days later.

1. One-Week Intensive

- 100% - Start of course to close of the first day
- 50% - Start of course to close of the second day
- 25%- Start of course to close of the third day
- 0% - After the close of the second day, the student is liable for all tuition.

2. Two-Week Intensive

- 100% - Start of course to close of the first day
- 50% - Start of course to close of the third day
- 25% - Start of course to close of the fifth day

0% - After the close of the fifth day, the student is liable for all tuition.

3. Three-Week Intensive

- 100% - Start of course to close of the first day
- 50% - Start of course to close of the fourth day
- 25% - Start of course to close of the eighth day
- 0% - After the close of the eighth day, the student is liable for all tuition.

4. Four-Week Intensive

- 100% - Start of course to close of the first day
- 50% - Start of course to close of the fifth day
- 25% - Start of course to close of the tenth day
- 0% - After the close of the tenth day, the student is liable for all tuition.

5. Five-Week through Eighteen-Week Intensives

- 100% - Start of course to close of the first week, but before submission of the first assignment (first assignment includes Course Requirements Checklist). The student's request will be processed as a drop for the purpose of refunding charges only, not for Financial Aid attendance or recalculating of aid.
- 75% - Submission of the first assignment through the close of the first quarter (1/4 of the course length)
- 50% - After the close of the first quarter (1/4), but before the close of the second quarter (1/2 of the course length)
- 25% - After the close of the second quarter (1/2), but before the close of the third quarter (3/4 of the course length)
- 0% - After the close of the third quarter (3/4), the student is liable for all tuition.

UNPAID ACCOUNTS

Tuition, and all other costs on a student's account are payable prior to or at the time of FCI. 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 an administrative withdrawal.

Students with unpaid accounts will not be eligible to register for subsequent terms. They will also be ineligible to receive an official transcript or diploma until the account is paid in full.

ADDITIONAL INFORMATION

Additional information regarding the University's academic and administrative policies and procedures can be found on the University website at www.Liberty.edu or www.Liberty.edu/online.

Financial Aid Information and Policies

Robert Ritz, B.S., M.Ed., Ph.D.

Senior Vice President of Student Financial Services

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 who would otherwise be unable to attend Liberty University. The student and the student's family are primarily responsible for the cost of higher education. A student who needs financial assistance is expected to contribute by working or borrowing a reasonable portion of the funds needed for educational expenses. The student's family, as applicable, is expected to make a maximum effort to assist in the payment of the expenses involved.

Financial aid is available to eligible students to help meet education-related expenses. The types of financial aid available include grants, scholarships, employment, loans and external aid sources. Grants and scholarships are "gift aid" and do not need to be repaid. Employment offered as a type of financial aid is paid at a pre-determined rate for work actually performed. Loans must be repaid to the lender based on the terms of the signed master promissory note and agreed repayment plan, typically after the student leaves school. The Financial Aid Office processes several different forms of external aid for both Online and Residential students. The Financial Aid Office does not approve or deny any form of external aid, but will process what has already been approved by a donor or funding entity.

All applicants for financial aid are required to:

1. Apply for admission to the University;
2. Be degree candidates. Student auditors, dually enrolled high school students and special non-degree students are not eligible for federal financial aid; and
3. Complete, electronically sign, and submit a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education (ED) by **January 15th** of each year in which federal student aid is desired. Liberty University must be selected as an institution to receive a student's Student Aid Report. Students are urged to apply early for optimum financial aid benefits. Complete the FAFSA on the web at <https://fafsa.ed.gov> and add Liberty's school code, 010392. Applicants should use their I.R.S Tax Return or Tax Return Transcript to input the requested income information. If needed, a copy of the Tax Return Transcript can be obtained by going to <https://www.irs.gov> and selecting "Get a Tax Transcript" under Tools. Lastly, select "Get Transcript Online."
For new students entering in the Spring semester, the preferred date to file the FAFSA is by October 1.
4. Complete verification when required.

Once the completed FAFSA is received by ED, information provided by the student on the FAFSA is used to generate a Student Aid Report (SAR). The SAR indicates the amount of money the student and/or the student's family is expected to contribute towards the student's education. This is called the Expected Family Contribution (EFC), and is used to determine the student's financial need.

The student's financial need is the difference between the Cost of Attendance and the EFC. The **Cost of Attendance** includes the educational expenses of:

- Tuition;
- Room and board (for students living on and off campus);
- Required fees;
- Books and supplies;

- Transportation; and
- 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 living in campus housing) are charged on the student's University bill.

Financial aid recipients are selected on the basis of demonstrated financial need, academic achievement, and other merits. Most financial aid awards are based on full time enrollment, which is a minimum of 12 credit hours for an undergraduate student per semester. ***Please note that normally 15 hours per semester is required to complete a 120 credit hour bachelor's degree within four years.*** Each financial aid recipient is issued an Award Notification Letter, which is the University's official estimate of financial aid. Award Notification Letters are emailed to the student's Liberty email account. It is the student's responsibility to review the award letter and notify the Financial Aid Office of any additional aid being received and of any desired reduction or cancellation of the aid offered. Students who want to reduce or decline federal loans that are awarded automatically to eligible students can complete a Federal Direct Student Loan Change Form in ASIST.

In order for a Liberty University student to continue to receive institutional or federal student aid, the student must maintain Financial Aid Satisfactory Academic Progress. The link to Liberty University's policy for determining satisfactory academic progress is listed below.

For more information on financial aid, visit the Financial Aid Office located in the Student Service Center at Green Hall or on the Internet web site at <http://www.liberty.edu/financeadmin/financialaid/index.cfm?PID=294>.

Financial Aid Satisfactory Academic Progress Policy (SAP)

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.

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/381>.

Financial Aid Withdrawal Policy

When students cease attendance in all classes in a given semester, 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. Dropping a course which reduces the number of sub-terms for which a student is enrolled will result in a recalculation of all components that make up the cost of attendance. Lastly, if a student registers full-time and subsequently withdraws from one or more courses which results in his or her remaining enrollment changing from full-time to part-time, the student will be charged the part-time tuition rate for the remaining courses in that semester. If the new tuition rate results in a balance, the student is responsible for paying this balance.

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/383>.

Financial Aid Repeat Policy

Federal regulations limit the amount of federal aid that can be used when repeating a course that has previously been passed with any grade higher than an “F”.

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/318>.

Financial Aid Disbursement Policy

Disbursing aid is the process in which the school pays funds directly to the student's school account from either internal or external aid sources, which is different from a refund. Financial aid is disbursed 21 days following a student's active half-time enrollment.

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/107>.

Additional information regarding how disbursements work including examples can be found at <http://www.liberty.edu/index.cfm?PID=15247>.

Consumer Information Statements

Liberty University, as permitted by federal regulation [34 CFR 668.41], electronically disseminates consumer information, including the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act information. Upon request, the institution will provide a free paper copy. Anyone signing or processing financial aid forms or seeking information or assistance at Liberty University must read, understand, and comply with the requirements disclosed.

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/82>.

Examples of Important Consumer Information

- Campus Crime Reporting and Statistics including:
 - ✓ Emergency Notification Procedures
 - ✓ Fire Safety Reporting
 - ✓ Hate Crimes Reporting
 - ✓ Missing Student Reporting Procedures
- Completion and Persistence Rates Information
- Constitution and Citizenship Day Information
- Drug Abuse and Prevention Program Information
- Equity in Athletics Disclosure Act Information
- Peer-2-Peer File Sharing Policy
- “Red-Flag” Rule (Identity Theft) Information
- Returning Service Members Policy
- Textbook Price and Cost Calculator Information
- Voter Registration Information

Student Rights and Responsibilities

Information about a student's rights and responsibilities regarding financial aid eligibility may be found in the Financial Aid Consumer Information Policy, which is published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/82>.

Award Terms and Conditions

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/377>.

Enrollment Levels and Types

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/104>.

Federal Title IV Student Aid Programs

ELIGIBILITY FOR FEDERAL AID

To receive federal aid, a student must:

- Be a United States Citizen or eligible non-citizen;
- Demonstrate financial need (except for certain loans);
- Have a high school diploma or a General Education Development (GED) certificate;
- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program;
- Certify that you are not in default on a federal student loan and do not owe money on a federal student grant;
- Have a valid Social Security Number;
- Register with the Selective Service if required. You can use the paper or electronic FAFSASM to register, you can register at <https://www.sss.gov>, or you can call 1-847-688-6888. (TTY users can call 1-847-688-2567.);
- Maintain satisfactory academic progress once in school;
- Certify that you will use federal student aid only for educational purposes.

FEDERAL PELL GRANT

Federal Pell Grant awards range from \$593 to \$5,920 for 2017-18 and vary from year-to-year. Award amounts are based on cost of attendance, enrollment status (full-time or part-time), and need analysis information provided on the Student Aid Report (SAR). Additional information may be found at <http://www.liberty.edu/index.cfm?PID=299>.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) is available for undergraduate students with an Expected Family Contribution of zero. In 2017-18, the maximum award amount is \$1,000 and can vary year to year. Students are required to be enrolled at least half-time, which is six credit hours for an undergraduate student, to maintain eligibility for this award. Additional information may be found at <http://www.liberty.edu/index.cfm?PID=299>.

FEDERAL TEACH GRANT SUMMARY

The Federal TEACH grant program is the first federal grant program that requires a service agreement and has the potential of converting to an unsubsidized loan with compounded interest from the original awarding date. The full policy and statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/88>.

FEDERAL DIRECT STUDENT LOANS

Federal Direct Student Loans are low interest loans available to students who are enrolled at least half-time. Students demonstrating sufficient need, based on the FAFSA, may be eligible for subsidized loan funds, in which the government pays interest accrued while they are in school and during the grace period. Students who do not have sufficient demonstrated need may be

eligible for unsubsidized loan funds, in which the student pays the interest. Students have the option of capitalizing the interest (adding it to the principal) while attending school or making payments on the interest while in school. Repayment begins six (6) months after students graduate, withdraw, break enrollment, or drop below half-time status. We encourage all borrowers to only borrow what is needed to cover educational expenses. Additional information regarding the Federal Direct Student loans can be found at <http://www.liberty.edu/index.cfm?PID=20361> and <https://www.liberty.edu/index.cfm?PID=23344#studentloans>.

FEDERAL DIRECT PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)

Federal Direct Parent Loans for Undergraduate Students (PLUS) are loans available to parents of dependent undergraduate students who are enrolled at least half-time. Credit-worthy parents may borrow up to the full cost of attendance minus all other aid. We encourage all borrowers to only borrow what is needed to cover educational expenses.

Additional information regarding the Federal Direct PLUS loans can be found at <http://www.liberty.edu/index.cfm?PID=20361> and <https://www.liberty.edu/index.cfm?PID=23344#studentloans>.

FEDERAL WORK STUDY (FWS)

The Federal Work Study program provides employment opportunities for students who have a demonstrated financial need based on 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 funds cannot be applied toward initial Financial Check-In. Federal Work Study is awarded to eligible students with remaining federally defined unmet need. Awards are made until projected program funds are depleted.

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/106>.

Virginia Student Aid Programs

VIRGINIA TUITION ASSISTANCE GRANT PROGRAM (VTAG)

Established in 1972, the Virginia Tuition Assistance Grant Program (VTAG) is designed to assist Virginia residents who attend accredited private, non-profit colleges and universities in Virginia excluding 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. For the 2017-18 academic year, the maximum VTAG award amount is \$3,300 (projected) for eligible undergraduate students and \$1,650 (projected) for eligible graduate students. Additional information about VTAG can be found at <http://www.liberty.edu/index.cfm?PID=22326>.

VIRGINIA TWO-YEAR COLLEGE TRANSFER GRANT (CTG) AND CTG PLUS PROGRAMS

Up to \$1,000 can be awarded to students who received an Associate's degree at a Virginia two-year public institution with a cumulative GPA of 3.00 on a 4.00 scale who are enrolled at a participating four-year institution. Virginia Two Year College Transfer Grant award projections will always be estimated awards until a final State budget is passed and a final roster of students is collected. Please keep in mind that this grant is subject to change

based on State budgetary needs. Additional information regarding CTG can be found at <http://www.liberty.edu/index.cfm?PID=299>.

REHABILITATIVE SERVICES

State and federal education benefits may be available to assist eligible students with varying degrees of physical disability (paralysis, sight, hearing, etc.). Eligibility requirements differ from agency to agency. For more information, contact the appropriate agency or the Financial Aid Office.

Liberty University Scholarships

GENERAL SCHOLARSHIP REGULATIONS

All recipients of Liberty University institutional scholarships, institutional aid, or any type of federal aid must complete and file a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education and complete verification, if selected. Virginia residents should also apply for the Virginia Tuition Assistance Grant Program (VTAG) through the Financial Aid Office. Annual application is not required for VTAG. In addition, each Liberty University scholarship recipient must accept all federal and state grants for which they are eligible as a condition of awarding the Liberty University scholarships. All scholarships are awarded for a period of one year, unless otherwise noted. Most resident scholarships are for prospective, full-time undergraduate students unless stated. For details regarding institutional scholarships and eligibility guidelines, please go to <https://www.liberty.edu/index.cfm?PID=298>.

The General Scholarship Rule (GSR)

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/380>.

Outside Scholarships

Outside scholarships are scholarships that students will use as additional funding. Scholarships may be awarded from foundations, churches, retail businesses, etc. Additional information about outside scholarships can be found at <http://www.liberty.edu/financeadmin/financialaid/index.cfm?PID=18417>.

Standard Corporate Tuition Assistance

Standard Corporate Tuition Assistance is when an employer pays Liberty University directly for classes during the semester. The student must contact his Human Resources department for information concerning continuing education benefits. Details about eligibility requirement and processing Standard Corporate Tuition Assistance can be found at <http://www.liberty.edu/index.cfm?PID=18417#STA>.

REIMBURSEMENTS

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

Appeal and Complaint Policies

Policies and processes for residential and online students who wish to file a complaint or appeal their financial aid awards are published online at <http://www.liberty.edu/financeadmin/financialaid/index.cfm?PID=19260>.

INSTITUTIONAL SCHOLARSHIP APPEAL PROCESS

The full policy statement and procedures are published in the Policy Directory online at

<https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/90>.

FINANCIAL AID GENERAL APPEAL FOR ASSISTANCE

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/89>.

VIRGINIA STATE GRANT APPEAL PROCESS

A formal appeal concerning the decision to deny approval for state grant eligibility may be filed by contacting the State Grants Coordinator in the Liberty University Financial Aid Office. The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/109>.

FEDERAL STUDENT LOAN APPEAL PROCESS

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/351>.

SUBMITTING COMPLAINTS OF FRAUD, WASTE, AND ABUSE TO THE OFFICE OF INSPECTOR GENERAL

Anyone suspecting fraud, waste or abuse involving U.S. Department of Education funds or programs should contact the Inspector General's Office. The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/93>.

STUDENT COMPLAINT RESOLUTION PROCESS

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/352>.

ATHLETIC SCHOLARSHIP APPEAL

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/84>.

CONTINUING EDUCATION (CE) APPEAL

Employees who are not eligible to receive a portion of their CE benefits due to an unusual credit hour count, such as 5 hours, may appeal the denial of their eligibility for the first three credit hours of the five hour course, if eligible, and pay for the remaining two out-of-pocket. The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/86>.

STATE CONSUMER COMPLAINT CONTACT INFORMATION

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/92>.

UNDERGRADUATE RESIDENT COMPLAINT REPORTING

The full policy statement and procedures are published in the Policy Directory online at <https://www.liberty.edu/administration/institutionaleffectiveness/index.cfm?PID=30130#/policy/94>.

ONLINE STUDENT COMPLAINT REPORTING

Online students may submit a complaint by completing the form available at this link: <https://www.liberty.edu/beacon>.

Center for Research & Scholarship

Elisa Rollins, MLIS

Assistant Vice Provost for Quality Enhancement of Undergraduate Education

PURPOSE

The Center for Research & Scholarship/CRS provides administrative coordination and resources to develop new and support ongoing curricular and co-curricular research initiatives at Liberty University, which includes administration of the Quality Enhancement Plan (QEP).

Quality Enhancement Plan

The Quality Enhancement Plan (QEP) is a course of action developed and implemented by the University every five years to enhance student learning and to fulfill a reaccreditation requirement from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

IMPROVES STUDENT LEARNING

The QEP is grounded in Liberty University's mission and purpose, which emphasizes the importance of helping students to develop knowledge, skills, and behaviors to impact their workplaces, their communities, and the world in accordance with their Christian faith and worldview. This emphasis includes assisting undergraduate students in developing competence in scholarship, research, and communication, as well as in the related skill sets of critical thinking and information literacy.

The QEP focus on research and scholarship also aligns with the 2014-2017 strategic plan. The six themes for the Strategic Plan indicate the main goals for Liberty University. Two of these themes are directly related to the QEP initiative.

Advancing Academic Reputation

- The efforts a university makes to increase the quality of curriculum, instruction, academic scholarship, and research. This results in higher levels of learning and academic achievement among current students and alumni, which is widely recognized by the community, prospective employers, benchmark institutions, and pertinent stakeholders. This is the foundation for developing and promoting the university as a top educational brand.

Capitalizing on Human Potential

- The efforts a university makes to recruit highly qualified and innovative personnel and provide them with opportunities to achieve their full potential through training and professional development. Employees are encouraged to utilize their skills to the best of their ability by providing them with a safe and secure work environment. This utilization will provide opportunities for these individuals to fulfill their own mission in life.

Making an intentional effort to establish an exemplary academic curriculum and optimize human capital through hiring and training faculty to equip students for academic and professional success are deliberate themes in the strategic plan. These themes build upon the founder's vision for the University to become a distinguished institution. Locating research within the curriculum, as the QEP proposes, builds on the University's historic strengths, ideological and philosophical commitments, and evangelical mission in the areas of teaching and learning, while also enabling the University to improve its productivity level and public reputation in the areas of research and scholarship.



Demonstrating Liberty's commitment to improve the quality of education for all our students, we have initiated a Quality Enhancement Plan (QEP). Our plan, entitled, "Illuminate: Cultivating a Community of Research," is a targeted course of action that promotes learning among the undergraduate residential students of our student body. The QEP is a central requirement for Liberty's reaffirmation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The QEP primarily focuses on improving student learning through research and scholarship. Through this plan, undergraduate residential students will benefit by developing as researchers and practitioners in their fields of study.

ADDITIONAL INFORMATION

To read more about the Center for Research & Scholarship, including the Quality Enhancement Plan, please visit www.liberty.edu/CRS.

Student Affairs

Mark Hine, B.S., M.Div., D.Min.

Senior Vice President for Student Affairs

Robert Mullen, B.S., M.Div., J.D.

Dean of Students

Joshua Brown, B.S., M.Ed., Ph.D.

Director for Research and Assessment

Dustin DuBose, B.S., M.Div.

Executive Director of Residence Life

Melany Pearl, B.S., M.A.

Executive Director for the Center for Multicultural Enrichment

Keith Anderson, B.S., M.A., M.R.E., D.Min.

Executive Director for Student Health and Wellness Services

Office of the Senior Vice President

PURPOSE

The purpose of Liberty University's Office of the Senior Vice President for Student Affairs is to work with the administration, faculty and staff to foster an experience that promotes personal development and learning.

The Division contributes to the University's mission by preparing students for leadership and involvement in an increasingly diverse, technologically-sophisticated and complex global society.

Student Affairs carries out this mission by:

- Responding to the needs of students as they grow spiritually, academically and socially
- Presenting leadership opportunities and offering leadership training
- Maintaining an atmosphere that provides fertile ground for spiritual growth
- Offering co-curricular programming that encourages students' academic growth
- Promoting and celebrating the rich cultural differences found at the University
- Assisting students in responsible decision-making

CODE OF CONDUCT

The administration and faculty have committed Liberty University 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. Liberty holds the development of men and women of strong Christian character as one of its foremost goals. Firm moral conviction and dependable self-discipline are as important as academic competence.

The specific rules, regulations and policies that govern student behavior are found in *The Liberty Way*, which is available online at <http://www.liberty.edu/libertyway> (login required).

The Academic Code of Honor is published in the Academic Information and Policies section of this catalog.

Office of the Dean of Students

The Office of the Dean of Students comprises the Office of Community Life, Office of Student Life, Student Counseling Services, Commuter Student Life, Graduate Student Life, Online Student Life and the Title IX Office. The Office exists to meet the emotional, physical and spiritual needs of each student in a way that promotes holistic student development and individual maturity. For

additional information, visit the Office of the Dean of Students' website at <http://www.liberty.edu/studentaffairs/deanofstudents>.

OFFICE OF TITLE IX

The purpose of the Office of Title IX is to oversee compliance with Title IX pursuant to the Education Amendment of 1972. Liberty University is committed to providing students and employees with an environment free from sex based discrimination, which can include sexual harassment, sexual assault, sexual misconduct, and other forms of sex-based discrimination. All members of the Liberty community are expected to treat everyone with a spirit of Christian love, mutual respect, and individual dignity

OFFICE OF COMMUNITY LIFE

The purpose of the Office of Community Life is to engage students to actively experience a holistic community through abiding by the code of conduct, participating in restorative practices, receiving mentoring, and utilizing conflict resolution. Community Life seeks to engage students in a critical time of personal development to educate and equip them to better live in community with one another.

Center for Multicultural Enrichment

The purpose of the Center for Multicultural Enrichment is to promote cultural harmony and foster a cohesive campus community through programming focused on racial wellness. For additional information, visit the Center for Multicultural Enrichment's website at <http://www.liberty.edu/center4me>.

Office of Residence Life

The purpose of the Office of Residence Life is to provide a quality on-campus living experience that fosters a diverse community, academic growth, and the holistic development of students. It collaborates with other Student Affairs departments to provide a holistic student life experience.

ON CAMPUS LIVING

Liberty University requires all unmarried students under the age of 21 to live on campus. Students living on campus must be currently enrolled in a residential program and must be attending classes on campus.

All students must complete financial check-in prior to occupancy and must agree to the terms and policies as outlined in the on-campus "Housing Agreement". Students who are married or 25 years of age or older (at any time during the semester) are not allowed to live on campus. Rooms are assigned on a first-come, first-served basis. Detailed information is available online at <http://www.liberty.edu/residenceLife>.

The Office of Residence Life employs a team of professionals and paraprofessionals on the residence hall:

Resident Director

Resident Directors (RDs) oversee the residence halls, as well as the Resident Assistant teams on each floor. Additionally, they are responsible to enforce the standards of *The Liberty Way* while promoting the overall well-being of the students residing in the halls.

Resident Assistant

Resident Assistants (RAs) provide leadership to students in the residence halls in the form of discipline, discipleship and overall oversight.

OFF CAMPUS LIVING

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 in order to live off campus. For specific information regarding the off-campus living policy, contact the Office of Student Life.

The Office of Student Life provides an online “Apartment Finder” that lists apartments, houses, rooms, etc. that are available for rent or for sale in the Lynchburg area. Rental fees generally range from \$500 to \$800 per month. The “Apartment Finder” can be found on the Office of Student Life website at <http://www.liberty.edu/apartmentfinder>.

Student Government Association

The purpose of Liberty University’s Student Government Association (SGA) is to involve the student body in the administrative process and to promote well-being and a sense of responsibility among students. The SGA is also available to hear student concerns and to convey an understanding of student needs to the administration.

Membership in the Student Government Association is open to all currently-enrolled resident and commuter students who are not on any form of probation or suspension and have professed their faith in Jesus Christ.

For additional information, visit the SGA’s website at <http://www.liberty.edu/sga>.

Student Clubs and Organizations

Student clubs and organizations must request and receive permission from Liberty University administration before they may meet on campus, advertise, distribute or post materials or use any University facilities for activities or events. All club or organization-sponsored activities or events must be consistent with the University’s mission and must be and remain in compliance with *The Liberty Way*, the Honor Code and any policies or procedures promulgated by the University. The University reserves the right to refuse the use of its facilities for any reason to any student club, organization, activity or event.

Information and policies regarding student clubs, as well as a list of approved clubs and organizations is available online at <http://www.liberty.edu/index.cfm?PID=19868>.

Student Health

Center & Wellness Initiatives:

PURPOSE STATEMENT

The department of Student Health Center and Wellness Initiatives seeks to provide quality medical health services and educational programming that promotes healthy living in the university community.

DEPARTMENT OBJECTIVES:

- Provide designated clinics and services that are cost-effective and responsive to student needs.
- Promote campus-wide wellness initiatives so as to reduce the impact of illness and other health concerns which may interfere with student success.

- Maintain the security of student health records and oversee the official release of information to comply with federal and state regulations.
- Coordinate the distribution of self-disclosed student medical information among university departments so that students with health related needs might secure the necessary support services.

Liberty University Student Health Center located in Green Hall near the LaHaye Student Union is a service of Central Virginia Family Physicians (CVFP), providing quality medical care and assisting students and faculty in maintaining and optimizing their health. Effective Fall 2016, Liberty University and its counseling program will be partnering with nationally recognized CVFP-Medical Group to provide students with quality medical and mental health services, health promotion, and preventive care. A \$160 student health fee built into tuition and fees each semester will cover a wide variety of services in our Student Health Center.

Office hours are Monday – Friday, 8:00 AM to 5:00 PM. The office is closed from 12:00 PM to 1 PM. To schedule an appointment, please call (434) 338-7774. Additional information is provided on the Health Services webpage at <http://www.lustudenthealth.com/>

STUDENT AFFAIRS OFFICE LOCATIONS

Senior Vice President for Student Affairs	GH 2750
Dean of Students Office	GH 1880
Student Counseling Services	GH 1830
Office of Community Life	GH 1880
Commuter Student Life	GH 1885
Graduate Student Life	GH 1875
Online Student Life	GH 1887
Title IX Office	GH 1837
Office of Residence Life	Commons II, T030
Residence Leadership	
Residence Housing	
Center for Multicultural Enrichment	Montview
LEAD Fellowship	Student Union
Cultural Competency	Room 2500
Campus Relations	
Student Government Association	Montview Student Union, Room 3560
Health and Wellness	
Health Center and Wellness Initiatives	GH 1898
LU Student Health Center	GH 1880

Office of Spiritual Development

David Nasser

Senior Vice President for Spiritual Development

Josh Rutledge

Vice President for Spiritual Development

The Office of Spiritual Development manages and oversees all the co-curricular *ministry* and *mission* of Liberty University—providing vision, structure, and commonality between the various departments that service Liberty University students, faculty, and staff. The following departments answer to the Office of Spiritual Development.

LU Send

David Welch

Executive Director, LU Send

Brandon Milks

Associate Director, LU Send

LU Send develops Champions for Christ through academic enrichment and cultural engagement in group travel.

ADDITIONAL INFORMATION

For more information on LU Send visit the website at: <http://www.liberty.edu/lusend>.

LU Serve

Dr. Lew Weider

Executive Director, LU Serve

LU Serve develops Champions for Christ through local, domestic, and international engagement opportunities.

ADDITIONAL INFORMATION

For more information on LU Serve visit the website at: <http://www.liberty.edu/luserve>.

LU Stages

Ashley Lison

Executive Director, LU Stages

LU Stages develops Champions for Christ through campus-wide events and Ministry experiences.

ADDITIONAL INFORMATION

For more information on LU Stages visit the website at: <http://www.liberty.edu/lustages>.

LU Shepherd

Dr. David Wheeler

Executive Director, LU Shepherd

Tim Griffin

Director, LU Shepherd

LU Shepherd develops Champions for Christ by fostering a holistic community through peer mentorships, pastoral care, and life-skills training.

ADDITIONAL INFORMATION

For more information on LU Shepherd visit the website at: <http://www.liberty.edu/lushepherd>.

Liberty Worship Collective

Scott Bullman

Executive Director, Liberty Worship Collective

Louis Fabrizi

Associate Director, Liberty Worship Collective

The Liberty Worship Collective exists to cultivate and influence vibrant worship on campus and around the world.

ADDITIONAL INFORMATION

For more information on Liberty Worship Collective go to <http://www.liberty.edu/worshipcollective>.

Center for Online Engagement

Will Scheren

Associate Director, Center for Online Engagement

The Center for Online Engagement provides comparable resources of Spiritual Development content and opportunities online.

ADDITIONAL INFORMATION

For more information on the Center for Online Engagement visit the website at: <http://www.liberty.edu/onlineengagement>.

Campus Recreation

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

Senior Vice President for Auxiliary Services

Kirk Handy, B.S.

Vice President and Director of Athletics – Club Sports

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

Vice President of Campus Recreation

The Department of Campus Recreation provides a variety of options for resident and online 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 offers something for everyone.

Student Activities

Steph Ward, B.S., M.S.

Director of Student Activities

The Student Activities department 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.

Student Activities provides an extensive variety of entertainment opportunities, usually free or at an exclusive Liberty University student discount price. Events range from concerts featuring nationally acclaimed performers (Lecrae, Switchfoot, For King & Country, Needtobreathe, and more) to movie nights, game nights, student concerts, art expos and more. For detailed information visit the Student Activities website at www.liberty.edu/sa or call (434) 592-3061.

Outdoor Recreation

Mike Ellsworth, B.S., M.A.

Director of Outdoor Recreation

The Outdoor Recreation Department plans and executes a wide range of outdoor events and trips each semester. Outdoor Recreation staff provide opportunities for students to go white water rafting, kayaking, horseback riding, fly fishing, hiking, and camping. The Outdoor Recreation Department also hosts the Liberty Mountain Trail Series, which comprises 6 trail races during the fall and spring semesters.

HYDAWAY OUTDOOR RECREATION CENTER

The Hydaway Outdoor Recreation Center features an eight-acre lake with beach access for swimming, as well as outdoor equipment rentals. Students can check out items such as, canoes, kayaks, fishing gear, camping gear, and mountain bikes. Additionally, team building and leadership development courses can be scheduled for groups on our high and low ropes course. The facility has twelve campsites and multi-purpose space for group meetings as well as events.

LIBERTY MOUNTAIN TRAIL SYSTEM

The Liberty Mountain Trail System consists of over 65 miles of single and double track trails and logging roads that spans approximately 5,000 acres. The mountain rises to over 1,360 feet and offers something for all difficulty levels, from a leisurely stroll to the Liberty University Monogram, to cross country and gravity-fed trails for both hiking and mountain biking. A trail map and additional information is available online at www.liberty.edu/trails.

Recreation Centers

Jamie Swyers, B.S., M.P.H.

Director of Recreation Centers

Recreation Centers (which includes the LaHaye Recreation and Fitness Center, Montview Bowling Alley, Montview Game Room, and David's Place, provide multiple opportunities for meeting the recreational, fitness, and wellness needs of the University family. More information is available online at www.liberty.edu/campusrec/reccenters or by calling (434) 592-3223.

LAHAYE RECREATION AND FITNESS CENTER

The LaHaye Recreation and Fitness Center offers students a variety of co-curricular environments that provide vital physical and social outlets for the development of a well-rounded collegiate experience. This includes state of the art fitness equipment, 7 basketball courts, 4 racquetball courts, 2 indoor soccer fields, a rock wall, an aquatic center, an indoor track, six group exercise studios, and more. Students have the opportunity to participate in a variety of programs including over 60 group fitness classes per week, personal training, bouldering classes, fitness workshops and competitions.

MONTVIEW BOWLING ALLEY AND GAME ROOM

The Montview Bowling Alley provides 8 bowling lanes and 2 billiards tables. Bowling balls and shoes are available for rental. Students can bowl by the game or by the hour. Bowling memberships are available for purchase for unlimited bowling. The Montview Game Room provides board games, PS4 games, XBOX One games, pool cues, paddles, and other equipment for checkout. There are several game consoles, billiard tables and table tennis tables available for use with the checked out equipment.

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. Formerly Campus East Clubhouse, David's Place is a recreational center that offers billiards, a theatre (featuring a Blu-ray player with a surround sound system), video gaming room (with Playstation 4), and a heated outdoor pool with patio heaters on the pool deck. The facility also features a Jamba Juice and Bistro '71. Jamba Juice is a great place for a healthy breakfast, quick lunch, or a delicious snack. Jamba Juice is also known for their great tasting fruit smoothies. Bistro '71 Express is our grab-and-go location offering delicious flatbread melts and gourmet pizettes.

Additional Facilities

EQUESTRIAN CENTER

The Equestrian Center is home to Liberty Hunter and Western Equestrian Teams, as well as student boarders and physical education riding classes. Three main barns hold 52 horse stalls, 8

grooming stalls, and 5 indoor wash stalls with hot water. There are air-conditioned and heated boarder and team tack rooms, feed rooms, offices, equestrian team locker rooms and showers, team lounge and study rooms, classroom, and each barn has restrooms and a kitchen. Wireless internet is throughout the boarder barn. All stalls are rubber matted, 12' x 12', with sliding front doors and Dutch back doors, most with an all-weather outdoor run. High ceilings and 14' wide aisle ways make the barns roomy and airy.

All horses get daily turnout in 18 pastures, each from 5 to 10 hilly acres with automatic waterers and loafing sheds. There are miles of trails for boarders to ride on the mountain, in addition to the two brand new riding arenas. The 120' x 300' outdoor ring has lights and an automatic water cannon watering system. The 120' x 300' indoor ring is one of largest in Virginia, with state-of-the-art lights and ventilation, and is used for collegiate and other shows, in addition to daily riding. Altogether, the Liberty Equestrian Center is nearly 400 acres, with 60 stalls, and 72,000 square feet of high tech riding surface.

LAHAYE ICE CENTER

This LaHaye Ice Center is the home of the Flames and Lady Flames Hockey teams as well as home of the LU Figure Skating, and Synchronized Skating teams. During non-practice hours, students can enjoy ice skating, hockey and broomball. The LaHaye Ice Center also offers Learn to Play Hockey, Learn to Skate sessions, and academic classes. Additional information on programs and scheduling is available by calling (434) 592-3953 or online at <http://www.lahayeicecenter.net/>.

LIBERTY MOUNTAIN SNOWFLEX CENTRE

Ryan Leeds
General Manager

Liberty Mountain Snowflex® Centre, located off Candler's Mountain Road, consists of two main distinct ski runs. This includes a beginner slope, intermediate slope, advanced slope, terrain park, a 260-foot tubing run, a trampoline and a 50 x 50 ft. Airbag for air awareness training. The 550-foot terrain run has three jumps with a quarter pipe at the bottom, and a 550-foot ski slope with multiple rail features for all levels.

The ski lodge is an 8,000 square foot facility at the base of the ski runs. This building houses the ticket office, ski school, event scheduling, 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, amazing view of the campus and the Blue Ridge Mountains. The Snowflex Centre is a great venue for birthday parties, business meetings, classes, and events. It hosts multiple ski and snowboard summer camps along with fun activities all summer long. The Liberty Mountain Snowflex Centre is open all year round for Liberty University students and public access.

SKATE PARK

The Liberty Mountain Skate Park is located in the Candler's Mountain Shopping Center. The Skate Park is an indoor facility which allows students and the community to skate board, BMX, or inline skate all year round. The Park has various features for beginners through advanced, such as: three mini ramps, quarter pipe, hubba box, hand rails, foam pit, and a bowl.

Outdoor Facilities

SAND VOLLEYBALL COMPLEX

Consisting of eight courts, which were completed in two phases, this facility is a premiere venue in the area. Lights provide the opportunity for evening play. The complex is the home for Liberty's men's and women's Beach Volleyball Teams and coed

intramural sports leagues. It is also available for pick up play for the Liberty University students.

EAST CAMPUS ATHLETIC COMPLEX

The East Campus Athletics Complex was completed in August 2011. Two fields are surfaced with an in-filled synthetic turf that is the home of men's and women's lacrosse teams. A third astro turf field is the home of the women's field hockey team. All three fields are used for intramural sports play that includes soccer, flag football and ultimate Frisbee. A fieldhouse with offices, team rooms and locker rooms is also located at the complex.

LIBERTY MOUNTAIN ATV PROGRAM

Nestled in Liberty University's Hydaway Outdoor Recreation Center property, a ¼ mile-long wooded loop offers a variety of features for ATV's.

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 and track, students must enroll and pass an ATV safety course.

LIBERTY MOUNTAIN INTRAMURAL SPORTS COMPLEX

This recreational facility was completed on East Campus in fall 2012. It consists of four distinct areas. A 220,000 square foot, multi-purpose turf area is the home to flag football, softball and ultimate Frisbee. A natural grass, recreational softball field sits next to the turf area. Due to the enormous popularity of the sand volleyball courts built in spring semester 2012, four additional courts were added to make a total of eight courts at Liberty University.

Also part of the complex is a sand training area known as "The Patch," a large sand pit and training course similar to those used by Navy SEALs at the Naval Special Warfare Center in Coronado, CA. It allows individuals to utilize a "functional" training method, using body weight instead of free weights as resistance. The Patch offers not only functional strength training but also jump training, sand pit training, balance, stabilization training, and core training. The individual is able to develop many planes of training that is not possible in any other standardized workout method. For the student looking for a total body workout, the Patch is the perfect training facility.

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.

PAINTBALL FIELDS

Liberty University's Paintball Team has a premiere facility to prepare for and host 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.

DISC GOLF COURSE

The Disc Golf Course is located on the mountain near the Hydaway Outdoor Recreation in conjunction with the Liberty Trail System, and serves as the home of the Liberty Flames Disc Golf Team. Disc golf is similar to traditional golf in that players tee off and attempt to reach a particular hole in the fewest number of strokes. Unlike normal golf, however, players throw discs, and the "holes" are actually elevated baskets made of metal. The 27-hole course includes tee pads for beginners and experts alike.

Usage will vary from intramural sports leagues, to open recreational play among students.

3-D ARCHERY RANGE

Located on Liberty Mountain, is a 3-D Archery Range nestled in 10 acres for the Liberty Flames Archery Team. 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 Team 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 Lone Jack Mountain property through memberships at the Hydaway Outdoor Recreation Center bow hunting program. In order to qualify you must provide proof of a Virginia resident hunting license, and pass a safety class/proficiency test. Students who meet these requirements will be permitted to bow hunt during the fall and spring seasons on Liberty's Lone Jack Mountain.

Club Sports

All Club Sport teams are overseen and administered by the Club Sports department. Each team has a designated coach who is responsible for all team management. These teams provide the opportunity for students to compete against other colleges and universities with the same interests.

Our mission is to develop successful teams by providing administrative structure and financial support to enrich student's collegiate experience through athletic competition and academic integration.

Information on club sports offerings is available at <http://www.liberty.edu/campusrec/clubsports/>.

MEN'S CLUB SPORTS

Archery	Racquetball
Beach Volleyball	Rock Climbing
Crew	Shooting Sports
Cycling	Ski & Snowboard
Disc Golf	Swimming & Diving
Equestrian	Taekwondo
Gymnastics	Triathlon
Hockey (DI, DII & DIII)	Volleyball
Lacrosse	Ultimate
Paintball	Wrestling

WOMEN'S CLUB SPORTS

Archery	Racquetball
Beach Volleyball	Rock Climbing
Crew	Shooting Sports
Cycling	Ski & Snowboard
Disc Golf	Synchronized Skating
Equestrian	Taekwondo
Figure Skating	Triathlon
Gymnastics	Ultimate
Hockey(DI & DII)	Wrestling

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.liberty.edu/ims>.

Men's Ultimate Frisbee	Table Tennis
Women's Ultimate Frisbee	Coed Volleyball
Coed Ultimate Frisbee	Men's Basketball
Bowling	Women's Basketball
Men's Broomball	Men's 4 v 4 Flag Football
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
Disc Golf	Coed-Kickball
Dunk Contest	Whiffleball
Racquetball	Spikeball

Intercollegiate Athletics

Administration

Ian McCaw, B.S., M.S.

Director of Athletics

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

Senior Associate Athletics Director, Internal Operations

Tim East, B.S., M.S.

Senior Associate Athletics Director, External Operations

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

Senior Associate Athletics Director for Academic Affairs

Erin Hagen, B.S., M.B.A.

*Associate Athletics Director, Senior Woman Administrator
Title IX Coordinator*

Bob Good, B.S., M.B.A.

*Associate Athletics Director for Development
Executive Director, Flames Club*

Kevin Keys, B.S.

Executive Producer of Broadcast Communications

Bert Locklin, B.S., M.A.

Associate Athletics Director for Compliance

Todd Wetmore, B.S.

Associate Athletics Director for Communications

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 20 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 dominant member of the Big South Conference since 1991, winning 12 Big South Sasser Cups (top team annually in the conference) and more than 140 conference titles since joining the league.

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 <http://www.LibertyFlames.com>.

MEN

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

WOMEN

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

ACADEMIC AFFAIRS FOR ATHLETICS

The primary mission of Academic Affairs for Athletics at Liberty University is to provide continuous academic, athletic, social, and spiritual development for each student athlete. Utilizing

the expertise of our staff in collaboration with institutional programs at Liberty University, our student-athletes receive professional advising, career and academic skill development, tutoring, and mentoring services. Our program assists student-athletes in finding and maintaining a balance between the demands of athletics and academics while preparing them as socially responsible individuals for life after athletics.

CHEERLEADING

Jordan Ballard, Head Coach

Mission and Philosophy

The mission of the Liberty University cheerleading squad is first to glorify the Lord Jesus Christ in everything, including and especially through cheerleading. Second, Liberty University cheerleaders are ambassadors for the university who are to reflect the spiritual, academic, social, emotional and physical values and expectations of the university. Third, the Liberty University cheerleading squad is to provide positive support for athletics teams, to serve at various university and community events, and to participate in fundraising activities to support the program. In participating in these activities and events, the cheerleaders will work to improve recognition and loyalty to Liberty University, promote student and fan morale and excitement, and develop and promote the Liberty University cheerleading squad. The team verses are Colossians 3:23-24: "Whatever you do, work at it with all your heart, as working for the Lord - It is the Lord Christ you are serving." This passage reflects the standard of excellence for which Liberty University cheerleaders strive in their service to the Lord Jesus Christ.

Program Structure and Basic Information

The Liberty University cheerleading squad comprises between 16-22 coed stunt couples. The cheerleaders practice 3-4 times per week and workout 2-3 times per week. Game day includes football, volleyball, and basketball games. The top cheerleaders represent Liberty University in the Coed DIA division at the UCA College National Championship in January. The rest of the squad competes at CCA Nationals in March. Partial scholarships are available and are awarded on the basis of skills and character. For more information on the program or the application process, tryout procedures and scholarship aid, please visit us online at www.LibertyFlames.com/cheerleading or contact the coaching staff at cheer@liberty.edu.

STUDENT FLAMES CLUB

The Student Flames Club exists to promote school spirit, enhance the Game Day atmosphere, and to give the student body an avenue to identify with the University's athletics programs. Membership is only \$25 (valued at \$50) and available to all residential & online students.

Member Benefits:

- SFC T-shirt and drawstring backpack
- 10% discount at the Liberty University Barnes & Noble

Bookstore

- Coupons and discounts at local restaurants and stores
- Member of the Month recognition and prizes (Apple TV, FitBit, LU Bookstore prize pack)

- Opportunity to reserve premium tailgating space for all home football games

- First priority on tickets for select away games and postseason events

- Invitation to exclusive SFC events

*Membership and benefits are valid for the 2017-18 academic year.

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 Green Hall, provides 24/7/365 full service protection by Police and Emergency Services personnel to all properties owned and/or controlled by the University. Liberty University Police Officers are duly sworn with full law enforcement powers and responsibilities, similar employees of a local police department or sheriff's office. 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. University Police Officers are responsible for the full range of public safety services, including, but not limited to, all crime reports, investigations, medical emergencies, traffic accidents, enforcement of laws about underage drinking, 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) 592-7641 (non-emergencies) or (434) 592-3911 (emergencies). Additional information is available online at <http://www.liberty.edu/lupd>.

PUBLIC SAFETY SERVICES

LUPD provides several service-oriented functions to the University community consisting of more than 20,000 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, conducting criminal investigations to facilitating an on-campus safe ride program during hours when the campus transit system is not in service.

LUPD works in conjunction with LU Student Affairs to facilitate Operation Identification. This is a nationally recognized identification system in which students engrave an identification number on personal property items kept on campus, such as bicycles, computers, radios, stereo systems, etc. Operation Identification has been proven effective in the recovery of stolen items and is offered at no cost to the student.

LUPD provides, upon appointment and a nominal fee, Fingerprinting Services for Liberty University students, employees and their families for a small fee.

LUPD is proud to offer classes in firearms, range safety and NRA's "Refuse to be a Victim" to students, employees and their families free of charge.

Extensive efforts are made to create a campus environment that fosters personal safety, property security, and learning for all members of the University community. Always remember "if you see something, say something", reporting anything that looks out of the ordinary or suspicious to LUPD immediately.

EMERGENCY NOTIFICATION SYSTEM

In conjunction with AtHoc, Liberty University has implemented the Campus Alerting System. This system allows all

University constituents to receive notification when 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.

Register your contact information online at <http://www.liberty.edu/lupd>.

CAMPUS CRIME REPORT

Liberty University fully abides by the Campus Security Act of 1990, the Higher Education Act Reauthorization of 2008 and the Violence Against Women Reauthorization Act of 2013. All of these enacted laws are designed to protect the communities of higher education institutions by ensuring that information concerning crime statistics, fire statistics, fire suppression systems and emergency information is readily available. This information is available to the Liberty University community online at <http://www.liberty.edu/lupd> or upon request at the LUPD office.

AUTOMOBILE REGISTRATION

Students, faculty and staff members must register their vehicles through the online parking registration system at <https://www.liberty.edu/myParkingDecal/>. Once registration is completed, you will receive an email receipt. Print this receipt off and place it in the front windshield of your vehicle to act as a temporary parking authorization until you receive your parking decal. If it is the beginning of the school year, then your parking decal will be mailed to you, however after the school year begins, decals must be picked up at the LUPD front office or at a designated location to be announced. Watch the parking decal information page online at <https://www.liberty.edu/index.cfm?PID=19238> for information on parking decal mailing.

Visitors must obtain a temporary parking hangtag in order to park on campus. These hangtags are available at LUPD or any number of secondary distribution sites across campus. For more information on the location of secondary distribution sites or traffic and parking regulations visit <http://www.liberty.edu/lupd>.

Liberty University Transit Services

Liberty University Transit Services operates a comprehensive transportation system that is designed to make the campus and the surrounding community accessible to students, faculty, and staff, while reducing the dependency on single occupancy vehicles. This is accomplished through an efficient intra-campus transit system, a complete carpool program with park and ride and satellite parking programs, airport/train and bus station shuttle services, as well as partnerships with apartment communities to bring improved transportation service options to commuters.

Intra Campus Service

During the semester, service is available on weekdays from 4:30 AM–2:00 AM and weekends from 8:00 AM–2:00 AM. Intra Campus service is provided by five primary routes. Service frequency is every 20 minutes but can be as frequent as every five minutes depending on the time of day.

Off Campus Services

Service to various local apartments is available through two routes operating from 7:00 AM–9:00 PM Monday-Friday during school days. Students are also eligible to receive free bus passes good for use on the local public transit service provided through the Greater Lynchburg Transit Company (GLTC). Shuttle service to

and from the Lynchburg Regional Airport, Kemper Street AMTRAK/Greyhound Station, and Roanoke Regional Airport is available through web reservation.

Intra campus and off campus services operating by Liberty University buses can be tracked in real-time with estimated departures provided for every bus stop. The system can be accessed at <http://liberty.prod.ridesystems.net/>.

Charter Services

A charter bus fleet of six mini buses, three mid-size 32-seat coaches, four full-size 52-seat motor coaches, and one 22-seat motorhome coach provides the University community with short to long range charter services. Buses and coaches are proudly branded with Liberty University marks and mid/full-size coaches feature onboard satellite TV and wireless Internet services. Power outlets are available on full-size coaches.

For more details regarding Liberty University Transit Services see <http://www.liberty.edu/transit>.

ID & Campus Services

ID & Campus Services is dedicated to connecting students to Liberty University via their Flames Pass ID card as well as assisting students in receiving financial refunds, per diems, and/or stipends via BankMobile Technologies.

Flames Pass: The Flames Pass is your official Liberty University ID card and the key to many resources and privileges both on and off campus. It remains valid as long as you are actively enrolled. It also provides access to Flames Cash, which allows you to carry money in a safe and secure format. You can receive a Flames Pass by visiting ID & Campus Services with a valid government issued photo ID or request one online via the Photo Upload Application.

BankMobile: Liberty University uses the disbursement service offered by BankMobile Technologies for the disbursement of student refunds, per diems, and stipends. Once you are financially checked-in, an activation code is sent to your mailing address on file with Liberty University, allowing you to select a refund preference.

Additional Services Offered: Meal plan assistance, lost and found, notary services, information desk, postage stamps & letter drop. ID & Campus Services is happy to assist you at (434) 582-7771 or for more information visit <http://www.liberty.edu/CampusServices>.

Student Service Center

The Student Service Center houses the offices of **Financial Aid**, **Student Accounts**, and the **Registrar**. Our mission is to help our guests with any questions they may have and to guide as needed to the correct office for further assistance.

We will ensure that we understand your situation, research your situation, and provide accurate information in a timely manner.

The Student Service Center **Lobby** is open from 8:00 a.m. - 5:00 p.m. Monday, Wednesday through Friday. The Lobby is closed for Convocation on Monday, Wednesday, and Friday from 10:30 a.m. - 11:30 a.m.

The Student Service **Call Center** is open 8:00 a.m. - 4:45 p.m. on Monday - Friday and closed for Convocation on Wednesday from 10:30 a.m. - 11:30 a.m.

If you have any questions regarding your academic account or student account, please visit the Student Service Center located at Green Hall in room 1569 or call our office at (434) 592-5100 or toll-free (888) 632-5551 for assistance.

The Student Service Center offers free notary services to students, faculty, and staff.

Additional resources and information are available online at <http://www.liberty.edu/studentservicecenter>.

Student Advocate Office

The Student Advocate Office (SAO) is a "one-stop" office for answers to all your questions.

It is normal for college students to have questions about financial aid, housing, account holds, balances, personal issues and roommate conflicts. We serve as a liaison for you to other departments to help you get your questions answered.

Our focus is to help each resident student from their first day at Liberty to graduation – through problem solving, one-on-one appointments, financial aid guidance, scholarship assistance or just a listening ear, we are here for you.

The Student Advocate Office is located in DeMoss Hall. For more information call (434) 582-7200 or visit the website at <http://www.liberty.edu/sao>.

International Student Center

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

Dean, International Student Programs

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. The ISC now sponsors more than 50 events per year celebrating international students and their cultures and giving international students an opportunity to enjoy their experience in the U.S.

The International Student Center is the primary location for information and activities for current international students. International Student Advisors, the International Student Retention Specialist, the International Student Operations Coordinator and Office Manager and the International Student Operations Assistant and Health Insurance Representative are all housed in the International Student Center. More information regarding the ISC and additional information for international students is provided at www.liberty.edu/international.

Liberty University Bookstore

Located at the entrance to Main Campus, the Liberty University Campus Bookstore is a two-story, 20,000 square foot, freestanding 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/>.

Career Center

The Career Center provides professional resources in career planning and employment services to Liberty University men and women, equipping them with the ability to obtain a position that will utilize their God-given talents to impact the world for Christ.

Our purpose is to facilitate Christ-centered, positive partnerships and engagement opportunities among students, alumni, faculty, staff and employers locally, nationally and worldwide.

We assist all students, and alumni with:

- Planning and implementing career objectives focusing on their development and identity formation through assessments, cover letter and resume review, and interview critiques.
- Identifying internship and post-graduate employment opportunities meeting their post graduate career goals.

We assist employers in:

- Establishing and maintaining a relationship with Liberty University and its various departments, students and Alumni.

- Meeting their staffing needs for internships and employment (both entry level and seasoned professionals) locally, nationally and worldwide.
- Organizing on-site, off-site and on-line introductions and informational sessions with the Liberty community.

Information Services

John Gauger

Chief Information Officer

Vice President of Analytics

IT HELPDESK

The IT HelpDesk assists students with computer problems by phone, remote assistance, or walk –in service. HelpDesk hours and other resources such as the Liberty University Knowledge Base (HelpDesk DIY) are published online at <http://www.liberty.edu/helpdesk>. The HelpDesk is located at Green Hall Room 1539 and DeMoss Hall 2414; to contact by phone call (866) 447-2869 or (434) 592-7800.

ON-CAMPUS WIRELESS INTERNET

Information Technology has implemented a 95% campus-wide wireless network. This network allows students to access the internet and other network resources while in range of one of our many wireless access points.

COMPUTER LABS

Computer labs are available for students, faculty, and staff to use in various locations including the DeMoss Learning Center and the Jerry Falwell Library. Over 1500 computers, including Macs and Windows-based computers are open daily.

ONLINE LEARNING PLATFORM

Liberty provides students with an online learning platform called Blackboard®. Blackboard serves a variety of purposes, allowing professors to make announcements, post assignments, and interact with students. Students will use Blackboard to submit coursework, complete online tests, and interact with their classmates.

ADMINISTRATIVE SOFTWARE APPLICATION

Liberty uses an application called Banner to house all Liberty user account information. Banner is accessible to Liberty staff, faculty, alumni, and students and is used to manage accounts information such as financial aid, student accounts, etc. Students access Banner (ASIST) from the main Liberty website and use ASIST to register for courses, complete financial check-in, view academic records, and update personal information.

TECHNOLOGY EDUCATION CENTER

The Technology Education Center (TEC) provides IT-related training to faculty and staff. Testing services are also offered to the University, students, and the general public for certification fields of expertise including Cisco®, Microsoft®, Oracle® and more. For more information on Training or Certification Testing, visit <http://www.liberty.edu/TEC> or contact by phone call (434) 592-7820.

IT MARKETPLACE

The IT Marketplace, Liberty's Campus Technology Store, provides students, faculty, and staff with a variety of hardware and software options at discounted prices. Please check out our campus store location in DeMoss Hall 2414 or online at www.liberty.edu/ITMarketplace.

MOBILE APPLICATIONS

Liberty Today is a free application that houses access to numerous Liberty focused media releases including Liberty News, Liberty TV Channel, Liberty Journal, Journey FM Radio, and others. The application also keeps users connected with modules for Blackboard, Flames Cash, Degree Completion Plan, Campus Maps, lab computer/laundry availability, and more. Currently available for Android and Apple devices.

Additional information, including how to download Liberty mobile applications, can be found at <http://www.liberty.edu/LibertyToday>.

IPTV

IPTV allows students to watch over 20 television channels anywhere on campus on their personal computer through Liberty's wireless internet connection. IPTV can be accessed at <http://www.liberty.edu/IPTV>.

MYLU PORTAL

The myLU portal is a customizable website that allows students to access a wide variety of Liberty information. It features widgets (small software programs) that display a specific piece of information such as Blackboard, Flames Cash, Liberty news, class schedule, Liberty announcements, financial aid information, and more. The portal can be located at <http://mylu.liberty.edu>.

NETWORK PRINTING

Multiple network print stations are provided for students at Main Campus and Green Hall. A printer account is provided to every student and print costs are charged to their student account.

ONLINE WEB PRESENCE

Liberty provides an official webpage that can be used to access all Liberty information and major services such as Webmail, Banner (ASIST), Blackboard, Official Announcements, University Calendar, and Financial Aid. Liberty's official webpage can be viewed at <https://www.liberty.edu>.

Office of Disability Academic Support (ODAS)

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

Director, Office of Disability Academic Support

Associate Professor of Education

Under the umbrella of the College of Applied Studies and Academic Success (CASAS), the Office of Disability Academic Support 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.

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 request form each semester giving Disability Support Advisors permission to send the request 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
- Interpreters
- Assistive technology lab
 - 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
 - CCTV – magnification hardware for the visually impaired

Deaf and Hard of Hearing Services

Jackie Owen, A.A.

Coordinator/Interpreter

Deaf and Hard of Hearing Services

Housed within the office of Disability Academic Support (ODAS), Deaf and Hard of Hearing Services provides accommodations for students who are d/Deaf or hard of hearing. These services may include the provision of qualified Sign Language interpreters for academic classes and related events, cultural mediation, note takers, academic advising, priority classroom seating, and priority pre-registration.

Liberty University Student Health Center

Liberty University Student Health Center located in Green Hall near the LaHaye Student Union is a service of Central Virginia Family Physicians (CVFP), providing quality medical care and assisting students and faculty in maintaining and optimizing their health. Effective Fall 2016, Liberty University and its counseling program will be partnering with nationally recognized CVFP-Medical Group to provide students with quality medical and mental health services, health promotion, and preventive care. A \$160 student health fee built into tuition and fees each semester will cover a wide variety of services in our Student Health Center.

Office hours are Monday – Friday, 8:00 AM to 5:00 PM. Office is closed from 12:00 PM to 1 PM. To schedule an appointment, please call (434) 338-7774. Additional information is provided on the Health Services webpage at <http://www.lustudenthealth.com/>.

Liberty University Dining Services

Liberty University Dining Services are offered at several locations throughout the campus. Reber-Thomas Dining Hall, the main campus dining facility, offers three dining sessions during the fall and spring semesters: breakfast, lunch, and dinner. Other on campus dining locations include Doc's Diner, Simply to Go, Tilley Student Center, Baskin Robbins, Bistro LXXI Express, Flames Zone, Dunkin Donuts, Sub Connection, Jamba Juice, Hill City Bistro & Crave, Cravings Food Truck, and Tinney Café.

Students residing on campus may select from a variety of meal plans and meal plan points which are added to the Flames Pass. Commuter students purchase meal plans and points on a semester basis. Many student meal plans can also be utilized at more than thirty off campus dining locations.

To assist with special dietary needs, a registered dietician works alongside the culinary team to ensure compliance with health food standards, make dietary restriction accommodations, and to help facilitate general nutritional education with the students.

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

Liberty University Postal Services

The Liberty University Postal Service exists to serve all postal needs of the University's students, staff and faculty. Offering domestic and international shipping options at a reduced rate than the general post office, Liberty University Postal Services is the best choice for all shipping and receiving needs.

The Liberty University Post Office is located in Green Hall Room 1940 and maintains hours of operation from 8:30 a.m. to 5:00 p.m., Monday-Friday. Closed for convocation from 10:30 a.m. to 11:45 a.m. on Monday, Wednesday, and Friday.

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

University Services – Online Program

Academic Advising

Jeff Lenington, B.S., M.B.A.

Director of Academic Advising

Each student has access to professional Academic Advisors who will assist the student with choosing and scheduling courses. Academic Advisors 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.

New students will need to contact an Admissions Specialist who will guide students in course selection for the first semester and assist in all other preparations until the first day of class. On the first day of the first sub-term in which students are enrolled, 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. Students are each assigned a personal webmail account, which they are advised to check on a weekly basis.

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.

Career Center

Director: Richard Glass

The Career Center strives to assist students in realizing their God-given potential through developing career and education decisions that are rooted in their faith and values. They provide services and resources to help students utilize their academic training in preparation for their professional development. Through the Career Center, residential and online students, as well as alumni, have access to career services without closing hours.

CAREER SERVICES

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

Career Assessment Test – Focus 2 (Free to Students)

Local and Regional Industry Specific Career Fairs

LUNETWORK - Online Job Database for internships, fulltime and part-time opportunities all over the country.

Resume and Cover Letter Workshops and Critiques

Job Search and Research

Graduate School Preparation

Internships and Externships

The Washington Fellowship

Several programs are available to assist students in determining career goals and implementing appropriate educational plans. Through the Career Center, online job listings, career counseling, and a computerized career assessment, students are encouraged to explore various occupational fields, develop job-hunting skills, and research graduate education programs. Students are also encouraged to participate in 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>.

LUNETWORK – JOB DATABASE

Liberty University's exclusive employer relationship database, LUNETWORK, is the on-line database that has thousands of employers looking for Liberty students, recent graduates, and alumni. Employers from all over the country (and world) are purposefully posting positions looking for Liberty talent. Postings include internships and full time positions for both new graduates and seasoned professionals. Students and alumni can post their resume and search the database for positions all over the world. Residential and Online Students and Alumni are eligible to utilize LUNETWORK for life.

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. Internships are available in major cities all across the country, including Washington DC, New York City, Chicago, Orlando, and many more. 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 student's academic department Faculty Internship Advisor (FIA). Contact your department to identify your FIA.

The Career Center also provides a special internship opportunity through the Washington Fellowship (WF). This program allows students to live and work in Washington D.C. where they are placed in internships relevant to their career or academic interests. Students in the WF earn six credits of internship while taking six online credits. Additional leadership and professional development training are also available to participants.

IMPORTANT INFORMATION REGARDING LICENSURE-BASED DEGREE PROGRAMS, INTERNSHIPS AND CLINICAL PLACEMENTS

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their Liberty University program should be aware that a criminal background check, finger printing, or drug screening may be required by Liberty University and/or the host facility.

Internships, Practica, and Clinical Placements

In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the university will make reasonable efforts to place admitted students in field experiences and internship, it will be up to the FIA to determine whether a student will be allowed to work at that facility.

Licensure-Based Degree Programs

Students in licensure-based degree programs are responsible for understanding the requirements of the program by becoming thoroughly familiar with the Degree Completion Plan (DCP) and the academic school's web page that outlines degree requirements.

Students should further be aware that a criminal record may jeopardize licensure by the State certification body. Students seeking licensure are urged to contact the relevant licensing agency

to determine the licensing requirements for the jurisdiction. Successful completion of a program of study at Liberty University does not guarantee licensure, certification, or employment in the relevant occupation.

Disability Support

Director: William Denton McHaney

The Liberty University 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 <http://www.liberty.edu/online/index.cfm?PID=15644> (login required) or contact the Liberty University Online ODAS staff at luoodas@liberty.edu.

Information Services

John Gauger

Chief Information Officer

Vice President of Analytics

IT HELPDESK

The IT HelpDesk assists students with computer problems by phone, remote assistance, or walk –in service. HelpDesk hours and other resources such as the Liberty University Knowledge Base (HelpDesk DIY) are published online at <http://www.liberty.edu/helpdesk>. The HelpDesk is located at Green Hall Room 1539 and DeMoss Hall 2414; to contact by phone call (866) 447-2869 or (434) 592-7800.

ONLINE LEARNING PLATFORM

Liberty provides students with an online learning platform called Blackboard®. Blackboard serves a variety of purposes, allowing professors to make announcements, post assignments, and interact with students. Students will use Blackboard to submit coursework, complete online tests, and interact with their classmates.

ADMINISTRATIVE SOFTWARE APPLICATION

Liberty uses an application called Banner to house all Liberty user account information. Banner is accessible to Liberty staff, faculty, alumni, and students and is used to manage accounts information such as financial aid, student accounts, etc. Students access Banner (ASIST) from the main Liberty website and use ASIST to register for courses, complete financial check-in, view academic records, and update personal information.

TECHNOLOGY EDUCATION CENTER

The Technology Education Center (TEC) provides IT-related training to faculty and staff. Testing services are also offered to the University, students, and the general public for certification fields of expertise including Cisco®, Microsoft®, Oracle® and more. For more information on Training or Certification Testing, visit <http://www.liberty.edu/TEC> or contact by phone call (434) 592-7820.

IT MARKETPLACE

The IT Marketplace, Liberty's Campus Technology Store, provides students, faculty, and staff with a variety of hardware and software options at discounted prices. Please check out our campus store location in DeMoss Hall 2414 or online at www.liberty.edu/ITMarketplace.

MOBILE APPLICATIONS

Liberty Today is a free application that houses access to numerous Liberty focused media releases including Liberty News, Liberty TV Channel, Liberty Journal, Journey FM Radio, and others. The application also keeps users connected with modules for Blackboard, Flames Cash, Degree Completion Plan, Campus Maps, lab computer/laundry availability, and more. Currently available for Android and Apple devices.

Additional information, including how to download Liberty mobile applications, can be found at <http://www.liberty.edu/LibertyToday>.

MYLU PORTAL

The MyLU portal is a customizable website that allows students to access a wide variety of Liberty information. It features widgets (small software programs) that display a specific piece of information such as Blackboard, Flames Cash, Liberty news, class schedule, Liberty announcements, financial aid information, and more. The portal is accessed at <https://www.mylu.liberty.edu>.

ONLINE WEB PRESENCE

Liberty provides an official webpage that can be used to access all Liberty information and major services such as Webmail, Banner (ASIST), Blackboard, Official Announcements, University Calendar, and Financial Aid. Liberty's official webpage can be viewed at <https://www.liberty.edu>.

Intensives

Intensive course schedules, enrollment procedures, tuition and fees, transportation and lodging information are accessible online at <http://www.luonline.com/index.cfm?pid=14244>.

Jerry Falwell Library

Rorie Fredrich, B.S., M.L.I.S.

Associate Dean, Research and Customer Service

The Jerry Falwell Library services are organized and provided through a highly qualified faculty and staff. A broad range of support is provided to help students and faculty use information resources and technology effectively. These services include online tutorials, topic-specific workshops, personalized research assistance, and software support.

The Jerry Falwell Library provides many 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, online students have direct toll-free telephone, chat, and email support through the library's Online Call Center, which provides access to research and instruction librarians and staff. The Jerry Falwell Library is committed to being the primary library for Liberty University Online students by offering timely personal contact and document delivery in order to meet their academic needs. This includes the delivery of books and journal articles as well as research and reference services.

Liberty University Online students can contact the library by email: research@liberty.edu chat: <http://www.liberty.edu/library/chat-faq/> local phone: (434) 582-2221 and toll-free phone: (800) 424-9595 then select the "Additional Support Office" option.

Liberty Online Engagement

Liberty University Online Engagement exists to provide comparable resources that are afforded to residential Students of Liberty University from the Office of Spiritual Development to online students. Various online resources are offered including:

- Live and recorded streaming events including Convocation, Campus Community, and special events. Go to [facebook.com/LibertyOSD](https://www.facebook.com/LibertyOSD).
- Live Discussions with other online students
- Watch videos produced by from our LU Shepherd and LU Serve, to learn about spiritual growth and ministry opportunities - www.facebook.com/LibertyOSD.
- Learn about information regarding LU Send Trips – [facebook.com/LibertyOSD](https://www.facebook.com/LibertyOSD).
- Submit a prayer request

More information is available at <http://www.liberty.edu/osd/onlineengagement/index.cfm?PID=34767>

Convocation and Campus Community

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 Convocation and Campus Community services. Liberty University Online students are encouraged to attend Campus Community services as well as Convocation when completing on-campus intensives. All of these services are streamed on Facebook Live at www.facebook.com/LibertyOSD.

Liberty University Bookstore

Course materials are not included in the cost of tuition. However, through Liberty University Online bookstore, MBS Direct, you can purchase textbooks and related course materials, track previous orders, sell your old textbooks and much more. It is MBS Direct's goal to minimize your textbook cost and provide you with the best online shopping experience possible. Purchases may be made online through <http://www.mbsdirect.net/liberty> or by phone at (800) 325-3252.

It is recommended that you purchase your course materials at least ten days before the start of your course(s) to ensure a timely delivery. When ordering, please verify whether you are enrolled in an 8- or 16-week course format. Liberty does not guarantee that required course materials will be available after the sub-term start date.

Materials for practica and required intensives can be purchased from MBS Direct. Tuition does not cover the cost of course materials.

Office of Military Affairs

Emily Foutz, B.S., M.A.

Director of Military Affairs

The Office of Military Affairs is a knowledgeable resource for servicemembers and veterans, to help those who serve achieve their academic goals. The services provided include military and veteran benefit counseling to help each student through the process of requesting Tuition Assistance and veterans benefits, processing and follow-through with the government agencies, and assistance when military deployment, temporary duty, and permanent change of station orders presents a challenge to academic progress.

Military Affairs collaborates with military and veteran organizations to offer a wide variety of military supportive programs, including , GoArmyEd, College of the American Soldier, Navy College Program Distance Learning Partnership (NCPDLP), and the Air University – Associate to Baccalaureate Cooperative (AU-ABC) Program. Liberty University is also part of the Servicemembers Opportunity Colleges (SOC) Degree Network System (DNS) and continues to participate in the Department of Veterans Affairs Yellow Ribbon Program.

For more information, please visit the Military Student web page at <http://www.liberty.edu/militaryaffairs>.

Online Enrollment Communications

Carissa N. Kregenow, B.S., M.B.A.

Director of Online Enrollment Communications and Development

Instructional Media

The Enrollment Communications and Development Office provides instructional media, including webinars and tutorial videos, to new and current students in order to help them successfully acclimate to the online learning environment. Webinars are offer via web conferencing, and include topics such as:

- New Student Orientation
- Navigating Blackboard®
- Institute of Military Resilience
- The Jerry Falwell Library
- Funding Your Education
- Tutor.com 101

Tutorial videos are also available covering a variety of topics including how to register for courses in ASIST, completing Financial Check-in, and how to set up your university email on your smart phone.

For more information about instructional media offerings, or to register for a webinar event, visit <http://www.liberty.edu/instructionalmedia>.

Eagles Landing

In order to provide quick and easy access to information and resources that students use most frequently, students are encouraged to visit the Eagles Landing web page at <http://www.liberty.edu/eagleslanding>. Here they will find a plethora of relevant material, such as important dates and deadlines, department contact information, academic and career support resources, and tools for success.

Liberty Landing

Liberty Landing is a private Facebook community and virtual student union for our online student body to network with peers, seek

answers from Academic Advising, be involved, and meet classmates. All new and current students are invited to join Liberty Landing by visiting <http://landing.liberty.edu>. While a Facebook login will be required to set up a Liberty Landing account, students may choose during setup to keep their personal Facebook profile separate from their Liberty Landing profile in order to maintain privacy.

Online Student Advocate Office

Joses Merat, B.S., M.A.M.L.

Director of Online Advocate Office

The Liberty University Online Student Advocate Office is committed to making the distance student's experience at Liberty University both positive and life changing. The office works directly with advisors as well as university support offices to help students overcome obstacles on the journey from enrollment through graduation. Online students have a unique email to access these services. The Liberty University Online Advocate team is available via email at luostudentadvocate@liberty.edu or online at: www.liberty.edu/online/student-advocate-office.

Online Student Life

Ted Whitney, B.S.

Executive Director of Student Life

The Office of Online Student Life engages online students by connecting them with one another, staff and faculty and to campus resources. Go to www.liberty.edu/OnlineStudentLife for online counseling resources, community groups, campus resources and social media pages.

Online Writing Center

Shelah Simpson, B.S., M.A.R., M.A., Ph.D.

Director, Online Writing Center

Assistant Professor of English

The Online Writing Center (OWC) was established as part of Liberty's efforts to improve student writing and thus offers writing-related services tailored to the University's online student population. OWC tutors are trained Christian graduate students from multiple LUO degree programs. Through the Online Writing Center web page (<http://www.liberty.edu/onlinewritingcenter>), online students can submit drafts of upcoming assignments to receive tutor feedback, schedule appointments to speak online with a tutor, use live chat or e-mail to ask quick grammar or citation questions, and offer suggestions for further writing aids the OWC should consider developing. Students may contact the OWC by emailing onlinewriting@liberty.edu but should not submit drafts for review to this email address. All drafts must be submitted using the submission link on the web page.

Tutor.Com

Liberty University Online has partnered with Tutor.com, the leading live, online tutoring service in the United States. Tutor.com may be accessed by students who are part of our online student body via an Internet web browser or mobile application, with a network of more than 2,200 expert tutors available around-the-clock. Subjects include math, science, finance, accounting, economics, social studies, English, real-time research paper review, and citizenship test preparation.

This partnership also enriches and enhances the current services provided by Liberty University's Virtual Career Center, coupling its vast resources with Tutor.com's real-time resume/cover letter writing and review in addition to live assistance from certified career specialists.

For additional information visit the Tutor.com webpage at <http://www.liberty.edu/online/index.cfm?PID=23274>.

Jerry Falwell Library

Angela M. Rice, B.A., M.L.S.

Dean, Jerry Falwell Library

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

Associate Dean, Planning, Administration and Operations

Pavel Vasioutovitch, B.S., M.B.A.

Associate Dean, Technologies and Collection Services

Rorie Fredrich, B.S., M.L.I.S.

Associate Dean, Research and Customer Service

Faculty

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

Electronic Resources Librarian

Kimberly J. Day, B.S., M.L.S.

Resource Sharing Librarian

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

Head, Cataloging and Metadata Services

Anne Foust, B.S., M.L.S.

Cataloging Librarian

Matthew Grannell, B.A., M.L.I.S.

Head, Collection Management

Amanda Hahn, B.S., M.S.L.S.

Research Assistance Librarian

JoHannah Lowder, B.A., M.L.S.

Scholarship Librarian

Sean McNulty, B.A., M.Th., M.L.S.

Graduate Research Assistance Librarian

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

Graduate Research Assistance Librarian

Shelley Oakley, B.S., M.L.I.S.

Curriculum Librarian

Nathaniel Pockras, B.A., M.L.S., M.A.

Electronic Resources Librarian

Barbara Potts, B.A., M.L.I.S.

Coordinator, Scholarly Communications

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

Archivist

Cynthia Schmidt, B.A., M.S.

Head, Communication and Customer Services

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

Research Assistance Librarian

Timothy Siegel, B.S., M.A., M.S.L.S.

Systems Librarian

Gregory A. Smith, B.A., M.L.S., M.B.A.

Director, Management Information Services

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

Acquisitions Librarian

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

Collection Management Librarian

PURPOSE

The Jerry Falwell Library is the focal point of academic life at Liberty University. Strategically located in the center of campus, the library supports teaching, learning, and research by providing information, resources, spaces, and related services for the Liberty University community.

OVERVIEW

A collection of approximately 70,000 highly used and recently published titles is available for browsing. The majority of the collection is housed in an automated storage and retrieval system allowing the library to conserve space for student use. With over 30 group study rooms, 7 learning commons, outside terraces, and a spacious atrium, the library has spaces to support the needs of all students. During the academic term, the library is open daily for Liberty University and surrounding communities.

INSTRUCTIONAL RESOURCES

The Jerry Falwell Library has innovative technology, including an active learning classroom where classes are offered in finding and using information. It also features perceptive pixel tables, collaborative technologies for group study, a media wall and self-serve kiosks.

The computing resources within the library consist of over 160 computers housed in a computer learning commons and stand-up stations throughout the facility. With the exception of machines reserved for library catalog searching, library computers have a variety of software titles available for student use, including Microsoft® Office, Adobe® Creative® Suite, Mathematica, and SPSS.

All library computers have a high-speed connection to the Internet. In addition, wireless network signal is available throughout the facility, allowing laptop computer and mobile device users to access the full array of network resources.

COLLECTIONS

The library is an integral part of the educational process, providing digital and traditional information resources to support the University curricula and mission. The Jerry Falwell Library collects and organizes resources across a wide range of formats, including books, periodicals, media, musical scores, curricula, and archival materials. Its physical collections consist of approximately 400,000 volume equivalents and approximately 600 current print periodical subscriptions.

The Jerry Falwell Library continues aggressively collecting resources to support both residential and online students equally. Digital information resources provided by the library include over 500,000 electronic items and content from more than 80,000 unique full-text journals. The library provides access to more than 550 online research resources from companies such as Alexander Street Press, American Psychological Association, EBSCO, Elsevier, Emerald, Gale, JSTOR, LexisNexis, ProQuest, SAGE, Standard and Poor's, and Wiley. A large majority of these print and electronic resources are available by searching a single discovery tool, Summon. Resources can be accessed directly from this discovery tool or users are able to make a request for materials to be purchased which are not currently owned by our library.

Students and faculty can request to borrow materials from libraries across the United States through the 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 Jerry Falwell Library bears responsibility for collecting and providing access to academic publications and historical records created by members of the Liberty University community through its online repository known as the Digital Commons. Physical resources related to the history of the institution are kept in the Archives department.

CURRICULUM LIBRARY

The Curriculum Library supports the School of Education at Liberty University by providing access to a variety of instructional resources. Offerings include teacher-edition textbooks and teaching materials for pre-school through grade twelve, including teaching English as a second language, as well as standardized educational assessments. 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 are found in the main collection of the Jerry Falwell Library.

SERVICES

The Jerry Falwell Library services are organized and provided through a highly qualified faculty and staff. A broad range of support is provided to help students and faculty use information resources and technology effectively. These services include classroom-based instruction, topic-specific workshops, personalized research assistance, and software support. The Customer Service Center on the main floor of the library serves as a starting point for help with borrowing services, research questions, and computer assistance.

The Jerry Falwell Library provides many 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, online students have direct telephone, chat, and email support through the library’s Online Call Center, which provides access to research assistance librarians and staff. A Customer Service Center, staffed with librarians and specially trained research support specialists, is available during all hours the library is open. The Jerry Falwell Library is committed to being the primary library for Liberty University Online students by offering timely personal contact and document delivery in order to meet their academic needs. This includes the delivery of books and journal articles as well as research and reference services.

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 Jerry Falwell Library benefits from collaboration with other agencies and professionals through membership in the American Theological Library Association, the Christian Library Consortium, Lyasis, the Virginia Library Association, VIVA (the Virtual Library of Virginia), the Center for Research Libraries, and other information services organizations.

Programs of Study

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

Academic Programs

At the undergraduate level, Liberty University defines a degree program as a major. *Concentrations and cognates* within given majors are listed under the major. Liberty University defines a Concentration as a specific grouping of 18 or more credit hours that may be offered within the requirements for an Undergraduate Major or Graduate Program. A Cognate/Specialization is defined as a specific grouping of 9 to 17 credit hours that may be offered within the requirements for an Undergraduate Major or Graduate Program.

The requirements for graduation for all undergraduate programs are listed in this Catalog and on Degree Completion Plans (DCP) which can be accessed at <http://www.liberty.edu/index.cfm?PID=2981>. Specific Course Requirements and Course Sequences for all residential majors may be found at <http://www.liberty.edu/casas>.

A course planning schedule is provided in order for students to plan their classes for upcoming semesters. The planning schedule presents every class offered and the terms where it is scheduled to be taught. This schedule is sorted alphabetically by class. You can find the course planning schedule by visiting the following site: <http://www.liberty.edu/academics/registrar/index.cfm?PID=23103>.

Undergraduate students declare a major when they are accepted to Liberty. They may process a change of major at any time following matriculation through the College of Applied Studies and Academic Success (CASAS). Exceptions are majors which require acceptance into the program, i.e., Athletic Training, Education, Individualized Studies, Interdisciplinary Studies, and Nursing majors.

Unless published in this Catalog, no other undergraduate degree programs or major and minor fields can be offered by Liberty and students must be aware that Liberty has no responsibility to offer any degree program, major, or minor unless such information is found in this publication. ***At least 50% of the semester hours in the major for any program of study or minor must be earned at Liberty University with the exception of the A.A. in Interdisciplinary Studies.***

Teacher Licensure

Liberty University offers teacher licensure programs which are approved by the State of Virginia Department of Education.

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

Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education. Licensure information is also available at <http://www.liberty.edu/uguide>.

Listing of Programs of Study

College of Applied Studies and Academic Success

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Interdisciplinary Studies	✓	✓	
Bachelor of Arts (B.A.)			
Interdisciplinary Studies	✓		
Associate of Arts (A.A.)			
Interdisciplinary Studies	✓	✓	
Associate of Applied Sciences (A.A.S.)			
Technical Studies	✓		
Minors			
Technical Studies	✓		

College of Arts and Sciences

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Family and Child Development	✓		
Family and Consumer Sciences	✓		✓
<i>Cognate: Professional and Creative Industries</i>	✓		
Fashion and Interiors	✓		
<i>Concentration: Fashion Design</i>	✓		
<i>Concentration: Fashion Merchandising</i>	✓		
<i>Concentration: Interior Design</i>	✓		

PROGRAMS OF STUDY

History	✓	✓	
Mathematics	✓		✓
<i>Cognate: Actuarial</i>	✓		
Social Sciences	✓		✓
Bachelor of Arts (B.A.)			
American Sign Language and Interpreting	✓		
English	✓		✓
History	✓		
Philosophy	✓		
Spanish	✓		✓
Teaching English as a Second/Foreign Language	✓		✓
Minors			
American Sign Language	✓		
Chinese	✓		
Creation Studies	✓		
Creative Writing	✓	✓	
English	✓		
Family and Consumer Sciences – Clothing and Textiles	✓		
Family and Consumer Sciences – Family and Child Development	✓		
Family and Consumer Sciences – General	✓		
French	✓		
German	✓		
History	✓	✓	
International Studies	✓	✓	
Linguistics	✓		
Mathematics	✓		
Military History		✓	
Military Leadership	✓		
Philosophy	✓		
Spanish	✓		
Writing	✓	✓	

School of Aeronautics

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Aeronautics	✓		
<i>Concentration: Commercial/Corporate</i>	✓		
<i>Concentration: Global Studies</i>	✓		
<i>Concentration: Unmanned Aerial Systems</i>	✓		
<i>Cognate: Military</i>	✓		
Aviation		✓	
Aviation Administration	✓		
<i>Cognate: Aviation Safety Management</i>	✓		
<i>Cognate: Flight</i>	✓		
Aviation Maintenance	✓		
<i>Cognate: Management</i>	✓	✓	
<i>Cognate: Unmanned Aerial Systems</i>	✓		
Associate of Arts (A.A.)			
Aeronautics - Airline Flight Attendant	✓		
Aviation Maintenance	✓		
Minors			
Aeronautics	✓		
Airline Flight Attendant	✓		
Undergraduate Certificates			
Certificate in Aviation Maintenance Technician	✓		

School of Behavioral Sciences

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Human Services	✓		
Psychology	✓	✓	
<i>Cognate: Addictions and Recovery</i>		✓	
<i>Cognate: Christian Counseling</i>		✓	
<i>Cognate: Counseling</i>		✓	
<i>Cognate: Criminal Psychology</i>	✓	✓	
<i>Cognate: Crisis Counseling</i>		✓	
<i>Cognate: Developmental Psychology</i>	✓	✓	
<i>Cognate: Industrial/Organizational Psychology</i>	✓		
<i>Cognate: Life Coaching</i>	✓		
<i>Cognate: Military Resilience</i>		✓	
<i>Cognate: Sport Psychology</i>	✓		
<i>Cognate: Substance Abuse Counseling</i>	✓		
Social Work	✓	✓	
Associate of Arts (A.A.)			
Psychology		✓	
Minors			
Christian Counseling		✓	
Family Advocacy, Public Policy and the Future		✓	
Marriage and Family Studies		✓	
Parenting and Child/Adolescent Development		✓	
Psychology	✓	✓	
Sociology	✓		
Undergraduate Certificates			
Certificate in Military Resilience		✓	

School of Business

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Accounting	✓	✓	
Business Administration	✓	✓	✓
<i>Concentration: Automotive Dealership Management</i>	✓	✓	
<i>Concentration: Finance</i>	✓	✓	
<i>Concentration: Financial Planning</i>	✓	✓	
<i>Concentration: Healthcare Management</i>			
<i>Cognate: Communications</i>	✓	✓	
<i>Cognate: Digital Marketing and Advertising</i>	✓	✓	
<i>Cognate: Economics</i>	✓	✓	
<i>Cognate: Entrepreneurship</i>	✓	✓	
<i>Cognate: Green and Sustainable Management</i>		✓	
<i>Cognate: Human Resource Management</i>	✓	✓	
<i>Cognate: International Business</i>	✓	✓	
<i>Cognate: Leadership</i>		✓	
<i>Cognate: Marketing Analytics</i>	✓	✓	
<i>Cognate: Marketing Sales Management and Professional Selling</i>	✓	✓	
<i>Cognate: Project Management</i>	✓	✓	
<i>Cognate: Public Administration</i>		✓	
Computer Science	✓		✓
<i>Cognate: Cyber Security</i>	✓		
<i>Cognate: General</i>	✓		
<i>Cognate: Information Security</i>	✓		
<i>Cognate: Software Engineering</i>	✓		
<i>Cognate: Web and Mobile Programming</i>	✓		

PROGRAMS OF STUDY

Healthcare Administration		✓	
Informatics	✓	✓	
<i>Cognate: Healthcare Informatics</i>	✓	✓	
Information Systems	✓	✓	
<i>Cognate: Accounting Information Systems</i>	✓	✓	
<i>Cognate: Data Networking</i>	✓	✓	
<i>Cognate: Database</i>	✓	✓	
<i>Cognate: Global Studies</i>	✓		
<i>Cognate: Information Assurance</i>	✓	✓	
Information Technology	✓	✓	
<i>Cognate: Application and Database Development</i>	✓	✓	
<i>Cognate: Data Networking and Security</i>			
<i>Cognate: Gaming Design</i>			
<i>Cognate: Web and Mobile Programming</i>			
Associate of Arts (A.A.)			
Accounting		✓	
Business		✓	
Information Systems		✓	
Minors			
Accounting	✓	✓	
Business	✓	✓	
Computer Science	✓		✓
Information Security	✓	✓	
Information Systems	✓	✓	
Undergraduate Certificates			
Certificate in Accounting		✓	
Certificate in Application Development		✓	
Certificate in Business Administration		✓	
Certificate in Database		✓	
Certificate in Data Networking		✓	
Certificate in Financial Planning		✓	
Certificate in Healthcare Management		✓	
Certificate in Information Assurance		✓	
Certificate in International Business		✓	
Certificate in Project Management		✓	
Certificate in Web Development		✓	

School of Communication and Digital Content

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Communication	✓		
<i>Concentration: Communication</i>	✓		
<i>Concentration: Integrated Communication</i>	✓		
Digital Media	✓		
<i>Concentration: Audio</i>	✓		
<i>Concentration: Performance</i>	✓		
<i>Concentration: Video</i>	✓		
<i>Concentration: Writing for Digital Media</i>	✓		
Journalism	✓		
Strategic Communication	✓		
<i>Cognate: Social Media Management</i>	✓		
<i>Cognate: Strategic Communication</i>	✓		
Minors			
Digital Media – Audio	✓		
Digital Media – Editing	✓		
Digital Media – Performance	✓		
Digital Media – Video	✓		
Digital Media – Writing for Digital Media	✓		
Journalism	✓		

Rawlings School of Divinity

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Biblical and Educational Studies		✓	
Camp and Outdoor Adventure Leadership	✓		
<i>Cognate: Global Studies</i>	✓		
<i>Cognate: Sport Outreach</i>	✓		
<i>Cognate: Youth Ministries</i>	✓		
Christian Leadership and Church Ministries	✓		
<i>Cognate: Biblical Studies</i>	✓		
<i>Cognate: Camp and Outdoor Adventure Leadership</i>	✓		
<i>Cognate: Global Studies</i>	✓		
<i>Cognate: Technical Studies</i>	✓		
<i>Cognate: Theology and Apologetics</i>	✓		
<i>Cognate: Women's Leadership</i>	✓		
<i>Cognate: Worship</i>	✓		
Christian Leadership and Management		✓	
<i>Concentration: Business Management</i>		✓	
Pastoral Leadership	✓		
<i>Cognate: Camp and Outdoor Adventure Leadership</i>	✓		
Religion		✓	
<i>Cognate: Biblical and Theological Studies</i>		✓	
<i>Cognate: Christian Counseling</i>		✓	
<i>Cognate: Christian Ministries</i>		✓	
<i>Cognate: Evangelism</i>		✓	
Religious Studies	✓		
<i>Cognate: Biblical Languages</i>	✓		
<i>Cognate: Global Studies</i>	✓		
<i>Cognate: New Testament</i>	✓		
<i>Cognate: Old Testament</i>	✓		
<i>Cognate: Theology and Apologetics</i>	✓		
Youth Ministries	✓		
<i>Cognate: Biblical Studies</i>	✓		
<i>Cognate: Camp and Outdoor Adventure Leadership</i>	✓		
<i>Cognate: Christian Leadership</i>	✓		
<i>Cognate: Cinematic Arts</i>	✓		
<i>Cognate: Coaching</i>	✓		
<i>Cognate: Global Studies</i>	✓		
<i>Cognate: Pastoral Leadership</i>	✓		
<i>Cognate: Sport Outreach</i>	✓		
<i>Cognate: Technical Studies</i>	✓		
<i>Cognate: Theology and Apologetics</i>	✓		
<i>Cognate: Women's Leadership</i>	✓		
<i>Cognate: Worship</i>	✓		
Bachelor of Arts (B.A.)			
Biblical Studies	✓		
Global Studies	✓		
Theology and Apologetics	✓		
<i>Cognate: Biblical Scholarship</i>	✓		
<i>Cognate: Global Studies</i>	✓		
<i>Cognate: Writing and Literature</i>	✓		
Associate of Arts (A.A.)			
Religion		✓	
Minors			
Apologetics and Cultural Engagement	✓		
Biblical Greek	✓		
Biblical Languages	✓		
Biblical Studies	✓	✓	
Camp and Outdoor Adventure Leadership	✓		
Church Ministries		✓	

PROGRAMS OF STUDY

Evangelism		✓	
Expositional Preaching	✓		
Global Studies	✓		
New Testament	✓		
Old Testament	✓		
Pastoral Leadership	✓		
Theology	✓		
Women's Leadership	✓		
Youth Ministries	✓		

School of Education

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Coaching	✓		
Early Childhood Education Interdisciplinary Studies		✓	
Elementary Education Integrated Studies	✓		
<i>Cognate: English</i>	✓		
<i>Cognate: Mathematics</i>	✓		
<i>Cognate: Science</i>	✓		
<i>Cognate: Social Science</i>	✓		
<i>Cognate: Spanish</i>	✓		
Elementary Education Interdisciplinary Studies		✓	
Special Education Integrated Studies	✓		
Special Education Interdisciplinary Studies (Non-Licensure)		✓	
Sport Management	✓		
Associate of Arts (A.A.)			
Early Childhood Education (Non-Licensure)		✓	
Education (Non-Licensure)		✓	
Minors			
Autism		✓	
Coaching	✓		
Special Education (Non-Licensure)	✓	✓	
Sport Management	✓		
Sport Outreach	✓		✓
Undergraduate Certificates			
Certificate in Preschool		✓	

School of Engineering

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Computer Engineering	✓		
Electrical Engineering	✓		
Industrial and Systems Engineering	✓		
Mechanical Engineering	✓		

Helms School of Government

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Criminal Justice	✓	✓	
<i>Cognate: Business Administration and Management</i>		✓	
<i>Cognate: Crime Scene Investigation</i>	✓	✓	
<i>Cognate: Criminal Psychology</i>		✓	
<i>Cognate: Homeland Security</i>	✓	✓	
<i>Cognate: Juvenile Justice</i>	✓	✓	

PROGRAMS OF STUDY

<i>Cognate: Public Administration</i>	✓	✓	
<i>Cognate: Strategic Intelligence Studies</i>	✓	✓	
Government	✓	✓	
<i>Concentration: National Security</i>		✓	
<i>Concentration: Politics and Policy</i>	✓	✓	
<i>Concentration: Pre-Law</i>		✓	
<i>Concentration: Public Administration</i>		✓	
<i>Concentration: Western Legal Traditions</i>	✓		
Law and Policy	✓	✓	
Political Science		✓	
Bachelor of Arts (B.A.)			
Government	✓		
<i>Concentration: Politics and Policy</i>	✓		
<i>Concentration: Western Legal Traditions</i>	✓		
International Relations	✓		
<i>Concentration: International Politics and Policy</i>	✓		
<i>Concentration: Strategic Intelligence Studies</i>	✓		
Law and Policy	✓		
Associate of Arts (A.A.)			
Criminal Justice	✓	✓	
Government	✓		
Minors			
Criminal Justice	✓	✓	
Ethics		✓	
Government	✓		
Homeland Security		✓	
International Relations	✓		
Politics and Policy	✓		
Public Administration		✓	
Strategic Intelligence		✓	
Strategic and Intelligence Studies	✓		
Undergraduate Certificates			
Certificate in Criminal Justice		✓	
Certificate in Public Administration		✓	

School of Health Sciences

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Athletic Training	✓		
Biochemistry and Molecular Biology	✓		
Biomedical Sciences	✓		
<i>Cognate: Global Studies</i>	✓		
Biopsychology	✓		
Cell and Molecular Biology	✓		
Chemistry	✓		
Environmental Biology	✓		✓
Exercise Science	✓		
<i>Concentration: Pre-Professional</i>	✓		
<i>Cognate: Fitness Specialist</i>	✓		
Forensic Science	✓		
General Biology	✓		✓
Kinesiology	✓		
<i>Concentration: Health and Physical Education</i>	✓		✓
<i>Concentration: Health and Physical Education, Non-Licensure</i>	✓		
Public Health	✓		
<i>Concentration: Health Promotion</i>	✓		
<i>Concentration: Pre-Clinical</i>	✓		
Zoo and Wildlife Biology	✓		
Zoology	✓		
Associate of Applied Sciences (A.A.S.)			

PROGRAMS OF STUDY

Medical Office Assistant		✓	
Minors			
Biology	✓		
Biomedical Sciences	✓		
Chemistry	✓		✓
Health Promotion	✓		
Kinesiology	✓		

School of Law

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Paralegal Studies		✓	
Associate of Arts (A.A.)			
Paralegal Studies		✓	

School of Music

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Music - Instrumental	✓		
Music - Vocal	✓		
Music and Worship	✓		
<i>Concentration: Cinematic Arts</i>	✓		
<i>Concentration: Pastoral Leadership</i>	✓		
<i>Concentration: Worship Technology (Audio)</i>	✓		
<i>Cognate: Biblical Studies</i>	✓		
<i>Cognate: Business</i>	✓		
<i>Cognate: Theatre Ministries</i>	✓		
<i>Cognate: Women's Leadership</i>	✓		
<i>Cognate: Youth Ministries</i>	✓		
Worship Studies		✓	
Bachelor of Arts (B.A.)			
Music - Instrumental	✓		
Music - Vocal	✓		
Bachelor of Music (B.M.)			
Choral Music	✓		✓
<i>Concentration: Music Education</i>	✓		
Commercial Music	✓		
<i>Concentration: Artist Development</i>	✓		
<i>Concentration: Film Scoring (Film and Media)</i>	✓		
<i>Concentration: Jazz Studies</i>	✓		
<i>Concentration: Publishing and Producing</i>	✓		
<i>Concentration: Songwriting</i>	✓		
Guitar Performance	✓		
Instrumental Music	✓		✓
<i>Concentration: Music Education</i>	✓		
Music in World Cultures	✓		
Piano Performance	✓		
String Performance	✓		
Vocal Performance	✓		
Woodwind, Brass or Percussion Performance	✓		
Worship Leadership	✓		
Minors			
Music – Brass, Woodwind, or Percussion	✓		
Music – Liberal Arts	✓		
Music – Performance: Voice, Keyboard, Guitar or Strings	✓		

School of Nursing

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science in Nursing (B.S.N.)			
Nursing	✓		
<i>Cognate: Global Studies</i>	✓		
RN to BSN	✓		✓
RN-BSN-MSN	✓		

School of Visual and Performing Arts

Degree Program	Residential	Online	Teacher Licensure Endorsement
Bachelor of Science (B.S.)			
Cinematic Arts	✓		
Studio and Digital Arts	✓		✓
<i>Concentration: Graphic Design</i>	✓		
<i>Concentration: Studio Art</i>	✓		✓
Bachelor of Arts (B.A.)			
Theatre Arts	✓		✓
<i>Concentration: Arts Administration</i>	✓		
<i>Concentration: Dramaturgy</i>	✓		
<i>Concentration: Performance</i>	✓		
<i>Concentration: Production</i>	✓		
Bachelor of Fine Arts (B.F.A.)			
Graphic Design	✓	✓	
Studio Art	✓		
Minors			
Cinematic Arts	✓		
Graphic Design	✓		
Photography	✓		
Studio Art	✓		
Theatre Arts	✓		

Willmington School of the Bible

Degree Program	Residential	Online	Teacher Licensure Endorsement
Graduate of Theology Certificate			
Biblical Studies		✓	

Course Identification

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

COURSE PREFIXES

ACCT	Accounting
AIRS	Air Force ROTC
ALOM	Adventure Leadership and Outdoor Ministry
AMOA	Medical Office Assistant
APOL	Apologetics
ARTS	Studio and Digital Art
ASLI	American Sign Language
ATHL	Athletics
ATTR	Athletic Training
AVIA	Aviation
AVMN	Aviation Maintenance Technician (Certificate)
AVMT	Aviation Maintenance Technician
BCHM	Biochemistry
BIBL	Biblical Studies
BIOL	Biology
BUSI	Business
BWVW	Biblical Worldview
CARP	Carpentry
CCOU	Christian Counseling
CESL	Conversational English
CGRM	Conversational German
CHEM	Chemistry
CHHI	Church History
CHIN	Chinese
CHMN	Church Ministries
CINE	Cinematic Arts
CJUS	Criminal Justice
CLED	Christian Leadership
CLST	College Learning Strategies
COAL	Camp & Outdoor Adventure Leadership
COMS	Communication Studies
CRFT	Craft Skills
CRIS	Crisis Counseling
CRST	Creation Studies
CSCI	Computer Science
CSIS	Computer Science Information Systems
CSMA	Conversational Chinese
CSPA	Conversational Spanish
CSTU	Cultural Studies
DBFA	James Dobson's Family Advocacy, Public Policy and the Future
DBMF	James Dobson's Marriage and Family Studies
DBPC	James Dobson's Parenting and Child/Adolescent Development
DIGI	Digital Media
DMCA	Digital Media and Creative Arts
ECON	Economics
EDSP	Special Education
EDUC	Education

ELIL	English Language Institute
ELIO	English Language Institute Online
ELTC	Electrical
ENGC	Computer Engineering
ENGE	Electrical Engineering
ENGI	Industrial and Systems Engineering
ENGL	English
ENGM	Mechanical Engineering
ENGR	General Engineering
ENGS	Software Engineering
ENVR	Environmental Science
ESLP	Eagle Scholars Program
ESOL	English as a Second Language
ETHC	Ethics
ETHM	Ethnomusicology
EVAN	Evangelism
EXSC	Exercise Science
FACS	Family and Consumer Sciences
FNLT	Financial Literacy
FREN	French
FRSM	Freshman Seminar
GBST	General Biblical Studies
GEED	General Education
GEOG	Geography
GLST	Global Studies
GOVT	Government
GREK	Greek
GRMN	German
HBRW	Hebrew
HIEU	European History
HIST	History Research and Methods
HIUS	United States History
HIWD	World History
HLTH	Health
HONR	Honors
HSER	Human Services
HVAC	Heating, Ventilation, Air Conditioning
INDS	Interdisciplinary/Individualized Studies
INFT	Information Technology
INQR	Inquiry
JOUR	Journalism
KINE	Kinesiology
LIFC	Life Coaching
LING	Linguistics
MASN	Masonry
MATH	Mathematics
MENT	Mentoring
MILT	Military Resilience
MISC	Military Science – Army ROTC
MLAN	Modern Languages
MUSC	Music
NASC	Natural Science
NSSR	New Student Seminar
NURS	Nursing
PHIL	Philosophy

PROGRAMS OF STUDY

PHSC	Physical Science
PHYS	Physics
PLED	Pastoral Leadership
PLMB	Plumbing
PLST	Paralegal Studies
PRTH	Practical Theology
PSYC	Psychology
RLGN	Religion
RLST	Religious Studies
RSCH	Research
RUSS	Russian
SCOM	Speech Communication
SMGT	Sport Management
SOCI	Sociology
SOWK	Social Work
SPAN	Spanish
STCO	Strategic Communication
STEM	Science/Technology/Engineering/Math
TESL	Teaching English as a Second Language
THEA	Theatre Arts
THEO	Theology
UNIV	University
WELD	Welding
WMIN	Women's Ministries
WRSP	Worship Studies
YOUT	Youth Ministries

* Not listed in this publication. See the Christian/Community Service Website at: <http://www.liberty.edu/christianservice>

College of Applied Studies and Academic Success

Administration

Brian C. Yates, B.S., M.Ed., Ed.D.

*Dean, College of Applied Studies and Academic Success
Professor of Education*

Dwayne K. Melton, B.S., M.B.A.

*Associate Dean
Assistant Professor of Education*

Nina M. Shenkle, B.S., M.Ed.

*Associate Dean
Assistant Professor*

Orlando Lobaina, B.A., M.A.R., Ed.S., Ed.D.

*Executive Director, Academic Success Center
Assistant Professor*

Sylvia Hart Frejd, B.A., M.A., D.Min.

Executive Director, Center for Digital Wellness

Alisha P. Castañeda, B.A.S., M.A., Ed.S.

*Director, Foreign Language Lab, Online Foreign Language Lab,
and Spanish Writing Center*

Richard Glass, B.B.A., M.B.A.

Director, Career Center

David Hart, B.S., M.A.R.

*Director of Advising
Assistant Professor*

William Denton McHaney, B.S., M.Ed.

*Director, Office of Disability Academic Support
Associate Professor of Education*

Clifford Stumme, B.A., M.A.

Director, Undergraduate Writing Center

George Sherman, B.S., M.A.

Director, Center for Professional and Continuing Education

Shelah Simpson, B.S., M.A.R., M.A., Ph.D.

*Director, Online Writing Center
Associate Professor of English*

Tess Stockslager, B.A., M.A., Ph.D.

*Senior Director, Center for Writing and Languages
Director, Graduate Writing Center
Assistant Professor*

Frank DiGregorio, B.S., M.A.R.

Coordinator, Eagle Scholars Program

Kathy Spradlin, B.S., M.S., Ed.D.

*Coordinator, Math Emporium
Coordinator, Developmental Mathematics
Associate Professor of Developmental Mathematics*

Jackie Owen, A.A.

Coordinator, Deaf and Hard of Hearing Services

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <https://www.liberty.edu/index.cfm?action=faculty&PID=19959&CID=27> where faculty can be searched for by Department.

PURPOSE

The mission of the College of Applied Studies and Academic Success (CASAS) is to serve those we encounter through purposeful action and faithful commitment to support academic, career, and life success. To accomplish this, the faculty and staff manage academic testing and advising, Integrative Studies requirements, Academic Success Center, Developmental Math, Disability Academic Support, Eagle Scholars Program, Center for Writing and Languages, Career Center, Center for Digital Wellness, Interdisciplinary Studies and Technical Studies majors as well as Continuing Education courses. For additional information visit www.liberty.edu/casas.

Honor Societies

TAU SIGMA HONOR SOCIETY

Advisor: Dr. Brian C. Yates

Tau Sigma is an academic honor society designed specifically to "recognize and promote the academic excellence and involvement of transfer students."

Tau Sigma was incorporated as a non-profit in 1999 with Auburn University being the home of the first chapter. At that time, Auburn University was becoming increasingly aware of the significant number of transfers on campus as well as the university's inability to adequately serve them. Tau Sigma was born out of Auburn University's desire to improve its service to and recruiting and retention of transfer students.

Today, over 175 other universities have established or are currently establishing Tau Sigma chapters in their efforts to improve the services that they provide to their transfer student population. Although Tau Sigma is a relatively young organization, many members in all parts of the country have become active at their universities, participating in such activities as on-campus recruiting events for prospective transfer students, transfer student orientation, community service projects, assisting the admissions office with the recruitment of prospective transfers at junior colleges, and participating in intramural sports and socials that allow them opportunities to fellowship with one another and make new friends.

The Liberty University Chapter was approved in fall 2008, with the first class inducted in the spring 2009. To be eligible, a student must be a transfer student having transferred at least 24 college credits and achieve at least a 3.50 GPA while taking a minimum of 12 credit hours during the first semester at Liberty University. For additional information, visit www.liberty.edu/tausigma.

ALPHA LAMBDA DELTA HONOR SOCIETY

Advisors: Dr. Marilyn Gdomski

Alpha Lambda Delta (ALD) is a national interdisciplinary honor society founded in 1924 at the University of Illinois to recognize academic excellence among first-year students. The Liberty University Chapter provides Christian, intellectual and social enrichment, along with leadership experience for the officers, for students who will become eligible for the honor societies of their majors.

An invitation for membership is sent to students who meet the following requirements:

- GPA of 3.50 or higher at the end of the first two semesters of college (with no repeats).
- Full-time enrollment pursuing a bachelor's degree.
- Freshman transfer students must have the required GPA on the courses taken during their first semester of enrollment

combined with the cumulative average of their transfer credits.

Interdisciplinary Studies Major (B.A. or B.S.)

Dr. Megan Cordes, Director

PURPOSE

The Bachelor of Arts and Bachelor of Science in Interdisciplinary Studies majors are designed to offer a degree that enables the student to use both inter-college and interdepartmental combinations of courses that will provide a broad pattern of educational experience.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate acquisition of core competencies and knowledge in two-three areas of study.
2. Synthesize academic knowledge and Christian values.
3. Synthesize areas of study with professional development and research knowledge.

PROGRAM APPLICATION

PROCEDURES/REQUIREMENTS (B.A. or B.S.)

1. Complete Area of Study survey or Change of Major form to select Areas of Study.
2. Approved Areas of Study are located at www.liberty.edu/interdisciplinary.
3. Review of the requested Areas of Study is made by the Director of INDS, the INDS Degree Coordinator in the Office of Transfer Evaluations and Degree Planning, and the Registrar's Office.
4. Areas of Study may be adjusted by completing the Area of Study survey.
5. Students who break enrollment must resubmit the Area of Study survey.

AREA OF STUDY POLICIES

1. Students will be permitted to select 2-3 Areas of Study from a list of General Areas of Study and Specialized Areas of Study.
2. Students must use at least two different disciplines to create their degree.
 - a. Students desiring 2 Areas of Study will not be permitted to use the same discipline for both Areas of Study. Students will not be permitted to use a General Area of Study and a Specialized Area of Study from the same discipline. Students must select two different disciplines from the Areas of Study list.
 - b. Students desiring 3 Areas of Study may use one General Area of Study and one Specialized Area of Study in the same discipline, as long as the 3rd Area of Study is from a different discipline.
3. Student must take at least 12 hours of upper-level courses in the major. This requirement includes INDS 400
4. Students will be permitted to use the Specialized Area of Study: Teaching English as a Second Language with the Global Studies and Specialized Area of Study: Linguistics with Global Studies.

GRADUATION REQUIREMENTS (B.A. or B.S.)

1. Degree must be declared prior to graduating semester.
2. 50% of the major (24 hours) must be completed through Liberty University.
3. 120 total hours; 30 hours of upper-level courses.

4. 30 hours must be completed through LU (Online or Residential)
5. 2.0 grade point average.
6. Grades of "C" or higher in upper-level courses in major.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Bachelor of Science in Interdisciplinary Studies \(B.S.\)](#) – Resident

[Bachelor of Science in Interdisciplinary Studies \(B.S.\)](#) – Online

Delivery Format: Residential Only

[Bachelor of Arts in Interdisciplinary Studies \(B.A.\)](#)

ADDITIONAL INFORMATION

Liberty University Online offers areas of study in Accounting, Business, Business Management Information Systems, Christian Counseling, Crisis Counseling, Criminal Justice, Education, Life Coaching, Paralegal Studies, Psychology, Religion, Social Sciences, and Special Education. An area of study represents a broad discipline of study at Liberty University.

The Interdisciplinary Studies degree program is individualized to provide flexibility and to give students options to select courses that will help them meet their academic goals. Students may take any course that fits within the discipline of study as indicated by approved prefixes on the following chart, as long as the prerequisite requirements have been met.

This program is not available for students pursuing teacher licensure. This program does not comprise a double major.

Liberty's Interdisciplinary Studies program **requires 48 credit hours for the major** which can be distributed between two or three areas of study. A minimum of 15 credit hours in each area of study is required.

Students must also take INDS 400 *Knowledge Synthesis for Professional and Personal Development*, a 3-hour course designed to assess student mastery of content knowledge of the Interdisciplinary Studies program.

Interdisciplinary Studies Major (A.A.)

PURPOSE

The Associate of Arts degree in Interdisciplinary Studies is designed as an intermediate, close-range goal for the adult learner and may act as a bridge to a Bachelor of Science degree. It enables the student to use both inter-college and interdepartmental combinations of courses that will provide a broad pattern of educational experience.

PROGRAM LEARNING OUTCOMES

The student will be able to evidence the synthesis of academic knowledge and Christian values.

GRADUATION REQUIREMENTS (A.A.)

1. 60 total hours
2. 15 hours must be completed through Liberty University (Online or Residential)
3. 2.0 grade point average.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Associate of Arts in Interdisciplinary Studies \(A.A.\)](#) – Resident

[Associate of Arts in Interdisciplinary Studies \(A.A.\)](#) – Online

Associate of Applied Science in Technical Studies Major (A.A.S.)

PURPOSE

The Associate of Applied Science (AAS) in Technical Studies degree is a 60 credit hour program consisting of 38 hours of general education required courses, 12 core hours and 10-16 hours of required technical requirements. Instruction in most technical coursework will be delivered at Virginia Technical Institute, 201 Ogden Road, Altavista, Virginia. For additional information, visit www.liberty.edu/trades.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate a comprehensive knowledge of the skills required by craft workers and technicians employed in the construction industry.
2. Demonstrate appropriate safety and first aid procedures.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Associate of Applied Science in Technical Studies \(A.A.S.\)](http://www.liberty.edu/trades)

MINOR

Technical Studies Minor

Technical coursework will be delivered at Virginia Technical Institute, 201 Ogden Road, Altavista, Virginia.

Delivery Format: Residential Only

[Technical Studies Minor \(Resident\)](http://www.liberty.edu/trades)

Academic Advising

Director: David Hart

First-year and Second-year students have access to personalized advising through their assigned Professional Advisor, based on the student's academic area of study. All Undecided majors are required to meet with Career Counselors in the Liberty University Career Center. Juniors and Seniors will meet with faculty, as needed, in the Academic Department that corresponds with their major. Both Professional Advisors and Faculty will assist students with reaching their spiritual, academic, and personal goals. For additional information, visit www.liberty.edu/advising.

Academic Success Center

Executive Director: Dr. Orlando Lobaina

The Academic Success Center provides a range of programs to meet our students learning needs and support their academic success while at Liberty University. We supplement faculty instruction by providing peer-tutoring, academic coaching, critical skill workshops, and study skills courses:

Mentoring Courses

- MENT 100: Foundations for Academic Success
- MENT 101: Mentoring for University Transition

College Learning Strategy Courses

- CLST 101: College Learning Strategies
- CLST 104: College Transition and Study (Summer Bridge)
- CLST 105: Strategies for the Application of College Learning Skills

ACADEMIC COACHING

An Academic Coach helps you figure out how, when and where you best learn. An Academic Coach will work with you to build learning and study skills for college-level achievement while managing the time and stress of sometimes-complicated lives. For additional information, visit www.liberty.edu/academiccoaching.

TUTORING SERVICES

Face-to-face peer tutoring is offered in approximately 45 courses to residential students desiring academic assistance during the fall and spring semesters at no additional cost. Subjects are offered based on tutor availability. For more information, visit www.liberty.edu/tutoring.

Career Center

Director: Richard Glass

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 – Focus 2 (Free to Students)

Career Counseling

Local, Regional, National, and International Industry-Specific Career Fairs

LUNETWORK – Liberty University's exclusive Online Job Database for internships, full-time and part-time opportunities all over the country

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

The Washington Fellowship

The Career Center is located on the first-floor of DeMoss Hall, a highly visible and easily accessible location that includes state-of-the-art meeting facilities, interview rooms, computer lab, and professional development facilities. The Focus 2 assessment combined with career counseling is available to assist students in determining career goals and implementing appropriate educational plans. Through the website, job listings and employer information in LUNETWORK, 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 employers conduct training workshops on topics such as resume writing, interviewing techniques, and job search strategies. Further networking opportunities are provided through multiple Career Fairs, Employer Information Sessions, on-campus recruiting and interviewing, and professional networking. Students are also encouraged to participate in experiential education programs, such as externships and internships, including the Washington Fellowship and job shadowing opportunities, 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>.

LUNETWORK – JOB DATABASE

Liberty University's exclusive employer relationship database, LUNETWORK, is the on-line database that has thousands of employers looking for Liberty students, recent graduates, and alumni. Employers from all over the country (and world) are purposefully posting positions looking for Liberty talent. Postings include internships and full time positions for both new graduates and seasoned professionals. Students and alumni can post their resume and search the database for positions all over the world. Residential and Online Students and Alumni are eligible to utilize LUNETWORK for life.

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. Internships opportunities are located in major cities all across the country, including Washington DC, New York City, Chicago, Orlando, and many more. 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 under a 499 number, are processed through the students' Faculty Internship Advisor located within their department. Zero-credit internships are also available; they will be listed on the student's transcript with an appropriate departmental prefix under a 299 number. The zero-credit internships are processed through the Liberty University Career Center. For additional information regarding internships contact careers@liberty.edu.

Completed applications for internships must be submitted to the Faculty Internship Advisor (FIA) for the Department of the student's major. Check with your department for forms and deadlines. Students are encouraged to apply for internships a semester in advance. Previous work experience does not qualify for an internship and will not be considered for academic credit.

THE WASHINGTON FELLOWSHIP

Students are also encouraged to consider participating in The Washington Fellowship. This program allows students, from all majors, to be placed in a semester-long internship in Washington, DC. Students are required to register for a six credit internship (the zero-credit internship is not open to students in this program) and take at least six credits through online courses, thus maintaining their full-time residential status as Liberty University students. On-site housing is required for all students participating in The Washington Fellowship. For more information, contact washington@liberty.edu or visit <http://www.liberty.edu/washington>.

IMPORTANT INFORMATION REGARDING INTERNSHIPS AND CLINICAL PLACEMENTS

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their Liberty University program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the university will make reasonable efforts to place admitted students in field experiences and internship, it will be up to the host facility to determine whether a student will be allowed to work at that facility.

Students should further be aware that a criminal record may jeopardize licensure by the State certification body. Students seeking licensure are urged to contact the relevant licensing agency to determine the licensing requirements for the jurisdiction. Successful

completion of a program of study at Liberty University does not guarantee licensure, certification, or employment in the relevant occupation.

Center for Digital Wellness

Executive Director: Dr. Sylvia Hart Frejd

The Center for Digital Wellness at Liberty University is the nation's first Digital Wellness Center dedicated to teaching a healthy use and theology of technology. Digital technology has invaded every area of our lives and relationships and we believe there is a great need to establish some digital boundaries. This will be accomplished through raising Awareness, Education and Prevention. Our goal is to transform a culture of distraction to a culture of engagement so that every Liberty student would practice digital wellness for a lifetime. For additional information, visit www.liberty.edu/digitalwellness.

Center for Professional and Continuing Education

Director: George Sherman

The Liberty University Center for Professional and Continuing Education (CPCE) provides residential and online professional development and community service activities through credit and noncredit offerings.

Credit offerings include certificate programs and Summer Programming. Certificate programs, generally delivered online, complement undergraduate or graduate degrees, and Summer Programming delivers in-residence academic classes through compressed schedules. Both programs award college credit which supports academic degrees.

Noncredit activities, including instructional services, consultation, technical assistance, and community education classes, conferences, workshops, etc., generally award Continuing Education Units (CEUs).

To effectively serve individuals and organizations, the CPCE offers its services through open enrollment and customized venues. For additional information, visit www.liberty.edu/ce.

Liberty University Online provides opportunities for individuals to enrich their online education in a variety of fields including undergraduate and graduate certificate programs.

Additional information is available online at <http://www.liberty.edu/online/programs/certificate>.

Center for Writing and Languages

Senior Director: Dr. Tess Stockslager

The Center for Writing and Languages (CWL), formerly known as the University Writing Program (UWP), was established in 2006 as part of Liberty's efforts to improve graduate student writing. The heart of the CWL is one-on-one coaching. The CWL—the umbrella organization over the Graduate Writing Center (GWC), Undergraduate Writing Center (UWC), Online Writing Center (OWC), Spanish Writing Center (SWC), Foreign Language Lab (FLL), and Online Foreign Language Lab (OFL)—employs advanced students with superior writing and teaching skills to offer individualized writing and language instruction to Liberty University students.

In addition to coaching, the CWL also offers a variety of tools to help students with their writing. The CWL webpage (<http://www.liberty.edu/cwl>) includes a large collection of resources 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 coaches or offer suggestions for further online writing aids that the CWL should consider developing. Foreign language resources are also available on the Foreign Language Lab web page.

The Directors of the CWL are available to faculty for classroom presentations or for help in developing teaching aids, rubrics, or assignments. CWL staff members routinely make presentations on topics such as documentation, common grammar errors, plagiarism, and many other writing and language 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 Director.

Currently, all CWL services are free of charge to Liberty University students, staff, and faculty. Faculty may download any CWL-produced online materials for use in their classes.

GRADUATE WRITING CENTER

Senior Director: Dr. Tess Stockslager

The GWC offers writing-related services tailored to the University's residential graduate population, and it supports faculty members as they seek to incorporate writing instruction in their classrooms. The GWC also offers help to any Liberty University affiliated scholars seeking to publish or present their work in professional venues. A trained coach will review drafts and offer feedback, suggestions for revision, and personalized instruction on all aspects of the writing process. Coaches 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.

Coaching for counseling and seminary students is also available, by appointment, in the Center for Counseling and Family Studies in the Carter building. Residential students or faculty may contact the center by calling (434) 592-4727 or by emailing graduatewriting@liberty.edu.

UNDERGRADUATE WRITING CENTER

Director: Clifford Stumme

The Undergraduate Writing Center (UWC) was established as part of Liberty's efforts to improve student writing. Formed in 2008, the UWC builds on the programs and services already established in the Graduate Writing Center (GWC).

The heart of the UWC is one-on-one coaching. The UWC employs advanced students with superior writing and teaching skills to offer individualized writing instruction to any Liberty University undergraduate student. Residential students can schedule appointments with the UWC, and a coach will review their drafts and offer feedback, suggestions for revision, and personalized instruction on all aspects of the writing process. Coaches can help with brainstorming, grammar, punctuation, content, organization, and documentation, and they are available from the earliest stages of a program through the capstone project.

Residential students or faculty may contact the center by calling (434) 592-3174 or by e-mailing undergradwriting@liberty.edu.

ONLINE WRITING CENTER

Director: Dr. Shelah Simpson

The Online Writing Center (OWC) was established as part of Liberty's efforts to improve student writing and thus offers writing-related services tailored to the University's online student population. Through the Online Writing Center web page (<http://www.liberty.edu/onlinewritingcenter>), online students can submit drafts of upcoming assignments to receive coach feedback,

schedule appointments to speak online with a coach, e-mail quick questions to coaches, or offer suggestions for further online writing aids that the OWC should consider developing. Students may contact the OWC by emailing onlinewriting@liberty.edu.

FOREIGN LANGUAGE LAB

Director: Alisha P. Castañeda

In addition to the writing centers, the Center for Writing and Languages offers foreign language coaching services through the Foreign Language Lab. The primary purpose of the Foreign Language Lab is to provide one-on-one and group coaching sessions for students studying American Sign Language, Chinese, French, German, Arabic, Russian, and Spanish. However, coaching for students who are learning English as a second language (ESL) is also provided.

The Foreign Language Lab employs advanced undergraduate students who have native speaking ability in the offered foreign languages and advanced knowledge of the grammar and writing skills correlated to those languages. Individuals can schedule a coaching session ahead of time with the coach or come for a walk-in appointment. They will receive personalized instruction on all areas related to language acquisition, including grammar, vocabulary, appropriate writing style, and oral and auditory practice and development.

In addition to providing foreign language and ESL coaching, the Foreign Language Lab offers conversation groups in each language, including English conversation groups for non-native speakers. Conversation groups help language learners practice their listening and speaking skills in a relaxed and open setting.

The Director of the Foreign Language Lab is available to faculty for classroom presentations or for help in developing teaching aids, rubrics, or assignments. In addition, all foreign language faculty are welcome to make the lab part of their students' classroom experience, either by holding classes in the lab or requiring students to visit for coaching services.

Persons interested in utilizing the services offered by the Foreign Language Lab may contact the lab by emailing foreignlanguage@liberty.edu, calling (434) 592-6514, or visiting <http://www.liberty.edu/foreignlanguage@lib>.

ONLINE FOREIGN LANGUAGE LAB

Director: Alisha P. Castañeda

In August 2012, the Center for Writing and Languages (CWL) opened the Online Foreign Language Lab (OFLL). While the residential Foreign Language Lab (FLL) offers customized foreign language coaching services for residential students, the OFLL reaches out to Liberty University's online population. The OFLL provides free one-on-one coaching sessions for students studying German, Mandarin, French, Spanish, and English as a second language (ESL) through the Liberty University Online conversational language courses.

The OFLL employs highly qualified individuals with native-speaking ability who not only meet the language standards but are also skilled in effectively coaching and teaching essential language skills. These coaches provide personalized instruction in all areas related to language acquisition, including grammar, vocabulary, appropriate writing style, and oral and auditory practice and development. Considering the long-distance nature of online learning, students will meet with coaches via Skype and Google Hangouts. To find out more information about this center and scheduling an appointment, students can contact the OFLL by any of the following methods:

Website: <http://www.liberty.edu/onlineforeignlanguage@lib>

Email: onlinefll@liberty.edu

Phone: (434) 592-6514

Developmental Math

Coordinator: Dr. Kathy Spradlin

Placement of MATH 100 and MATH 110 into the developmental model allows students to be in an affective learning environment that focuses on improving student attitudes toward math, identifying individual learning styles and providing intensive personal attention through tutoring and computer assistance in our Math Emporium. The ultimate goal is to move the students toward further success in mathematics. MATH 100 is offered to students who do not have strong math skills; it is a review of basic arithmetic and elementary algebra. MATH 110 is offered for those who do not have prerequisite algebra skills for college-level math. Topics reviewed include exponents, factoring, graphing, equations, and rational expressions. For additional information, visit www.liberty.edu/dvma.

Eagle Scholars Program

Coordinator: Frank DiGregorio

The Eagle Scholars Program provides high achieving freshman and sophomore students the training necessary for personal and professional development to become leaders throughout college and beyond. This program fosters a sense of community, bolsters academic knowledge and provides leadership and professional experience. For more information, please visit the Eagle Scholars website at <http://www.liberty.edu/eaglescholars>.

Students in the Eagle Scholars Program take a series of four courses to complete the program.

- ESLP 101: Introduction to Leadership: Connecting with Others

- ESLP 102: Self Leadership Development
- ESLP 201: The Art and Science of Leading Others
- ESLP 202: The Art and Science of Changing Culture

Please see the Courses of Instruction – Residential Program for complete course information.

Office of Disability Academic Support

Director: William Denton McHaney

The Office of Disability Academic Support (ODAS) provides academic support services for students with **documented disabilities**. A student who has a disability may be assigned to a Disability Academic Support advisor who has had training in accommodation of disabled students. That faculty member acts as a liaison between instructors and the individual regarding classroom accommodations and will function in a dual advising role with the CASAS Professional Advisor in the student's chosen major. With the student's permission, each instructor is informed that the student has a disability, and suggestions for appropriate accommodations are made, as needed and desired.

The **Osborne Assistive Learning Technology Center** provides access to computers with text reader software with synthetic speech, speech recognition software to turn speech into print, and organizational software.

Deaf and Hard of Hearing Services provides accommodations for students who are deaf or hard of hearing. These services may include the provision of qualified Sign Language interpreters for academic classes and related events, cultural mediation, note takers, academic advising, priority classroom seating, and priority pre-registration. For additional information, visit www.liberty.edu/odas.

College of Arts & Sciences

Administration

Roger Schultz, B.A., M.A., Ph.D.
Dean, College of Arts & Sciences
Professor of History

Carey Roberts, B.A., M.A., Ph.D.
Associate Dean, College of Arts & Sciences
Professor of History

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CID=27> where faculty can be searched for by Department.

PURPOSE

The purpose of the College of Arts & Sciences is to develop Christ-centered lifelong learners who think critically, live morally, and act skillfully to make contributions in their workplaces, communities, and around the world. They will be equipped with the essential knowledge, values, and skills in disciplines focused on philosophical, cultural, and scientific achievements. Graduates from the College of Arts & Sciences will be able to apply, communicate, and expand the knowledge they have gained as they seek to glorify God in fulfilling the Great Commission.

Departments of the College include English, Family & Consumer Sciences, History, Mathematics, Modern Languages, and Philosophy. The College offers learning opportunities in American Sign Language, family and consumer sciences, fashion merchandising, child development, interior design, Chinese, English, French, Spanish, Teaching English as a Second/Foreign Language, geography, history, humanities, linguistics, mathematics, military science, philosophy, physical science, physics, and social sciences.

TEACHER LICENSURE

Liberty University offers teacher licensure programs which are approved by the State of Virginia Department of Education. Among the options available to students through the College of Arts & Sciences are courses of study leading to licensure in English, family and consumer sciences, history/social science, mathematics, Spanish, and Teaching English as a Second/Foreign Language.

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

Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education. Licensure information is also available at www.liberty.edu/uguide.

DEGREE COMPLETION PLANS (DCP)

Degree Completion Plans for degree programs offered by the College of Arts & Sciences can be found online at: <http://www.liberty.edu/dcps>.

Air Force – ROTC

PURPOSE

The Air Force Reserve Officer Training Corps (AFROTC) offered to Liberty University students through the University of Virginia affords students the opportunity to receive United States Air Force officer training while completing undergraduate studies. AFROTC is the largest of three programs available through the Air Force to earn a commission and serve as an officer in the United States Air Force.

AFROTC offers commissioning opportunities for undergraduate students. The 4-year program is designed for students who join during their first year of college. Students take all four years of Air Science classes and attend a 4-week summer field training encampment at an Air Force Base between their second and third years in the Air Force ROTC program.

Students may also enroll in AFROTC during their second year of college. Those seeking to complete the program in three years will dual enroll in both the AIRS 100 and AIRS 200 courses during their second year of college and must email AFROTC at afrotc@virginia.edu to apply. Students will then attend a 4-week summer field training encampment between their first and second years in the Air Force ROTC program.

Unless the student earns an AFROTC scholarship, there is no service obligation in the first two years of the 4-year program. However, all students who enter into the Professional Officer Course (the last two years) enter into a contractual obligation with the Air Force to serve on active duty upon commissioning.

After graduation and commissioning as second lieutenants in the Air Force, graduates serve in any number of career fields for a 4-year active duty service commitment. Interested and qualified students may compete to become Air Force pilots or combat systems officers. Successful pilot and combat systems officer candidates serve ten and six year active duty service commitments, respectively. Active duty may be delayed after graduation for those who wish to immediately pursue a graduate degree.

SCHOLARSHIP PROGRAM

Merit-based financial scholarships may be offered to highly academically competitive and qualified students already enrolled in the program. Qualified students may be offered an AFROTC scholarship for full or partial college tuition, incidental fees, textbook allowances, and a monthly subsistence allowance of at least \$300. Scholarship students incur a military obligation.

CONTACT INFORMATION

AFROTC Detachment 890; University of Virginia;
P.O. Box 400188; Charlottesville, Virginia 22904-4188.
Phone number: (434) 924-6831
Fax number: (434) 982-2842
Email: afrotc@virginia.edu
Website: <http://www.virginia.edu/afrotc>

Program of Study

Delivery Format: Residential Only

Air Force R.O.T.C. (16 hrs)

AIRS A	<i>Leadership Laboratory (required with every AIRS course)</i>	0
AIRS 110	<i>The Foundations of the US Air Force I</i>	1
AIRS 120	<i>The Foundations of the US Air Force II</i>	1
AIRS 210	<i>The Evolution of Air and Space Power I</i>	1

AIRS 220	<i>The Evolution of Air and Space Power II</i>	1
AIRS 310	<i>Concepts of Air Force Leadership and Management I</i>	3
AIRS 320	<i>Concepts of Air Force Leadership and Management II</i>	3
AIRS 410	<i>National Security Affairs I</i>	3
AIRS 420	<i>National Security Affairs II</i>	3

Army – ROTC

PURPOSE

The Army Reserve Officers Training Corps (ROTC) offers a general military science curriculum that prepares eligible men and women to compete for a commission as an officer in the United States Army.

SCHOLARSHIP PROGRAM

Merit based financial incentives are offered to qualified students through two, three, and four-year scholarships (full tuition fees), a book allowance of \$1,200 annually, and a monthly stipend of up to \$500 per month. Scholarship students incur a military obligation.

INTERNSHIP

Internships are available during the summer of the sophomore year for qualified students that did not participate in ROTC during their freshmen and sophomore years. Participants are provided transportation, food, lodging, uniforms, and are paid during the 28-day camp. Students that successfully complete the internship are eligible to compete for a two-year scholarship.

CONTACT INFORMATION

Army ROTC; Liberty University; 1971 University Blvd.; Green Hall, Room 2601; Lynchburg, VA 24502. Toll-free phone number: 1-888-LU-AROTC. Email: arotc@liberty.edu.

Program of Study

Delivery Format: Residential Only

Army R.O.T.C. (20 hrs)

MISC 001	<i>Leadership Application</i> (each semester)	8
MISC 101	<i>Fundamental Concepts</i>	1
MISC 102	<i>Basic Leadership</i>	1
MISC 201	<i>Advanced Leadership</i>	1
MISC 202	<i>Tactics and Officership</i>	1
MISC 301	<i>Small Unit Leadership</i>	2
MISC 302	<i>Small Unit Operations</i>	2
MISC 401	<i>Leadership, Management and Ethics</i>	2
MISC 402	<i>Transition to Lieutenant</i>	2

MINOR

Military Leadership Minor

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Develop and implement principles in agreement with US Army leadership doctrine.
2. Employ Army technical and tactical skills in small unit operations to formulate solutions to complex problems.

Delivery Format: Residential Only

[Military Leadership Minor \(Resident\)](#)

Center for Creation Studies

Dr. Marcus Ross, B.S., M.S., Ph.D.,
 Director, Center for Creation Studies
 Professor of Geology

The Center for Creation Studies is an interdisciplinary education and research institute committed to the study of the origin of the universe, the earth, life, and diversification of species. This study draws upon knowledge from religion, science, philosophy, and history.

The primary educational activity of the Center is the presentation of CRST 290, *History of Life* and CRST 390, *Origins*. These courses provide introductory and in-depth investigations, respectively, into the current creation-evolution controversy by surveying evidences and arguments from a diversity of intellectual fields and from various viewpoints and perspectives.

Exhibits, currently located in the Science Hall, teach concepts of the creation model, describe creationist research, and glorify the Creator of the heavens and the Earth.

PURPOSE

The purpose of the Center for Creation Studies is to promote the development of a consistent biblical view of origins in our students. The Center seeks to equip students to contend for their faith in the creation account in Genesis using science, reason, and the Scriptures. The minor in Creation Studies provides a flexible program with a broad training in various disciplines that relate to origins as well as the Bible. Students in both science or non-science majors will benefit from an in-depth study of creation and evolution.

MINOR

Creation Studies Minor

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Analyze the data relating to the issues of creation and evolution.
2. Provide scientific and biblical arguments that support a literal interpretation of the biblical account of world history.

Delivery Format: Residential Only

[Creation Studies Minor \(Resident\)](#)

Karen Kingsbury Center for Creative Writing

MINOR

Creative Writing Minor

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate various forms of creative writing.

Delivery Format: Residential and Online

[Creative Writing Minor \(Resident\)](#)

[Creative Writing Minor \(Online\)](#)

Department of English

Dr. Yaw Adu-Gyamfi, B.A., M.A., Ph.D.

Chair, Department of English

Professor of English

PURPOSE

The English Department provides instruction in the theory and practice of writing and in the interpretation, analysis and criticism of literature, in order to prepare students for careers and for graduate study in language arts, language arts education, and literature, all contributing to a lifelong appreciation for written texts and their contexts within a Christian worldview.

Honor Societies

SIGMA TAU DELTA ENGLISH HONOR SOCIETY

Purpose

1. To confer distinction for high achievement in the English language and in literature.
2. To provide cultural stimulation and promote interest in literature and the English language in the community.
3. To foster the discipline of English in all its aspects, including creative and critical writing.
4. To promote good citizenship among its members.
5. To exhibit high standards of academic excellence.
6. To uphold the spiritual standards of the University.

Requirements

1. Twelve hours of English;
2. At least a B in every English course;
3. GPA of 3.25.

Career Opportunities

Business	Second-language Instruction
Civil Services	Sign Language Interpreter
Graduate school	Teaching
Ministry	Translation
Law	Writing
Professions	

English Major (B.A.)

PURPOSE

Liberty University's English program provides instruction in the theory and practice of writing and in the analysis and criticism of literature in order to prepare students for careers and for graduate study in language arts and language arts education, and for a life of growing appreciation for the language arts. Toward this end, the program seeks: 1) to develop the necessary curricular offerings and practical opportunities for student achievement in the areas of literary criticism; syntactical, rhetorical, critical and creative features of writing; and a well-developed understanding of the Christian worldview; 2) to develop strategies for providing students with both curricular and practical opportunities which make the most efficient and effective use of the department's academic, physical, and budgetary resources; and 3) to provide graduates with the highest quality of professional preparation and, for teacher candidates, to meet licensure requirements.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Interpret and evaluate literary and critical texts in the context of a Christian worldview.

2. Formulate and express original ideas based on critical analysis of texts.
3. Analyze relationships between texts and literary and cultural history.
4. Write according to the complex demands of grammar and mechanics, purpose, audience, and discursive style.
5. Research and write in the style appropriate to the field of English.

Programs of Study

Delivery Format: Residential Only

[Bachelor of Arts in English \(B.A.\)](#)

[Bachelor of Arts in English, Teacher Licensure \(B.A.\)](#)

MINORS

English Minor

Delivery Format: Residential Only

[English Minor \(Resident\)](#)

Writing Minor

PROGRAM LEARNING OUTCOMES

The student will be able to:

2. Write grammatically, clearly, and logically in a style appropriate for the context.

Delivery Format: Residential and Online

[Writing Minor \(Resident\)](#)

[Writing Minor \(Online\)](#)

Department of Family & Consumer Sciences

Dr. Debbie Benoit, B.S., M.A., M.A.T.S, D.Min.

Chair, Department of Family & Consumer Sciences

Assistant Professor of Family & Consumer Sciences

PURPOSE

The purpose of the Family & Consumer Sciences Department is to prepare the student to acquire the values, knowledge, and skills necessary to be proactive to strengthen the function of the contemporary family from a biblical perspective, specifically in the areas of human development /family studies, interior design/housing, food/ nutrition, consumer economics/management, and clothing/ textiles. The Department actively strives to help the student integrate the knowledge base to synergistically focus on the welfare of the family.

INTERNSHIPS

Advisor: Matalie Howard, B.S., M.S.

Internships (FACS 499) are required for all FACS majors. Students must be of Senior status, FACS major and must have completed 21 hours of major course work.

FACS ASSOCIATION

Advisor: Matalie Howard, B.S., M.S.

The Family & Consumer Sciences (FACS) Association is a pre-professional student organization the purpose of which is to promote student involvement in the profession throughout the University and the community. The FACS Association offers students opportunities for leadership, friendship, ministry, and career exploration. Officers are elected each spring for the following academic year. The FACS Association sponsors University activities, community projects, club meetings with special speakers, support for all FACS majors and is an exciting springboard for

professional involvement.

INTERIOR DESIGN ASSOCIATION

Advisor: Lisa Campbell, B.S., M.S., M.F.A.

The purpose of the Interior Design Association (IDA) is to offer interior design students professional opportunities and exposure within the interior design industry. The Interior Design Association also considers its responsibility to be a promoter and a resource of other interior design organizations such as National Kitchen and Bath, Interior Design Society, WithIT (Woman in the Furniture Industry) and many other professional organizations. Also, the student led organization promotes involvement in the profession throughout the University and community. The IDA offers students opportunities for leadership, friendship, professional experience, and exposure to the interior design industry which includes field trips to places such as the High Point Market in High Point, NC.

OMICRON GAMMA PHI HONOR SOCIETY

Advisor: Debbie Benoit, B.S., M.A., M.A.T.S., D.Min.

FACS Honor Society: The Family and Consumer Sciences Department sponsors a FACS honor society that seeks to recognize excellence and Christian commitment among Family and Consumer Science students.

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

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

Criteria for membership:

A student must have:

1. 3.25 cumulative GPA;
2. 45 hours completed; and
3. A major in the FACS department.

EVENT AND WEDDING PLANNING SOCIETY

Advisor: Ruth Gomes, B.S., M.S.

The purpose of the Event and Wedding Planning Society is to enhance the education and careers of students interested in the Event and Wedding Planning field by providing an introduction of careers and opportunities to cultivate professional attitudes and competencies. Furthermore, the Liberty University Event and Wedding Planning Society will provide opportunities for service.

Career Opportunities

Fashion

- Designer or Assistant Designer
- Fashion Coordinator/Buyer
- Owner/Manager of Fashion Boutique
- Manufacturer Representative
- Visual Merchandiser
- Fashion Stylist
- Fashion Show Production

Family and Child Development

- Adult/Geriatric Care Program
- Child Advocate

- Child Life Specialist
- Children’s Pastor/Minister
- Youth Services
- Daycare/Preschool Teacher
- Special Needs Children
- Family Life Educator
- Overseas Orphanages
- Social Work

FACS/FACS with Teacher Licensure

- Family and Consumer Sciences Teacher: Middle School or High School with teacher licensure
- Event Planner/Wedding Planner
- Children or Youth Ministry
- 4-H or Extension Coordinator
- Activities Director

Interior Design

- Commercial Interior Designer
- Residential Interior Designer
- Furniture/Furnishings Sales Representative
- Space Planner
- Color Consultant/Forecasting
- Historical Restoration
- AutoCAD Technician/Draftsman

Family and Child Development Major (B.S.)

PURPOSE

The Family and Child Development program seeks to prepare students to become early childhood educators and family-related professionals who support the God-given potential of families and children. A study of human growth and development within the context of family and community provides a framework for an understanding of how people grow, learn and form relationships through the lifespan.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Create a portfolio that demonstrates the knowledge and skills applicable to professions pertaining to Family and Child Development.
2. Successfully complete an internship that applies acquired skills, practices positive employment relationships, and articulates Christian worldview in professional situations.
3. Apply successful techniques that address the demands and changing relationships of children and families through the developmental stages and cycles of family life.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Family & Child Development \(B.S.\)](#)

Family and Consumer Sciences Major (B.S.)

PURPOSE

The Family and Consumer Sciences (FACS) program seeks to strengthen the individual, institution of family and communities through the dissemination of biblical knowledge and the education of professionals. This program includes family and child development, clothing, interiors, consumer economics, and foods.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Create a professional portfolio in Family and Consumer Sciences and Teacher Licensure that reflects application of

identified concepts in foods, clothing, and family and child development.

2. Successfully complete an internship that applies acquired skills, practices positive employment relationships, and articulates Christian worldview in professional situations.
3. Apply multi-faceted professional skills to hypothesized or real-life situations.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Family & Consumer Sciences \(B.S.\) - Professional & Creative Industries](#)

Family and Consumer Sciences Teacher Licensure (B.S.)

PURPOSE

The NCATE approved Family and Consumer Sciences Teacher Licensure program seeks to prepare Christ-centered worldview teachers with a broad-spectrum of content knowledge and instructional skills recognized by the Virginia Department of Education Standards of Learning. This program includes family and child development, clothing, interiors, consumer economics, and foods.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Create a professional portfolio in Family and Consumer Sciences and Teacher Licensure that reflects application of identified concepts in foods, clothing, and family and child development.
2. Successfully complete an internship that applies acquired skills, practices positive employment relationships, and articulates Christian worldview in professional situations.
3. Apply the multi-faceted professionally recognized competencies as articulated by the Commonwealth of Virginia Department of Education.

Teacher preparation and endorsement in Family and Consumer Sciences is available through the Department. Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education. Licensure information is also available at www.liberty.edu/uguide.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Family & Consumer Sciences, Teacher Licensure \(B.S.\)](#)

Fashion and Interiors Major (B.S.)

Fashion Merchandising Concentration

PURPOSE

The Fashion Merchandising concentration seeks to prepare Christ-centered professionals for the fashion apparel industry in product development, management, merchandising, and distribution.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Successfully complete an internship that applies acquired skills, practices positive employment relationships, and articulates Christian worldview in professional situations.
2. Create a professional portfolio in fashion merchandising that reflects experiential skills involved in the design, production, and distribution of apparel and their accessories.
3. Use core fashion merchandising concepts and strategies to determine effective solutions to hypothetical and/or real life situations.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Fashion & Interiors \(B.S.\) - Fashion Merchandising](#)

Interior Design Concentration

PURPOSE

The Interior Design concentration at Liberty University seeks to prepare Christ-centered professionals with skills to design innovative, functional, and environmentally responsible interior environments.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Successfully complete an internship that applies acquired skills, practices positive employment relationships, and articulates Christian worldview in professional situations.
2. Create a professional portfolio in residential interior design that reflects the sequence from ideation to formal presentation.
3. Produce work that successfully applies professionally recognized aesthetic requirements in interior design.
4. Apply workable solutions to functional problems in the creation of residential interior spaces.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Fashion & Interiors \(B.S.\) - Interior Design](#)

Fashion Design Concentration

PURPOSE

The Fashion Design concentration seeks to prepare professionals for the fashion apparel industry with a focus on unique individual designs in an educational setting that finds its basis in biblical values.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Successfully complete an internship that applies acquired skills, practices positive employment relationships, and articulates Christian worldview in professional situations.
2. Create a professional portfolio in fashion design that reflects skills in designing and contrasting fashion apparel that appropriately connects fabrics to creative designs.
3. Apply marketing and design skills that address the functional and decorative aspects of identified fashion markets.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Fashion & Interiors \(B.S.\) - Fashion Design](#)

MINORS

Family and Consumer Sciences Minors

Delivery Format: Residential Only

[Family and Consumer Science Minor - Clothing and Textiles \(Resident\)](#)

[Family and Consumer Sciences Minor - Family and Child Development \(Resident\)](#)

[Family and Consumer Sciences Minor - General \(Resident\)](#)

Department of History

Samuel C. Smith, B.A., M.A., Ph.D.
Chair, Department of History
Professor of History

PURPOSE

The History Department is committed to teaching and training students toward a Christian worldview of history. Offering general education courses, major programs and graduate courses, the Department provides comprehensive instruction in history and historical methodology, encourages students to develop an integrated Christian worldview and an appreciation for America's cultural distinctives, equips them for service, and prepares them for further education and careers.

PHI ALPHA THETA HONOR SOCIETY

Advisor: Dr. David Snead

Phi Alpha Theta is dedicated to recognizing and encouraging excellence in the study of history. Chapter activities provide members with opportunities for sharing and advancing their professional interests. Lectures and field trips are designed to awaken historical interest, and to promote interaction between students and faculty. An annual regional meeting builds rapport with chapters at neighboring institutions.

Criteria for membership: An undergraduate student must have completed at least twelve semester hours in history with a grade in all history courses averaging at least a 3.10 and must have a general average of at least a 3.00 in all classes.

Career Opportunities

Archaeologist	Market Researcher
Architectural Historian	Museum Curatorship
Archival Management	Oral Historian
Bibliographer	Manager of Historical Societies
Data Processor for Investment Firms	Public Policy Director
Diplomat	Records and Information Manager
Genealogist	Research Assistant
Historian for Government Agencies	Research/Reference Librarian
Historian for Business Corporations	Researcher/Writer for Historical Films
Historical Editor	Researcher/Writer for Media
Historical Preservationist	Social Scientist
Information Consultant	Teacher
Lawyer	

History Major (B.A. and B.S.)

PURPOSE

The purpose of the History major is to provide students with a breadth of understanding of U.S., European, and World History.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate mastery of a breadth of general knowledge of the field of history.
2. Apply biblical principles to the problems and issues of history.
3. Research historical topics and critically analyze historical literature, documents and data with historiographical and interpretative sophistication.
4. Convey and analyze ideas in writing.
5. Evaluate the significance of world societies and cultures.

Programs of Study

Delivery Format: Residential and Online

[Bachelor of Science in History \(B.S.\) – Resident](#)
[Bachelor of Science in History \(B.S.\) – Online](#)

Delivery Format: Residential Only

[Bachelor of Arts in History \(B.A.\)](#)

Social Sciences Major (B.S.)

PURPOSE

The Social Sciences major is designed to have a core in history with additional coursework in geography, government, and economics.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate how various factors have influenced the development of history and civilization.
2. Apply biblical principles to the problems and issues of history.
3. Demonstrate mastery of a breadth of general knowledge of the field of history.
4. Convey and analyze ideas in writing.
5. Evaluate the significance of world societies and cultures.

TEACHER LICENSURE

Teacher preparation and endorsement in social studies is available through the Department of History in cooperation with the Teacher Education Department. Those wishing to pursue teaching-related programs should seek information from the Teacher Licensure Office in the School of Education. Licensure information is also available at <http://www.liberty.edu/uguide>. All teacher licensure programs have been approved by the National Council for Accreditation of Teacher Education (NCATE).

Programs of Study

Delivery Format: Residential Only

[Bachelor of Science in Social Sciences \(B.S.\)](#)

[Bachelor of Science in Social Sciences, Teacher Licensure \(B.S.\)](#)

MINORS

History Minor

Delivery Format: Residential and Online

[History Minor \(Resident\)](#)

[History Minor \(Online\)](#)

International Studies Minor

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Identify major civilizations from ancient times to the present, including geographical, chronological, and cultural distinctive positions.
2. Apply Biblical principles to the understanding of world civilizations.

Delivery Format: Residential and Online

[International Studies Minor \(Resident\)](#)

[International Studies Minor \(Online\)](#)

Military History Minor

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Explain how a variety of issues including political, economic, diplomatic, and cultural factors influenced American and world military development since 1900.
2. Apply Biblical principles in making interpretations of American and world military history.

Delivery Format: Residential and Online

[Military History Minor \(Resident\)](#)

[Military History Minor \(Online\)](#)

Department of Mathematics

Scott N. Long, B.S., M.S., Ph.D.

Chair, Department of Mathematics

Associate Professor of Mathematics

Timothy Van Voorhis, B.S., M.S., Ph.D.

Associate Chair, Department of Mathematics

Associate Professor of Mathematics

PURPOSE

The Department of Mathematics plans, develops and maintains quality bachelor degree programs that comply with regional accreditation standards. The Department of Mathematics also seeks to maintain efficient, cost effective strategies in the administration and delivery of its degree programs.

The Department of Mathematics offers a major and minor in mathematics. In addition, courses for general education credit are offered in physical science and physics, as well as mathematics. The purpose of the department is to provide:

1. General education courses and support courses for all students, resident and non-resident;
2. Education in both the theory and applications of the mathematical sciences for its majors;
3. An appreciation of the importance of the role the mathematical sciences play in society; and
4. Experience in the use of a Computer Algebra System (CAS) in a laboratory setting.

KAPPA MU EPSILON HONOR SOCIETY

Advisor: Dr. Ethan Smith

Kappa Mu Epsilon (KME) is a specialized honor society in Mathematics. Each chapter is encouraged to be a working organization throughout the academic year, functioning as an integral part of the mathematics department in the promotion of a number of worthwhile extra-curricular activities. The objective of KME since its inception has been the fulfillment of its motto which is to “develop an appreciation for the beauty of mathematics.” The purposes of KME are to further the interests of mathematics in those schools which place their primary emphasis on the undergraduate program and to recognize and honor outstanding scholastic achievement among undergraduate students in mathematics.

The criteria for membership are as follows:

1. Must be or have been a faculty member or a regularly enrolled student at an institution where a Kappa Mu Epsilon chapter is installed;
2. Must have completed at least three semesters (or five quarters) of the college course and rank in the upper 35% of his/her class;
3. Must have completed at least three college courses in mathematics including at least one semester (or two

quarters) of calculus and attained an average of “B” or better in all mathematics courses; and

4. Must have completed at least one semester (one quarter) at the institution, or must have transferred from another institution, and have completed at least one mathematics course with a “B” or better at the institution prior to his/her induction into membership.

Election to membership shall be irrespective of membership in any other organization, and no person shall be excluded on the grounds of sex, race, creed, or color.

Career Opportunities

Graduate School

Mathematics	Sciences (medical and non-medical)
Statistics	Computer Science
Actuarial Science	Finance/Economics
Applied Mathematics	

Job Market

Any industry requiring problem solving and computer use	
Computer Science	Operations Research
Data Processing	Financial and Insurance Industries
Engineering	

Teaching

Private Schools	Public Schools
-----------------	----------------

Mathematics Major (B.S.)

PURPOSE

The purpose of the mathematics major is to present the basic concepts and methods in modern mathematics, to develop the student's ability to think critically using the axiomatic method, and to apply these ideas to other disciplines. This major provides the mathematical background for students preparing for (1) certification in secondary education; (2) graduate study in a mathematical discipline; (3) a career in an area using mathematics, such as engineering, economics, statistics, or actuarial science.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Solve problems using the appropriate mathematical expertise.
2. Use abstract reasoning to rigorously evaluate mathematical hypothesis, and formulate and communicate mathematical analysis and arguments.
3. Critically analyze and investigate complex phenomena of the physical and/or socio-economic worlds by representing these problems mathematically.
4. Articulate how a biblical/Christian worldview informs one's vocation and professional practices.
5. Use appropriate technology to solve practical problems, access mathematical information, and develop mathematical insight.

TEACHER LICENSURE

Teacher preparation and endorsements in mathematics are available through the Department of Mathematics in cooperation with the Teacher Education Department in the School of Education. Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education. The School of Education is NCATE accredited for teacher education. Licensure information is also available at <http://www.liberty.edu/uguide>.

Programs of Study

Delivery Format: Residential Only

[Bachelor of Science in Mathematics \(B.S.\)](#)

[Bachelor of Science in Mathematics \(B.S.\) - Actuarial](#)

[Bachelor of Science in Mathematics, Teacher Licensure \(B.S.\)](#)

MINOR

Mathematics Minor

Delivery Format: Residential Only

[Mathematics Minor \(Resident\)](#)

Department of Modern Languages

Stephanie L. Blankenship, B.A., M.A., Ed.D.

Chair, Department of Modern Languages

Assistant Professor of Spanish

PURPOSE

With a vision for global engagement, the Department of Modern Languages provides Christian worldview instruction in the study of written, spoken, expressed language, translation and interpretive skills, endemic literature, and cultural studies related to modern languages. The Department emphasizes the theory and practice of the applied discipline of second language acquisition, as well as linguistic analysis, in order to prepare students for future careers, ministry opportunities, and graduate study in languages, language education, and the language arts.

Honor Societies

SIGMA DELTA PI SPANISH HONOR SOCIETY

Purpose

1. To recognize those who attain excellence in the study of the Spanish language and in the study of the literature and culture of the Spanish-speaking peoples.
2. To honor those who have contributed to the furthering excellence in the study of the Spanish language and culture through honorary membership.
3. To foster interest in Spanish language and culture among students of Liberty University and in the Lynchburg community.
4. To encourage the involvement of both native and non-native Spanish speakers in community service and leadership.
5. To promote student scholarship and encourage continued language study after graduation.

Requirements

1. 3.00 overall GPA
2. 3.25 GPA in Spanish coursework
3. At least one class in upper division Spanish coursework (300+)

Career Opportunities

Business	Second-language Instruction
Civil Services	Sign Language Interpreter
Graduate school	Teaching
Ministry	Translation
Law	Writing
Professions	

American Sign Language and Interpreting Major (B.A.)

PURPOSE

The purpose of the program is to equip students with the knowledge base and skill set to prepare them for effective Sign Language interpreting and meaningful interaction with the Deaf community.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Communicate in a linguistically and culturally appropriate way through the use of American Sign Language.
2. Recognize and model various sociolinguistic elements, values, and concerns of the culturally Deaf.
3. Facilitate communication effectively between hearing individuals and the Deaf.
4. Synthesize the interpreter's professional ethics, identity, and role with a Christian worldview.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Arts in American Sign Language & Interpreting \(B.A.\)](#)

Spanish Major (B.A.)

PURPOSE

Liberty University's Spanish program exists to equip candidates to communicate in Spanish at a high level of proficiency in a wide variety of contexts with native Spanish speakers or to pursue advanced study in the field. Toward this end, the program seeks: 1) to develop the necessary curricular offerings and practical opportunities for student achievement in the areas listening, speaking, reading, writing, and culture; 2) to develop strategies for providing students with both curricular and practical opportunities which make the most efficient and effective use of the department's academic, physical, and budgetary resources; and 3) to provide graduates with the highest quality of both professional preparation and professional accreditation and licensure.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Critique, analyze, and interpret authentic Spanish language texts.
2. Analyze Hispanic culture and its various expressions in terms of a biblical worldview.
3. Communicate orally in Spanish, demonstrating listening comprehension skills, speaking proficiency, correct grammar, and appropriate vocabulary.
4. Demonstrate written communication skills, including the ability to produce clear, logical, and grammatically and syntactically appropriate Spanish-language compositions.
5. Evaluate Hispanic cultural practices and perspectives within a broad political, social, and historical framework.

Programs of Study

Delivery Format: Residential Only

[Bachelor of Arts in Spanish \(B.A.\)](#)

[Bachelor of Arts in Spanish, Teacher Licensure \(B.A.\)](#)

Teaching English as a Second/Foreign Language Major (B.A.)

PURPOSE

Liberty University's TESL program exists to equip candidates to teach English in a wide variety of contexts to speakers of other languages or to pursue advanced study in the field. Toward this end, the program seeks: 1) to develop the necessary curricular offerings and practical opportunities for student achievement in the areas of

general linguistics, the linguistic features of the English language, cross-cultural dynamics, and curriculum and methodology in TESFL; 2) to develop strategies for providing students with both curricular and practical opportunities while making the most efficient and effective use of the department's academic, physical, and budgetary resources; and 3) to provide graduates with the highest quality of both professional preparation and professional accreditation and licensure.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Adapt the principles of language learning to multiple contexts.
2. Analyze and communicate the syntactic, morphological, phonological and discourse features of English.
3. Analyze and apply the ways in which the Christian worldview affects the TESL practitioner's work.
4. Conduct linguistic analysis of various world languages and present findings both orally and in writing.
5. Evaluate differences and problems that occur in human behavior and values in cross-cultural and cross-linguistic settings.

Programs of Study

Delivery Format: Residential Only

[Bachelor of Arts in Teaching English as a Second or Foreign](#)

[Language \(B.A.\) - Teaching English as a Second or Foreign](#)

[Language Cognate](#)

[Bachelor of Arts in Teaching English as a Second or Foreign](#)

[Language, Teacher Licensure \(B.A.\)](#)

MINORS

American Sign Language Minor

PURPOSE

The purpose of the American Sign Language Minor is to equip students with the knowledge base and skill set to prepare them for effective communication in American Sign Language and meaningful interaction with the Deaf community.

Delivery Format: Residential Only

[American Sign Language Minor \(Resident\)](#)

Chinese Minor

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Communicate orally in Chinese, demonstrating speaking proficiency, correct grammar, and appropriate vocabulary.
2. Produce logical, grammatically and syntactically appropriate Chinese-language compositions.

Delivery Format: Residential Only

[Chinese Minor \(Resident\)](#)

French Minor

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Communicate orally in French, demonstrating listening comprehension skills, speaking proficiency, correct grammar, and appropriate vocabulary.
2. Demonstrate written communication skills, including the ability to produce clear, logical, and grammatically and syntactically appropriate French-language compositions.

Delivery Format: Residential Only

[French Minor \(Resident\)](#)

German Minor

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Use the German language to function in a variety of everyday contexts.
2. Analyze the significance of particular aspects of language and culture for the German-speaking regions of Europe.

Delivery Format: Residential Only

[German Minor \(Resident\)](#)

Linguistics Minor

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Analyze language data based on linguistic concepts.
2. Explain the functions of fundamental linguistic constructs in relation to how language works.

Delivery Format: Residential Only

[Linguistics Minor \(Resident\)](#)

Spanish Minor

Delivery Format: Residential Only

[Spanish Minor \(Resident\)](#)

Department of Philosophy

Gary R. Habermas, B.R.E., M.A., Ph.D.

Chair, Department of Philosophy

Distinguished Research Professor of Apologetics and Philosophy

Edward N. Martin, B.A., M.A., Ph.D.

Co-Chair, Department of Philosophy

Professor of Philosophy and Theology

PURPOSE

The B.A. in Philosophy equips the student with critical skills, knowledge, and values to positively impact today's world. Philosophy majors rank highest among non-science majors on the GRE exam, and rank first amongst all majors in the verbal section. This may be in part because of Philosophy's central emphasis on: 1) studying some of history's most articulate and clearly expressed *models* of communication; 2) developing one's personal style and skills of written and verbal communication based on those classical and contemporary *models*; 3) fostering a deepening love for the Lord, who is Himself "The Word"—God's clear communication of Himself for us and our salvation; 4) applying problem-solving skills to life's greatest *theoretical* and *practical* questions we are uniquely positioned in God's creative order to know about, ponder, and begin to answer (amidst the explosion of knowledge and the haunt of technology); 5) evaluating and critiquing various arguments and diverse positions by the best minds—both believers and non-believers; and 6) doing each of the above alongside caring, compassionate faculty specially trained to produce Philosophers to change our world for Christ's Kingdom here, now, today.

C. S. Lewis famously stated that the world needs *good philosophy*, if for no other reason, to answer bad philosophy. Our philosophy is Christ-centered, our God is "the true God, and eternal life" (I John 5:20), and our message must be clear: we seek to provide our communities, our churches, and our world with men and women *on fire for the Truth of the Word of God, the only hope in a*

hopeless world! We seek to train philosophically-able Champions for Christ who, "with gentleness and respect" (I Pet 3:16), can "demolish arguments and every pretention that sets itself up against the knowledge of God, and...take captive every thought to make it obedient to Christ." (II Cor 10:5) The Christian worldview is the most powerfully compelling and best explanation for all the phenomena of which humans are aware. But, so often, as G. K. Chesterton quipped, it is not that Christianity has been tried and found wanting; rather, it has been found difficult and so often left untried. We want our students to know not only *what* they believe, but *why* they believe it. So, we are devoted to producing men and women who acknowledge not only that *Jesus is Lord*, but that, as Dallas Willard remarks, *Jesus is brilliant*. For in Him "are hidden all the treasures of wisdom and knowledge." (Col. 2:3) The program focuses on the classical philosophical areas of study, including metaphysics, epistemology, logic, aesthetics, ethics, and philosophy of religion, and provides a strong, impactful foundation for living as an agent of Christ-honoring, Christ-centered cultural and spiritual transformation in our world. For those interested to seek further studies in many diverse fields at the graduate level, the Philosophy major provides an excellent basis for further studies in seminary, law, the humanities and the sciences. Majoring in Philosophy is not only exemplary preparation for ministry, but also serves as a great grounding for graduate studies in English, theology, leadership or management, business, counseling, History, politics, law, philosophy, and a full range of other related fields (such as philology, ancient or modern languages, mathematics, linguistics, art history, journalism, government, etc.).

PHI SIGMA TAU – INTERNATIONAL HONOR SOCIETY IN PHILOSOPHY

Advisor: Dr. Thomas A. Provenzola

PHI SIGMA TAU has as its essential purpose to promote ties among philosophy departments in accredited institutions and students in philosophy nationally. The Society exists with the following objectives: (1) to serve as a means of awarding distinction to students having high scholarship and personal interest in philosophy; (2) to promote student interest in research and advance study in this field; (3) to provide opportunities for the publication of student research papers of merit; (4) to encourage a professional spirit and friendship among those who have displayed marked ability in this field; and (5) to popularize interest in philosophy among the general collegiate public. The Society sponsors several colloquia and conferences, on both a local and national level, throughout the academic year.

Criteria for Membership:

Undergraduate students are eligible for active membership if they have completed three semesters of college course work, are ranked in the upper 35% of their class, and have completed (or are registered in) at least two semester courses (six credit hours) in philosophy with a mean overall grade which is greater than a 3.00.

Career Opportunities

Education/Teaching	Law
Pastor	Counseling
Campus/Parachurch Ministry	Computer Science
Hospital Ethicist	Information Technology
Publishing/Journalism	Leadership and Management
Government	Administration
Human Rights Advocate	Apologist
Theologian	Cultural Commentator
Classical Christian School	Business Entrepreneur
Teacher (esp. Logic)	Christian Educator

Philosophy Major (B.A.)

PURPOSE

The major in Philosophy is designed to provide a thorough, biblically based, cognitive and spiritual foundation for effective ministry and advanced studies in Philosophy, Law, Apologetics, Theology, and a wide diversity of related areas of study. For over two millennia, Philosophy has been recognized as one of the leading "liberal arts" available to teach and train the soul to become wise and prepared for service to God and neighbor, since the study of Philosophy has as its goal the development of the person in all those areas that constitute human flourishing and maturity. The Apostle Paul speaks of these areas together, constituting for the Christian believer what we normally call "spiritual growth," as seen, e.g., in the five or six recognizable areas of requirements for elders in the church (cf. I Tim 3, Titus 1), namely, intellectual, moral, social, psychological, physical and emotional development of the cardinal virtues (wisdom, justice, courage, temperance) and Christian virtues (faith, hope and love).

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Conduct research using primary and secondary sources in an informed and critical way.
2. Evaluate the central concepts and arguments in the history of Western Philosophy.
3. Compare and contrast Christian and non-Christian theories of reality, knowledge, and value.
4. Defend a philosophically informed worldview.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Arts in Philosophy \(B.A.\)](#)

MINOR

Philosophy Minor

Delivery Format: Residential Only

[Philosophy Minor \(Resident\)](#)

Undergraduate Certificates

The College of Arts and Sciences offers undergraduate certificates in several areas of study through Liberty University Online.

CERTIFICATE COMPLETION REQUIREMENTS

1. Complete 18 total hours with a 2.00 GPA
2. All courses must be completed through Liberty University
3. No grade of "D" may be applied to the certificate
4. Submission of Certificate Completion Application at beginning of final semester

Certificate in Teaching English as a Second Language

Delivery Format: Resident Only

[Teaching English as a Second Language - Residential](#)

College of General Studies

Administration

Ester Warren, B.S., M.Ed., Ed.S., Ed.D.
Dean, College of General Studies
Assistant Professor of Psychology

Bruce Bell, B.A., M.A., Ph.D.
Associate Dean, College of General Studies
Professor of Business and Communication

Benjamin K. Forrest, B.S., M.A.R., MRE, Ed.S., Ed.D.
Associate Dean, College of General Studies
Professor of Christian Education

Craig Hammond, B.S., M.S.A.
Associate Dean, College of General Studies
Assistant Professor of Accounting

Yaw Adu-Gyamfi, B.A., M.A., Ph.D.
Chair, College of General Studies
Professor of English

Cindy Bunker, B.S., D.V.M.
Chair, College of General Studies
Associate Professor of Biology

Brad Burgess, B.S., A.A.S., M.B.A., M.A.R.
Chair, College of General Studies
Assistant Professor of Religion

Jamaica Conner, B.S., M.Ed.
Chair, College of General Studies
Assistant Professor of English

Amy Hassenpflug, B.A., M.Ed.
Chair, College of General Studies
Assistant Professor of General Studies

Cynthia Perry, B.A., M.S.
Chair, College of General Studies
Assistant Professor of Mathematics

Carolyn Towles, B.S., M.Ed.
Chair, College of General Studies
Assistant Professor of English

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CategoryId=27> where faculty can be searched for by Department.

PURPOSE

The College of General Studies (CGS) was founded in 2011 to organize and deliver general education coursework to the University's first- and second-year students. CGS offers courses in areas such as communication; math, science, and technology; information literacy; and critical thinking. CGS has a dedicated faculty who focus on delivering innovative and effective education for first and second year students.

The College of General Studies' goals include:

1. Equipping freshman and sophomore students for spiritual, vocational, and intellectual success in life, learning, and education;
2. Enriching the freshman and sophomore experience in the classroom through a rigorous and coherent sequence of courses; increasing student success via faculty mentoring, freshman learning communities, best practices of college instruction, and technological innovations; and
3. Preparing students for their chosen major by which they will be equipped toward their future career goals.

In addition, the College of General Studies spearheads University instruction and assessment efforts in relation to core competencies such as communication; math, science, and technology; information literacy; and critical thinking.

General Education Guidelines

The general education component is tailored to the individual degree program by drawing from the University's approved general education course options. The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that:

1. is a substantial component of each undergraduate degree;
2. ensures breadth of knowledge; and
3. is based on a coherent rationale.

For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. For baccalaureate programs, the component constitutes a minimum of 30 semester hours or the equivalent. These credit hours must include at least one course from each of the following areas.

1. humanities/fine arts (HFA);
2. social/behavioral sciences (SBS); and
3. natural science/mathematics (NSM).

A complete listing of approved courses is displayed in the "Approved Residential General Education and Integrative Courses" and the "Approved General Education Courses for Online Programs" sections. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides a written justification and rationale for course equivalency.

Rules/Principles for Approval of General Education Courses

1. Required General Education courses must be general;
 - a. General education courses must be open to students of all majors, without heavy loads of prerequisite requirements
 - b. Courses must not be reducible to a narrow or focused skill (e.g. guitar lessons cannot substitute for Music Appreciation)
 - c. Courses must contribute to preparing students for a breadth of degree programs/careers
2. General Education courses contribute to the University's plan to ensure that students satisfy certain Core Competencies.
3. In the event that a 300- or 400- level course is required to fulfill a requirement as a general education course, it must not be considered part of any major/program requirements (directed electives are acceptable, however).

Information Technology

PURPOSE

Information Technology (INFT) is designed to assist students in developing and demonstrating foundational technology competency and proficiency that will lead to success in their college program coursework and future careers. All incoming residential students, both freshmen and transfer, have the option to take an assessment in Information Technology their first semester to determine basic competency. The Information Technology assessment covers areas in computer concepts, including file management, email, word processing, spreadsheets, and presentation software.

The competency requirements may be met by either passing the assessments or taking a course, INFT 110 (*Computer Concepts and Applications*) or INFT 111 (*Computer Concepts and Applications – MAC only*). In addition, students may complete a combination of assessments and coursework (INFT 102, 103, and/or 104) to fulfill the competency requirements. Online students develop their technology skills by other varied means, and online students beginning at Liberty complete UNIV 104 (*Instructional Technology for Online Learning*) to assure technological competency.

General Education Requirements for Residential Programs

The College of General Studies oversees the majority of courses included in the University's General Education Requirements, which were adopted in 1990 by the faculty of Liberty University for all baccalaureate degree students. While the list of courses that comprise the general education core remains largely unchanged, the arrangement of courses now reflects the University's commitment to develop core competencies in undergraduate students. The goal is to ensure that all undergraduate students demonstrate college-level knowledge and skills that prepare them both to fulfill the specific requirements of their individual college/school and major fields of study and to translate their learning into a variety of career contexts. An undergraduate curriculum of required basic General Education courses serves as a foundation for later specialization.

CORE COMPETENCIES, DEFINITIONS, AND OUTCOMES

Communication. This competency is the ability to elicit, synthesize, and respond clearly to quality information in an effective, correct, and appropriate format.

Learning Outcomes

1. Produce well-structured, sound communications in various modes of discourse.
2. Demonstrate knowledge of diction, syntax, grammar, and mechanics to sentence and essay revision and editing
3. Write a critical analysis of a literary, historical, and / or rhetorical work.
4. Integrate credible sources accurately and effectively.

Information Literacy is the ability to recognize the need for information (which comes from a variety of textual, visual, digital, and other forms of media); strategically discover and organize information; use established criteria (such as reliability, validity, accuracy, authority, timeliness, contextualization, and point of view or bias) to critique information and its sources; responsibly contribute to the conversation surrounding information.

Learning Outcomes

1. Determine the nature and extent of information needed.

2. Discover and evaluate information
3. Access and use information legally and ethically
4. Use information effectively to accomplish a specific purpose.

Critical Thinking. This competency is the process of evaluating information gained through observation, reflection, or research, to reach logical conclusions and to guide decision-making.

Learning Outcomes

1. Evaluate information to determine if it is supported by the evidence.
2. Determine the relevance of information in evaluating an argument or conclusion
3. Recognize flaws and logical inconsistencies in an argument.
4. Generate conclusions based on credible research, analysis, and interpretation.
5. Apply reading comprehension strategies including interpreting, evaluating and analyzing written content.

Math, Science, and Technology. This competency is the reasoning, quantitative, and technology proficiency necessary for general life skills and application to a wide variety of disciplines.

Learning Outcomes

1. Apply technology to analyze, interpret or communicate information.
2. Analyze evidence to generate conclusions.
3. Apply a structured method to solve problems.

Christian Life & Thought. This competency is a coherent way of understanding God, humanity, and the world; it derives its principles from the Bible and applies them in order to direct belief and action.

Learning Outcomes

1. Summarize the biblical metanarrative which frames the Christian worldview.
2. Apply the biblical text and its principles to life through a contextual hermeneutic.
3. Compare and contrast the biblical worldview with non-biblical worldviews.

Core Competency Requirements

Degree Completion Plans for residential and online students are organized according to core competencies, basic knowledge and skills that all students need for successful completion of their program of study. The General Education Requirements are located on the left side of the Degree Completion Plan (DCP). Each program, throughout this catalog, has DCP link(s) listed with the program information. The General Education Requirements for some majors may vary.

Residential Degrees Offered:

Bachelor of Science
Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Music
Associate of Applied Science
Associate of Arts

Online Degrees Offered:

Bachelor of Science
Bachelor of Fine Arts
Associate of Applied Science
Associate of Arts

Approved General Education Courses for Residential Programs

The list of approved general education courses for *residential programs* is published online at <http://www.liberty.edu/gened>.

Approved General Education Courses for Online Programs

General Education

This elective may be fulfilled by approved courses within the Humanities and Fine Arts, Natural Science, Math, Technology, History, Social Science disciplines or STEM (Science, Technology, Engineering, Math). Restrictions may apply to some majors. General education electives must meet the University's general education guidelines.

The list of approved general education courses for *online programs* is published online at:
<http://www.liberty.edu/academics/generalstudies/index.cfm?PID=37563>.

DEVELOPMENTAL ENGLISH

ENGL 100 (Basic Composition) is a developmental English course designed to help students improve their writing skills by studying correct usage of grammar and mechanics, organizing their thoughts for written assignments, and composing organized paragraphs and essays through the writing process. ENGL 100 is a review of writing concepts established at the secondary level, such as a study of the basic modes of writing, grammar/mechanics, organizing techniques, and correct usage, providing essential tools of writing to students who do not have prerequisite English skills for college-level English.

GENERAL EDUCATION REQUIREMENTS FOR OUT OF STATE STUDENTS

In addition to Liberty University's general education requirements, distance education students may also be required to fulfill additional requirements set by their home states. *Details by state will be added to the Degree Completion Plan.* Specific Degree Completion Plans for each state whose requirements differ are available from Liberty University Online Advising.

School of Aeronautics

Administration

James P. Molloy, B.S., M.A.S., FAA COMM, INST, CFI, CFII, ME, MEI

*Dean, School of Aeronautics
Associate Professor of Aeronautics*

Robert L. Hudson, B.A., M.A., MCA, FAA ATP, COMM, INST, CFI, CFII, ME, MEI

*Assistant Dean, School of Aeronautics
Instructor of Aeronautics*

Mitchell A. Morrison, B.S., M.A.S., Ph.D., FAA ATP, HELO, COMM, INST, CFI, CFII, ME, MEI

*Chair, Aviation Management and Flight
Associate Professor of Aeronautics*

Bradley Blank, B.S., M.A., FAA COMM, INST, CFI, A&P

*Chair, Aviation Maintenance and Unmanned Aerial Systems
Assistant Professor of Aeronautics*

James M. Mashburn, B.A., M.S., M.C.A., FAA COMM, INST, CFI, CFII, ME, MEI

*Online Chair
Assistant Professor of Aeronautics*

Brian Hough, B.S., M.C.A., FAA ATP, COMM, INST, CFI, CFII, ME, MEI

Executive Director of Business Development/Affiliate Operations

Andrew Walton, B.S., M.A., FAA COMM, INST, CFI, CFII, ME, MEI, A&P

Director of Safety

Anton W. Cihak II, B.S., M.A., FAA ATP, COMM, INST, CFI, CFII, ME, MEI, AGI, IGI

*Director of Flight Operations
Advisor and Coach, LU Flight Team, National Intercollegiate
Flying Association*

Peter Spahr, B.S., M.C.A., FAA COMM, INST, CFI, CFII, ME, A&P

*Associate Director of Flight Operations; Chief Instructor Private
Pilot Course*

Marc Curley, B.S., M.B.A., FAA COMM, INST, CFI, CFII, ME, MEI

*Associate Director of Flight Operations; Chief Instructor
Commercial Pilot Course*

Joshua Clark, B.S., M.S., FAA COMM, INST, ME, CFI, CFII

*Associate Director of Flight Operations; Chief Instructor
Instrument Pilot Course*

Robert Cooper, B.S., M.A., M.P.M., P.M.P., FAA COMM, INST, CFI, CFII, ME, MEI

Associate Director of Flight Operations, Training

Daniel Stanchek, B.S., FAA COMM, INST, CFI, CFII, ME

Associate Director of Flight Operations, Flight Instructor Courses

Jason Hammond, FAA ATP, COMM, INST, CFI, CFII, ME, MEI

*Associate Director of Flight Operations, Standardization and
Evaluation*

Kevin Martin, B.S., FAA COMM, INST, CFI, CFII

*Associate Director of Flight Operations, Simulator Program
Manager*

Charles E. Laughlin, FAA A&P

Chief, Integrated Operations Center

Tana Jamison, B.S.

Director of Affiliate Operations

Aviation Qualifications Legend:

A&P –	Airframe and Powerplant Maintenance Technician
ATP –	Airline Transport Pilot
CFI –	Certified Flight Instructor
CFII –	Certified Flight Instructor Instrument
DME –	FAA Designated Maintenance Examiner
DPE –	FAA Designated Pilot Examiner
COMM –	Commercial Pilot
HELO –	Helicopter Rated
IA –	Inspection Authorization
INST –	Instrument Rated
ME –	Multi-Engine
MEI –	Multi-Engine Instructor

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online where faculty can be searched for by Department. [Faculty Roster](#).

PURPOSE

The School of Aeronautics equips, mentors, and sends champions for Christ into the aerospace community to serve as professional pilots, mechanics, unmanned aerial systems operators, flight attendants, aviation safety managers, administrators, and leaders in the aviation field. The School of Aeronautics grows leaders one at a time who know their identity, thrive in their faith, and love others in Christ to become difference makers.

The School of Aeronautics offers a Bachelor of Science degree in Aeronautics with Corporate/Commercial Concentration, Global Studies Concentration, Military Cognate, and Unmanned Aerial Systems Cognate. Additional offerings include: Bachelor of Aviation Administration degrees with Flight and Aviation Safety Management cognates, and Bachelor of Aviation Maintenance with Management and Unmanned Aerial Systems cognates. Additionally, Associate of Arts degrees in Aviation Maintenance Technician and Flight Attendant are available. Various minors are also offered.

FEDERAL AVIATION ADMINISTRATION (FAA) CERTIFICATION

The School of Aeronautics is a fully certified FAA Part 141 school authorized to teach Private, Instrument, Commercial, Multi-Engine, Certified Flight Instructor, and Certified Flight Instructor, Instrument courses. The FAA has also certified the School as an FAA Part 147 Aviation Maintenance Technician School authorized to teach Airframe and Powerplant.

COURSE FEES

Some aviation courses, including all flight courses have additional fees, which vary depending on course requirements. In addition, course fees may vary between residential and online courses.

- For Residential Courses, see [Welcome Packet](#)
- [Online course fees](#)

Furthermore, aviation maintenance students are responsible for obtaining their own hand tools for maintenance courses.

VETERANS ADMINISTRATION BENEFITS

For those qualified for and using Veterans Benefits, please review: <http://www.liberty.edu/index.cfm?PID=32289>

ADMISSION REQUIREMENT

In order to be admitted into the Liberty Online BS degree in Aeronautics, the student must certify that he or she understands that degree completion requires acceptance, enrollment and completion of all flight training requirements at an LU-approved, independent Flight Training Affiliate and requires the student to meet all Federal Transportation Security Administration requirements for flight training, or the student must have a Commercial Pilot Certificate issued by the Federal Aviation Administration prior to admission.

In order to be admitted into the Liberty Online BS degree in Aviation Maintenance Management, the student must certify that he or she understands that based on FAA requirements, the AVMT courses (45 hours) listed on this degree cannot be offered online and must be taken residentially at Liberty University. FAA mechanic training and certification, with Airframe and Powerplant ratings, may be done outside of Liberty University and Prior Learning Assessment (PLA) credit may be awarded for licensure to meet the requirements of the AVMT courses (45 hrs.)

Career Opportunities

Certified Flight Instructor	Missionary Pilot
Commercial Pilot	UAS Operator
Corporate Pilot	Aircraft Mechanic
Military Pilot	Maintenance Manager
Airline Operations	Flight Attendant
Government Organizations	UAS Maintenance Manager
Airport Management	Other aviation related careers
Aviation Safety Manager	

DEGREE COMPLETION PLANS (DCP)

Degree Completion Plans for degree programs offered by the School of Aeronautics can be accessed online at <http://www.liberty.edu/academics/registrar/index.cfm?PID=2981>.

Aeronautics Major (B.S.)

PURPOSE

The purpose of the Aeronautics degree program is to prepare men and women to become exceptional aviators who possess outstanding knowledge, excellent technical skills, sound judgment, professionalism, leadership, and strong Christian character.

PROGRAM LEARNING OUTCOMES

- The student will be able to:
1. Apply biblical principles within the professional aviation environment.
 2. Apply written and oral communication skills as they pertain to the aviation industry.
 3. Promote a healthy organizational safety culture in aviation.
 4. Mentor others in leadership skills and qualities as it relates to aviation.

5. Assimilate the healthy lifestyle required to meet the unique physical and cognitive demands of an aviation career.
6. Apply science, technology, and mathematics to aeronautical disciplines

Commercial/Corporate Concentration

The student will be able to apply policies, regulations, and procedures to commercial/corporate flight operations.

Global Studies Concentration

The student will be able to apply policies, regulations, and procedures to humanitarian flight operations.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

- [Bachelor of Science in Aeronautics \(B.S.\) - Commercial/Corporate](#)
- [Bachelor of Science in Aeronautics \(B.S.\) - Global Studies](#)
- [Bachelor of Science in Aeronautics \(B.S.\) - Military](#)
- [Bachelor of Science in Aeronautics \(B.S.\) - Unmanned Aerial Systems](#)

Aviation Major (B.S.)

PURPOSE

The purpose of the Aviation degree program is to train men and women to become exceptional aviators who possess outstanding knowledge, excellent technical skills, sound judgment, professionalism, leadership, and strong Christian character.

PROGRAM LEARNING OUTCOMES

- The student will be able to:
1. Apply biblical principles within the professional aviation environment.
 2. Apply written and oral communication skills as they pertain to the aviation industry.
 3. Promote a healthy organizational safety culture in aviation.
 4. Mentor others in leadership skills and qualities as it relates to aviation.
 5. Assimilate the healthy lifestyle required to meet the unique physical and cognitive demands of an aviation career.
 6. Apply science, technology, and mathematics to aeronautical disciplines.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

- [Bachelor of Science in Aviation \(B.S.\)](#)

Aviation Administration Major (B.S.)

PURPOSE

The Aviation Administration program builds on the School of Aeronautics’ aviation safety and leadership core, providing graduates with knowledge and skills needed for program development, data analysis, and organizational management and ethics for service as leaders and managers in various aviation business and operations roles. A pilot certificate is not required to complete the B.S. Aviation Administration, providing a non-pilot option for those who desire to work and serve in the aviation field.

PROGRAM LEARNING OUTCOMES

- The student will be able to:
1. Apply biblical principles within the aviation profession.
 2. Apply written and oral communications skills to promote effective aviation administration.

- Promote a healthy organizational safety culture in aviation.
- Mentor others in leadership skills and qualities as it relates to aviation administration.
- Adapt sound business practices to the aviation industry.
- Apply science, technology, and mathematics to aviation administration.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Science in Aviation Administration \(B.S.\) - Aviation Safety Management](#)

[Bachelor of Science in Aviation Administration \(B.S.\) - Flight](#)

Aviation Maintenance Major (B.S.)

PURPOSE

The purpose of the Aviation Maintenance degree program is to prepare students for management and leadership roles in the aviation maintenance field. The curriculum expands on the School of Aeronautics AMTS (A&P) training for FAA aviation mechanic licensure. It builds on, and strengthens, fundamental skills and principles taught during the AMTS training. The degree delves into broader topics facing an FAA licensed mechanic such as Human Factors and Safety. The FAA portion of this program (all AVMT courses) is designed to be completed in 12-consecutive months.

PROGRAM LEARNING OUTCOMES

The student will be able to:

- Apply Biblical principles within the aviation maintenance environment.
- Apply science, technology, and mathematics in the area of aviation maintenance.
- Promote a healthy organizational safety culture in the aviation maintenance industry.
- Solve aviation maintenance issues and problems individually, and within a team environment.
- Apply written and oral communication skills as they pertain to aviation maintenance.
- Mentor others in leadership skills and qualities.

Programs of Study – Degree Completion Plans

Delivery Format: Residential

[Bachelor of Science in Aviation Maintenance \(B.S.\) - Management](#)
– Resident

Delivery Format: Online

[Bachelor of Science in Aviation Maintenance Management \(B.S.\)](#) – Online

Note: Based on FAA requirements, the AVMT courses (45 hours) listed on this degree cannot be offered online and must be taken residentially at Liberty University. You may complete FAA mechanic certification with Airframe and Powerplant ratings outside of Liberty University and Prior Learning Assessment (PLA) credit may be awarded for licensure to meet the requirements of the AVMT courses (45 hrs.)

Delivery Format: Residential Only

[Bachelor of Science in Aviation Maintenance \(B.S.\) - Unmanned Aerial Systems](#)

ASSOCIATE OF ARTS DEGREES

In an effort to meet the educational needs of students who want a university degree, but who do not desire to complete a four-year bachelor's program, the School of Aeronautics offers the Associate of Arts Degree in Aeronautics Airline Flight Attendant and the Associate of Arts Degree Aviation Maintenance Technician. These two-year degree programs combine courses in the major program of study with General Education courses and other graduation requirements.

Aeronautics - Airline Flight Attendant Major (A.A.)

PURPOSE

The purpose of the Flight Attendant Program is to train men and women to become exceptional flight attendants who possess outstanding knowledge, excellent technical skills, sound judgment, professionalism, and strong Christian character.

PROGRAM LEARNING OUTCOMES

The student will be able to:

- Apply biblical principles within the professional aviation environment.
- Apply written and oral communication skills as they pertain to the aviation industry.
- Promote a healthy organizational safety culture in aviation.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Associate of Arts in Aeronautics \(A.A.\) - Airline Flight Attendant](#)

Aviation Maintenance Technician Major (A.A.)

PURPOSE

The purpose of the Aviation Technician Program is to train pilots, as well as non-pilots to maintain aircraft in the context of a faith-based missionary organization; however, training is also applicable to those pursuing other careers in general, corporate and commercial aviation.

The Aviation Maintenance Technician Program is an accelerated maintenance training program designed for the FAA portion (all AVMT courses) to be completed as a single block in one year and the additional Associate of Arts degree classes completed in an additional year. The curricula for this program are regulated by the Federal Aviation Administration (FAA).

PROGRAM LEARNING OUTCOMES

Upon successful completion of the Associate of Arts in Aviation Maintenance Technician or Aviation Maintenance Technician Certificate program, the student will be able to:

- Apply Biblical principles in the aviation maintenance environment.
- Solve aviation maintenance issues and problems individually, and within a team environment.
- Apply science, technology, and mathematics in the area of aviation maintenance.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Associate of Arts in Aviation Maintenance Technician \(A.A.\)](#)

MINORS

Aeronautics Minor

Delivery Format: Residential Only

[Aeronautics Minor \(Resident\)](#)

Airline Flight Attendant Minor

Delivery Format: Residential Only

[Airline Flight Attendant Minor \(Resident\)](#)

Aviation Maintenance Technician Certificate

Students pursuing the Aviation Maintenance Technician Certificate complete the 45-credit hour, FAA Part 147 program in a 12-month accelerated format. During this period the student will be able to earn an aircraft maintenance license with both Airframe and Powerplant ratings.

EVALUATION OF TRANSFER CREDIT

Students may transfer all semester hours earned in the Aviation Maintenance Technician Certificate program to Liberty's Associate of Arts program and B.S. Aviation Maintenance.

Delivery Format: Residential Only

[Aviation Maintenance Technician - Residential](#)

School of Behavioral Sciences

Administration

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

*Vice President for Academic Affairs and Provost
Founding Dean, School of Behavioral Sciences
Professor of Counseling and Practical Theology*

Steve Warren, B.A., M.A., M.A., Ph.D.

*Dean, School of Behavioral Services
Assistant Professor of Counseling*

Marlene Corsini, B.S., M.A., Ed.S., Ed.D.

*Associate Dean, School of Behavioral Sciences
Assistant Professor of Psychology*

Kevin Conner, B.S., M.A., M.Div., Ph.D.

*Chair, School of Behavioral Sciences
Assistant Professor of Psychology*

Shawn George, M.A.

*Chair, School of Behavioral Sciences
Instructor of Psychology*

Haley Pinder, B.S., M.Ed.

*Chair, School of Behavioral Sciences
Instructor of Psychology*

Christine Fulmer, B.S., M.S.W.

*Chair, School of Behavioral Sciences
Associate Professor of Social Work*

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CaID=27> where faculty can be searched for by Department.

PURPOSE

The School of Behavioral Sciences exists to promote an integrated understanding of science, practice, and faith. Programs prepare future graduates dedicated to impacting the fields of Psychology, Counseling, and Social Work within the context of a commitment to scientific competence and the demonstration of best practices supported by a Christian Worldview.

DEGREE COMPLETION PLANS

Degree Completion Plans for programs offered by the School of Behavioral Sciences can be accessed online at www.liberty.edu/dcps.

Department of Psychology

Human Services Major (B.S.)

PURPOSE

The B.S. in Human Services focuses on meeting the career goals of students who plan to enter the Human Services professions upon graduation. The courses offered within this degree provide the academic foundation necessary for students to be competitive and effective as they serve their communities.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate competence in an array of human service theories.
2. Evaluate service delivery models and programs effectiveness.
3. Discuss ethical standards for human service workers.
4. Evaluate concepts within the field of human services as they relate to biblical thought.
5. Analyze the needs of diverse clients with an appreciation of multicultural perspectives.

Career Opportunities

Individuals with a baccalaureate degree in Human Services may pursue the following entry level careers in the helping profession and mental health fields:

Case worker	Domestic relations worker
Child care worker	Group home case manager
Community case worker	Residential youth counselor
Counselor assistant	Welfare office related work
Day care center supervisor	

This degree offering is for students who desire to enter the helping professions directly after completing their degree. The student can obtain entry-level (non-licensed) positions within the field of case management, human services, and community outreach programs. If a student desires to go to graduate school, it is highly recommended that PSYC 355 – *Statistics in Psychology* is taken as an elective course within this degree offering.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Human Services \(B.S.\)](#)

Psychology Major (B.S.)

PURPOSE

The Department of Psychology exists to provide students with the knowledge and skills required for the development of a biblically-integrated, evidence-based psychological understanding of humankind focused on practical application and research.

PSI CHI HONOR SOCIETY

Advisors: Dr. Marilyn Gadomski

Psi Chi is the International Honor Society for Psychology. Membership in Psi Chi is an earned honor which is for life. A permanent record of your membership is preserved at the Psi Chi National Office and may be used for reference purposes such as applications for graduate school and jobs.

Psi Chi inductees are eligible to order and wear the Psi Chi honor cord at graduation. Copies of Psi Chi's magazine, *Eye on Psi Chi*, are available in the main PSYC office in DeMoss Hall. Psi Chi members are eligible to present research papers/posters at Psi Chi programs held at national and regional conventions. In addition, members may participate in Psi Chi's undergraduate and graduate research award competitions, and undergraduate members may submit their research for publication in the Psi Chi Journal of Undergraduate Research. The names of new members and activities of chapters are published in *Eye on Psi Chi*.

The Liberty Psi Chi chapter inducts new members once in the fall and once in the spring. Applications for the fall induction should be submitted between September 1 and October 15, and applications

for the spring induction should be submitted between January 15 and February 28. To apply for membership, please fill out an application and return it and a check for \$65 to the Psychology office in DM 4008, or mail it to the address listed in the application. Do not submit applications by email. To be eligible to join the Liberty chapter of Psi Chi, students must meet the following requirements:

1. Registration for major or minor standing in Psychology.
2. Completion of at least 36 hours of college courses (this can include transfer courses).
3. Completion of at least 9 hours of Liberty Psychology courses with a PSYC prefix, excluding PSYC 101, PSYC 150, and PSYC 210.
4. GPA of at least 3.5 in Liberty Psychology courses with a PSYC prefix, excluding PSYC 101, PSYC 150, and PSYC 210.
5. Overall GPA of at least 3.35.
6. Check for \$65 that covers the lifetime Psi Chi national membership fee and Liberty's one-time dues (there are no additional annual dues).
7. Application must be submitted at least 2 months prior to student's graduation date.

You may email the current Psi Chi officers at psichi@liberty.edu for additional information.

DANIELS PROGRAM

The Daniels Program was designed for students who have the desire and ability to pursue graduate training in psychology. Students in this Program work on applied research projects under the supervision of faculty members, and have the opportunity to present findings at conferences and submit articles for publication. Students can apply for this Program after completing PSYC 255 – *Introduction to Research*, and are selected on the basis of their grades, Christian character, and faculty recommendations. This Program provides students the opportunity to develop the research skills and experience that will improve their ability to gain acceptance and funding in competitive graduate programs.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate competence in the major concepts in psychology.
2. Interpret research data accurately.
3. Use critical thinking to solve problems related to behavior and mental processes.
4. Evaluate psychological concepts/theories as they relate to biblical thought.
5. Communicate effectively in written, oral, and technological formats.
6. Recognize and respect the complexity of socio-cultural and international diversity.

PSYCHOLOGY COGNATES

Residential and Online Cognates are designed to provide students with a better understanding of a particular field of study.

Residential Cognates: Counseling, Sports Psychology, Criminal Psychology, Industrial Organizational Psychology, Developmental Psychology, and Substance Abuse Counseling.

Online Cognates: Christian Counseling, Crisis Counseling, Addictions and Recovery, Life Coaching, Military Resilience, Criminal Psychology, and Developmental Psychology.

Career Opportunities

Individuals with a Bachelor's degree in Psychology may pursue the following careers in the helping profession and mental health fields:

Affirmative action officer	Direct care worker
Behavior analyst	Domestic relations worker
Case worker	Family service worker
Child care worker	Group home coordinator
Child protection worker	Mental health technician
College admissions counselor	Residential youth counselor
College admissions recruiter	Social Security Administration Office
Community recreation worker	Social service coordinator
Corrections officer	Statistical assistant
Counselor aide	Veterans' advisor
Day care center supervisor	Welfare office related work
Day treatment specialist	

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Bachelor of Science in Psychology \(B.S.\) – Resident](#)

[Bachelor of Science in Psychology \(B.S.\) - Online](#)

[Bachelor of Science in Psychology \(B.S.\) - Criminal Psychology – Resident](#)

[Bachelor of Science in Psychology \(B.S.\) - Criminal Psychology - Online](#)

[Bachelor of Science in Psychology \(B.S.\) - Developmental Psychology – Resident](#)

[Bachelor of Science in Psychology \(B.S.\) - Developmental Psychology - Online](#)

Delivery Format: Residential Only

[Bachelor of Science in Psychology \(B.S.\) - Counseling](#)

[Bachelor of Science in Psychology \(B.S.\) - Industrial/Organizational Psychology](#)

[Bachelor of Science in Psychology \(B.S.\) - Sport Psychology](#)

[Bachelor of Science in Psychology \(B.S.\) - Substance Abuse Counseling](#)

Delivery Format: Online Only

[Bachelor of Science in Psychology \(B.S.\) - Addictions & Recovery](#)

[Bachelor of Science in Psychology \(B.S.\) - Christian Counseling](#)

[Bachelor of Science in Psychology \(B.S.\) - Crisis Counseling](#)

[Bachelor of Science in Psychology \(B.S.\) - Life Coaching](#)

[Bachelor of Science in Psychology \(B.S.\) - Military Resilience](#)

Psychology Major (A.A.)

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Understand the basic concepts of psychology.
2. Analyze behavior within the context of major psychological theories.
3. Communicate effectively using appropriate research style and methods.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Associate of Arts in Psychology \(A.A.\)](#)

MINORS**Psychology Minor****Delivery Format: Residential and Online**[Psychology Minor \(Resident\)](#)[Psychology Minor \(Online\)](#)**Sociology Minor****Delivery Format: Residential Only**[Sociology Minor \(Resident\)](#)**Christian Counseling Minor****Delivery Format: Online Only**[Christian Counseling Minor \(Online\)](#)**JAMES C. DOBSON CENTER FOR CHILD DEVELOPMENT, MARRIAGE, & FAMILY STUDIES**

Liberty University has partnered with world-renowned psychologist, author, radio show host, and family expert Dr. James C. Dobson to create Liberty University's James C. Dobson Center for Child Development, Marriage, & Family Studies. The goal of the center is to equip men and women with the knowledge to positively impact the family, and society, for Christ. Whether you are a pastor, counselor, caregiver, teacher, stay-at-home-mom, businessperson, or in any other field, these courses will strengthen your faith and grow your knowledge in the area of the family and family advocacy. Video lectures integrated into the courses are taught by Dr. Dobson, as well as other distinguished, Christian psychologists and family therapists. The center is offering the following programs: Minor in Family Advocacy, Public Policy, and the Future, Minor in Parenting and Child/Adolescent Development, and Minor in Marriage and Family Studies. For more information, please visit: <http://www.liberty.edu/online/index.cfm?PID=33578>.

Dobson Center Family Advocacy, Public Policy and the Future Minor**PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Defend a Christian worldview and the biblical definition of marriage and family.
2. Identify and discuss why philosophy and worldviews matter and describe the various worldviews prevalent today.

Delivery Format: Online Only[Dobson Center Family Advocacy, Public Policy and the Future Minor \(Online\)](#)**Dobson Center Marriage and Family Studies Minor****PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Describe the current state of social issues and how they are influencing today's adolescents (i.e., technology, bullying, sexual promiscuity, STD's, drug addiction, pornography, suicide, divorce and broken families, etc.).
2. Explain the significance of the historical, cultural and spiritual context of parenting.

Delivery Format: Online Only[Dobson Center Marriage and Family Studies Minor \(Online\)](#)**Dobson Center Parenting and Child/Adolescent Development Minor****PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Identify current trends and issues in child and adolescent development using the current information and past personal experiences.
2. Identify lifestyle and cultural barriers to effective parenting.

Delivery Format: Online Only[Dobson Center Parenting and Child/Adolescent Development Minor \(Online\)](#)**Department of Social Work**

Christine Fulmer, B.S., M.S.W.

Social Work Chair and Program Director

Associate Professor of Social Work

Social Work Major (B.S.)**PURPOSE**

The Social Work Program exists to develop Christ-centered social workers, who are equipped with the competency, skills, values, and knowledge, to humbly lead in advancing human and community well-being through the world.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Integrate faith in the practice of social work.
2. Identify as a professional social worker and conduct oneself accordingly.
3. Apply social work ethical principles to guide professional practice.
4. Apply critical thinking to inform and communicate professional judgments.
5. Engage diversity and difference in practice.
6. Advance human rights and social and economic justice.
7. Engage in research-informed practice and practice-informed research.
8. Apply knowledge of human behavior and the social environment.
9. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
10. Respond to contexts that shape practice.
11. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

PROGRAM POLICIES AND DEGREE REQUIREMENTS

A student interested in earning a Bachelor's of Science Degree in Social Work (BSSW) at Liberty University must meet the requirements of the Social Work Program. The Social Work Program's requirements include meeting the university admission criteria as well as the additional standards associated with preparing competent social workers for generalist practice. These additional standards are developed by the Social Work Program at Liberty University. Acceptance to Liberty University and declaring Social work as one's major is the way in which a student begins the process. However, this first step is not synonymous with admission into the Social Work Program. Each social work candidate is to follow the steps associate with the process and meet the criteria established by the programs.

Formal application to the Social Work Program is generally completed during a student's sophomore year in coordination with

the completion of SOWK 270, *Ethics in Professional Helping*. A candidate must satisfactorily complete the application and meet the following criteria.

1. Be in good academic standing with the University and have a minimum cumulative GPA of 2.50.
2. Be currently enrolled or successfully completed SOWK 120, SOWK 150, PSYC 101, HLTH 216/SWOK 250, BIOL 102, SOWK 260, SOWK 270, and SOCI 200.
3. Provide copy of DCP audit.
4. Adhere to the standards set forth in the Liberty Way for residential students or the Personal Code of Honor for online students.
5. Provide three references (one must be from a social service agency at which the student completed volunteer hours)

Once a student has been granted entry into the Social Work Program, a student is to maintain his/her status by consistently meeting the following criteria:

1. Earn a “C” or higher in all social work classes.
2. Maintain satisfactory citizenship and ethical behavior.
3. Consistently demonstrate the values of the profession: integrity, service, the value of human relationships, dignity and worth of a person, competence, and social justice.

Career Opportunities

Social workers are employed in a variety of professional fields. There are church social workers, clinical/mental health social workers, school social workers, medical social workers, child welfare social workers, hospice social workers, military social workers, nursing home social workers, etc. Social workers provide services to people of all ages in numerous settings. A social worker can get employment without a master’s degree. However, if the social worker wants to do mental health therapy, military social work, supervision or administration, it is recommended that the social worker get their Master’s Degree in Social Work (MSW).

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Bachelor of Science in Social Work \(B.S.\) – Resident](#)

[Bachelor of Science in Social Work \(B.S.\) – Online](#)

Undergraduate Certificates

The School of Behavioral Sciences offers undergraduate certificates in several areas of study through Liberty University Online.

CERTIFICATE COMPLETION REQUIREMENTS

1. Complete 18 total hours with a 2.00 GPA
2. All courses must be completed through Liberty University
3. No grade of “D” may be applied to the certificate
4. Submission of Certificate Completion Application at beginning of final semester

Certificate in Military Resilience

PROGRAM LEARNING OUTCOME

The student will be able to synthesize resiliency theory and intervention techniques within the military population.

Delivery Format: Online Only

[Military Resilience](#)

School of Business

Administration

David Calland, B.S., M.B.A., Ph.D.

*Interim Dean, School of Business
Associate Professor of Business*

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

*Associate Dean, School of Business
Professor of Business*

Melanie Hicks, B.S., M.B.A., D.B.A.

*Director of Accreditation
Chair, Department of Accounting, Finance, and Economics
Professor of Accounting*

Terrence Conner, B.S., M.A.

*Chair, School of Business
Assistant Professor of Business*

W. Michael Floyd, B.S., M.A.R.

*Online Chair, School of Business
Assistant Professor of Business*

Michael J. Hart, B.S., M.S., M.A.R., Ed.D., Ph.D.

*Chair, Information Technology, Informatics, Information Systems
Associate Professor of Information Technology*

Emily Knowles, B.S., M.A., D.B.A.

*Chair, School of Business
Assistant Professor of Business*

Eric Richardson, B.S., M.B.A., Ph.D.

*Chair, School of Business
Associate Professor of Business*

Kendrick Brunson, B.A., M.B.A., D.B.A.

*Chair, Department of Human Resources, International Business,
Management, Project Management
Associate Professor of Business*

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CaID=27> where faculty can be searched for by Department.

ACCREDITATION

Liberty University's School of Business has achieved voluntary accreditation from the Accreditation Council for Business Schools and Programs (ACBSP), demonstrating it has met standards of business education that promote teaching excellence. Undergraduate programs that have achieved accredited status include:

- A.A. in Accounting
- A.A. in Business
- A.A. in Business Management Information Systems
- B.S. in Accounting
- B.S. in Business Administration
- B.S. in Information Systems

ACBSP accreditation encompasses both resident and distance learning programs.

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; and
6. That courses of instruction be designed and delivered to provide our graduates with a competitive advantage as they pursue their chosen careers.

BUSINESS INTERNSHIP PROGRAM

Integration of theory and practice is the purpose of the Business Internship Program at Liberty. Hands-on learning, in addition to classroom learning, gives the student a perspective that is very valuable upon graduation. The internship experience provides a basis for career decisions, as well as experience that will assist the student in securing employment.

Juniors and seniors who wish to be considered for the internship program should contact the Business Internship Director to discuss qualifications for and the methods of obtaining internships.

SIGMA BELTA DELTA AND DELTA MU DELTA HONOR SOCIETIES

Sigma Beta Delta and Delta Mu Delta are honor societies for students of business, management or administration. The honor societies recognize students who have achieved superior academic performance through the pursuit of wisdom, honor, and the pursuit of meaningful aspirations. Membership invitations are forwarded each spring to accounting and business majors who rank in the upper 20 percent of the class.

TEACHER LICENSURE

Teacher preparation and endorsement in Business is available through the School of Business in cooperation with the Teacher Education Department. Those wishing to pursue a teacher-related program should seek information from the Teacher Licensure Office in the School of Education.

DEGREE COMPLETION PLANS

Degree Completion Plans for programs offered by the School of Business can be accessed online at www.liberty.edu/dcps.

Accounting

Auditor	Internal Revenue Agent
Bank Officer	International Banking Office
Budget Analyst	Managerial Accounting
Controller	Certified Public Accountant
Cost Accounting	Tax Accountant
Credit Manager	Treasurer
Internal Auditor	Government Accountant

Economics (usually requires graduate degree)

Bank Economist	Economics Planner
----------------	-------------------

Corporate Consulting Economist	Economist Educator Government Economist
Finance	
Appraiser/Assessor	Loan Officer
Credit Manager	Management Consultant
Financial Analyst	Real Estate Agent/Broker
Insurance Adjuster	Securities Analyst
Insurance Agent/Broker	Securities Broker
Internal Revenue Agent	Treasurer
Investment Banker	Trust Officer
Human Resource Management	
HR Generalist	Staffing Manager
HR Manager	Recruiting Manager
Compensation, Benefits and Job Analysis	Safety Manager
Compensation and Benefits Manager/Director	Equal Employment Specialist
Corporate Compensation and Benefits Executive	Employee and Labor Relations Specialist
	Training and Development
International Business	
Communications Manager	Missions Ministry Administrator
Import/Export Manager	U.S. Department of State
Global Manager	
Management	
Branch Manager	Merchandising Manager
City Manager	Human Resource Manager
Department Manager	Retail Manager
Marketing	
Account Executive	Insurance Agent/Broker
Advertising Executive	Real Estate Agent/Broker
Director of Marketing	Purchasing Agent
Hotel/Motel Manager	Merchandise Manager
Branch Sales Manager	Retail Manager
Product/Brand Manager	Sales Manager
Manufacturer Sales Representative	Sales Representative

Accounting Major (B.S.)

PURPOSE

Liberty University's accounting program prepares students to be effective leaders in business. The program develops the proficiency in communication and computer application skills needed to work with complex accounting issues. Students also learn to identify, analyze and appropriately deal with ethical dilemmas from a sound moral and biblical perspective.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Critically evaluate business transactions in accordance with generally accepted accounting principles within the various fields of the accounting discipline.
2. Analyze accounting transactions of third party preparers in accordance with generally accepted auditing standards.
3. Communicate effectively in written, oral, and technical venues.
4. Identify, evaluate, and appropriately deal with ethical dilemmas from a sound moral and biblical perspective.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Bachelor of Science in Accounting \(B.S.\)](#) – Resident

[Bachelor of Science in Accounting \(B.S.\)](#) – Online

Business Administration Major (B.S.)

PURPOSE

Liberty University's business administration program prepares students to be effective leaders in business. The program develops the proficiency in communication and computer application skills needed to work in all areas of business. Cognates have been developed to allow students to specialize in areas of interest.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Apply ethical business practices within the context of the Christian worldview.
2. Evaluate the business environment based upon the knowledge and research of the appropriate literature, and industry best practices.
3. Develop appropriate business strategies, policies, and solutions for sustainable competitive advantage.

Automotive Dealership Management Concentration

The student will be able to apply customer relations, operational and financial principles used by automotive dealerships.

Finance Concentration

The student will be able to demonstrate the application of various financial analytical decision-making methods utilized by financial managers.

Financial Planning Concentration

The student will be able to apply financial and decision-making methods used by financial planners.

Healthcare Management Concentration

Evaluate managerial and leadership challenges in healthcare management based upon knowledge of current literature and industry best practices.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Bachelor of Science in Business Administration \(B.S.\)](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\)](#) – Online

[Bachelor of Science in Business Administration \(B.S.\) -](#)

[Automotive Dealership Management](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\) -](#)

[Automotive Dealership Management](#) – Online

[Bachelor of Science in Business Administration \(B.S.\) -](#)

[Communications](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\) -](#)

[Communications](#) – Online

[Bachelor of Science in Business Administration \(B.S.\) - Digital](#)

[Marketing & Advertising](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\) - Digital](#)

[Marketing & Advertising](#) – Online

[Bachelor of Science in Business Administration \(B.S.\) -](#)

[Economics](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\) -](#)

[Economics](#) – Online

[Bachelor of Science in Business Administration \(B.S.\) -](#)

[Entrepreneurship](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\) - Entrepreneurship](#) – Online

[Bachelor of Science in Business Administration \(B.S.\) - Finance](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\) - Finance](#) – Online

[Bachelor of Science in Business Administration \(B.S.\) - Financial Planning](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\) - Financial Planning](#) – Online

[Bachelor of Science in Business Administration \(B.S.\) - Healthcare Management](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\) - Healthcare Management](#) – Online

[Bachelor of Science in Business Administration \(B.S.\) - Human Resources Management](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\) - Human Resource Management](#) – Online

[Bachelor of Science in Business Administration \(B.S.\) - International Business](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\) - International Business](#) – Online

[Bachelor of Science in Business Administration \(B.S.\) - Marketing Analytics](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\) - Marketing Analytics](#) – Online

[Bachelor of Science in Business Administration \(B.S.\) - Marketing Sales Management & Professional Selling](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\) - Marketing: Sales Management & Professional Selling](#) – Online

[Bachelor of Science in Business Administration \(B.S.\) - Project Management](#) – Resident

[Bachelor of Science in Business Administration \(B.S.\) - Project Management](#) – Online

Delivery Format: Residential Only

[Bachelor of Science in Business Administration, Teacher Licensure \(B.S.\)](#)

Delivery Format: Online Only

[Bachelor of Science in Business Administration \(B.S.\) - Green & Sustainable Management](#)

[Bachelor of Science in Business Administration \(B.S.\) - Leadership](#)

[Bachelor of Science in Business Administration \(B.S.\) - Public Administration](#)

[Bachelor of Science in Business Administration \(B.S.\) - Strategic Marketing Management](#)

Computer Science Major (B.S.)

PURPOSE

The Computer Science (CS) major is offered by the School of Business with the purpose of developing Christ-centered men and women with the values, knowledge, and skills essential to impact computing-related disciplines in tomorrow's world.

Students are exposed to the computer science core body of knowledge from a Christian worldview. Equipped with a firm foundation in algorithms and problem solving, they learn to analyze problems and design, implement, and test software solutions. Students also develop a strong background in mathematics to cultivate their reasoning abilities. Faculty help students prepare for a lifetime of service while encouraging undergraduate research and effective application of technology from a Christian worldview.

PROGRAM EDUCATIONAL OBJECTIVES

Our goal is, within a few years of graduating, our Computer Science students will be able to:

1. Demonstrate a sound understanding of the fundamentals principles and practices of computer science necessary for employment and graduate studies.
2. Apply computer science principles and practices to identify and document requirements, develop designs, as well as implement and validate solutions for computing systems of varying levels of complexity.
3. Establish a sense of continuous life-long learning and adopting new technologies where appropriate.
4. Develop skills for working in teams; communicating technical information effectively in both oral and written forms; engaging in creative and critical thinking; gaining and applying business knowledge; building leadership skills.
5. Display the Christian principles that are the basis for their professional ethics and behavior.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Apply knowledge of computing and mathematics appropriate to the discipline.
2. Analyze a problem, and identify and define the computing requirements appropriate to its solution.
3. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
4. Function effectively on teams to accomplish a common goal.
5. Demonstrate an understanding of professional, ethical, legal, security and social issues and responsibilities.
6. Communicate effectively with a range of audiences.
7. Analyze the local and global impact of computing on individuals, organizations, and society.
8. Recognize the need for and an ability to engage in continuing professional development.
9. Use current techniques, skills, and tools necessary for computing practice.
10. Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
11. Apply design and development principles in the construction of software systems of varying complexity.

Career Opportunities

Computer Scientists	Operations Research
Computer Engineers	Systems Analysts
Computer Programmers	Teaching in Private Schools &
Database Administrators	Public Schools

Programs of Study – Degree Completion Plans**Delivery Format: Residential Only**

[Bachelor of Science in Computer Science \(B.S.\) - Cyber Security](#)
[Bachelor of Science in Computer Science \(B.S.\) - General](#)
[Bachelor of Science in Computer Science \(B.S.\) - Information Security](#)
[Bachelor of Science in Computer Science \(B.S.\) - Software Engineering](#)
[Bachelor of Science in Computer Science \(B.S.\) - Web & Mobile Programming](#)

Healthcare Administration Major (B.S.)**PURPOSE**

The Bachelor of Science in Healthcare Administration is a 120-hour program that provides baccalaureate level training to prepare students for market, as managers within the healthcare field. In accordance with the mission of Liberty University, the undergraduate faculty seek to educate the whole person, developing the values, knowledge, and skills individuals need to impact the field of healthcare. The context for all instruction is the Christian worldview.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Incorporate a biblical worldview when providing solutions to problems associated with cost, access, and quality of care.
2. Examine the responsibility and operations of a healthcare organization in meeting patient care quality outcomes, maintaining regulatory compliance, and achieving organizational performance targets.
3. Evaluate managerial and leadership challenges in healthcare administration based upon knowledge of current literature and industry best practices.

Program of Study – Degree Completion Plan**Delivery Format: Online Only**

[Bachelor of Science in Healthcare Administration \(B.S.\)](#)

Informatics Major (B.S.)**PURPOSE**

The Informatics (INFO) discipline provides students with the knowledge and skills needed to manage the relationship between information systems and people. The informatics program integrates social sciences with multidimensional information systems to develop the ability to evaluate complex information processing. Students will learn about expert, biological, and clinical decision support systems, models, and technology; management of informatics data in database management systems; informatics systems analysis, design, and implementation.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Conduct best practices in informatics while maintaining a Christian worldview.
2. Apply core informatics principles and practices to determine effective solutions to hypothetical and/or real life situations.
3. Design and maintain informatics solutions that meet desired requirements.

Programs of Study – Degree Completion Plans**Delivery Format: Residential and Online**

[Bachelor of Science in Informatics \(B.S.\) - Healthcare Informatics](#) – Resident
[Bachelor of Science in Informatics \(B.S.\) - Healthcare Informatics](#) – Online

Information Systems Major (B.S.)**PURPOSE**

The Information Systems (IS) discipline provides students with an applied knowledge of technology, focusing on the information side of the information technology industry. The IS discipline is concerned with ways in which computer technology can be optimized so that it can provide maximum benefit to a business.

Students in the IS major will study topics such as database management, information systems, networking and telecommunications, programming, project management, system analysis and design, and WWW architecture and design.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate ethical business management information systems practices within the context of the Christian worldview.
2. Determine effective solutions to hypothetical and/or real life situations using core business management information systems principles and practices and/or tools and techniques.
3. Construct applications, designs, and plans in the areas of hardware, software, and web architecture for various program and database management systems.

Career Opportunities

Requirements Analyst	Information Specialist
Information Analyst	Computer Support Specialist
Information Systems Analyst	Help Desk Specialist
Programmer	Systems Testing Specialist
Business Systems Analyst	Database Administrator
Computer Systems Analyst	Computer Systems Administrator
Network Systems Analyst	Network Systems Administrator
Data Communications Analyst	Teaching in Private and Public Schools
Information Systems Specialist	

Programs of Study – Degree Completion Plans**Delivery Format: Residential and Online**

[Bachelor of Science in Information Systems \(B.S.\)](#) – Resident
[Bachelor of Science in Information Systems \(B.S.\)](#) – Online

[Bachelor of Science in Information Systems \(B.S.\) - Accounting Information Systems](#) – Resident
[Bachelor of Science in Information Systems \(B.S.\) - Accounting Information Systems](#) – Online

[Bachelor of Science in Information Systems \(B.S.\) - Data Networking](#) – Resident
[Bachelor of Science in Information Systems \(B.S.\) - Data Networking](#) – Online

[Bachelor of Science in Information Systems \(B.S.\) - Database](#) – Resident

[Bachelor of Science in Information Systems \(B.S.\) - Database](#) – Online

[Bachelor of Science in Information Systems \(B.S.\) - Information Assurance](#) – Resident

[Bachelor of Science in Information Systems \(B.S.\) - Information Assurance](#) – Online

Delivery Format: Residential Only

[Bachelor of Science in Information Systems \(B.S.\) - Global Studies](#)

Information Technology Major (B.S.)

PURPOSE

The Information Technology (IT) discipline provides students with an applied knowledge of technology in a business environment. The information technology program is concerned with understanding the theoretical foundations of information technology, evaluation of appropriate information technology for business needs, and the management of organizational information technology resources. Students in the information technology major will study topics such as database management, computer programming, networking and telecommunications, information security, systems administration, integrative programming, human computer interaction, web architecture and development, information system hardware and software, and enterprise systems and integration.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Conduct best practices in information technology while maintaining a Christian worldview.
2. Apply core information technology principles and practices to determine effective solutions to hypothetical and/or real life situations.
3. Evaluate and maintain information technology solutions that meet desired requirements.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Bachelor of Science in Information Technology \(B.S.\) - Application & Database Development](#) – Resident

[Bachelor of Science in Information Technology \(B.S.\) - Application & Database Development](#) – Online

[Bachelor of Science in Information Technology \(B.S.\) - Data Networking & Security](#) – Resident

[Bachelor of Science in Information Technology \(B.S.\) - Data Networking & Security](#) – Online

[Bachelor of Science in Information Technology \(B.S.\) - Gaming Design](#) – Resident

[Bachelor of Science in Information Technology \(B.S.\) - Gaming Design](#) – Online

[Bachelor of Science in Information Technology \(B.S.\) - Web & Mobile Programming](#) – Resident

[Bachelor of Science in Information Technology \(B.S.\) - Web & Mobile Programming](#) – Online

ASSOCIATE OF ARTS DEGREES

Accounting Major (A.A.)

PURPOSE

Liberty University's Associate of Arts in Accounting program is an introductory program designed to develop your competencies in such areas as financial, managerial, governmental, and non-profit accounting, auditing, and taxation. You will develop proficiency in communication and computer application skills in order to evaluate and synthesize common accounting problems. You will also learn to identify, analyze, and appropriately deal with ethical dilemmas from a sound moral and biblical perspective, utilizing critical thinking and problem-solving skills to formulate solutions.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate competence in basic accounting procedures and principles.
2. Communicate effectively using appropriate research style and methods.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Associate of Arts in Accounting \(A.A.\)](#)

Business Major (A.A.)

PURPOSE

Liberty University's Associate of Arts in Business program is an introductory program designed to develop your competencies in business administration. You will develop proficiency in communication and computer application skills in order to evaluate and synthesize common management problems. You will also learn to identify, analyze, and appropriately deal with management ethical dilemmas from a sound moral and biblical perspective, utilizing critical thinking and problem-solving skills to formulate solutions.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate competence in core business principles and strategies.
2. Communicate effectively using appropriate research style and methods.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Associate of Arts in Business \(A.A.\)](#)

Information Systems Major (A.A.)

PURPOSE

Liberty University's Associate of Arts in Information Systems program is designed to introduce students to an applied knowledge of technology, focusing on the information side of the information technology industry. The IS discipline is concerned with ways in which computer technology can be optimized so that it can provide maximum benefit to a business.

PROGRAM LEARNING OUTCOME

The student will be able to determine effective solutions to hypothetical and/or real life situations using core business management information systems principles and practices and/or tools and techniques.

Program of Study – Degree Completion Plan**Delivery Format: Online Only**[Associate of Arts in Information Systems \(A.A.\)](#)***MINORS******Accounting Minor*****PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Demonstrate competence in basic accounting procedures and principles.
2. Communicate effectively using appropriate research style and methods.

Delivery Format: Residential and Online[Accounting Minor \(Resident\)](#)[Accounting Minor \(Online\)](#)***Business Minor*****PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Demonstrate competence in core business principles and strategies.
2. Communicate effectively using appropriate research style and methods.

Delivery Format: Residential and Online[Business Minor \(Resident\)](#)[Business Minor \(Online\)](#)***Computer Science Minor*****Delivery Format: Residential Only**[Computer Science Minor \(Resident\)](#)***Information Security Minor*****PURPOSE**

The purpose of the Information Security Minor is to provide the student with an awareness of the threats to and vulnerabilities of our corporate and national security information systems, as well as develop the skills needed to design, execute, and evaluate information security policies, procedures and practices.

PROGRAM LEARNING OUTCOME

The student will be able to design and operate the policies, procedures and practices of an information security system.

Delivery Format: Residential and Online[Information Security Minor \(Resident\)](#)[Information Security Minor \(Online\)](#)***Information Systems Minor*****Delivery Format: Residential and Online**[Information Systems Minor \(Resident\)](#)[Information Systems Minor \(Online\)](#)***Undergraduate Certificates*****CERTIFICATE COMPLETION REQUIREMENTS**

1. Complete 18 total hours with a 2.00 GPA
2. All courses must be completed through Liberty University
3. No grade of “D” may be applied to the certificate
4. Submission of Certificate Completion Application at beginning of final semester

CERTIFICATE COMPLETION PLANS

Certificate Completion Plans (CCP) can be accessed online at www.liberty.edu/dcps.

Delivery Format: Online Only[Accounting](#)[Application Development](#)[Business Administration](#)[Database](#)[Data Networking](#)[Financial Planning](#)[Healthcare Management](#)[Information Assurance](#)[International Business](#)[Project Management](#)[Web Development](#)

School of Communication & Digital Content

Administration

Bruce Kirk, B.G.S., M.A., Ed.D.

Dean, School of Communication & Digital Content

Associate Professor of Digital Media & Communication Arts

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CategoryId=27> where faculty can be searched for by Department.

PURPOSE

The School of Communication & Digital Content, comprising the Departments of Digital Media and Journalism, and Strategic and Personal Communication, offers undergraduate and graduate degrees in order to prepare scholars and practitioners in the execution and theory of the communication field. Majors, by department, include: Digital Media and Journalism: Digital Media and Journalism; Strategic and Personal Communication: Communication and Strategic Communication.

Department of Digital Media and Journalism

John Rost, B.A., M.F.A.

Chair, Digital Media and Journalism

Assistant Professor of Communication Studies

PURPOSE

The purpose of the Department of Digital Media and Journalism is to produce redemptive storytellers as communication professionals who are equipped with specific skills in videography, editing, audio production, on-air performance, and digital content and journalistic writing – all expressed through a multitude of genres and based on a Christ-centered perspective that governs everything undertaken in the field. Studying in Digital Media and Journalism will prepare students for a worldwide market to:

1. Use professional skills with great integrity as an expression of high moral and ethical values in storytelling.
2. Possess both theoretical and historical understanding of Digital Media and Journalism.
3. Make first-hand, practical application of knowledge in professional and personal contexts as a communicator in the field of Digital Media and Journalism.

Career Opportunities

Acting	News Anchor
Advertising	News Directing
Business	News Reporting
Communication Research	Public Relations
Copy Editing	Radio
Copy Writing	Reporting
Corporate Team Building	Public Affairs

Editing Publications	Sales
Education	Social Work
Film	Speech Writing
Graphic Illustration	Television
Journalism	Teaching
Lobbying	Tutoring
Ministry	Web Design

Digital Media Major (B.S.)

PURPOSE

The concentrations under this major are committed to preparing students for success in a digital, social and interactive media job market that is dramatically growing with each passing year. The concentrations cover the digital job market: video, audio, social and interactive media, storytelling and performance, while creating stories across multiple platforms.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Create stories across multiple platforms.
2. Apply digital media knowledge, skills and behaviors to best practices in the discipline.
3. Create media reflective of the nature and heart of God.

Audio Concentration

The student will be able to:

1. Utilize current digital media equipment to create broadcast quality sounds for productions.
2. Develop sound, sound effects and sound design for effective storytelling.
3. Evaluate audio elements of digital media productions.

Performance Concentration

The student will be able to:

1. Utilize principles of style, color and fashion as they relate to personal appearance on camera.
2. Evaluate delivery styles and techniques.

Video Concentration

The student will be able to:

1. Utilize current digital media equipment to capture broadcast quality footage.
2. Implement effective storytelling as evidence by the production of broadcast quality packages.

Writing for Digital Media Concentration

The student will be able to:

1. Create one story told in multiple story environments over diverse media.
2. Apply storytelling and story world creation skills to transmedia scenarios.
3. Develop business plans for transmedia programing.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Science in Digital Media \(B.S.\) - Audio](#)

[Bachelor of Science in Digital Media \(B.S.\) - Performance](#)

[Bachelor of Science in Digital Media \(B.S.\) - Video](#)

[Bachelor of Science in Digital Media \(B.S.\) - Writing for Digital Media](#)

Journalism Major (B.S.)**PURPOSE**

The purpose of the journalism major is for the student to be able to create and prepare news and content in a fashion appropriate for all media; from digital to video to traditional in an ever-growing and changing media market. This prepares the student for careers such as content producer and manager, reporter, copywriter, editor, columnist, sports writer and freelance writer.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Utilize best practices for journalism while maintaining a Christian worldview.
2. Research and create content based on journalist practices and principles.
3. Prepare news and content in a format and style appropriate for traditional and social media platforms.

Program of Study – Degree Completion Plan**Delivery Format: Residential Only**

[Bachelor of Science in Journalism \(B.S.\)](#)

MINORS**Digital Media - Audio Minor****Delivery Format: Residential Only**

[Digital Media - Audio Minor \(Resident\)](#)

Digital Media - Editing Minor**Delivery Format: Residential Only**

[Digital Media - Editing Minor \(Resident\)](#)

Digital Media - Performance Minor**Delivery Format: Residential Only**

[Digital Media - Performance Minor \(Resident\)](#)

Digital Media - Video Minor**Delivery Format: Residential Only**

[Digital Media - Video Minor \(Resident\)](#)

Digital Media – Writing for Digital Media Minor**Delivery Format: Residential Only**

[Digital Media - Writing for Digital Media Minor \(Resident\)](#)

Journalism Minor**Delivery Format: Residential Only**

[Journalism Minor \(Resident\)](#)

Strategic and Personal Communication

Kristen Hark, B.S., M.A., Ph.D.

*Chair, Strategic and Personal Communication
Assistant Professor of Communication Studies*

PURPOSE

The purpose of the Department of Strategic and Personal Communication is to develop and equip strategic and integrated communication professionals with essential knowledge of the discipline and a Christ-centered approach to the marketplace. Our programs prepare students to:

1. Integrate theory and practice into the planning and execution of communication for all marketplace contexts.
2. Develop an understanding of fundamental communication frameworks that integrate complex relationships and constructive content in real-world settings.
3. Cultivate strategic competence for all levels of corporate, social and non-profit communication.

LAMBDA PI ETA HONOR SOCIETY

Advisor: Dr. Cecil Kramer

Lambda Pi Eta (LPH) is the National Communication Association's official honor society at four-year colleges and universities. As an accredited member of the Association of College Honor Societies (ACHS), Lambda Pi Eta has active chapters at four-year colleges and universities worldwide. LPH represents what Aristotle described in *The Rhetoric* as three ingredients of persuasion: logos (Lambda), meaning logic; pathos (Pi), relating to emotion; and ethos (Eta), defined as character credibility and ethics. Lambda Pi Eta recognizes, fosters, and rewards outstanding scholastic achievement while stimulating interest in the communication discipline.

To be eligible for admission, undergraduate students must meet the following criteria:

1. Complete 60 semester credit-hours (90 quarter credit-hours)
2. Have a minimum cumulative GPA of 3.00 for all courses taken
3. Complete the equivalent of 12 semester credit-hours (18 quarter credit-hours) in communication studies
4. Have a minimum GPA of 3.25 for all communication studies courses
5. Currently be enrolled as a student in good standing, as determined by the institution's policies
6. Rank within the highest thirty-five percent of one's class in general scholarship

Career Opportunities

Advertising	Lobbying
Business	Human Resources
Branding	Ministry
Branding/Marketing	Non-Profit Corporate
Communication Officer	Public Affairs
Communication Director	Public Relations
Communication Research	Reporting
Community Relations	Sales
Content Development	Social Work
Editing	Social Writing
Fundraising	Teaching
Fundraising Development	

Communication Major (B.S.)**PURPOSE**

The purpose of the Communication Major is to develop the skills, knowledge, conscience of the next generation of communication leaders and professionals. This major provides students the ability to practically apply theoretical communication processes, create and deliver effective messages, practice ethical communication and solve practical problems in all areas of communication.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Master communication in its variety of forms and practices

2. Utilize best practices for communication while maintaining a Christian worldview.
3. Create effective and audience appropriate messages.

Communication Concentration

The student will be able to:

1. Demonstrate communication competency through verbal, non-verbal, and computer-mediated channels.
2. Evaluate the effectiveness of various approaches to business communication.

Integrated Communication Concentration

The student will be able to:

1. Demonstrate communication competency through verbal, non-verbal, and written forms.
2. Evaluate the effectiveness of various approaches to professional communication.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Science in Communication \(B.S.\) - Communication](#)
[Bachelor of Science in Communication \(B.S.\) - Integrated Communication](#)

Strategic Communication Major (B.S.)

PURPOSE

The purpose of the strategic communication major is for students to learn to develop effective audience specific cross-platform strategic communication campaigns. This prepares them for careers in advertising, social media management, integrated marketing communications, digital promotion and interactive marketing among others.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Utilize strategic communication while maintaining a Christian worldview.
2. Develop effective, audience appropriate cross-platform strategic communication campaigns.
3. Evaluate strategic and tactical communication practices.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Science in Strategic Communication \(B.S.\) - Social Media Management](#)
[Bachelor of Science in Strategic Communication \(B.S.\) - Strategic Communications](#)

DEGREE COMPLETION PLANS

Degree Completion Plans for programs offered by the School of Communication & Digital Content can be accessed at: www.liberty.edu/dcps.

Rawlings School of Divinity

Administration

Edward E. Hindson, B.A., M.A., Th.M., Th.D., D.Min., D.Phil., F.I.B.A.
Dean, School of Divinity
Distinguished Professor of Biblical Studies and Religion

Gabriel Etzel, B.S., M.A.R., M.Div., D.Min., Ph.D.
Administrative Dean, School of Divinity
Associate Professor of Theology and Christian Leadership

John Cartwright, B.S., M.A.R., M.Div., Ed.D.
Associate Dean, Residential Programs, School of Divinity Assistant
Professor of Christian Leadership and Education

Mary Lowe, B.A., M.Ed., Ed.D.
Associate Dean, Undergraduate Programs, School of Divinity
Professor of Christian Education

Troy Temple, B.S., M.A., Ph.D.
Associate Dean, Graduate Programs, School of Divinity
Professor of Religion

Mark Allen, B.A., Th.M., D.Min., Ph.D.
Chair, Department of Biblical Studies
Associate Professor of Biblical Studies

Jonathan Geukgeuzian, B.S., M.R.E., D.Ed.Min.
Chair, Department of Christian Leadership and Church Ministries
Executive Director, Center for Youth Ministries
Associate Professor of Youth Ministries

Melody Harper, B.A., M.S.W., M.A.
Chair, Department of Global Studies
Assistant Professor of Global Studies

Chad Thornhill, B.S., M.A.R., M.Div., Ph.D.
Chair, Department of Theological Studies
Assistant Professor of Apologetics and Biblical Studies

Steve Lowe, B.S., M.R.E., Ph.D.
Department Chair
Professor of Christian Education

Chet Roden, B.A., M.Div., Ph.D.
Department Chair
Associate Professor of Old Testament

Chris Hulshof, B.S., M.R.E., M.A.R., M.Div.
Department Chair
Assistant Professor of Religion

Scott Phillips, Th.G., B.A., M.A.B.S., M.Div., Th.M., D.Min.
Department Chair
Associate Professor of Religion

Rick Rasberry, B.A., M.Ed., M.A.R., D.Min.
Department Chair
Associate Professor of Religion

Martin Sheldon, B.A. M.Div., Th.M., Ph.D.
Department Chair
Assistant Professor of Religion

Program Directors

A listing of program directors can be viewed at
<http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=27> where faculty can be searched for by Department.

HISTORY

The School of Divinity 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. Liberty University (then Lynchburg Baptist College) was founded in 1971 to help achieve that goal. At the heart of the college's curriculum for all students were classes in Bible. As the college grew and reached University status, the Bible Department grew into the School of Religion, providing Bible classes for students in every major and offering majors designed to prepare men and women for vocational Christian service.

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. In 1973, Lynchburg Baptist Theological Seminary was created to address that need. It began with an enrollment of 41 students with Dr. Jerry Falwell serving as President and Chancellor.

In 2015, approval was granted by Liberty University's Board of Trustees to combine the School of Religion with the Seminary into the School of Divinity. The School of Divinity 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 School of Divinity is committed to the principle that a person's most effective ministry will be in conjunction with a local church, and the vision of the School of Divinity is to equip Christians to reach the entire world through aggressive New Testament church evangelism.

DISTINCTIVES

The School of Divinity is characterized by commitment to the core doctrines of the faith and providing significant experiences to develop practical ministry skills.

The faculty of the School of Divinity are committed to model both scholarship and practice for students. Graduates are grounded in the knowledge of God's Word, a desire to impact the world for God's kingdom, and the skills to engage the culture with the gospel.

Evangelism is a core value throughout the curriculum. Every faculty member and student is expected to manifest a compassion for the lost and a desire to see their salvation.

The School of Divinity is committed to the local church, and prepares graduates to enter into leadership positions in the local church and para-church organizations; therefore, experiential learning is an essential component of the School of Divinity's programs of study.

The Mission of the Rawlings School of Divinity

The School of Divinity exists to come alongside the local church to help it fulfill the Great Commission. In accordance with the mission of Liberty University and within the historic Baptist tradition, the School of Divinity provides undergraduate and graduate programs that train graduates for traditional, Christian ministry positions. The School of Divinity offers programs designed to equip people for lay ministry, global leadership, church leadership, and advanced scholarly research.

As a Christian community, the School of Divinity seeks to cultivate spiritual growth and faithful service to Christ and His church. As an academic community, the School of Divinity seeks to impart knowledge and necessary skills to men and women for service and leadership in Christian ministry. As a service community, the School of Divinity seeks to respond to the needs of local churches and Christian

ministries as they participate in worship, global evangelism, discipleship, and scholarship.

Program Goals and Objectives

In keeping with its stated mission, the School of Divinity 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.

DEGREE COMPLETION PLANS

Degree Completion Plans for programs offered by the School of Divinity can be accessed online at www.liberty.edu/dcps.

Centers

Center for Apologetics and Cultural Engagement

Joshua D. Chatraw, B.B.A., M.Div., Ph.D.

*Executive Director, Center for Apologetics and Cultural Engagement
Associate Professor of Theology and Apologetics*

The culture is changing and Christians need to be prepared to defend their faith both from internal and external challenges to Christianity. To this end, the Center for Apologetics and Cultural Engagement partners with departments across Liberty University and with other organizations to equip students, faculty, and the wider Christian community. The Center resources Liberty University and Christians worldwide by hosting various events and featuring a website with articles and video clips from our Fellows, Liberty lecturers, and scholars from around the world.

The Center’s *Distinguished Senior Fellows* are Liberty faculty members from various University departments who are known as outstanding scholars in their field and have years of experience engaging the culture. These Senior Fellows take part in faculty/student engagement events, are featured in videos on our website, take part in our theological fellowships, and serve as advisors to the Center.

The Center also includes an interdisciplinary *Student Fellowship Program*. Student Fellows are Liberty students of various majors who have excelled academically and have the goal of leading in cultural engagement. Student Fellows have the opportunity to learn from our Senior Fellows, serve as ambassadors for the Center, and research and write in the area of apologetics and cultural engagement.

PURPOSE

The Center for Apologetics and Cultural Engagement is designed to inform and equip individuals to engage culture by addressing the biblical, theological, philosophical, and cultural questions of today’s world from a distinctively Christian worldview.

Center for Asian Ministries

Timothy T. Chong, B.A., M.Div., S.T.M., Ph.D.

Dean, Center for Asian Ministries

Professor of Theology and Biblical Studies

The Center for Asian Ministries at Liberty University exists to support and guide ministries and programs that have Asian ties geographically, ethnically, socially, ministerially, and academically. The purview of the Center extends beyond Asia to all parts of the world through Asian connections and promotes the growth of Asian ministries for Christ. As the Center is located in the United States, it also engages in Asian American issues.

The Center is not limited only to Asians but welcomes all those who want to serve in Asian ministry contexts. It provides the students, faculty, staff, and those who are interested in Asian ministries with biblical, theological, and other types of support so that they may become effective followers and leaders in the discipleship ministries of Jesus Christ.

As such, the Center endeavors to stand alongside Asian churches, to promote Liberty University in Asia and beyond; to assist Liberty University’s academic programs to be strengthened on campus and to expand in Asia and beyond; to train and mobilize champions for Christ who work in relation to Asian ministries in global locations; and to research the futures of Asian churches.

MISSION

Through Liberty University, the Center for Asian Ministries supports and guides Christ’s champions and ministries for Asia and beyond in fulfilling the Great Commission, alongside the church. (Matt 28:18-20)

VISION

The Center for Asian Ministries envisions the uniting of all peoples together in Christ by assisting Christ’s champions and ministries for Asia and beyond in order to reach the world with the Gospel. (Eph 1:10)

Center for Chaplaincy

Steven E. Keith, B.A., M.Div., D.Min.

*Director, Center for Chaplaincy
Chaplain, Colonel, USAF, Retired
Professor of Chaplaincy*

The culture in which chaplains serve is progressively becoming more secular and pluralistic. Chaplains are faced with ministry challenges not previously experienced. The Center for Chaplaincy prepares students to minister effectively in the changing environment by providing exceptional education, research, publications, outreach opportunities, and strategic partnerships. Educationally, the Center develops cutting edge curriculum to best prepare students to be biblically sound spiritual leaders and soul care providers. Further, the Center designs and conducts research to advance understanding for chaplain-care and leadership. Additionally, the Center produces and encourages scholarly chaplain publications to advance effective evangelical chaplain ministry. Furthermore, the Center organizes and promotes chaplain outreach locally and globally. Finally, the Center forms strategic partnerships across Liberty University and with other likeminded Universities and organizations to synergize education and ministry efforts.

PURPOSE

The Center for Chaplaincy's purpose is to educate and equip chaplain students to be Champions for Christ in secular and pluralistic ministry environments.

Center for Pastoral Ministries

David E. Adams, B.D., B.S., M.Ed., Ed.S., Th.M., D.Min.

Executive Director, Center for Pastoral Ministries

PURPOSE

The Center for Pastoral Ministries exists through the School of Divinity to recruit, train, place, and network those called to pastoral leadership both in the local and international church pastoral leadership; to carry out the Great Commission to students and their families; to provide ministry opportunities, mentoring, and edifying fellowship for those called to the pastorate; including, but not limited to: senior pastors, executive pastors, associate pastors, and young adult pastors.

Center for Youth Ministries

Jonathan Geukgeuzian, B.S., M.R.E., D.Ed.Min.

*Chair, Department of Christian Leadership and Church Ministries
Director, Center for Youth Ministries
Associate Professor of Youth Ministries*

The world's youth population ages 10-24 has grown to 1.8 billion and is at a historic high. There is some estimation that 40% of the world's population comprises all those under the age of 24. The growing trend of religious non-affiliation among young people continues to be a concern to pastors, youth pastors, parents, and churches. This demographic is one of the greatest mission fields in the world, not to mention that many countries' definition of "youth" is expanding upward to the age of 39.

The Center for Youth Ministries partners with departments across the university to assist local churches, pastors, youth pastors, and parents with resources to help understand the culture of youth in the world in which they live. The Center also seeks to help equip students who are training for youth ministry, as well as those who currently serve youth in ministry, by providing training in a co-curricular effort alongside the Department of Christian Leadership and Church Ministries.

PURPOSE

The Center for Youth Ministries exists to recruit, equip, and network those called to youth work, in both the local church and youth organizations, to carry out the Great Commission to students and their families.

Liberty Biblical Museum

Dr. Randal Price, B.A., Th.M., Ph.D.

Curator

Distinguished Research Professor

The Liberty Biblical Museum is a new university museum providing faculty, students, and visitors a window into the world of the Bible. Through an exhibition of ancient artifacts from the Holy Land, rare Bibles and manuscripts, the ancient culture of the Bible is traced from 4,000 B.C. to the 6th century A.D. Special exhibits include the Dead Sea Scrolls, Temples & Priests, the Authentic Last Supper, Weapons & Warfare, Glass Collection, Coins and Daily Life in the Times of the Bible. The educational goal of the museum is to support the historicity and reliability of the Bible through a first-hand experience with these ancient testimonies to modern truth.

ADDITIONAL INFORMATION

Additional information about Liberty Biblical Museum is provided online at <http://www.liberty.edu/divinity/index.cfm?PID=32805/>.

Department of Biblical Studies

Mark Allen, B.A., Th.M., D.Min., Ph.D.

Chair, Department of Biblical Studies

Director of Biblical Languages

Associate Professor of Religion

Biblical and Educational Studies Major (B.S.)

PURPOSE

The B.S. in Biblical and Educational Studies major prepares individuals for future careers in biblical education within both Christian/private schools and the church setting. The degree maintains a balance of educating its majors in the biblical discipline and the educational principles necessary for planning, organizing, and managing curriculum within a classroom setting.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate a broad base of general and professional knowledge.
2. Plan effective instruction and select a variety of strategies based on developmental levels and individual needs in course case studies.
3. Demonstrate the understanding of differentiated instruction.
4. Demonstrate an understanding of classroom management to motivate students and maximize learning.
5. Demonstrate behaviors of a reflective student and seek opportunities for professional development.
6. Articulate and biblically justify essential truths of evangelical Christianity.
7. Demonstrate knowledge of the structure and content of the Bible.
8. Demonstrate competence in the use of sound principles of biblical interpretation.

Career Opportunities

Educational Ministries Director

Teacher

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Bachelor of Science in Biblical & Educational Studies \(B.S.\) - Biblical & Theological Studies](#)

Biblical Studies Major (B.A.)

The B.A. in Biblical Studies focuses on foundational studies prior to seminary or graduate programs. This program offers a thorough study of the books, themes, history, and development of the Christian Bible.

PURPOSE

The B.A. in Biblical Studies is a well-rounded degree that seeks to provide students with a foundation in Old Testament, New Testament, biblical languages, biblical backgrounds, hermeneutical methodology. This purpose is accomplished with a view to preparing students for their chosen vocation and to equipping them to engage the culture relevantly with the truth of the Gospel of the Lord Jesus Christ.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Biblically justify essential truths of evangelical Christianity.
2. Apply the principles of biblical interpretation.
3. Analyze the syntax of biblical Greek.
4. Analyze the background, theological motifs, literature, and content of the Bible.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Arts in Biblical Studies \(B.A.\)](#)

Religious Studies Major (B.S.)

The B.S. in Religious Studies major will provide an undergraduate degree program for students who have a particular interest in pursuing further academic studies in the various religious studies disciplines. Concentrations are offered in Biblical Languages, Global Studies, Jewish Studies, New Testament, Old Testament, and Theology and Apologetics.

PURPOSE

The B.S. in Religious Studies seeks to provide students with a general knowledge of the Bible, church history, apologetics, and hermeneutical methodology, while allowing these students to focus on one of six concentrations: Biblical Languages; Jewish Studies; Old Testament; New Testament; Theology and Apologetics; and Global Studies. This purpose is accomplished with a view to preparing students for their chosen vocations and equipping them to engage the culture relevantly with the truth of the Gospel of the Lord Jesus Christ.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Biblically justify essential truths of evangelical Christianity.
2. Apply the principles of biblical interpretation.
3. Analyze the major figures, events, and issues within church history.
4. Understand how the Christian worldview compares and contrasts to other worldviews

Biblical Languages Concentration

The student will be able to analyze the syntax of biblical Greek and Hebrew.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Science in Religious Studies \(B.S.\) - Biblical Languages](#)

[Bachelor of Science in Religious Studies \(B.S.\) - Global Studies](#)

[Bachelor of Science in Religious Studies \(B.S.\) - New Testament](#)

[Bachelor of Science in Religious Studies \(B.S.\) - Old Testament](#)

[Bachelor of Science in Religious Studies \(B.S.\) - Theology & Apologetics](#)

MINORS

Biblical Greek Minor

Delivery Format: Residential Only

[Biblical Greek Minor \(Resident\)](#)

Biblical Languages Minor

Delivery Format: Residential Only

[Biblical Languages Minor \(Resident\)](#)

New Testament Minor

Delivery Format: Residential Only

[New Testament Minor \(Resident\)](#)

Old Testament Minor

Delivery Format: Residential Only

[Old Testament Minor \(Resident\)](#)

**Department of Christian Leadership
and Church Ministries**

Jonathan Geukgeuzian, B.S., M.R.E., D.Ed.Min

Chair, Department of Christian Leadership and Church Ministries

Executive Director, Center for Youth Ministries

Associate Professor of Youth Ministries

PURPOSE

The Liberty University Department of Christian Leadership and Church Ministries exists to recruit strategically, equip practically, and challenge biblically those called to Christian ministry - both in the context of the local church and Christian organizations. Our goal is to lead the local church by holistically training students in calling, competency, and character. Our academic program includes action-oriented curriculum with the understanding that pastors train pastors and leaders equip leaders in a ministry context. With over two hundred and fifty years of combined pastoral/ministerial experience, our faculty desires to provide opportunities for students to have first-hand training and equip them for a life-long calling to the Gospel ministry.

Career Opportunities

- | | |
|----------------------------|-----------------------------|
| Ministry Director | Church Administration |
| Para-church Leadership | Ministry Associate |
| Ministry roles in | International Pastor |
| Bi-vocational settings | Senior and Associate Pastor |
| Camp Director | Women's Ministry Director |
| Children's Pastor/Director | |

Christian Education Director Youth Pastor
 Evangelist Media Ministry
 Minister of Music and
 Worship

Camp and Outdoor Adventure Leadership (B.S.)

The major in Camp and Outdoor Adventure Leadership provides an undergraduate degree program for students who desire to gain the knowledge, value and skills that would be needed for providing Camp and Outdoor Adventure Leadership in a church and para-church vocation.

PURPOSE

The purpose of the BS in Camp and Outdoor Adventure Leadership is to equip students with the Biblical foundation and professional skills necessary for the planning, organizing, programming, and marketing strategies needed for a successful career in Christian camping and outdoor adventure ministry programs. In addition, students will develop the ability to evaluate models of camping and outdoor adventure ministry programs and various philosophies of Christian camping.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Articulate/justify essential truths of Christianity.
2. Demonstrate competence in the use of sound principles of biblical interpretation.
3. Demonstrate the professional skills necessary for planning, organizing, programming, and marketing strategies needed for a successful career in Christian camping and outdoor adventure leadership programs.
4. Evaluate models of leadership and programs, as well as various philosophies of Christian camping ministries.

Career Opportunities

Camp Executive Director	Children's Camp Director
Camp Director	Christian Education Director
Camp Assistant Director	Wilderness Guide
Camp Chief Financial Officer	Evangelist
Camp Chief Operations Officer	Ministry roles in bi-vocational settings
Ministry Associate	International Camp Director
Camp Development Officer	Para-church Leader
Camp Program Director	Camp Facilities and Grounds
Woman's Camp Director	Outdoor Ministry Founder
Camp Human Resources/Benefits	Camp Media/ Marketing Ministry
Youth Pastor	

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

- [Bachelor of Science in Camp & Outdoor Adventure Leadership \(B.S.\)](#)
- [Bachelor of Science in Camp & Outdoor Adventure Leadership \(B.S.\) - Global Studies](#)
- [Bachelor of Science in Camp & Outdoor Adventure Leadership \(B.S.\) - Sport Outreach](#)
- [Bachelor of Science in Camp & Outdoor Adventure Leadership \(B.S.\) - Youth Ministries](#)

Christian Leadership and Church Ministries Major (B.S.)

The major in Christian Leadership and Church Ministries provides an undergraduate degree program for students who desire Christian leadership development and ministry training in a broader context of the local church, para-church and nonprofit organizations. Additionally, partnership with other schools within Liberty University provides cognates for marketability, based on students' future vocational goals (See cognates). This degree would help students gain the knowledge, values and skills needed for providing Christian leadership in a church and/or para-church vocation.

PURPOSE

The purpose of the BS in Christian Leadership and Church Ministries is to equip students with professional skills in planning, organizing, and developing Christian ministries. In addition, students will develop the ability to evaluate models of leadership, programs, and various philosophies of Christian ministries.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Articulate/justify essential truths of Christianity.
2. Demonstrate competence in the use of sound principles of biblical interpretation.
3. Demonstrate professional skill in planning, organizing, and developing Christian ministries.
4. Evaluate models of leadership & programs, as well as various philosophies of Christian ministries.
5. Demonstrate competence in engaging their culture from a biblical worldview of leadership.

Career Opportunities

Ministry Director	Church Administration
Para-church Leadership	Ministry Associate
Ministry roles in bivocational settings	Missionary Pastor
Camp Director	Senior and Associate Pastor
Children's Pastor/Director	Women's Ministry Director
Christian Education Director	Youth Pastor
Evangelist	Next Generation Pastor
	Media Ministry

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

- [Bachelor of Science in Christian Leadership & Church Ministries \(B.S.\)](#)
- [Bachelor of Science in Christian Leadership & Church Ministries \(B.S.\) - Biblical Studies](#)
- [Bachelor of Science in Christian Leadership & Church Ministries \(B.S.\) - Camp & Outdoor Adventure Leadership](#)
- [Bachelor of Science in Christian Leadership & Church Ministries \(B.S.\) - Global Studies](#)
- [Bachelor of Science in Christian Leadership & Church Ministries \(B.S.\) - Technical Studies](#)
- [Bachelor of Science in Christian Leadership & Church Ministries \(B.S.\) - Theology & Apologetics](#)
- [Bachelor of Science in Christian Leadership & Church Ministries \(B.S.\) - Women's Leadership](#)
- [Bachelor of Science in Christian Leadership & Church Ministries \(B.S.\) - Worship](#)

Christian Leadership and Management Major (B.S.)

PURPOSE

The B.S. in Christian Leadership and Management major prepares individuals for executive leadership positions within both the church and business settings. The degree maintains a balance of educating its majors in principles of Christian leadership and basic business management and leadership skills.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate competence in core business principles and strategies.
2. Articulate and biblically justify essential truths of evangelical Christianity.
3. Evaluate the development, foundations, and strategies of Christian leadership.

Career Opportunities

Administrative Pastor	Executive Leadership
Educator	Manager
Educational Administration	Non-profit Organizer

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Bachelor of Science in Christian Leadership & Management \(B.S.\) - Business Management](#)

Pastoral Leadership Major (B.S.)

The B.S. in Pastoral Leadership provides thorough preparation in the exposition of biblical Scriptures and processing of leadership dynamics. The B.S. in Pastoral Leadership prepares the student to excel in ministry aptitude beyond some entry level seminary students.

The Pastoral Leadership program is designed to prepare men for local church pastoral ministry. The B.S. in Pastoral Leadership major, minor, concentration and cognate prepare men who desire to serve in the role of pastor/shepherd/elder (1 Timothy 2, Titus 1). Likewise, the Women's Leadership cognate and minor are designed to equip female students who desire to serve and lead in a ministry context with special attention given to women.

PURPOSE

The B.S. in Pastoral Leadership is designed to provide a thorough, biblically-based approach to practical ministry leadership. This program emphasizes sound doctrine and the ability to exposit biblical Scriptures from an accurate, conservative, evangelical hermeneutic principle. Building upon the said foundation, the program also focuses on an effective homiletic presentation. Lastly, this program is designed to equip the student with leadership skills that parallel higher levels of leadership study.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate and demonstrate the skills necessary for Pastoral ministry.
2. Plan, organize, and develop Christian ministries.
3. Biblically justify essential truths of evangelical Christianity.
4. Apply the principles of biblical interpretation.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Science in Pastoral Leadership \(B.S.\)](#)

[Bachelor of Science in Pastoral Leadership \(B.S.\) - Camp & Outdoor Adventure Leadership](#)

Youth Ministries Major (B.S.)

The BS in Youth Ministries degree equips students who desire training in Youth Ministries for the local church and in the broader context of para-church and nonprofit organizations. This degree will help the student gain the knowledge, values and skills needed for providing Youth Ministries in a church and para-church vocation. Additionally, partnership with other schools within Liberty University provides cognates for marketability, based on students' future vocational goals (See cognates).

PURPOSE

The purpose of the BS in Youth Ministries degree is to equip students to demonstrate competence in engaging and educating adolescents within their culture from a biblical worldview. This program also equips students to demonstrate professional skills in planning, organizing, and developing Christian youth ministries.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Articulate/justify essential truths of Christianity.
2. Demonstrate competence in the use of sound principles in biblical interpretation.
3. Demonstrate professional skill in planning, organizing, and developing Christian youth ministries.
4. Evaluate models of leadership and programs, as well as various philosophies of Christian youth ministries.
5. Demonstrate competence in engaging and educating adolescents within their culture from a biblical worldview.

Career Opportunities

Youth Ministry Director	Church Administration
Para-church Leadership	Ministry Associate
Ministry roles in bivocational settings	Associate Pastor
Youth Camp Director	Youth Pastor
Children's Pastor/Director	Next Generation Pastor
College Ministry Pastor/Director	Media Ministry

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Science in Youth Ministries \(B.S.\)](#)

[Bachelor of Science in Youth Ministries \(B.S.\) - Biblical Studies](#)

[Bachelor of Science in Youth Ministries \(B.S.\) - Camp & Outdoor](#)

[Adventure Leadership](#)

[Bachelor of Science in Youth Ministries \(B.S.\) - Christian](#)

[Leadership](#)

[Bachelor of Science in Youth Ministries \(B.S.\) - Cinematic Arts](#)

[Bachelor of Science in Youth Ministries \(B.S.\) - Coaching](#)

[Bachelor of Science in Youth Ministries \(B.S.\) - Global Studies](#)

[Bachelor of Science in Youth Ministries \(B.S.\) - Pastoral](#)

[Leadership](#)

[Bachelor of Science in Youth Ministries \(B.S.\) - Sport Outreach](#)

[Bachelor of Science in Youth Ministries \(B.S.\) - Technical Studies](#)

[Bachelor of Science in Youth Ministries \(B.S.\) - Theology &](#)

[Apologetics](#)

[Bachelor of Science in Youth Ministries \(B.S.\) - Women's](#)

[Leadership](#)

[Bachelor of Science in Youth Ministries \(B.S.\) - Worship](#)

MINORS

Camp and Outdoor Adventure Leadership Minor

Delivery Format: Residential Only

[Camp and Outdoor Adventure Leadership Minor \(Resident\)](#)

Expositional Preaching Minor

PROGRAM LEARNING OUTCOME

The student will be able to deliver an expository sermon, from different genres, for the purpose of Christ-centered proclamation.

Delivery Format: Residential Only

[Expositional Preaching Minor \(Resident\)](#)

Pastoral Leadership Minor

Delivery Format: Residential Only

[Pastoral Leadership Minor \(Resident\)](#)

Women's Leadership Minor

PROGRAM LEARNING OUTCOME

The student will be able evaluate and demonstrate the skills necessary for evangelizing and discipling women in Christian ministry from a biblical worldview.

Delivery Format: Residential Only

[Women's Leadership Minor \(Resident\)](#)

Youth Ministries Minor

Delivery Format: Residential Only

[Youth Ministries Minor \(Resident\)](#)

Department of Global Studies

Melody Harper, B.A., M.S.W., M.A.

Chair, Department of Global Studies

Assistant Professor of Global Studies

Global Studies Major (B.A.)

Students majoring in Global Studies will be well-equipped for international engagement. They will learn the skills necessary to thrive, build relationships, and establish healthy careers in other cultures while developing an understanding of the particular dynamics that are associated with living and working abroad. To help accomplish this goal, the B.A. in Global Studies program requires students to either double-major or minor in another area.

PURPOSE

The B.A. in Global Studies seeks to provide students with a thorough foundation for effective engagement in intercultural careers and service. The program combines a comprehensive theory of global engagement with practical experience, culminating in a semester-long cultural immersion internship.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Analyze essential principles of effective global engagement.
2. Demonstrate competency in cultural adaptation, research, and communication.
3. Employ critical thinking skills in addressing current issues in global engagement.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Arts in Global Studies \(B.A.\)](#)

MINOR

Global Studies Minor

Delivery Format: Residential Only

[Global Studies Minor \(Resident\)](#)

Department of Theological Studies

Chad Thornhill, B.S., M.A.R., M.Div., Ph.D.

Chair, Department of Theological Studies

Assistant Professor of Apologetics and Theology

PURPOSE

The Department of Biblical and Theological Studies aims to provide a thorough, biblically-based, cognitive, and spiritual foundation for students who desire to pursue further academic training at the graduate level or who want to be better prepared for Christian life and service. In the current academic climate, there is a need for individuals who are educated and equipped to speak to foundational doctrinal issues for both academic professionals and lay people from an orthodox, biblically-informed evangelical position. These programs will lay the foundation for students who have an interest in further pursuing development in this area.

Career Opportunities

Academic Leadership	Christian Educator
Archaeologist	Historical Tour Guide
Author	Research Assistant
Biblical Translator	Pastor

Religion Major (B.S.)

PURPOSE

The B.S. in Religion major provides a broad introduction to the major issues, themes, and ideas of religious studies to prepare individuals for diverse vocational opportunities. With cognates in Biblical and Theological Studies, Christian Counseling, and Christian Ministries, graduates from this program are prepared to continue on to graduate studies through a seminary or graduate program.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Articulate and biblically justify essential truths of evangelical Christianity.
2. Demonstrate knowledge of the structure and content of the Bible.
3. Demonstrate competence in the use of sound principles of biblical interpretation.

Programs of Study – Degree Completion Plans

Delivery Format: Online Only

[Bachelor of Science in Religion \(B.S.\)](#)

[Bachelor of Science in Religion \(B.S.\) - Biblical & Theological Studies](#)

[Bachelor of Science in Religion \(B.S.\) - Christian Counseling](#)

[Bachelor of Science in Religion \(B.S.\) - Christian Ministries](#)

[Bachelor of Science in Religion \(B.S.\) - Evangelism](#)

Theology and Apologetics (B.A.)

The B.A. in Theology and Apologetics seeks to equip students to use Scripture, logic and philosophy in order to defend the rationality of Christian belief and articulate core Evangelical Christian doctrines. Students will learn how to integrate theology

and apologetics in various settings thus being able to engage the culture with both tactfulness and theological precision.

PURPOSE

The new BA in Theology and Apologetics helps to reach the goal of “Training Champions of Christ” by equipping students to be able effectively engage the world around them. The goal of the new BA in Theology and Apologetics is help equip Liberty University students to be able to:

1. Articulate core Evangelical Christian doctrines.
2. Engage the culture with both tactfulness and theological precision.
3. Equip to use Scripture, logic and philosophy to defend the rationality of Christian belief.
4. Integrate theology and apologetics in various ministry settings.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Biblically justify essential truths of evangelical Christianity.
2. Apply the principles of biblical interpretation.
3. Evaluate various aspects of culture for the purpose of defending and explaining Christian theology.
4. Propose a response to the major worldviews from a Christian perspective.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Arts in Theology & Apologetics \(B.A.\)](#)

[Bachelor of Arts in Theology & Apologetics \(B.A.\) - Biblical Scholarship](#)

[Bachelor of Arts in Theology & Apologetics \(B.A.\) - Global Studies](#)

[Bachelor of Arts in Theology & Apologetics \(B.A.\) - Writing & Literature](#)

Religion Major (A.A.)

PURPOSE

The Associate of Arts Degree in Religion is designed to offer students foundational training in a broad range of areas. It allows students to gain a thorough knowledge of the Bible, theology, and practical ministry. It is ideal for students who serve as church laymen in various roles as well as those who desire to enhance their training gained from a previous undergraduate degree. Graduates of this degree may transfer their courses into a bachelor’s degree program at Liberty if they desire to continue their undergraduate education.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Articulate and biblically justify essential truths of evangelical Christianity.
2. Demonstrate competence in the use of sound principles of biblical interpretation.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Associate of Arts in Religion \(A.A.\)](#)

MINORS

Apologetics and Cultural Engagement Minor

PROGRAM LEARNING OUTCOME

The student will be able to evaluate various aspects of culture from a Christian worldview in order to engage the world biblically.

Delivery Format: Residential Only

[Apologetics and Cultural Engagement Minor \(Resident\)](#)

Biblical Studies Minor

Delivery Format: Residential and Online

[Biblical Studies Minor \(Resident\)](#)

[Biblical Studies Minor \(Online\)](#)

Church Ministries Minor

Delivery Format: Online Only

[Church Ministries Minor \(Online\)](#)

Evangelism Minor

PROGRAM LEARNING OUTCOME

The student will be able to explain the content and priority of the Gospel message and core evangelistic truths in various relational context.

Delivery Format: Online Only

[Evangelism Minor \(Online\)](#)

Theology Minor

Delivery Format: Residential Only

[Theology Minor \(Resident\)](#)

Undergraduate Certificates

The School of Divinity offers undergraduate certificates in several areas of study through Liberty University Online.

CERTIFICATE COMPLETION REQUIREMENTS

1. Complete 18 total hours with a 2.00 GPA
2. All courses must be completed through Liberty University
3. No grade of “D” may be applied to the certificate
4. Submission of Certificate Completion Application at beginning of final semester

Delivery Format: Online Only

[Biblical Studies](#)

[Christian Ministry](#)

[Global Studies](#)

School of Education

Administration

Heather Schoffstall, B.S., M.S., Ed.D.

*Dean, School of Education
Associate Professor of Education*

Karen Parker, B.A., M.S., Ed.D.

*Dean Emeritus, School of Education
Professor of Education*

Michael Shenke B.S., M.B.A., Ed.D.

*Associate Dean
Instructor of Education*

Kevin D. Struble, B.S., M.A., Ed.S., Ed.D.

*Associate Dean
Assistant Professor of Education*

Michelle Goodwin, B.S., M.Ed., Ed.D.

*Senior Assistant Dean, Teacher Education/Licensure
Professor of Education*

Deanna L. Keith, B.A., M.Ed., Ed.S., Ed.D.

*Assistant Dean, Online/Graduate Studies
Associate Professor of Education*

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CategoryId=27> where faculty can be searched for by Department.

PURPOSE

The School of Education is committed to providing the highest quality Christian education based on the principles of God's Word. Our school, by virtue of its commitment to strengthening the mind, body and soul, educates the whole person as God created us. The school offers programs to prepare undergraduate and graduate students for careers in teaching and school administration as well as programs in the area of Sport Management.

Division of Teacher Education

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

*Chair, Special Education
Professor of Education*

Esther Alcindor, B.S., M.Ed., Ph.D.

*Chair, Early and Elementary Education
Assistant Professor*

Andrea Beam, B.S., M.A.T., Ed.S., Ed.D.

*Chair, Middle Grades and Secondary Education
Associate Professor of Education*

PURPOSE

The mission of the Educator Preparation Program at Liberty University is to develop competent professionals with a Christian worldview for Christian, public, and private schools.

Excellent teachers are an invaluable asset to the home, church, community, and nation. The Educator Preparation Program at Liberty is designed to provide a program of study and preservice

experiences that will foster teaching excellence and stimulate improvements in teaching practices in Christian, public, and private schools. The program is designed for teacher candidates who are preparing to teach kindergarten, elementary, and middle school, as well as high school students. Those wishing to pursue careers in middle school, or high school teaching may do so in the following areas: biology, business, computer science, English, family and consumer sciences, history/social sciences, mathematics. Comprehensive licensure may be completed in the following areas: music (vocal or instrumental), health/physical education, Spanish, special education, studio art, teaching English as a second language, and theatre arts.

PROGRAM LEARNING OUTCOMES

The teacher candidate:

INT-A. KNOWS *Christian values, moral dimensions, and ethical implications synthesized with academic knowledge*

INT-A1. Demonstrates a broad base of professional and general knowledge.

INT-A2. Demonstrates knowledge of content in the endorsement area.

INT-B. IMPLEMENTS *skills as a gift from God, because teaching is a calling from God*

INT-B3. Integrates skills in speaking, writing, reading, and listening for effective classroom communication, peer leadership, and professional involvement.

INT-B4. Designs and selects a variety of instructional strategies based on the developmental levels and individual needs of the learner.

INT-B5. Applies knowledge of content areas and curriculum goals to design and supervise appropriate instruction.

INT-B6. Enhances the success of all diverse learners, providing for special needs and diverse backgrounds.

INT-B7. Manages classroom climate and procedures to motivate students and maximize learning.

INT-B8. Integrates a variety of assessment strategies to improve student learning.

INT-B9. Integrates appropriate technology and resources to support instruction and to facilitate professional development opportunities.

INT-B10. Provides evidence of student learning at the grade level and content appropriate for the endorsement.

INT-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*

INT-C11. Models personal integrity and sensitivity to human needs.

INT-C12. Demonstrates behaviors of a reflective practitioner and seeks opportunities for collaboration and professional development.

DEFINITIONS FOR DISPOSITIONS – SCRIP:

1. Displays a sense of **Social responsibility**
2. Demonstrates **Commitment/** work ethic
3. Demonstrates **Reflective practice**
4. Displays personal **Integrity**
5. Displays **Professionalism**

TEACHER ENDORSEMENT AREAS

Teacher preparation and endorsement are available through the Teacher Education Department in cooperation with departments offering majors in the following teacher endorsement areas:

Elementary

Elementary education (preK – 6) [Integrated Studies major]
Middle education (grades 6 – 8) [only with preK – 6]

Secondary (6 – 12)

Biology
Business
Computer Science
English
Family and Consumer Sciences
History/Social Sciences
Mathematics
Studio Art

Comprehensive (preK – 12)

English as a Second Language
Health/Physical Education
Music: Choral or Instrumental
Spanish
Special Education (K-12) [Integrated Studies major] General Curriculum
Theatre Arts (preK – 12)

Add-on endorsements

Algebra I
Chemistry (only with Biology)
Computer Science
Journalism
Speech
Theatre Arts (preK – 12)

Minor (non-licensure)

Special Education

KAPPA DELTA PI

KAPPA DELTA PI, an International Honor Society in Education, was founded on March 8, 1911, at the University of Illinois. Organized to recognize excellence in education, Kappa Delta Pi elects to membership those who exhibit the ideals of scholarship, high personal standards, and promise in teaching and allied professions. It encourages improvement, distinction in achievement, and contributions to education.

Today there are over 60,000 members in more than 425 university, college, and alumni chapters. The PI SIGMA Chapter at Liberty University was founded on February 9, 1984. Visit the website at: www.liberty.edu/kdp.

Election to membership is made without regard to religion, race, or gender, and may include undergraduate and graduate students and practicing professionals in the field of education.

COUNCIL FOR EXCEPTIONAL CHILDREN

Special Education majors at Liberty University organized a Student Chapter of the Council for Exceptional Children (CEC) in Spring 2005. CEC is the largest international, non-profit organization that provides support and information for children with disabilities, their families, and those who work with these children.

Membership is open to all majors. To become an official member of the CEC, one must join the national chapter of the CEC.

EPP – EDUCATOR PREPARATION PROVIDER

The Educator Preparation Program is designed to meet licensure requirements of the Commonwealth of Virginia in the

candidate's approved concentration. The University has approval from the State Council of Higher Education for Virginia and is accredited by the Southern Association of Colleges and Schools. The Educator Preparation Program has been officially approved by the Virginia Department of Education and by the National Council for Accreditation of Teacher Education (NCATE). Graduates of Liberty's approved educator preparation programs are eligible for licensure within the Commonwealth of Virginia. Completing Virginia licensure requirements will generally be necessary if the teacher candidate intends to seek licensure in another state.

Several states have additional licensure requirements beyond what is specified for graduation from an approved program at Liberty. However, teacher candidates are able to gain licensure and to begin teaching in another state while completing the additional requirements. Assistance in securing licensure from other states, information about licensure requirements in states other than Virginia, and help in obtaining necessary applications for out-of-state teaching credentials may be obtained from the Teacher Licensure Office. In addition to state licensure, students who complete the Educator Preparation Program at Liberty are eligible for the Association of Christian Schools International certificate.

DEGREE COMPLETION PLANS

Degree Completion Plans for programs offered by the School of Education can be accessed online at: www.liberty.edu/deps.

LICENSURE PROGRAMS

The Liberty University School of Education utilizes a gate system to ensure the successful progression of its candidates through the EPP (Education Preparation Provider) program. The following gates are described below:

Gate 1: Admission to the University

Gate 2: Admission to the EPP (Education Preparation Provider) program

Gate 3: Application for student teaching or internship

Gate 4: Application for degree completion and licensure paperwork

Please visit www.liberty.edu/advisingguide for specific requirements at each gate.

ADMISSION TO THE EDUCATOR PREPARATION PROGRAM (Gate 2)

A candidate planning to follow a teaching program at Liberty must meet the admission requirements of the Educator Preparation Program. The standards of admission to the Educator Preparation Program are inclusive of those for admission to the University and include other criteria outlined by the School of Education as indicated below. Policies governing admission to the program originate in, or are channeled through the Teacher Education Department. The Department formulates policies, coordinates the Educator Preparation Program, and works for selective recruitment, admission, and retention of candidates for and in teacher licensure. It must be clearly understood that admission to the University is not synonymous with admission to the Educator Preparation Program. Failure to follow the procedures will generally result in the delay of the candidate's graduation and program completion for a minimum of one semester. Program requirements are available in the *Teacher Education Handbook* at <http://www.liberty.edu/uguide>.

Application to Liberty's Educator Preparation Program usually takes place at the end of the candidate's freshman year as part of the course requirements for EDUC 125, *Introduction to Education*. Transfer candidates who fail to comply with this provision can result

in program completion being delayed for at least one semester for those candidates. Though in no way a guarantee of the candidate's future success in a classroom, meeting the standards listed below demonstrates a seriousness of purpose and a degree of academic achievement that speaks well of the aspiring teacher's potential. Candidates must meet the following initial entrance requirements:

1. A minimum cumulative GPA of 3.0 ;
2. The successful completion of 30 semester hours of undergraduate study including the Foundational Studies. (Transfer students must complete a minimum of 15 of the 30 hours at Liberty in order to meet this standard. Transfer credits in education are not likely to meet licensure requirements. Any exceptions must be approved by the Chair of Initial Teaching Programs.) Because of the specific requirements for teacher licensure, all nonresidential courses must be approved by the program coordinator;
3. Certification by the Office of Student Affairs that the candidate has exhibited satisfactory citizenship and behavior while enrolled at Liberty. Teacher candidates who have been expelled or suspended are not eligible for initial entry until fully reinstated to good standing by the Office of Student Affairs;
4. Completion of EDUC 125, *Introduction to Education*, with a minimum grade of "C", (Transfer credit must be approved by the program coordinator);
5. Demonstration of minimum competency in oral and written communication skills and in computation skills, as shown by an acceptable score for licensure tests including The Praxis I Core Mathematics and VCLA. More information about these tests can be found at <http://www.liberty.edu/uguide>.
6. Completion of 30-hour practicum (EDUC 125) and computer competencies.
7. Clearance of the required background check.
8. Receipt of current liability insurance.
9. Results of current TB test.

Equally important to the admission requirements of the Educator Preparation Program are those criteria which govern the maintenance of the candidate's status once admitted to the program:

1. A minimum cumulative GPA of 3.0 must be maintained. Teacher candidates who fall below this minimum will be dropped from the program.
2. Satisfactory citizenship and behavior must be maintained. Candidates suspended or dismissed from the University will be dropped from the program.
3. Any teacher candidate who has not been admitted or who has been dropped from the program will be ineligible to take upper level education courses.
4. Any teacher candidate who has been dropped from the program is eligible to reapply in writing to the School of Education at soe@liberty.edu no sooner than during the semester following dismissal from the program. **A candidate may, however, be reinstated only once.**
5. The teacher candidate may be subject to removal from the program at any time following his initial acceptance should any disqualifying difficulties arise.

STUDENT TEACHING

The student teaching experience is required of all candidates seeking teacher licensure and takes place during the student's final semester of study. It will involve the commitment of the entire semester for student teaching and related coursework.

Professional Semester

EDUC 475 Seminar in Classroom Management	2
EDUC 476 Student Teaching I	5
EDUC 477 Student Teaching II	5

Student teaching experiences are arranged to take place within Christian and public school settings that are designated as local placements in Central Virginia. A listing of local school divisions may be found at <http://www.liberty.edu/uguide>. A limited number of external placements in accredited schools are available for students who meet the criteria for external placement. The University seeks to locate student teachers in positive classroom settings with well-qualified cooperating teachers.

It is the policy of the Liberty University School of Education that student teaching experiences are performed in the above settings which are supervised directly by faculty members from the University. For this reason, it is not possible to complete student teaching at another institution and then transfer credit to Liberty for the purpose of meeting student teaching requirements. Teacher candidates also will not be issued credit for student teaching because of having a period of non-certified classroom employment. Further information about the student teaching experience may be secured from the Teacher Licensure Office.

The student teaching experience should be approached with a great deal of respect for the responsibilities involved and should be regarded as a very important experience for the aspiring teacher. During the student teaching semester, the candidate will assume an important role in terms of responsibilities and obligations to the school and the candidates where the student teaching is to take place. It is also imperative that student teachers plan to arrange personal time schedules so that proper attention is given to student teaching and those activities associated with outside preparation and school responsibilities.

For these reasons, the School of Education very strongly suggests that teacher candidates should not plan to have significant amounts of outside diversions during the student teaching semester. Examples of activities which have previously caused problems for student teachers include jobs, excessive social commitments, and extracurricular activities. In such circumstances, the quality of the teaching inevitably suffers. For these reasons, planning and prior arrangement to avoid such problems is expected. Please see the Teacher Education Handbook and the Student Teaching Handbook found at <http://www.liberty.edu/uguide> for specific policies concerning the requirements for student teaching.

ADMISSION TO STUDENT TEACHING (Gate 3)

A candidate may enroll in student teaching when the following requirements have been met:

1. Admission to the Educator Preparation Program for at least one full semester before student teaching;
2. Filed application at the beginning of the semester prior to the student teaching. The Teacher Education Department will approve or disapprove all such applications based upon the following criteria:
 - a. Results of current TB test.
 - b. Receipt of current liability insurance
 - c. Cleared background check.
 - d. Evidence that the teacher candidate is not on academic or social probation. (Behavior that relates to the moral, social, ethical, and personal standards of professional competency of the candidate will be subject to periodic review and appraisal);
 - e. A minimum cumulative GPA of 3.0
 - f. Completion of all professional education coursework, as well as all courses in the candidate's major area of study. Grades below a "C" are not

acceptable in any EDUC course, or in any concentration course (Elementary and Special Education Licensure), or in any upper level course in the major (Secondary/ Comprehensive Licensure);

- g. Completion of all licensure tests including VCLA, Praxis Subject Assessment, Praxis II, and RVE (for Elementary and Special Education candidates). Licensure tests must be passed before the student teaching application can be accepted and a request for placement can be made; and
- h. Graduation checklist submitted indicating all coursework except student teaching is completed.

It is the candidate's responsibility to secure the forms and materials necessary to apply for student teaching. Such materials may be obtained from the Teacher Licensure Office and must be returned prior to established deadlines. The application deadlines for placement in student teaching are September 15 for placement in the spring semester and February 15 for placement in the fall semester.

TEACHER LICENSURE TESTS

An important requirement for meeting Teacher Licensure standards in the Commonwealth of Virginia is the successful completion of the required tests for licensure. Tests include Praxis Core Mathematics, the VCLA (Virginia Communication and Literacy Assessment), the Praxis Subject Assessment, and the RVE (Reading for Virginia Educators) for Elementary and Special Education candidates.

These tests must be passed before applying for student teaching. The tests may be repeated, if necessary. More information about the required licensure tests may be found at <http://www.liberty.edu/uguide>.

ELEMENTARY AND SPECIAL EDUCATION LICENSURE

A teacher candidate who plans to teach in elementary or special education must complete a major in Elementary Education Integrated Studies or Special Education Integrated Studies. The candidate will choose from a specified list of concentrations that have been approved by the respective department chairs. The middle school option provides additional endorsement in the concentration selected. Professional education requirements for teacher candidates preparing to be elementary and special education teachers are outlined in the program DCP. Course requirements are available online at <http://www.liberty.edu/education>.

SECONDARY LICENSURE

A candidate who plans to teach in secondary school must complete a major in the subject area(s) in which he wishes to teach. The secondary areas of licensure available at Liberty are biology, business, computer science, English, history/social sciences, mathematics, and work and family studies. Add-on licensure is available in Algebra I, biology, chemistry, computer science, journalism, speech, and theatre arts.

The typical professional education requirements for candidates preparing to be secondary school teachers are outlined in the program DCP. Requirements for the various subject matter areas are available on the Degree Completion Plan (DCP) of the respective major.

COMPREHENSIVE LICENSURE

Comprehensive licensure includes certification in both elementary and secondary school levels for the teacher candidate who plans to teach in areas such as music (vocal and instrumental), health/physical education, Spanish, special education, teaching English as a second language, studio art, and theatre arts. Requirements vary slightly among majors. Requirements for the

various subject matter areas are available on the Degree Completion Plans of the respective majors.

LICENSURE INFORMATION

Graduates who have successfully completed Liberty's Educator Preparation Program are eligible for a standard Collegiate Professional License from the Virginia Department of Education. Though candidates must pass a background check for entrance into the Liberty University School of Education EPP (Educator Preparation Program), the VDOE (Virginia Department of Education) also makes determinations concerning the eligibility of candidates.

Please see the [VDOE website](#) to see the list of questions that will be asked of each applicant.

LICENSURE IN OTHER STATES

Graduates who have successfully completed Liberty's Educator Preparation Program and who have met all standards for Teacher Licensure in Virginia can be recommended for licensure in other states. The Commonwealth of Virginia operates within the Interstate Licensure Compact, which means that other states in the compact recognize and freely accept incoming licensure applications from Virginia-based programs.

The remaining states utilize different processes to evaluate out-of-state applicants for licensure. In most cases, other states will require proof that the candidate has successfully completed a state-approved Educator Preparation Program. Assistance in securing this license is provided to all of those who are completing student teaching. Licensure applications will be processed after all undergraduate work has been successfully completed.

Teacher Licensure personnel can provide addresses of the various State Departments of Education for those wishing to pursue licensure in other states. The Teacher Licensure personnel will assist candidates in the preparation and submission of the required documents.

As a condition of Liberty's Certificate of Approval from the Alabama Commission on Higher Education, the following disclaimer pertains to Liberty's online programs in Teacher Education:

Teacher Education: State Authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an ***Alabama certificate based on reciprocity*** must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for ***Alabama certification in an area of administration*** must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

TIME FRAME FOR PROFESSIONAL LICENSURE AND FIELD WORK

Teacher candidates must have completed all requirements necessary for professional licensure within five years after completion of the undergraduate degree.

Teacher candidates who have received a degree and wish to return to Liberty University for field experience (elementary/secondary student teaching) for licensure will be subject to the same five-year timeframe.

Each case will be evaluated on an individual basis according to time elapsed from completion of coursework, transcripts, program changes, and recent experiences in the field of education.

Elementary Education Integrated Studies (B.S.) Special Education Integrated Studies (B.S.)

PURPOSE

The Bachelor of Science in Elementary Education Integrated Studies and Special Education Integrated Studies majors are designed for those candidates who desire a liberal arts degree that meets the competencies for teacher candidates. The emphases of these majors are on the content of the core areas, as defined by the federal guidelines of the *No Child Left Behind Act* and the state guidelines of the Virginia Department of Education. The guidelines for these majors are subject to changes in federal or state regulations for the licensure of elementary or special education teachers.

Requirements for this degree are:

1. Fulfill institutional General Education Requirements using courses recommended to meet teacher licensure competencies;
2. Complete a 45-hour major which must be drawn from two or three academic disciplines with no more than 30 hours and no less than 15 from any one discipline.
 - a. The *Elementary Education Integrated Studies* major includes the Core Concentration cluster, one Cognate cluster, choice of cognate areas must be one of the following: math, English, social studies, or science or Spanish: and the Education cluster will be the third concentration.
 - b. The *Special Education Integrated Studies* major includes the Core Concentration cluster, the Special Education cluster, and the Education cluster.
3. Complete 15 hours of electives in any disciplines, including areas that are covered in the major, that are selected to meet teacher licensure competencies;
4. Admission to the Educator Preparation Program prior to registering for upper level courses;
5. Complete at least 30 hours at the 300-400 level;
6. Complete 50 percent of each cognate at Liberty;
7. Candidates who break enrollment must renegotiate the proposal.

Admission to the Educator Preparation Program (EPP) is required prior to registering for any upper-level courses in education. *Candidates who fail to meet the requirements for EPP admission must change to another major.* As part of the EPP admissions process, each candidate must submit an approved Degree Completion Plan (DCP) which becomes the candidate's contract for graduation and may be modified only upon written request to the Program Chair or the School of Education Dean. The professional semester (student teaching) is required for teacher licensure, and is therefore required to complete the Elementary Education Integrated Studies and Special Education Integrated Studies Major.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Science in Elementary Education Integrated Studies](#)

[\(B.S.\) - English](#)

[Bachelor of Science in Elementary Education Integrated Studies](#)

[\(B.S.\) - Mathematics](#)

[Bachelor of Science in Elementary Education Integrated Studies](#)

[\(B.S.\) - Science](#)

[Bachelor of Science in Elementary Education Integrated Studies](#)

[\(B.S.\) - Spanish](#)

[Bachelor of Science in Elementary Education Integrated Studies](#)

[\(B.S.\) - Social Science](#)

[Bachelor of Science in Special Education Integrated Studies \(B.S.\)](#)

NON-LICENSURE PROGRAMS

The School of Education offers the following programs in an online format. The requirements for the programs are listed below.

ADMISSION REQUIREMENTS:

- Application Submission.
- High School Self-Certification Form.
- College transcripts from all previously attended institutions.
- Students must have above a 2.0 cumulative combined GPA for all accredited colleges attended or for high school.

Early Childhood Education Interdisciplinary Studies Major (B.S.) (Non-Licensure Program)

PROGRAM LEARNING OUTCOMES

A graduate of the Pre-Licensure (AA & BS) programs:

PRE-A. KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge

- PRE-A1. Demonstrates a broad base of general and professional knowledge;

PRE-B. IMPLEMENTS skills as a gift from God, because teaching is a calling from God

- PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and diverse backgrounds in course case studies;
- PRE-B3. Demonstrates the understanding of differentiated instruction,
- PRE-B4. Demonstrates an understanding of classroom management to motivate students and maximize learning;

PRE-C. BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity

- PRE-C5. Demonstrates behaviors of a reflective student, articulates a Biblical worldview, and seeks opportunities for professional development.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Bachelor of Science in Early Childhood Education](#)

[Interdisciplinary Studies \(B.S.\)](#)

Elementary Education Interdisciplinary Studies Major (B.S.)

(With Fifth-Year Option for M.A.T. and Licensure)*

PURPOSE

The purpose of the non-licensure Bachelor of Science in Elementary Education Interdisciplinary Studies program is to provide a foundation of education that can assist a student in becoming a teacher candidate in a graduate education program. The program also provides theories and methodology of Christian education that will assist those who will work in Christian schools, churches and home.

PROGRAM LEARNING OUTCOMES

A graduate of the Pre-Licensure (AA & BS) programs:

PRE-A. KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge

- PRE-A1. Demonstrates a broad base of general and professional knowledge;

PRE-B. IMPLEMENTS skills as a gift from God, because teaching is a calling from God

- PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and diverse backgrounds in course case studies;
- PRE-B3. Demonstrates the understanding of differentiated instruction,
- PRE-B4. Demonstrates an understanding of classroom management to motivate students and maximize learning;

PRE-C. BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity

- PRE-C5. Demonstrates behaviors of a reflective student, articulates a Biblical worldview, and seeks opportunities for professional development.

Program of Study – Degree Completion Plan**Delivery Format: Online Only**

[Bachelor of Science in Elementary Education Interdisciplinary Studies \(B.S.\)](#)

Special Education Interdisciplinary Studies***Major (B.S.)***

(With Fifth-Year Option for M.A.T. and Licensure)*

PROGRAM LEARNING OUTCOMES

A graduate of the Pre-Licensure (AA & BS) programs:

PRE-A. KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge

- PRE-A1. Demonstrates a broad base of general and professional knowledge;

PRE-B. IMPLEMENTS skills as a gift from God, because teaching is a calling from God

- PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and diverse backgrounds in course case studies;
- PRE-B3. Demonstrates the understanding of differentiated instruction,
- PRE-B4. Demonstrates an understanding of classroom management to motivate students and maximize learning;

PRE-C. BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity

- PRE-C5. Demonstrates behaviors of a reflective student, articulates a Biblical worldview, and seeks opportunities for professional development.

Program of Study – Degree Completion Plan**Delivery Format: Online Only**

[Bachelor of Science in Special Education Interdisciplinary Studies \(B.S.\)](#)

Education Major (A.A.)***Early Childhood Education Major (A.A.)******(Non-Licensure Programs)*****PROGRAM LEARNING OUTCOMES**

A graduate of the Pre-Licensure (AA & BS) programs:

PRE-A. KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge

- PRE-A1. Demonstrates a broad base of general and professional knowledge;

PRE-B. IMPLEMENTS skills as a gift from God, because teaching is a calling from God

- PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and backgrounds in course case studies;
- PRE-B3. Demonstrates the understanding of differentiated instruction,
- PRE-B4. Demonstrates an understanding of classroom management to motivate students and maximize learning;

PRE-C. BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity

- PRE-C5. Demonstrates behaviors of a reflective student, articulates a Biblical worldview, and seeks opportunities for professional development.

Programs of Study – Degree Completion Plans**Delivery Format: Online Only**

[Associate of Arts in Education \(A.A.\)](#)

[Associate of Arts in Early Childhood Education \(A.A.\)](#)

MINORS***Autism Minor*****PROGRAM LEARNING OUTCOMES**

PRE-A. KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge

- PRE-A1. Demonstrates a broad base of general and professional knowledge;

PRE-B. IMPLEMENTS skills as a gift from God, because teaching is a calling from God

- PRE-B2. Plans effective instruction and selects a variety of strategies based on developmental levels and diverse backgrounds in course case studies;
- PRE-B3. Demonstrates the understanding of differentiated instruction,
- PRE-B4. Demonstrates an understanding of classroom management to motivate students and maximize learning;

PRE-C. BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity.

- PRE-C5. Demonstrates behaviors of a reflective student, articulates a Biblical worldview, and seeks opportunities for professional development.

Delivery Format: Online

[Autism Minor \(Online\)](#)

Special Education Minor**Delivery Format: Residential and Online**

[Special Education Minor \(Resident\)](#)

[Special Education Minor \(Online\)](#)

Division of Allied Professions and Academic Operations

Department of Sport Management

Vicky-Lynn Martin, B.S., M.S., D.S.M.

Sport Management Chair of Undergraduate Studies

Professor of Sport Management

PROGRAM ACCREDITATION

In June 2011, Liberty University's Bachelor of Science in Sport Management was awarded accreditation by the Board of Commissioners of the Commission on Sport Management Accreditation (COSMA), the new national governing body for sport management.

Sport Management Major (B.S.)

PURPOSE

The mission of the Sport Management degree program at Liberty University is to help students develop skills to organize, administer, and facilitate sport programs at the corporate, agency, professional, and amateur levels. Opportunities are provided to develop knowledge and skills relevant to the performance of these functions.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Articulate a Christian worldview that incorporates moral leadership and ethical decision-making in the sport management workplace.
2. Demonstrate oral, written, and technological communication effectively and persuasively within professional sport management settings.
3. Evaluate research in sport management from the perspective of current business trends and historical sport management contexts.
4. Synthesize academic principles through knowledge transfer and exchange to the sport management environment.
5. Demonstrate leadership skills in the sport management industry.

Information pertaining to student learning and achievement in the sport management programs accredited by COSMA can be obtained by visiting the Department of Sport Management website at <http://www.liberty.edu/academics/education/sport/index.cfm?PID=69> or by contacting the Chair of the Department of Sport Management at sportmanagement@liberty.edu.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Sports Management \(B.S.\)](#)

Coaching Major (B.S.)

PURPOSE

The Coaching major will prepare students to work as coaches within the sport industry. The students will develop knowledge of administration, pedagogy, compliance, strength and conditioning, leadership skills, communication, motor movement and film editing.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Develop athletes through a whole person development.
2. Administer a program with effective communication skills.
3. Evaluate an athletic program.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Coaching \(B.S.\)](#)

MINORS

Coaching Minor

Delivery Format: Residential Only

[Coaching Minor \(Resident\)](#)

Sport Management Minor

Delivery Format: Residential Only

[Sport Management Minor \(Resident\)](#)

Sport Outreach Minor

PROGRAM LEARNING OUTCOME

The student will be able to implement sport ministry principles necessary to serve Christ through leadership in a sports-related ministry.

Delivery Format: Residential and Online

[Sport Outreach Minor \(Resident\)](#)

[Sport Outreach Minor \(Online\)](#)

Undergraduate Certificate

Division of Teacher Education

Annyce Maddox, B.S., M.Ed.

Chair, PreLicensure Department

Assistant Professor of Education

The School of Education offers an undergraduate certificate in Preschool through Liberty University Online.

CERTIFICATE COMPLETION REQUIREMENTS

1. Complete 18 total hours with a 2.00 GPA.
2. All courses must be completed through Liberty University.
3. No grade of "D" may be applied to the certificate.
4. Submission of Certificate Completion Application at beginning of final semester.

Certificate in Preschool

Delivery Format: Online Only

[Preschool](#)

School of Engineering

Administration

David Donahoo, B.S., M.S.

Dean, [School of Engineering](#)

Assistant Professor of Information Systems

Carl Pettiford, B.S., M.S., Ph.D.

Chair, Department of Engineering

Professor of Electrical Engineering

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=27> where faculty can be searched for by Department.

PURPOSE

The [School of Engineering](#) functions with the purpose of teaching Christ-centered men and women with the values, knowledge, and skills critical for impacting computing and technology-related disciplines in tomorrow's world. Enhanced in the fall of 2007, the School has the long-term vision of creating and maintaining nationally recognized technology-related degrees, centers, institutes, and initiatives in education, research, training, and missions so that our Christ-centered graduates can have the greatest impact on tomorrow's world.

The School offers six degrees and two minors that provide students with the skills, knowledge, and understanding of information technology necessary for impacting tomorrow's socio-technological culture.

PROGRAM ACCREDITATION

The Bachelor of Science degree programs in Computer Engineering, Electrical Engineering and Industrial and Systems Engineering have received accreditation from the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The Bachelor of Science in Computer Science has received accreditation from the Computing Accreditation Commission of ABET, <http://www.abet.org>.

ABET is the recognized accrediting agency for college and university programs in applied science, computing, engineering, and engineering technology. ABET accreditation demonstrates a program's commitment to providing its students with a quality education.

Engineering Programs

Certain degrees within the School of Engineering require specific technical electives be completed as part of the degree. The intent of the technical electives is to enhance (i.e. deepen and/or broaden) the scientific, mathematical, technological, or engineering knowledge or experience of the student in his or her career potential and development.

A list of the electives required by degree program can be found at http://www.liberty.edu/media/1170/Technical%20Electives%202015-16_School%20of%20Engineering.pdf.

ENGINEERING PROGRAM LEARNING OUTCOMES

The student will be able to:

1. An ability to apply knowledge of mathematics, science, and engineering;
2. An ability to design and conduct experiments, as well as to analyze and interpret data;
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
4. An ability to function on multidisciplinary teams;
5. An ability to identify, formulate, and solve engineering problems;
6. An understanding of professional and ethical responsibility;
7. An ability to communicate effectively;
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
9. A recognition of the need for, and an ability to engage in life-long learning;
10. A knowledge of contemporary issues; and
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Computer Engineering Major (B.S.)

PURPOSE

The computer engineering degree is designed to develop Christ-centered men and women with the values, knowledge, and skills essential to positively influence computer and electrical engineering-related industries in the current and evolving economy. The program prepares graduates for the thoughtful integration of work and life and to view the computer engineering profession as a lifelong commitment to serving others.

PROGRAM EDUCATIONAL OBJECTIVES

Our goal is, within a few years of graduating, our Computer Engineering students will be able to:

1. Advance in an engineering career or graduate studies.
2. Be recognized as a creative thinkers; exhibiting an aptitude for continuous learning.
3. Display professional ethics and behavior consistent with foundational Christian principles.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Computer Engineering \(B.S.\)](#)

Electrical Engineering Major (B.S.)

PURPOSE

The electrical engineering degree is designed to develop Christ-centered men and women with the values, knowledge, and skills essential to positively influence electrical engineering-related industries in the current and evolving economy. The program prepares graduates for the thoughtful integration of work and life and to view the electrical engineering profession as a lifelong commitment to serving others.

PROGRAM EDUCATIONAL OBJECTIVES

Our goal is, within a few years of graduating, our Electrical Engineering students will be able to:

1. Advance in an engineering career or graduate studies.

2. Be recognized as a creative thinkers; exhibiting an aptitude for continuous learning.
3. Display professional ethics and behavior consistent with foundational Christian principles.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Electrical Engineering \(B.S.\)](#)

Industrial and Systems Engineering Major (B.S.)

PURPOSE

The industrial and systems engineering degree is designed to develop Christ-centered men and women with the values, knowledge, and skills essential to positively influence an industrial setting of complex, integrated systems. The program prepares graduates for the thoughtful integration of work and life and to view the industrial engineering profession as a lifelong commitment to serving others.

PROGRAM EDUCATIONAL OBJECTIVES

Our goal is, within a few years of graduating, our Industrial and Systems Engineering students will be able to:

1. Advance in an engineering career or graduate studies.
2. Be recognized as a creative thinkers; exhibiting an aptitude for continuous learning.
3. Display professional ethics and behavior consistent with foundational Christian principles.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Industrial & Systems Engineering \(B.S.\)](#)

Mechanical Engineering Major (B.S.)

PURPOSE

The mechanical engineering degree is designed to develop Christ-centered men and women with the values, knowledge, and skills essential to positively influence mechanical engineering-related industries in the current and evolving economy. The program prepares graduates for the thoughtful integration of work and life and to view the mechanical engineering profession as a lifelong commitment to serving others.

PROGRAM EDUCATIONAL OUTCOMES

Our goal is, within a few years of graduating, our Mechanical Engineering students will be able to:

1. Advance in an engineering career or graduate studies.
2. Be recognized as a creative thinkers; exhibiting an aptitude for continuous learning.
3. Display professional ethics and behavior consistent with foundational Christian principles.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Mechanical Engineering \(B.S.\)](#)

Helms School of Government

Administration

Shawn D. Akers, B.A., M.A., J.D.
Dean, Helms School of Government
Professor of Government

Ronald Miller, B.A., M.S.
Associate Dean, Helms School of Government
Assistant Professor of Government

Stephen M. Parke, B.A., J.D., LL.M.
Associate Dean, Helms School of Government
Associate Professor of Criminal Justice

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CID=27> where faculty can be searched for by Department.

PURPOSE

The Helms School of Government offers Bachelor of Arts, Bachelor of Science, and Associate of Arts degrees, with majors in Government, International Relations, Law and Policy, Political Science, and Criminal Justice; minors in Government, International Relations, Criminal Justice, Strategic and Intelligence Studies and Western Legal Traditions; and concentrations in Politics and Policy, International Politics and Policy, Strategic and Intelligence Studies and Western Legal Traditions, and Pre-Law.

The curriculum encourages students to approach their chosen professions as opportunities for Christian Service and equips students with a strong foundation of knowledge and skills in conducting the business of government, politics, policy-making, public administration, public safety and military service. The goal of the curriculum is to produce action-oriented students who are able to understand and articulate the biblical roots of our religious, economic, and political liberties, and, thus, to equip them to become highly qualified leaders in their chosen career fields.

INTERNSHIPS

Knowledge becomes wisdom when a student takes the theory of the classroom and applies it in the context of the real world. To that end, our students are encouraged to apply for an internship in their field of study. The Helms School of Government is actively placing our students in positions at the White House, offices of elected officials, military and government intelligence agencies, and conservative political organizations. Internships are also available at the state and local government level as well at federal and state criminal justice agencies.

Applicants must satisfy the 2.50+ GPA requirement and successfully complete the rigorous screening process prior to placement. The program is designed to keep the student on track for graduation and qualify for financial aid programs.

PARTNERSHIPS

In addition, in order to provide motivated students with unique educational opportunities, the Helms School of Government also partners with the Central Virginia Criminal Justice Academy, the School of Engineering, and the School of Communication. These

partnerships are in place to set students apart and better prepare them for employment.

CENTER FOR AMERICAN STATESMANSHIP

The Center for American Statesmanship is a one-stop resource providing education and training in effective citizenship, constitutional rights, foundational worldview ideas and influential modern political involvement.

CENTER FOR PRE-LAW STUDIES

The Center for Pre-Law Studies uniquely incorporates a biblical worldview to prepare future law students for success. Everything, from academic programs to competing teams, to lecture series and extracurricular offerings, is designed to help students prepare for, and succeed in, law school. The Center for Pre-Law Studies also provides resources to assist students in the law school application process including choosing law schools, preparing for the LSAT, and crafting a winning personal statement. More information is available on the website at www.liberty.edu/academics/helmsschoolofgovernment/prelawstudies.

CENTER FOR PUBLIC POLICY

The Center for Public Policy is a center of excellence dedicated to the sustainment of constitutional government, free enterprise and Judeo-Christian principles through engagement in the public square. The center will provide substantive policy research, point papers, model legislation and other products and services to affect public policy at all levels of government, and in all disciplines.

THE NATIONAL SECURITY POLICY CENTER (NSPC)

The National Security Policy Center (NSPC) is an advocacy and advisory clearinghouse for national security policy consistent with the nation's constitutional responsibilities and its historical Judeo-Christian principles.

Career Opportunities

Criminal Justice

Criminologist	Insurance Investigator
Customs Service Inspector	Police Officer
Customs Special Agent	Deputy Sheriff (County)
Detective	State Police
Federal Agent (various: CIA, DEA, FBI, U.S. Marshals, Secret Service, etc)	Parole/Probation Officer
	Prosecutor's Office
	Investigator
	Military Service
Fraud Investigator	

Politics and Policy

Chamber of Commerce Manager	Political Consultant
City Manager	Political Scientist
Community Organizer	Politician
Legislative Analyst	Public Administrator
	Urban Planner

Strategic and Intelligence Studies

Federal Agent	Foreign Service Officer
Intelligence Analyst	Diplomat

Western Legal Traditions (Pre-Law)

Attorney	Politician
Judge	Public Administrator
Legislation Analyst	Federal Agent

DRESS CODE

The Helms School of Government requires its faculty and students to maintain a neat, well-groomed, and professional appearance. The standards in this code apply to all 300 and 400 level

classes and exams, as well as school-wide functions held within the Helms School of Government. More information can be found online at <http://www.liberty.edu/index.cfm?PID=19738>.

DEGREE COMPLETION PLANS (DCP)

Degree Completion Plans for degree programs offered by the Helms School of Government can be found online at: www.liberty.edu/dcps.

Criminal Justice Major (B.S.)

PURPOSE

The purpose of the Criminal Justice major is to provide a foundational understanding of the history, philosophy, and practical issues that impact our criminal justice system in local, state, and federal law enforcement agencies. Students will stand out as Christ-centered - moral, ethical, and value driven men and women with the skill sets necessary to excel as leaders in courts, corrections, and policing in all jurisdictions.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate the nature of the criminal justice system from a biblical worldview.
2. Communicate effectively in both written and oral formats.
3. Demonstrate competence in the discipline of criminal justice.
4. Solve various criminal justice dilemmas.
5. Evaluate substantive and procedural criminal law from a Constitutional perspective.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Bachelor of Science in Criminal Justice \(B.S.\)](#) – Resident

[Bachelor of Science in Criminal Justice \(B.S.\)](#) – Online

[Bachelor of Science in Criminal Justice \(B.S.\) - Crime Scene Investigation](#) – Resident

[Bachelor of Science in Criminal Justice \(B.S.\) - Crime Scene Investigation](#) – Online

[Bachelor of Science in Criminal Justice \(B.S.\) - Homeland Security](#) – Resident

[Bachelor of Science in Criminal Justice \(B.S.\) - Homeland Security](#) – Online

[Bachelor of Science in Criminal Justice \(B.S.\) - Juvenile Justice](#) – Resident

[Bachelor of Science in Criminal Justice \(B.S.\) - Juvenile Justice](#) – Online

[Bachelor of Science in Criminal Justice \(B.S.\) - Public Administration](#) – Resident

[Bachelor of Science in Criminal Justice \(B.S.\) - Public Administration](#) – Online

[Bachelor of Science in Criminal Justice \(B.S.\) - Strategic Intelligence Studies](#) – Resident

[Bachelor of Science in Criminal Justice \(B.S.\) - Strategic Intelligence Studies](#) – Online

Delivery Format: Online Only

[Bachelor of Science in Criminal Justice \(B.S.\) - Business Administration & Management](#)

[Bachelor of Science in Criminal Justice \(B.S.\) - Criminal Psychology](#)

Government Major (B.A./B.S.)

PURPOSE

The purpose of the Government major is provide a firm foundation in biblical principles of civic government, ensure correct historical education in American government at all levels; and training in limited government, political theory, law, and political and economic ideals. The major is intended to inspire and produce action-oriented students who will become Christ-centered statesmen, leaders, scholars and policy makers and thus equip them to become highly qualified leaders in their chosen career fields capable of impacting the world.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate the nature and role of government from a biblical worldview.
2. Communicate effectively in both written and oral formats.
3. Integrate ethical and values-driven decision making in government scenarios.
4. Evaluate political or government related dilemmas.

National Security Concentration

The student will be able to assess threats against the United States and evaluate informed courses of action based on that assessment.

Politics and Policy Concentration

The student will be able to:

1. Evaluate comparative political and economic theories as they relate to the field of Government
2. Demonstrate the ways in which domestic and international political and policymaking processes interact.

Pre-Law Concentration

The student will be able to implement law processes and procedures in a variety of contexts.

Western Legal Traditions Concentration

The student will be able to apply western legal traditions concepts to practice-based scenarios.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Bachelor of Science in Government \(B.S.\) - Politics & Policy](#) – Resident

[Bachelor of Science in Government \(B.S.\) - Politics & Policy](#) – Online

Delivery Format: Residential Only

[Bachelor of Arts in Government \(B.A.\) - Politics & Policy](#)

[Bachelor of Arts in Government \(B.A.\) - Western Legal Traditions](#)

[Bachelor of Science in Government \(B.S.\) - Western Legal Traditions](#)

Delivery Format: Online Only

[Bachelor of Science in Government \(B.S.\) - National Security](#)

[Bachelor of Science in Government \(B.S.\) - Pre-Law](#)

[Bachelor of Science in Government \(B.S.\) - Public Administration](#)

International Relations Major (B.A.)

PURPOSE

The International Relations major takes a broad approach to the disciplines of economics, law, philosophy, and geography with the purpose of mastering the study of relationships among countries, peoples, and comparative governments. There will be a bifurcation in which the student branches into further studies in either international politics and policy, or strategic and intelligence studies. It is necessary to study a foreign language. Developing skills in research, critical thinking, and communications, the student will study global issues from a Christian perspective and gain the ability to impact a world crying out for salt and light.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate the nature and role of government from a Biblical worldview.
2. Integrate ethical and values-driven decision making in government scenarios.
3. Communicate effectively in both written and oral formats.
4. Demonstrate competence in the basic principles of international relations.
5. Evaluate dilemmas in geopolitical or international relations.
6. Recognize and apply major fundamental concepts of international relations to international relations dilemmas/practices.

International Politics and Policy Concentration

The student will be able to:

1. Evaluate comparative political and economic theories as they relate to the field of international relations.
2. Demonstrate the ways in which domestic and international political and policy-making processes interact.

Strategic Intelligence Studies Concentration

The student will be able to:

1. Demonstrate an understanding of the broader intelligence community and the intelligence cycle.
2. Integrate strategic and intelligence considerations in multiple contexts.
3. Evaluate research and form analyses on critical intelligence issues.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Arts in International Relations \(B.A.\) - International Politics & Policy](#)

[Bachelor of Arts in International Relations \(B.A.\) - Strategic Intelligence Studies](#)

Law and Policy Major (B.A./B.S.)

PURPOSE

The purpose of this program is to prepare students who wish to gain admission to law school and also to provide a foundation of legal knowledge for those who seek to integrate their knowledge of law and public policy into their vocations but do not aspire to law school.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Describe the constitutional foundation of the American legal system.
2. Apply biblical principles to the theory and practical application of the law.

Pre-Law Concentration

The student will be able to:

1. Perform legal research, analysis and synthesis.
2. Describe the fundamental areas of law which form the core of the American legal system.
3. Construct logical legal arguments for negotiation and problem solving.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Bachelor of Science in Law & Policy \(B.S.\) - Pre-Law](#) – Resident

[Bachelor of Science in Law & Policy \(B.S.\) - Pre-Law](#) – Online

Delivery Format: Residential Only

[Bachelor of Arts in Law & Policy \(B.A.\) - Pre-Law](#)

Political Science Major (B.S.)

PURPOSE

The BS in Political Science seeks to equip students with a solid understanding of the philosophical and Biblical influences impacting politics and government. Students are challenged to see how domestic and international government structures and political processes influence one another, and how historical and contemporary ideas impact both. In all of this, students are challenged to operate as Christian statesmen and women to impact their generation and generations to come, for the glory of God.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Discuss Biblical and philosophical influences on the formation of American government.
2. Compare various approaches to government and politics.
3. Identify factors impacting the global political arena.
4. Articulate a Biblical worldview as it relates to political science.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Bachelor of Science in Political Science \(B.S.\)](#)

ASSOCIATE OF ARTS DEGREES

The Helms School of Government offers the Associate of Arts Degree in Criminal Justice or Government. This two-year degree program combines Criminal Justice or Government courses with General Education courses and graduation requirements. Graduates of this program may request transfer of their courses in to a bachelor's degree program at Liberty.

Criminal Justice Major (A.A.)

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate competence in the basic criminal justice process.
2. Evaluate the nature and causes of crime as they relate to biblical worldview principles.
3. Apply basic principles of criminal law.
4. Identify and evaluate the sources of criminal law in the American system.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online

[Associate of Arts in Criminal Justice \(A.A.\)](#) – Resident

[Associate of Arts in Criminal Justice \(A.A.\)](#) – Online

Government Major (A.A.)

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Evaluate the nature and role of government from a biblical worldview.
2. Demonstrate a basic knowledge of the discipline of government.
3. Demonstrate basic analytical skills and the ability to communicate ideas in written format.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Associate of Arts in Government \(A.A.\)](#)

MINORS

The Helms School of Government offers six minor programs of study ranging from 15 to 18 hours in Criminal Justice, Government, International Relations, Politics and Policy, Strategic and Intelligence Studies, and Western Legal Traditions.

Criminal Justice Minor

Delivery Format: Residential and Online

[Criminal Justice Minor \(Resident\)](#)

[Criminal Justice Minor \(Online\)](#)

Ethics Minor - Online

Delivery Format: Online Only

[Ethics Minor \(Online\)](#)

Government Minor

Delivery Format: Residential Only

[Government Minor \(Resident\)](#)

Homeland Security Minor

Delivery Format: Online Only

[Homeland Security Minor \(Online\)](#)

International Relations Minor

Delivery Format: Residential Only

[International Relations Minor \(Resident\)](#)

Politics and Policy Minor

Delivery Format: Residential Only

[Politics and Policy Minor \(Resident\)](#)

Public Administration Minor

Delivery Format: Online Only

[Public Administration Minor \(Online\)](#)

Strategic Intelligence Minor

Delivery Format: Online Only

[Strategic Intelligence Minor \(Online\)](#)

Strategic and Intelligence Studies Minor

Delivery Format: Residential Only

[Strategic and Intelligence Studies Minor \(Resident\)](#)

Western Legal Traditions Minor

Delivery Format: Residential Only

[Western Legal Traditions Minor \(Resident\)](#)

Undergraduate Certificates

The Helms School of Government offers an undergraduate certificate in Criminal Justice through Liberty University Online.

CERTIFICATE COMPLETION REQUIREMENTS

1. Complete 18 total hours with a 2.00 GPA
2. All courses must be completed through Liberty University
3. No grade of “D” may be applied to the certificate
4. Submission of Certificate Completion Application at beginning of final semester

CERTIFICATE COMPLETION PLANS

Certificate Completion Plans (CCP) can be accessed online at www.liberty.edu/dcps.

Certificate in Criminal Justice

Delivery Format: Online Only

[Criminal Justice](#)

Certificate in Public Administration

Delivery Format: Online Only

[Public Administration](#)

School of Health Sciences

Administration

Ralph F. Linstra, B.S., M.Ed., Ed.D., C.H.E.S.
Dean, School of Health Sciences
Professor of Public & Community Health

**Beverly S. Mahoney, R.N., B.S., M.S., Ph.D., M.C.H.E.S.,
F.A.S.H.A., F.A.A.H.E.**
Associate Dean, School of Health Sciences
Professor of Public & Community Health

David A. DeWitt, B.S., Ph.D.
Chair, Department of Biology and Chemistry
Professor of Biology

Annette Florence, B.S., M.P.H., Dr.P.H., M.C.H.E.S.
Chair, Department of Public & Community Health
Associate Professor of Public & Community Health

**James Schoffstall, B.S., M.S.Ed., Ed.D., CSCS, HFS, CIFT,
PAPHS, RCEP, FACSM**
Chair, Department of Health Professions
Professor of Exercise Science

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CID=27> where faculty can be searched for by Department.

PURPOSE

The School of Health Sciences *exists* to prepare men and women in the sciences and health professions through the integration of current scientific thought and the biblical worldview. Current undergraduate degree programs include: the B.S. in Athletic Training, Biology, Biochemistry, Biomedical Sciences, Biopsychology, Cell and Molecular Biology, Chemistry, Exercise Science, Environmental Biology, Forensic Science, Health Promotion, Public and Community Health, Kinesiology, Zoo and Wildlife Biology, and Zoology.

Department of Biology and Chemistry

PURPOSE

The Department of Biology and Chemistry provides baccalaureate programs in biology, biomedical sciences, cell and molecular biology, chemistry, environmental biology, forensic science, biopsychology, zoo and wildlife biology, zoology, and biochemistry, and services courses in biology and chemistry for Resident and Online Programs. Our programs seek both to transmit and expand knowledge as well as to provide opportunities for research and service. The Department is a community of persons who are voluntarily linked in the pursuit of knowledge, providing a reasoned presentation of these academic disciplines in relation to the Christian faith. The Department's mission is to communicate academic content, Christian values, and requisite skills, all of which prepare persons for a lifetime process of learning and service.

TEACHER LICENSURE

Teacher preparation and endorsement in Biology and Chemistry is available through the Department of Biology and Chemistry. Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education. Licensure information is also available at <http://www.liberty.edu/uguide>.

PRE-MED HONOR SOCIETY

Coordinator: Dr. Mark Blais

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

Criteria for membership:

A student must have:

1. Maintained a GPA of at least 3.50 in any major field of study, and
2. A deep interest in becoming medical doctors.

Career Opportunities

Chemical Technician	Laboratory Research Assistant
Chiropractic School	Medical School
Dental School	Medical Technologist
Environmental Biology	National Park Ranger
Forensic Scientist	Osteopathic School
H.S. Biology Teacher	Pharmacy School
H.S. Chemistry Teacher	Physician Assistant
Junior Toxicologist	Veterinary School

Graduate School and Research in:

Biochemistry	Microbiology
Biology	Molecular Biology
Chemistry	Neuroscience
Ecology	Physiology
Genetics	Wildlife Management
Marine Biology	

Biochemistry and Molecular Biology Major (B.S.)

PURPOSE

The purpose of the Biochemistry and Molecular Biology major is to prepare students for medical and related professional schools, graduate school, and employment in the field of biochemistry.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Communicate scientific information both orally and in writing.
2. Design and conduct biochemical experiments.
3. Apply standards and principles of safe practice in the laboratory or field environment.
4. Evaluate ethical issues in the life sciences in light of a biblical/Christian worldview.
5. Demonstrate competence in biochemistry, cell, and molecular biology.
6. Analyze and critique laboratory research results in the biochemical or molecular sciences.

Program of Study – Degree Completion Plan**Delivery Format: Residential Only**[Bachelor of Science in Biochemistry & Molecular Biology \(B.S.\)](#)**Biology Major (B.S.)****PURPOSE**

The purpose of the Biology major is to prepare students for medical and related professional schools, graduate school, and employment in the biological sciences or in teaching.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Communicate scientific information both orally and in writing.
2. Design and conduct biological experiments.
3. Apply standards and principles of safe practice in the laboratory or field environment.
4. Evaluate ethical issues in the life sciences in light of a Biblical/Christian worldview.
5. Demonstrate competence in the basic categories of the biological sciences.
6. Analyze and critique field or laboratory research results in the molecular or ecological sciences.

Programs of Study – Degree Completion Plans**Delivery Format: Residential Only**[Bachelor of Science in General Biology \(B.S.\)](#)[Bachelor of Science in General Biology, Teacher Licensure \(B.S.\)](#)**Biomedical Sciences Major (B.S.)****PURPOSE**

The purpose of the Biomedical Sciences major is to prepare students for medical and related professional schools, graduate school and employment in the biomedical sciences.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Communicate scientific information both orally and in writing.
2. Design and conduct biological experiments.
3. Apply standards and principles of safe practice in the laboratory or field environment.
4. Evaluate ethical issues in the life sciences in light of a Biblical/Christian worldview
5. Demonstrate competence in the integration of the biological and physical sciences.
6. Analyze and critique laboratory research results in the medical or molecular sciences.

Programs of Study – Degree Completion Plans**Delivery Format: Residential Only**[Bachelor of Science in Biomedical Sciences \(B.S.\)](#)[Bachelor of Science in Biomedical Sciences \(B.S.\) - Global Studies](#)**Biopsychology Major (B.S.)****PURPOSE**

The purpose of the Biopsychology major is to prepare students for medical school, graduate school, and employment in the cross disciplinary field of biopsychology.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Effectively communicate scientific information both orally and in writing.
2. Design and conduct biological experiments.
3. Apply standards and principles of safe practice in the laboratory.
4. Evaluate ethical issues in the life sciences in light of the Biblical/Christian worldview.
5. Demonstrate competence in the basic concepts of biopsychology.
6. Analyze and critique research results related to biopsychology.
7. Explain the neural basis for complex behaviors.

Program of Study – Degree Completion Plan**Delivery Format: Residential Only**[Bachelor of Science in Biopsychology \(B.S.\)](#)**Cell and Molecular Biology Major (B.S.)****PURPOSE**

The purpose of the Cell and Molecular Biology major is to prepare students for medical and related professional schools, graduate school, and employment in cell and molecular biology.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Communicate scientific information both orally and in writing.
2. Design and conduct biological experiments.
3. Apply standards and principles of safe practice in the laboratory or field environment.
4. Evaluate ethical issues in the life sciences in light of a Biblical/Christian worldview.
5. Demonstrate competence in cell and molecular biology.
6. Analyze and critique laboratory research results in the molecular sciences.

Program of Study – Degree Completion Plan**Delivery Format: Residential Only**[Bachelor of Science in Cell & Molecular Biology \(B.S.\)](#)**Chemistry Major (B.S.)****PURPOSE**

The purpose of the Chemistry major is to prepare students for graduate school and employment in chemistry.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Communicate scientific information both orally and in writing.
2. Assess experimental design and results obtained in the laboratory or extracted from the literature.
3. Apply standards and principles of safe practice in the chemistry laboratory.
4. Evaluate ethical issues in the sciences in light of a Biblical/Christian worldview.
5. Demonstrate competence in the essential analytical, synthetic, and technical skills to work in the chemical laboratory.
6. Formulate and solve problems in the principal areas of chemistry.

Program of Study – Degree Completion Plan**Delivery Format: Residential Only**[Bachelor of Science in Chemistry \(B.S.\)](#)

Environmental Biology Major (B.S.)**PURPOSE**

The purpose of the Environmental Biology major is to prepare students for graduate school and employment in the environmental sciences.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Communicate scientific information both orally and in writing.
2. Design and conduct biological experiments.
3. Apply standards and principles of safe practice in the laboratory or field environment.
4. Evaluate ethical issues in the sciences in light of a Biblical/Christian worldview.
5. Demonstrate competence in the environmental sciences.
6. Analyze and critique field research results in the environmental sciences.

Programs of Study – Degree Completion Plans**Delivery Format: Residential Only**

[Bachelor of Science in Environmental Biology \(B.S.\)](#)

[Bachelor of Science in Environmental Biology, Teacher Licensure \(B.S.\)](#)

Forensic Science Major (B.S.)**PURPOSE**

The purpose of the Forensic Science major is to prepare students for careers in federal, state and private forensic laboratories through a strong emphasis in biology, chemistry and criminal justice.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Communicate scientific information both orally and in writing.
2. Design and conduct biological experiments.
3. Apply standard and principles of safe practice in the laboratory or field environment
4. Evaluate ethical issues in the life sciences in light of the Biblical/Christian worldview.
5. Demonstrate competence in the basic categories of forensic science.
6. Analyze and critique field or laboratory research results in the forensic sciences.
7. Explain the importance of forensic science in the criminal justice system.

Program of Study – Degree Completion Plan**Delivery Format: Residential Only**

[Bachelor of Science in Forensic Science \(B.S.\)](#)

Zoo and Wildlife Biology Major (B.S.)**PURPOSE**

The purpose of the Zoo and Wildlife Biology major is to continue to broaden our offerings to students interested in being stewards of God's creation. Zoos are heavily involved in conservation efforts associated with endangered species and students will be equipped to secure jobs in zoos to assist these types of efforts. Similarly, rehabilitation centers are involved in stewardship issues by returning injured animals back into the wild. Students who are interested in science and have a passion for outdoors will also be interested in this major which will equip them for wildlife management graduate programs in natural resources.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Communicate scientific information both orally and in writing.
2. Design and conduct biological experiments.
3. Apply standards and principles of safe practice in the laboratory or field environment.
4. Evaluate ethical issues in the life sciences in light of a Biblical/Christian worldview.
5. Demonstrate basic knowledge of vertebrate biology at the physiological, behavioral and ecological levels.
6. Analyze and critique field or laboratory research results on vertebrate wildlife.

Program of Study – Degree Completion Plan**Delivery Format: Residential Only**

[Bachelor of Science in Zoo & Wildlife Biology \(B.S.\)](#)

Zoology Major (B.S.)**PURPOSE**

The purpose of the Zoology major is to prepare students for veterinary, medical, and related professional schools, graduate school, and employment involving animals.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Communicate scientific information both orally and in writing.
2. Design and conduct biological experiments.
3. Apply standards and principles of safe practice in the laboratory or field environment.
4. Evaluate ethical issues in the life sciences in light of a Biblical/Christian worldview.
5. Demonstrate competence in organismal biology at the molecular, physiological, and ecological levels.
6. Analyze and critique field or laboratory research results in the zoological sciences.

Program of Study – Degree Completion Plan**Delivery Format: Residential Only**

[Bachelor of Science in Zoology \(B.S.\)](#)

MINORS**Biology Minor****Delivery Format: Residential Only**

[Psychology Minor \(Resident\)](#)

Biomedical Sciences Minor**Delivery Format: Residential Only**

[Psychology Minor \(Resident\)](#)

Chemistry Minor**Delivery Format: Residential Only**

[Psychology Minor \(Resident\)](#)

Department of Health Professions**PURPOSE**

The Department of Health Professions faculty members are committed to preparing students in three majors: Athletic Training,

Exercise Science, and Kinesiology. Each major leads to a Bachelor of Science degree. Our objective is to encourage student growth in these disciplines from the Christian worldview in preparation for employment/graduate education as they pursue God's purpose for their lives.

Athletic Training Major (B.S.)

Athletic Training is practiced by Certified/Licensed Athletic Trainers; health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. Athletic Trainers have been recognized by the AMA (American Medical Association) as an allied health care profession since 1990 (www.nata.org, 2010).

Entry-level athletic training education uses a competency-based approach in both the classroom and clinical settings. Using a medical-based education model, athletic training students (ATS) are educated to provide comprehensive preventive services and care in six domains of clinical practice: injury/illness prevention and wellness protection; clinical evaluation and diagnosis; immediate and emergency care; treatment and rehabilitation; and, organizational and professional health and well-being. The Commission on Accreditation of Athletic Training (CAATE) determines the educational requirements for Athletic Training Programs (ATP). These requirements include cognitive (knowledge) and psychomotor (skill) content in the following 8 content areas: 1) evidence-based practice, 2) prevention and health promotion, 3) clinical examination and diagnosis, 4) acute care of injury and illness, 5) therapeutic interventions, 6) psychosocial strategies and referral, 7) healthcare administration, 8) professional development and responsibility.

Athletic training programs, academic majors, are accredited by CAATE and lead to a bachelor's or master's degree. Certification is granted by the Board of Certification, Inc. (BOC). The BOC conducts annual examinations to certify entry-level athletic trainers. The BOC also establishes and regularly reviews both the standards for the practice of athletic training and the continuing education requirements for BOC Certified/Licensed athletic trainers. The Bachelor of Science degree program in Athletic Training at Liberty University is nationally accredited through an independent process by CAATE.

The ATP at Liberty University is designed to produce athletic training professionals who will impact the world of sports and health with the highest standards of knowledge, skill, and compassion. This program of study provides a thorough investigation into the profession of Athletic Training, using rigorous academic instruction in the classroom and intense hands-on clinical study working with area colleges and universities, high schools, and other affiliated sites.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate assessment procedures for overall wellness including injury prevention techniques.
2. Evaluate pathologies through the use of evidence-based assessment techniques.
3. Demonstrate how to provide care during acute and emergency situations.
4. Implement evidence-based therapeutic treatments and rehabilitation protocols for various pathologies.
5. Demonstrate the components of healthcare administration while having the knowledge of maintaining professional health and well-being.

6. Demonstrate mastery of the knowledge and skills necessary to effectively perform as an entry-level Certified Athletic Trainer as defined by the program's accrediting body.
7. Integrate the biblical worldview into all aspects of practicing athletic training.

PROGRAM POLICIES AND DEGREE REQUIREMENTS/APPLICATION PROCEDURES

A student interested in earning a Bachelor's of Science Degree in Athletic Training at Liberty University must meet the requirements of the Athletic Training Program. The Athletic Training Program's requirements include meeting the university admissions criteria as well as the additional standards associated with preparing competent athletic trainers for clinical practice. These additional standards are developed by the Athletic Training Program at Liberty University. Acceptance to Liberty University and declaring Athletic Training as one's major is the way in which a student begins the process. However this first step is not synonymous with admission into the Athletic Training Program. Each athletic training candidate is to follow the steps associated with the process and meet the criteria established by the program.

The Athletic Training Program has a two stage (Initial & Full) application process. Each candidate will complete the initial application stage at the end of their freshman year or during the first year at Liberty University for transfer students.

Initial Application Process

In addition to completing ATTR 200, students must meet the following criteria and provide the following information:

1. Candidates must be in good academic standing with the University and have a minimum cumulative GPA of 2.50 on a 4.0 scale.
2. Complete of initial application
3. All previous collegiate official transcripts must be available to the Athletic Training Program Admissions Committee.
4. Medical history form signed by a physician. The form shall include an endorsement by the physician that states the student is physically able to meet the requirements of the program (See Technical Standards). Meet the Technical Standards Policy for admission into the program.
 - a. Copy of vaccination records, which must include: Rubella, Tetanus, Mumps, Polio, Chicken Pox and HBV vaccination.
 - b. Due by April 1 to the Athletic Training Program Director
 - **Initial acceptance will only occur after final grades have been confirmed by the registrar's office.**

Students will be notified of their initial acceptance status by June 1 via a letter that will be sent out to the student's Liberty University E-Mail. Initial acceptance into Liberty University's Athletic Training Program signifies that students are allowed to continue to take the following athletic training courses:

- ATTR 210 (if not completed)
- ATTR 225
- ATTR 226
- ATTR 305
- ATTR 306

Full Application/Requirements

Students will apply for full acceptance into Liberty University's Athletic Training Program during the semester (Fall) following initial acceptance. The application deadline for full application submission is November 15, students must meet and submit the

following criteria and provide the following information to the Athletic Training Program to be considered for acceptance:

1. Anticipated final grade for each of the following courses: ATTR 225, 226, 305, 306, HLTH 216, and BIOL 213/214.
 - a. Students will have to obtain their professor's signature to confirm the anticipated final grade
 - b. **Full acceptance will only occur after final grades have been confirmed by the registrar's office.**
2. Cumulative GPA of 2.75 or higher
3. Provide evidence of First Aid certification (certification must remain current while in ATP)
4. Provide evidence of professional rescuer CPR certification (certification must remain current while in ATP)
5. Completed background check through Liberty University approved background check
6. Complete an Essay titled "Why I want to be in athletic training"
7. Three letters of recommendation (1 from each: non-Athletic Training professor/instructor, pastoral, professional)
8. Provide verification of clinical observation hours
9. Provide verification of the student's ability to meet technical standards
10. Provide verification of Universal Precautions Training (annual requirement)
11. Read & sign the confidentiality statement (annual requirement)
12. Read & sign the Athletic Training Policy & Procedure Manuals (annual requirement)

Students will be notified of their initial acceptance status by January 1 via a letter that will be sent out to the student's Liberty University E-Mail. Full acceptance into Liberty University's Athletic Training Program signifies that students are allowed to continue to take the following athletic training courses:

- ATTR 221
- ATTR 300
- ATTR 301
- ATTR 310
- ATTR 311

It is the student's responsibility to make sure the required documents and information are in the hands of the Athletic Training Program by the application deadlines.

TRANSFER STUDENTS

Students transferring to Liberty University who are interested in entering the ATP must contact the Program Director by August 1. Due to the unique characteristics and background of each individual, a transfer student will be evaluated on an individual basis to determine his/her suitability for the program as well as an appropriate entry level. This evaluation will be made only after the Program Director has received the following:

1. Candidates must be in good academic standing with previous university as well as Liberty University and have a minimum cumulative GPA of 2.50 on a 4.0 scale.
2. Completion of provisional application
3. Copy of all official transcripts from prior academic institutions
4. Medical history form signed by a physician. The form shall include an endorsement by the physician that states the student is physically able to meet the requirements of the program (See Technical Standards).

- Copy of current vaccination records, including: Rubella, Tetanus, Mumps, Polio, Chicken Pox and HBV vaccination.
5. Meet the Technical Standards Policy for admission into the program.

The above documents and materials must be submitted to Liberty University's AT Program Director by August 1 to be assured an opportunity to be provisionally accepted.

It is highly likely that the competencies covered in the transferring courses may differ from those covered in LU's courses. However, if a transfer student feels certain competencies have been completed, the student must provide the Program Director written documentation from his/her former school's Program Director. This documentation must include a weekly log of hours, a list of completed clinical experiences, competencies, and a statement signed by the Program Director verifying satisfactory completion of the competencies in question. All competencies must meet the standards set forth by CAATE. Any request for course credit transfer must be made to the Program Director.

Once a student has been granted entry into the athletic training program, a student is to maintain his/her status by consistently meeting the following criteria:

1. Earn a "C" or higher in all athletic training courses.
2. Maintain satisfactory citizenship and ethical behavior.
3. Maintain a cumulative 2.75 GPA
4. Remain current with CSER requirement

PROGRAM RETENTION STANDARDS

Once admitted to the program, the student must demonstrate and maintain satisfactory academic and clinical progress as defined below:

- **Overall GPA:** Athletic training students will maintain a minimum cumulative GPA of 2.75. Students falling below a 2.75 GPA will be placed on probation for one semester. If, after one semester of probation, the GPA remains below a 2.75, or falls below a 2.75 in any subsequent semester, the student will be suspended from the program.
- **GPA in Major:** Students must achieve a minimum grade of "C" in all designated classes (right side of DCP). The student, with permission of the Program Director, may repeat **one** ATTR course in which the student failed to achieve the minimum grade of "C". A second failure to receive a grade of "C" or better in any ATTR course will result in suspension from the program.
- Students must complete BIOL 213/214 and 215/216 with a minimum grade of "C" in each section before enrolling in ATTR 400, 320 or 302. Students who receive a grade of "D" will be allowed to continue enrollment for one additional semester if they are enrolled in the BIOL course in which they received the grade of "D". Students who receive a grade of "F" in any section of the required BIOL classes will be allowed to re-enter the program in the appropriate sequencing upon completion of this requirement.
- Under extenuating circumstances, and with approval of the Program Director, students will be allowed to continue in the program (under probation status) if they fail to meet one specific section of the GPA requirement. Issues will be considered on an individual basis and must constitute mitigating circumstances beyond the control of the student or program.
- **Course Sequencing:** Students must complete each clinical and academic course in the order prescribed.
- **Codes of Conduct:** Satisfactory citizenship and behavior must be demonstrated, per the University's and the

program's codes of conduct as outlined in the *Liberty Way* and in the *Athletic Training Program Handbook*.

Students suspended from the University will be subject to athletic training faculty review as to continuation in the program.

The athletic training faculty reserves the right to dismiss from the major, students who exhibit unprofessional or unethical behavior as outlined in the *Program Handbook*.

- **Guidelines for Appeal:** Students may appeal decisions concerning their status in the Athletic Training Program. In order to do so, the student must submit a written appeal to the Program Director within one week of the notification in question. The documentation must include a detailed justification for the appeal. Upon receipt of the appeal, the athletic training faculty will meet to review the matter. The student will be advised in writing as to the outcome of that discussion within two weeks.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Science in Athletic Training \(B.S.\)](#)

Exercise Science Major (B.S.)

The Exercise Science program prepares students for careers in the health and fitness industry, as well as graduate studies in exercise physiology, physical therapy, occupational therapy, chiropractic, and other health professions.

The Exercise Science program is designed to produce exercise science professionals who will impact the world of sports, fitness, and wellness for our Lord and Savior Jesus Christ. The program will provide the student with the knowledge, skills, and abilities to assess, prescribe exercise for, and monitor clients in a variety of health, wellness, and fitness settings. This program of study provides the student with a thorough immersion into the field of exercise science, by using a combination of classroom, laboratory, practicum, and internship experiences.

The Bachelor of Science degree program in Exercise Science at Liberty University is nationally accredited by the Commission for the Accreditation of Allied Health Education Programs (CAAHEP).

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate proficiency in basic knowledge of entry-level exercise science professionals.
2. Communicate effectively in the area of exercise science.
3. Plan, implement, and evaluate exercise science related programming.
4. Evaluate research data and apply research techniques.
5. Integrate the biblical worldview within the field of exercise science.

PROGRAM APPLICATION PROCEDURES

Acceptance to Liberty University does not guarantee acceptance into the Exercise Science Program (ESP). Entrance into the ESP can be competitive and students must gain entry into the program via the following process:

Program Acceptance: Students interested in becoming part of the Exercise Science Program may initially declare Exercise Science as their major, but declaring Exercise Science as your major does not imply acceptance into the Exercise Science program. Students interested in becoming part of the Exercise Science Program at Liberty University should initially enroll in BIOL 213/214 and the second semester enroll in BIOL 215/216; EXSC 101 can be completed in either the fall or spring semester of the freshman year,

along with any other available education requirements as per the course sequencing sheet.

Full Acceptance: Full acceptance into the Exercise Science program will be based upon the successful completion of all requirements during the program acceptance phase and selection by the Exercise Science admissions committee. Application for acceptance can be made twice per year: by November 15th for spring acceptance and by April 15th for fall acceptance.

Process and Requirements for Full Acceptance

During the students Program Acceptance phase, application for full acceptance to the program can be initiated. Grades will be reviewed at the end of the semester, with final acceptance contingent upon the successful completion of those courses. The student must meet the following criteria and provide the following information/documentation:

- Candidate must be in good academic standing with the University.
- Must show proof of current student membership to the American College of Sports Medicine.
- Must show proof of current First Aid and CPR certification.
- The certification must be maintained throughout the student's enrollment in the program.
 - Must include adult, child, and infant
 - Must have a 'hands-on' component
 - Must be from one of the following organizations:
 - American Red Cross
 - American Heart Association
 - National Safety Council
- Cumulative GPA of 2.50 or better.
- Have completed BIOL 213/214, BIOL 215/216, EXSC 101, and EXSC 310 with a grade of 'C' or better.
- Completion of the online application.
- Completion of the Exercise Science Student Confidentiality Agreement.
- Complete transcripts.
- Written paper on "Why I want to be in the Exercise Science Program."

Transfer Students

Students transferring to Liberty University who are interested in entering the Exercise Science Program must follow the same process and procedures for entering the Exercise Science Program as outlined in the above section, 'Program Application Procedures.' Additionally, students must take all 400 level courses residentially. Courses at the 400 level cannot be transferred into the Exercise Science Program.

Fees and Expenses

In addition to university tuition and fees, students enrolled in the Exercise Science program may incur additional expenses. These expenses include, but are not limited to: American College of Sports Medicine (ACSM) national and regional memberships, ACSM Exercise Physiologist certification exam, first aid and CPR certifications, transportation costs associated with off-campus practicum, internship, and related experiences; TB (PPD) skin test, cost of medical examination and background check, if required by practicum or internship site.

Program Retention Standards

Once admitted to the program, the student must demonstrate and maintain satisfactory academic progress as defined below:

- **Overall GPA:** Students will maintain a minimum cumulative GPA of 2.50. Students falling below a 2.50

GPA will be placed on probation for one semester. If, after one semester probation, the GPA remains below a 2.50, or falls below a 2.50 in any subsequent semester, the student will be dismissed from the program.

- **GPA in Major:** Students must achieve a “C” or better in all designated major courses (right side of the degree completion plan). A student, with permission of the Program Director, may repeat ONE major course in which the student failed to achieve the minimum grade of “C”. A second failure to receive a grade of “C” or better in any major course will result in dismissal from the program.
- **Course sequencing:** Students must complete each major course in the order prescribed unless approved by the Program Director.
- **Codes of Conduct:** Satisfactory behavior must be demonstrated, per the University’s code of conduct as outlined in the *Liberty Way*.
- **Guidelines for appeal:** Students may appeal decisions concerning their status in the Exercise Science Program. In order to do so, the student must submit a written appeal to the Program Director within one week of the notification in question. The documentation must include a detailed justification for the appeal. Upon receipt of the appeal, the Exercise Science faculty will meet to review the matter. The student will be advised in writing as to the outcome of that discussion within two weeks.

Internship

Exercise Science students undertake an internship as the culminating experience of their degree program. Students may choose from a variety of approved internship sites that provide exceptional opportunities for the student to apply their knowledge, skills, and abilities acquired throughout the Exercise Science program in a professional setting. The internship also provides an opportunity for Exercise Science students to experience the careers that are available to them upon graduation.

- **Prerequisite:** The student has completed all Exercise Science course work and HLTH 333, with a grade of ‘C’ or better; have a minimum overall GPA of 2.50 or better; have achieved a minimum score of 480 on the American College of Sports Medicine’s Exercise Physiologist certification exam OR minimum of 60% in both sections of the CSCS exam, and turned in the exam scoring sheet to the Program Director; or consent of the Exercise Science Program Director.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Science in Exercise Science \(B.S.\) - Fitness Specialist](#)

[Bachelor of Science in Exercise Science \(B.S.\) - Pre-Professional](#)

Kinesiology Major (B.S.)

PURPOSE

The Kinesiology degree program is designed to promote the development of a healthy, physically active Christ-centered lifestyle and prepare its graduates for the teaching profession. This academic program will allow students to acquire the disciplinary knowledge of human movement and the requisite skills and competencies in their respective area of concentration.

Those students completing either of the **Health and Physical Education** concentrations will be given the knowledge and teaching skills necessary to design and implement developmentally appropriate motor/sport skill learning experiences in school settings.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Apply health and physical education curricular content based on sound pedagogical principles and strategies for PreK-12 students.
2. Plan and assess health and physical education lessons.
3. Incorporate diverse learning styles and physical skill levels into lesson plans.
4. Choose, administer, and evaluation assessment instruments to measure cognitive, affective, and psychomotor domains.
5. Demonstrate teaching (communication) skills appropriate to K-12 students in physical education classes.
6. Demonstrate motor/sports skills utilized education curricula.

Health and Physical Education Concentrations

These concentrations are designed to prepare students primarily as health and physical education teachers for grades PreK-12. Students may choose whether or not to pursue Virginia teacher licensure. Each is a combination of academic study and practical learning experiences dealing with teaching in both health and physical education instructional settings.

CPR/First Aid Requirement

Must show proof of current First Aid and CPR certification

- Must include adult, child, and infant
- Must have a ‘hands-on’ component
- Must be from one of the following organizations:
 - American Red Cross
 - American Heart Association
 - National Safety Council

TEACHER LICENSURE

Teacher preparation and endorsement in health/physical education is available only through the Kinesiology Major within the Department of Health Professions and the Teacher Education Department. Those wishing to pursue teaching-related programs should seek information from the Director of Kinesiology/ Physical Education and the Teacher Licensure Office in the School of Education. Licensure information is also available at <http://www.liberty.edu/uguide>.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Science in Kinesiology \(B.S.\) - Health & Physical Education](#)

[Bachelor of Science in Kinesiology \(B.S.\) - Health & Physical Education, Teacher Licensure](#)

Medical Office Assistant Major (A.A.S.)

PURPOSE

The purpose of the Medical Office Assistant major is to provide formal training for healthcare professionals who hold the Christian worldview to ensure the functions of a medical office operate smoothly on a daily basis.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Analyze the roles, responsibilities, and medical terminology within the various health professions.
2. Apply knowledge of insurance, billing, coding, and bookkeeping practices to the medical field.

- Evaluate medical office infection control, legal, and ethical issues.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Associate of Applied Science in Medical Office Assistant \(A.A.S.\)](#)

MINOR

Kinesiology Minor

Delivery Format: Residential Only

[Kinesiology Minor \(Resident\)](#)

Department of Public and Community Health

PURPOSE

The Department of Public and Community Health provides an integrated approach to health, offering competency-based and practice-focused preparation for successful careers in public health and healthcare. Through a Christian worldview, students will learn to strategically address the health needs of priority populations from the individual to the global level using a variety of health promotion and education strategies.

The department comprises both undergraduate and graduate degree programs applicable to a variety of practice settings and situations, as well as further education in the clinical and professional fields. Students completing the program and meeting the prerequisites will be eligible for professional certification through the National Commission for Health Education Credentialing (CHES).

Public Health Major (B.S.)

The Public Health major prepares students for careers in health related professions, wellness, injury and disease prevention through either the Health Promotion concentration or the Pre-Clinical concentration. The Health Promotion concentration trains students to serve as health education specialists in the healthcare industry, business, government and in nonprofit organizations. It also trains those seeking graduate studies in clinical fields, public health and more. The Pre-Clinical concentration prepares students for entrance into medical, dental, physician assistant, physical therapy or occupational therapy schools or other allied health graduate programs. At the completion of the program, students qualify and are encouraged to take the national Certified Health Education Specialist (CHES) examination for certification.

- Health Promotion Concentration***
- Pre-Clinical Concentration***

PROGRAM LEARNING OUTCOMES

The student will be able to:

- Investigate population health status, needs, and resources using appropriate assessment and analytical methods.
- Develop, implement and evaluate public health programs to address identified population determinants of health.
- Demonstrate effective written, oral, and electronic methods of communicating health information with selected audiences.

- Identify principles of public health interventions that address disparities and inequalities in health access and health status in the context of culture, race, gender, and economics.
- Describe principles of community collaboration to enhance community capacity for health.
- Identify the scientific basis for public health problems.
- Identify concepts of public health philosophy and organization, including infrastructure, funding and delivery in the U.S.
- Identify principles of public health leadership, including systems thinking, group process, social justice, and ethics.
- Describe health from the perspective of God's purposes for humanity in creation, fall, and redemption.

Fee and Expenses

In addition to university tuition and fees, students may incur additional expenses. These expenses include, but are not limited to: first aid and CPR certifications, professional memberships, transportation costs associated with off-campus internship and related experiences, TB (PPD) skin test, cost of medical examination and background check, if required by internship site.

Program Standards

- GPA in Major:** Students must achieve a "C" or better in all designated major and directed courses (right side of the degree completion plan).
- Overall GPA:** Students must have a minimum cumulative GPA of 2.35 in order to register for HLTH 499 (Internship).

Internship

Health Promotion students (and Pre-Clinical students who choose and meet the requirements) complete an internship at the end of the curriculum sequence. Students are required to select their internship site and have it approved by the internship coordinator. They may choose from a variety of sites offering health and wellness programming and must work with a qualified site supervisor. The internship experience provides exceptional opportunities for students to apply their knowledge, skills, and abilities acquired through the Public Health program in a professional setting as well as the opportunity to experience various career paths available to them upon graduation.

Prerequisite: Senior Status; Completion of HLTH 452 and 453; minimum overall GPA of 2.35 or better; current First Aid and Adult, Child, and Infant CPR certified; or consent of the Public Health Program Director.

Programs of Study– Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Science in Public Health \(B.S.\) - Health Promotion](#)

[Bachelor of Science in Public Health \(B.S.\) - Pre-Clinical](#)

MINOR

Health Promotion Minor

Delivery Format: Residential Only

[Psychology Minor \(Resident\)](#)

Undergraduate Certificates

The School of Health Sciences offers undergraduate certificates in several areas of study through Liberty University Online.

CERTIFICATE COMPLETION REQUIREMENTS

1. Complete 18 total hours with a 2.00 GPA
2. All courses must be completed through Liberty University
3. No grade of “D” may be applied to the certificate
4. Submission of Certificate Completion Application at beginning of final semester

Certificate in Health Sciences

Delivery Format: Online Only
[Health Sciences](#)

CERTIFICATE COMPLETION PLANS

Certificate Completion Plans (CCP) can be accessed online at
<http://www.liberty.edu/dcps>.

School of Law

Administration

B. Keith Faulkner, B.S., M.B.A., J.D.

*Dean, School of Law
Professor of Law*

Timothy M. Todd, B.S., M.S., J.D., C.P.A., ChFC®

*Associate Dean for Academic Affairs
Associate Professor of Law*

Yuri G. Mantilla, LL.B., M.A., LL.M., Ph.D.

*Associate Professor of Law
Director of Online Programs and Global Initiatives*

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for full-time and part-time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=27> where faculty can be searched for by Department.

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.

Paralegal Studies Major (B.S.)

PURPOSE

The purpose of the Paralegal Studies program is to train students to support attorneys in legal practice with Christian character and a strong work ethic. The program exists to equip individuals for a career in the legal realm with a superior education in fidelity to the Christian faith expressed through the Holy Scriptures. Students should be

inspired to excel in their profession while adhering to the perspective that shaped the Western legal tradition.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate proficiency in legal research and writing skills as required in the legal field.
2. Integrate ideas from various sources and courses and communicate those ideas using computer skills and/or oral communication skills.
3. Critically analyze and process legal issues based on foundational legal principles.
4. Demonstrate broad-based knowledge of the U.S. Constitution, the federal and state court systems, and legal processes, both civil and criminal.
5. Evaluate legal issues from a distinctively Christian worldview as well as understand and apply ethics as it relates to paralegal studies.
6. Demonstrate proficiency in a specialized area of law.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Bachelor of Science in Paralegal Studies \(B.S.\)](#)

Paralegal Studies Major (A.A.)

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate proficiency in legal research and writing skills as required in the legal field.
2. Integrate ideas from various sources and courses and communicate those ideas using computer skills and/or oral communication skills.
3. Critically analyze and process legal issues based on foundational legal principles.
4. Demonstrate broad-based knowledge of the U.S. Constitution, the federal and state court systems, and legal processes, both civil and criminal.
5. Evaluate legal issues from a distinctively Christian worldview as well as understand and apply ethics as it relates to paralegal studies.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Associate of Arts in Paralegal Studies \(A.A.\)](#)

Undergraduate Certificates

An undergraduate certificate in Paralegal Studies is offered through Liberty University Online.

CERTIFICATE COMPLETION REQUIREMENTS

1. Complete 18 total hours with a 2.00 GPA
2. All courses must be completed through Liberty University
3. No grade of “D” may be applied to the certificate
4. Submission of Certificate Completion Application at beginning of final semester

CERTIFICATE COMPLETION PLANS

Certificate Completion Plans (CCP) can be accessed online at www.liberty.edu/dcps.

Certificate in Paralegal Studies

Delivery Format: Online Only

[Paralegal Studies](#)

School of Music

Administration

Vernon M. Whaley, B.A., M.C.M., M.A., D.Min., Ph.D.

Dean, School of Music

Professor of Music and Worship

Sean Beavers, B.M., M.M., D.M.

Associate Dean, Center for Music and the Performing Arts

Professor of Music and Guitar

John D. Kinchen, III, B.M., M.M., D.M.A.

Associate Dean, Center for Music and Worship

Associate Professor of Music and Worship

Mark Greenawalt, B.M., M.M., D.M.A.

Chair, Department of Applied Music Studies

Associate Professor of Music and Voice

David Hahn, B.M., M. M., D.M.A.

Chair, Department of Commercial Music

Assistant Professor of Music and Worship

John W. Hugo, B.M., M.M., M.M., D.M.A.

Chair, Department of Music Theory and History

Professor of Music

Stephen P. Kerr, B.S., M.A., Ph.D.

Chair, Department of University Bands

Professor of Music

Katherine Morehouse, B.A., M.A., Ph.D.

Chair, Department of Multi-Ethnic Music Studies

Associate Professor of Ethnomusicology

Paul Randlett, B.S., M.A.

Acting Chair, Department of Music and Worship

Assistant Professor of Music and Worship

Paul Rumrill, B.A., M. M., D.M.A.

Chair, Department of Music Education

Associate Professor of Music and Piano

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Liberty University School of Music is the seventh largest collegiate level institution in America devoted to training and equipping professional musicians as performers, music educators, worship leaders, ethnomusicologists, artists, film score composers, music publishers, recording engineers and producers, and songwriters. The School of Music is a member of and Accredited by the National Association of Schools of Music (NASM). NASM is recognized by the Council for Higher Education Accreditation as a programmatic accreditation organization for institutions offering degree and non-degree educational programs in music and music-related disciplines.

Mission

The mission of the Liberty University School of Music is to train and equip musicians to be Champions for Christ. The School of Music is a community of God-honoring musicians committed to a culture of manifest core values that include:

- *Worship Lifestyle*
- *Servant Leadership*
- *Stylistic Diversity*
- *Academic Inquiry*
- *Skilled Musicianship*
- *Artistic and Creative Expression*
- *Sharing Christ through Music*

These core values demonstrate what the music faculty believes a "Champion for Christ Musician" is devoted to in their everyday

private and professional life. It is the general consensus of the School of Music faculty that the mission statement and clearly articulated core values conform to and promote the broader university mission to "develop Christ-centered men and women with the values, knowledge, and skills essential to impact the world".

While the School of Music has only one mission, two distinctly unique and **focused tasks** emerge. These tasks are accomplished through two organizations within the School of Music structure: **1) The Center for Music and the Performing Arts** – trains and equips passionate musicians as skilled performers and music education specialists; and, **2) The Center for Music and Worship** – trains and equips highly skilled musicians to serve as worship practitioners in the evangelical community. In fulfillment of the School of Music **Mission**, communication of the **Core Values** and application of the **Focused Tasks** and the various entities representing the music unit, it is the aim of the School of Music leadership to graduate students that are thoroughly equipped to assume their role in the market-place. And, that the School of Music provides for these student-musicians comprehensive curricula that is broad enough to encourage collaboration, imagination, diversification, scholarship and practical application. It is important to the leadership of the School of Music that students are equipped to identify their calling (desired career), find gainful employment (a job) and contribute to their chosen vocation(s) for many years to come.

Faculty

The School of Music (SOM) faculty includes full-time and adjunct and/or part time resident and on-line highly skilled professionals. The School of Music faculty adhere to and adopt five **personal and professional** goals, including a commitment to:

1. Embrace, develop, grow and exemplify a spirit of Christian grace, character, integrity and mercy in all areas of professional and private life. [Spiritual Disciplines]
2. Intellectual discovery, educational enrichment and rigorous pursuit of knowledge for the advancement of their own individual disciplines. [Educational Enrichment]
3. Develop and grow as professional practitioners. [Professional Development]
4. Make honest contribution to local and global communities for the purpose of spreading the gospel and proclaiming the name of Jesus
5. Christ. [Community and Mission]
6. Grow in their understanding of institutional mission, love for one another, vision for the future, and support of Liberty University School of Music. [University Mission]

Additionally, and in an effort to enrich our student's lives, SOM faculty promise, to the best of their ability, to provide:

A quality, world-class education experience. [Quality Education]

1. Opportunity to grow in their aptitude and ability and performance skill in their instrument of choice. [Personal Growth]
2. Opportunity for spiritual, educational, and social transformation and growth sufficient to make meaningful contribution to their culture, discipline and the Kingdom of God. [Contribution to Culture]
3. Opportunity to discover potential through mentoring and discipleship experiences. [Opportunity to Discovery and Creativity]
4. Assistance in finding career placement in their chosen area of music performance, skill set and/or ministry. [Career Placement]

It is the conviction of the School of Music faculty that the manifestation of these qualities in the lives of ALL resident and on-line music professors is critical to the success of the School of

Music. The personal commitment to these ten statements is used as one of several criteria for the annual evaluation of School of Music faculty.

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=27> where faculty can be searched for by Department.

Center for Music and the Performing Arts

PURPOSE

The purpose of the *Center for Music and the Performing Arts (CMPA)* is to “train and equip passionate musicians as skilled performers and music education specialists”. This purpose is fulfilled as the **Center for Music and the Performing Arts** provides opportunities for musical performance, academic study and training/equipping of students. The Center oversees the following types of degree programs: Music in Liberal Arts, Music Performance, Artist Development, Commercial Music, Leadership Communication, Songwriting, Worship Leadership, and Music Education.

This training process is further enhanced through a commitment to comprehensive training in music for those preparing for music careers (leading to a B.M. degree) in guitar, piano, string, vocal, woodwind, brass, or percussion performance; choral or instrumental music with a music education concentration; multi-discipline areas of music strategically geared to the market place; and, a liberal arts education with a music major. In addition, the Center provides music minor curricula for those who wish to receive musical training on an elective basis.

Central to the Center’s purpose is the development of aesthetically sensitive musicians, music educators, professional songwriters, artists, music missionaries, and skilled music performers who, with their skills, knowledge, and professional attitudes, may glorify God in the world through the practice of their craft and the testimony of their lives. To achieve this, the Center for Music and the Performing Arts has been organized into four strategic departments:

The *Department of Applied Music Studies* serves the Center for Music and the Performing Arts by providing training and supervision of the performance and applied music studies in the Bachelor of Music, Bachelor of Arts and Bachelor of Science degrees. This includes delivering highly specialized training in voice, guitar, piano, woodwind, brass, strings, percussion, songwriting, and film scoring. The *Department of Applied Music Studies* faculty is committed to helping performing arts students learn how to: 1) think critically about performance issues; 2) develop a high level of performance skill; and 3) demonstrate stylistic diversity that clearly represents appropriate musicianship. Faculties serving in this department touch and influence the lives of every person doing some type of undergraduate major in music.

The *Department of Music Theory and History* serves the Center for Music and the Performing Arts by providing training and sequenced skill-based education in all levels of music theory, harmonic practices, aural skills, form and analysis, musicianship, conducting, composition, music history and discipline specific music literature and pedagogy courses. Performance groups affiliated with the *Department of Music Theory and History* include: the University Chorale, the Concert Choir, Chamber Singers, Percussion Ensemble, Guitar Ensembles, and Liberty University Symphony Orchestra.

The goal of the *Department of Music Theory and History* faculty is for each student to demonstrate command of specific cognitive, psychomotor, and aural skills that support work in music reading, conducting, research, music analysis, and music performance. The development of technical fluency and musical expressivity are supported by the *Department of Music Theory and History* include, which provides foundational training to musicians in practical musicianship, music theory, conducting, research, and music history.

The *Department of Music Education* serves the Center for Music and the Performing Arts by providing training for students preparing for career opportunities in elementary and secondary school settings. The goal of the *Department of Music Education* faculty is to equip each student to learn teaching competencies for the public, private, and Christian school markets. This is established by developing — in conjunction with the Departments of Music and Applied Music — comprehensive techniques in pedagogy, applied music, music directing, improvisation, and administration suitable to serve a community of education in music leadership.

The department also provides opportunity for students to learn how to apply learned principles of “Praxis methodology” to all areas of music education, supervises the *practice teaching* program in area elementary and secondary schools, and provides highly specialized training in voice, guitar, piano, wind, string, and percussion.

The *Department of University Bands* represents the Center for Music and the Performing Arts through the Liberty University Marching Band; the Spirit Band; the Liberty University Wind Ensemble; the University Band; and the Jazz Band. All of these performing groups represent the university in various public relation capacities, including regular performances by the University Marching Band at Liberty University football games and The Spirit Band at Liberty University basketball games.

Faculty assigned to *The Department of University Bands* seek to provide holistic opportunities for students to mature in their personal, spiritual, social and academic lives. This includes the integration of faith and learning, which is fundamental to a Christian world-view and an essential part of the entire band program at Liberty University.

CMPA PROGRAMS OF STUDY

There are a variety of undergraduate degrees in music from which to choose, including: B.A. or B.S. in Music; five B.M. Performance degrees; five Professional Multi-Discipline B.M. degrees; two degrees in Music Education Studies; and, the music minor. These programs of study are designed to equip graduating students to enter the market place as skilled music professionals in each of their strategic area of interest.

All music programs require the student to select a primary and secondary performance area (keyboard, non-keyboard instruments, voice, or songwriting). Students doing special studies in music education must select either the choral or instrumental music major with a concentration in music education and complete rigorous studies in elementary and secondary education.

The *School of Music Student Handbook* is available online to assist students in understanding every aspect of the various music programs at Liberty University.

Students are encouraged to audition for faculty members: 1) during the College for a Weekend (CFAW) activities; 2) by individual appointment throughout the school year; or 3) by sending a DVD of student performance to the School of Music offices. A music audition is not required for admission to the university, but is important for evaluation of a student’s potential for success in the pursuit of a music degree, placement for applied lessons, scholarship consideration, and for participation in one of the major ensembles or chamber groups.

All students pursuing any music degree must complete a piano proficiency exam before graduation, present a senior recital, and register attendance at a specific number of approved concerts and/or student recitals. (The number of concerts and recitals varies according to the degree emphasis. See the *School of Music Student Handbook* for more information.)

Career Opportunities

B.M. Degree Programs:

Music Educator	Professional Musician
Music Performer	Private Studio Instructor

B.M. in Choral or Instrumental Music with Music Education Concentration:

Elementary School

General Music Instructor	Instrumental Instructor
--------------------------	-------------------------

Middle School

Band Director General Music Instructor
Choral Director Orchestra Director

High School

Band Director Orchestra Director
Choral Director

LIBERAL ARTS DEGREES IN MUSIC**Music Major (B.A./B.S.) Instrumental****PURPOSE**

The purpose of the B.A./B.S. in Music with an emphasis in instrumental music is to provide for the student opportunity to complete studies in music while earning a liberal arts degree. Students may elect to place special emphasis on guitar, strings, piano, woodwind, brass or percussion.

Those completing the 120-hour B.A. in Music are required to complete a minimum of 12 credits in an approved foreign language. An additional 3 hours of "Integrative Studies" affords these students opportunity to broaden their course offerings while completing a liberal arts degree with a major in music.

The B.S. in Music with an emphasis in instrumental studies does not require any foreign language. This 120-hour degree gives students opportunity to include 16-29 hours in an elective discipline. Students may choose instrumental or choral techniques courses as part of these electives.

The student is required to complete a keyboard proficiency, attend 56 approved concerts and recitals, maintain a minimum GPA of 2.00 in music courses and complete the Sophomore Performance Review.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad-based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Integrate Christian faith into the discipline of music.

Programs of Study – Degree Completion Plans**Delivery Format: Residential Only**

[Bachelor of Arts in Music \(B.A.\) - Instrumental](#)

[Bachelor of Science in Music \(B.S.\) - Instrumental](#)

Music Major (B.A./B.S.) Vocal**PURPOSE**

The purpose of the B.A./B.S. in Music with an emphasis in vocal music is to provide for the student opportunity to complete studies in music while earning a liberal arts degree.

Those completing the 128-hour B.A. in Music are required to complete a minimum of 12 credits in an approved foreign language. An additional 3 hours of "Integrative Studies" affords these students opportunity to broaden their course offerings while completing a liberal arts degree with a major in music.

The B.S. in Music with an emphasis in vocal studies does not require any foreign language. This 120-hour degree gives students opportunity to include 10-14 hours in an elective discipline. Students may choose instrumental or choral techniques courses as part of these electives.

The student is required to complete a keyboard proficiency, attend 56 approved concerts and recitals, maintain a minimum GPA of 2.00 in music courses and complete the Sophomore Performance Review.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.

2. Apply broad-based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Integrate Christian faith into the discipline of music.

Programs of Study – Degree Completion Plans**Delivery Format: Residential Only**

[Bachelor of Arts in Music \(B.A.\) - Vocal](#)

[Bachelor of Science in Music \(B.S.\) - Vocal](#)

PERFORMANCE DEGREES**PURPOSE**

Liberty University offers five highly professional Bachelor of Music degrees that uniquely equip students as skilled performers and music practitioners. These include: B.M. in Guitar Performance; B.M. in Piano Performance; B.M. in String Performance; B.M. in Vocal Performance; and, B.M. in Woodwind, Brass or Percussion Performance. All degrees in this area of study include 24 – 26 hours of applied music studies, two semesters of conducting, music technology, and contemporary styles survey. At least 65% of the degree is specifically devoted to music studies on one level or another.

The student is required to complete a keyboard proficiency, attend 56 approved concerts and recitals, maintain a minimum GPA of 2.00 in music courses and complete the Sophomore Performance Review.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad-based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Integrate Christian faith into the discipline of music.
4. Demonstrate advanced performance skills in appropriate performance media.

Guitar Performance Major (B.M.)**Program of Study – Degree Completion Plan****Delivery Format: Residential Only**

[Bachelor of Music in Guitar Performance \(B.M.\)](#)

Piano Performance Major (B.M.)**Program of Study – Degree Completion Plan****Delivery Format: Residential Only**

[Bachelor of Music in Piano Performance \(B.M.\)](#)

String Performance Major (B.M.)**Program of Study – Degree Completion Plan****Delivery Format: Residential Only**

[Bachelor of Music in String Performance \(B.M.\)](#)

Vocal Performance Major (B.M.)**Program of Study – Degree Completion Plan****Delivery Format: Residential Only**

[Bachelor of Music in Vocal Performance \(B.M.\)](#)

Woodwind, Brass, or Percussion Performance Major (B.M.)**Program of Study – Degree Completion Plan****Delivery Format: Residential Only**

[Bachelor of Music in Woodwind, Brass or Percussion Performance \(B.M.\)](#)

PROFESSIONAL MULTI-DISCIPLINE MUSIC DEGREES

PURPOSE

The purpose of the Professional Multi-Discipline Music Degree is to provide for the student opportunity to earn a professional degree in music while placing additional emphasis on an area “outside” of the performance discipline. These outside areas of study are usually market related and may or may not have connection to an area of music. Six Multi-discipline degrees are offered to the music student: B.M. in Artist Development; B.M. in Leadership Communication; B.M. in Music in World Cultures (Ethnomusicology); B.M. in Songwriting; and, B.M. in Worship Studies. At least 50% of this curriculum is devoted to serious music studies while a minimum of 15-18 credit hours includes studies in a second discipline.

Students pursuing the BM in Artist Development, B.M. in Leadership Communication; B.M. in Music in World Cultures (Ethnomusicology); B.M. in Songwriting; or, B.M. in Worship Studies are required to successfully complete: a piano proficiency; attend 32 approved concerts and recitals; maintain a minimum GPA of 2.00 in all MUSC courses; an internship in the area of their second discipline; conducting; and, 9-12 hours in Directed Courses.

Leadership Communication Major (B.M.)

This program is [suspended](#) and is not currently accepting new students. For more information, please contact Dr. Vernon Whaley (vwhaley@liberty.edu).

PURPOSE

The B.M. in Leadership Communication is designed to equip students as qualified managers and administrators of people in a variety of settings, including but not limited to: Music Director in conference and convention settings; Staff Manager for music business or music theater; or, Program Director for music productions. In addition to professional courses in music, the School of Music partners with the School of Communication and Creative Arts in providing for the student unique courses in persuasion, personal communication and small group communication. All in all, the B.M. in Leadership Communication is a practical degree that affords students a unique opportunity for career preparation in the dynamic and changing 21st century music environment.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate technical fluency, expressiveness, and professionalism in musical performance.
2. Demonstrate broad-based knowledge of musical style, music literature, and music theory.
3. Critically evaluate music and music research materials.
4. Demonstrate an integration of Christian faith and the discipline of music.
5. Integrate principles of leadership management and administration in various musical settings.

STUDIES IN MUSIC EDUCATION

PURPOSE

Liberty University has long been an advocate for the inclusion of the arts in elementary and secondary education. Our concentrations in music education demonstrate this commitment by providing praxis education experience at all levels of training in music theory, music technology, improvisational technique, arranging, vocal and instrumental pedagogy, and practice teaching. Additional attention is given to directed studies in Music History, Music in World Cultures (Ethnomusicology) and developmental psychology.

The Bachelor of Music with concentrations in Music Education is intended for the student who plans to teach music in Christian, public, or private schools and who seeks licensure as a qualified

music teacher by a state department of education. It is also appropriate for the student whose eventual goal is college teaching in fields related to music education. The program is designed to develop competent music professionals with a Christian worldview and skill to work in the educational domain.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad-based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Integrate Christian faith into the discipline of music.

Choral Concentration

The student will be able to apply choral and vocal techniques in a manner appropriate for music education.

Instrumental Concentration

The student will be able to apply instrumental techniques in a manner appropriate for music education.

VIRGINIA MUSIC TEACHER LICENSURE

Teacher preparation and endorsement in choral or instrumental music is available through the School of Music, Department of Music Education and Applied Music Studies, and in cooperation with the School of Education. The teacher licensure in music education programs are approved by the Council for the Accreditation of Education Preparation (CAEP), formerly known as the National Council for Accreditation of Teacher Education (NCATE). Licensure information is also available at <http://www.liberty.edu/uguide> or www.liberty.edu/SOM.

The following options are available for Teacher Licensure Endorsement (PreK-12) in the Bachelor of Music degree:

- Instrumental Music concentration in Music Education
- Choral Music concentration in Music Education

A student not seeking teacher licensure may elect other courses to fulfill degree requirements. Graduates who are licensed in Virginia may obtain licensure in other states through reciprocity.

Choral Music Major (B.M.)

Music Education Cognate – Teacher Licensure

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Music in Choral Music \(B.M.\) - Music Education](#)

Instrumental Music Major (B.M.)

Concentration in Music Education

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Music in Instrumental Music \(B.M.\) - Music Education](#)

MUSIC MINORS

The 17-19 credit hour minor option is offered to students wishing to augment their educational experiences with a general study in music. As with the music major, those pursuing the music minor select a primary area for study, vocal or instrumental. Students pursuing the music minor may participate in School of Music ensembles, applied music and select music methods classes.

The School of Music administration and faculty leadership strongly encourage students not majoring in music to pursue the music minor. As with all music curricula experience, this encounter in music helps formalize training in the humanities and broaden the student's experience in music performance.

The music minor curriculum does not require a senior recital, music internship or student teaching. However, all students pursuing

music minors are required to register attendance at a total of 24 approved concerts and/or recitals before graduation.

Music Minor

Delivery Format: Residential Only

[Music Minor \(Resident\) - Brass, Woodwind, or Percussion](#)

[Music Minor \(Resident\) - Liberal Arts](#)

[Music Minor \(Resident\) - Performance: Voice, Keyboard, Guitar or Strings](#)

Center for Music and Worship

PURPOSE

The purpose of the *Center for Music and Worship* (CFMW) is to train highly skilled musicians to serve as worship practitioners and industry specialists in the evangelical community. This is accomplished through curricula development, local church ministry, publishing and recording, artist development and empirical research.

Today's local churches need both music ministers and worship leaders to take charge of a multi-faceted, changing ministry. These ministries no longer require personnel exclusively equipped as musicians. Rather, they require professionals who have broad experience in worship teaching, worship training, team management and discipleship, worship evangelism, principles of marketing technology, drama and music.

Pastors seek to meet the challenge of ministry to increasingly more diverse congregations with theological integrity practical to broad ranging needs. They look for worship leaders who capture their vision and seize the opportunity to minister worship with excellence and creativity. Liberty University's Center for Worship seeks to equip students for these multi-faced career opportunities.

IAACT AND CAF MEMBERSHIP

The Center for Music and Worship holds membership with the International Association of Artists in Christian Testimony (IAACT), a missions-sending agency based in Brentwood, Tennessee. This agency endorses young artists, music ministries, worship leaders, and support personnel for local, regional, and international artistic service. Key to their mission is partnerships with worship institutions and evangelical organizations committed to training worship personnel for full time church related ministry.

In the spring of 2006, Liberty University's Center for Music and Worship was granted approval to host a student chapter of Christian Artist Fellowship (CAF). This is a national organization that encourages training, mentoring, advancement, internship opportunity, career placement, over-seas mission opportunity, fund raising tax shelter, and research related to individual musicians, groups and artists.

Department of Applied Music Studies. The *Department of Applied Music Studies* serves the Center for Music and Worship by providing training and supervision of the performance and applied music studies in the Bachelor of Music in Music and World Cultures and the Bachelor of Science in Music and Worship. Faculties serving in this department touch and influence the lives of every person doing some type of undergraduate major in the Center for Music and Worship.

Department of Commercial Music. The purpose of the *Department of Commercial Music* is to serve the Center as a facilitator of training musicians to immediately enter the commercial music arena as professional practitioners. Commercial music programs have grown in influence and popularity over the past four decades. Liberty University School of Music has answered this call by designing two programs of study that will have immediate appeal to the student seeking employment in the Jazz Music Community and film industry. We believe scores of notable musicians will graduate from this program and move right into the commercial music field as composers and/or performers. Liberty

University adds to this growing discipline preparation to meet the challenges of the culture with a Biblically-centered worldview.

Department of Music and Worship Studies. The purpose of the *Department of Music and Worship Studies* is to serve the Center as an academic, training agency solely committed to the mission of equipping worship leaders and church practitioners for ministry in evangelical traditions. The Department of Music and Worship Studies is a division of the Liberty University Center for Worship that specifically provides a platform for developing curricula, teaching and interacting opportunity with students. The Department is committed to meeting academic requirements critical to successful communication and examination of the growing worship disciplines.

The *Department of Music and Worship Studies* faculty is committed to offer each student opportunity to study with godly, highly-skilled instructors, receiving a broad-based musical and theological education that enables students to function successfully as worship practitioners in the diverse and ever-changing field of evangelical worship ministry. This is accomplished through comprehensive instruction in historical and contemporary music practices, principles of leadership and creative worship design, and the critical roles of the worship leader – all undergirded by the foundational truths of Scripture.

Department of Multi-Ethnic Music Studies. The purpose of the *Department of Multi-Ethnic Music Studies* is to uniquely equip students to work in a diverse global, ethnic and multi-cultural society by using the medium of music as a tool for communicating the gospel of Jesus Christ.

The Department of Multi-Ethnic Music Studies supervises undergraduate degrees in world music. This study incorporates Music and World Cultures into the total music discipline and provides Liberty University music students opportunity to engage in the music of various cultures through: field experiences; ethnic ensembles; studies in ethnomusicology; and, the discovery of regional music practices around the globe. The various programs in the department fit well with the institution's emphasis on intercultural studies and its stated aim to "contribute to a knowledge and understanding of other cultures."

Career Opportunities

B.M. in Commercial Music Degree:

Film Score Composer/Arranger Jazz Studies Specialist

B.M. in Worship Leadership

Worship Leader Worship Pastor

B.S. in Music and Worship Degree-Concentrations:

Cinematic Arts

Short Film for Worship Visual Arts Ministry

Pastoral Leadership

Lead Pastor Worship and Preaching

Worship Pastor

Worship Technology

Director of Audio Ministry Computer Technology in WRSP

IMAG for Worship Radio & TV Director in worship

B.S. in Music and Worship Degree-Cognates:

Biblical Studies

Worship Theology Instructor Worship Conference Speaker

Business

Worship Administrator Worship Administration Assist.

Theater

Directors of Worship Arts Worship & Theater Ministry

Women's Ministry

Women's Conference Worship Leader for local church
Worship Leader church Women's Ministry

Youth Ministry

Student Worship Director

B.M. Music in World Culture Degree:

Ethnomusicologist

Worship consultant on mission field

CENTER FOR MUSIC WORSHIP PROGRAMS OF STUDY

Programs offered by the Department of Music and Worship Studies prepare students to meet the dynamic music and ministry challenges unique to the 21st century evangelical community.

Music and Worship Major (B.S.)

There has been significant growth in the numbers of students seeking to further their training in worship studies. Undergraduate students, preparing for one or more of the multiple roles of worship leadership, have found an abundance of job opportunities in local churches and para-church ministries in the evangelical community.

The B.S. in Music and Worship degree programs also prepare students to pursue graduate studies in worship at any seminary or graduate school, including the Master of Arts in Ethnomusicology, Master of Arts in Music and Worship or Master of Arts in Worship Studies offered through Liberty University School of Music.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Build a personal philosophy of worship based on theological principles.
2. Analyze the roles of the worship leader in the evangelical community.
3. Develop contextually based worship strategies.
4. Demonstrate professional-level musicianship.

Cinematic Arts Concentration

The student will be able to integrate cinematic art within the presentation of worship.

Pastoral Leadership Concentration

The student will be able to demonstrate the skills necessary for Pastoral Ministry.

Worship Technology (Audio) Concentration

The student will be able to apply audio production skills in the presentation of worship.

Programs of Study – Degree Completion Plans**Delivery Format: Residential Only**

[Bachelor of Science in Music & Worship \(B.S.\)](#)

[Bachelor of Science in Music & Worship \(B.S.\) - Biblical Studies](#)

[Bachelor of Science in Music & Worship \(B.S.\) - Business](#)

[Bachelor of Science in Music & Worship \(B.S.\) - Cinematic Arts](#)

[Bachelor of Science in Music & Worship \(B.S.\) - Pastoral Leadership](#)

[Bachelor of Science in Music & Worship \(B.S.\) - Theatre Ministries](#)

[Bachelor of Science in Music & Worship \(B.S.\) - Women's Leadership](#)

[Bachelor of Science in Music & Worship \(B.S.\) - Worship](#)

[Technology \(Audio\)](#)

[Bachelor of Science in Music & Worship \(B.S.\) - Youth Ministries](#)

Worship Leadership Major (B.M.)**PURPOSE**

Over the centuries, the study of worship and its impact on culture has been an important part of musical, historical and sociological analysis. The B.M. in Worship Leadership affords Liberty University students opportunity to examine the impact of worship on the evangelical culture. Students study worship and its application to music in a hands-on environment and through praxis education experience. Application is further made to 21st century worship pedagogy through studies in contemporary improvisation, contextualization, leadership principles and cultural analysis.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Develop contextually based worship strategies.
4. Analyze leadership characteristics within musical contexts.

Program of Study – Degree Completion Plan**Delivery Format: Residential Only**

[Bachelor of Music in Worship Leadership \(B.M.\)](#)

Worship Studies Major (B.S.)***Available Spring 2018*****PURPOSE**

The purpose of the BS in Worship Studies is to train and equip worship practitioners for the evangelical community. This is accomplished through curricula development, local church ministry, and empirical research.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Build a personal philosophy of worship based on theological principles.
2. Develop worship strategies based on an evaluation of various ministry contexts.
3. Evaluate various scenarios within the diverse evangelical community and make application to the worship leader's roles.
4. Articulate historical developments that have led to the current application of worship in the evangelical community.

Program of Study – Degree Completion Plan**Delivery Format: Online Only**

[Bachelor of Science in Worship Studies \(B.S.\)](#)

DEPARTMENT OF COMMERCIAL MUSIC

David Hahn, B.A., M.M., D.M.A.

Chair, Department of Commercial Music

Assistant Professor of Music and Worship

Commercial Music Major (B.M.)**PURPOSE**

The B.M. in Commercial Music degree is designed to provide four essentials needed for successful development as a musician training for a career in the commercial music industry: 1) Core studies in Commercial Music Studies, including: Music Theory and Musicianship, Music Technology, and introductory Business concepts for the Commercial Musician; 2) Ensemble Experience; 3) Applied instruction on primary and secondary instruments; 4) Studies in the specialized concentrations in Jazz Studies or Film Scoring (Film and Media).

With the establishment of the Zaki Gordon Center for Cinematic Arts, a fresh new approach to film making and industry influence has emerged. As a complement to the substantial efforts of this new film division, the School of Music has developed a degree in Commercial Music for the purpose of equipping skilled musicians to work closely with these new Christian filmmakers to produce Christian-based film that will impact the culture and the world for Christ. Many of the current film composers and studio performers have studied in this type of music program. It is our

belief that our graduates will possess the same standard of skill and will bring the unique mission of Liberty University to the world through the Commercial Music field, as stage performers, studio musicians, composers, and arrangers.

The emphasis of a Commercial Music degree taught with a specifically Christian Worldview, by professors committed to sound conservative Evangelical theology sets Liberty University's program apart, providing a significant influence in the commercial music industry.

Three strategic target audiences are served by this degree:

1. Students interested in Jazz Studies in a conservative evangelical university.
2. Students interested in writing music for film or music for short films for worship.
3. Students interested in a diversified, commercial approach to music.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad-based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Integrate Christian faith into the discipline of commercial music.

Artist Development Concentration

The student will be able to:

1. Demonstrate the processes involved in navigating within the music industry.
2. Develop contextually based worship strategies.

Film Scoring Concentration (Film and Media)

The student will be able to:

1. Compose music soundtracks with electronic instruments and traditional acoustic instruments for commercial media.
2. Create commercial music projects that involve syncing music to film.

Jazz Studies Concentration

The student will be able to:

1. Arrange commercial music in a jazz style.
2. Perform written and improvised commercial music in a jazz style.

Publishing and Producing Concentration

The student will be able to create quality commercial music content using best practices in music publishing and audio production for worship.

Recording Engineering and Producing Concentration

The student will be able to create quality commercial live and recorded music content using best practices in current audio technology and production.

Songwriting Concentration

The student will be able to:

1. Demonstrate the process of writing, preparing, and presenting a song for professional publication.
2. Develop contextually based worship strategies.

Students pursuing the B.M. in Commercial Music degrees are required to successfully complete: a piano proficiency; attend 56 approved concerts and recitals; maintain a minimum GPA of 2.00 in all MUSC courses; successfully pass a Freshman Promotional Jury and Sophomore performance review; and conducting.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Music in Commercial Music \(B.M.\) - Artist Development](#)

[Bachelor of Music in Commercial Music \(B.M.\) - Publishing & Producing](#)

[Bachelor of Music in Commercial Music \(B.M.\) - Songwriting](#)

[Bachelor of Music in Commercial Music \(B.M.\) - Film Scoring \(Film & Media\)](#)

[Bachelor of Music in Commercial Music \(B.M.\) - Jazz Studies](#)

[Bachelor of Music in Commercial Music \(B.M.\) - Recording, Engineering, and Producing](#)

DEPARTMENT OF MULTI-ETHNIC MUSIC STUDIES

Katherine Morehouse, B.A., M.A., Ph.D.

Chair, Department of Multi-Ethnic Music Studies

Associate Professor of Ethnomusicology

Music in World Cultures Major (B.M.)

PURPOSE

Liberty University is pleased to offer the B.M. in Music and World Cultures for the purpose of equipping musicians in various global and ethnic settings. Over the last 20 years, studies in world music and ethnomusicology have become a growing part of the education process in many college and university music programs. Our goal is to prepare students in: ethnic music making; bi-cultural teacher/performance; world music pedagogy; and, continued graduate studies in ethnomusicology.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.
2. Apply broad-based knowledge of music through research in the areas of music history, music theory, and music literature.
3. Develop contextually based worship strategies.
4. Conduct field research utilizing the principles of ethnomusicology.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only

[Bachelor of Music in Music in World Cultures \(B.M.\)](#)

DEGREE COMPLETION PLANS (DCP)

Degree Completion Plans for degree programs offered by the School of Music can be accessed at: www.liberty.edu/dcps.

School of Nursing

Administration

Shanna W. Akers, R.N., B.S.N., M.S.N./M.B.A.-H.C., Ed.D. CNE
Interim Dean, School of Nursing
Administrative Dean for Undergraduate Programs
Associate Professor of Nursing

Diane Bridge, R.N., B.S.N., M.S.N., Ed.S.
Chair, RN to BSN Program
Assistant Professor of Nursing

Sharon J. Kopsis, R.N., B.S.N., M.S., Ed.D., CNE, FNP-C
Chair, DNP Program
Professor of Nursing

Kimberly Little, R.N., B.S.N., M.S.N., Ph.D., CNE
Chair, MSN Program
Professor of Nursing

Kathryn Miller, R.N., B.S.N., M.S.N., DNP, CNE, CHSE
Executive Director, Clinical Affairs
Assistant Professor of Nursing

Tracey Turner, R.N., B.S.N., M.S.N., RNC-OB
Chair, Residential BSN Program
Assistant Professor of Nursing

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CatID=27> where faculty can be searched for by Department.

PURPOSE

The purpose of the Liberty University School of Nursing is to prepare baccalaureate level nurses who are committed to Christian ethical standards and view nursing as a ministry of caring based on the Benner theoretical framework. The nursing curriculum is built upon a foundation from the arts, sciences, and the Bible, and focuses on the use of the nursing process to guide the acquisition of nursing knowledge, build strong clinical skills, and develop the foundation necessary for a sound work ethic.

Nursing Major (B.S.N.)

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. View nursing as a ministry of demonstrating Christ's love to hurting people of all religions, creeds, and cultures.
2. Provide and coordinate nursing care for individuals, families and groups within the community.
3. Utilize critical thinking/problem solving skills/evidenced base practice in determining nursing interventions and applying therapeutic skills.
4. Demonstrate leadership skills in collaboration with clients, other professionals and groups within the community for the purpose of promoting, maintaining, and restoring health.
5. Apply a personal and professional Christian value system, based on biblical principles, to ethical issues related to the practice of professional nursing.

6. Value the need for ongoing personal and professional development through both formal and informal learning experiences.
7. Foster professional level competencies in writing and communication and computer literacy.

ACCREDITATION AND LICENSURE

The Bachelor of Science in Nursing degree at Liberty University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036, (202) 887-6791.

This degree is approved by the Virginia State Board of Nursing.

APPLICATION TO THE SCHOOL OF NURSING

A prospective student applies for candidacy to the nursing major during the second semester of the freshman year. Applicants are considered for candidacy to the nursing major following enrollment in CHEM 107, BIOL 213/214, 215/216, NURS 101, 105 and NURS 115. Students must complete BIOL 213/214, 215/216, CHEM 107, NURS 101, 105 and 115 with grades of "C" or better, (grades of "A" or "B" in science course are preferred) and have a minimum cumulative GPA of 3.00. A personal interview with a nursing faculty member may also be required. The faculty reserves the right to refuse admission into the program. Acceptance by Liberty University does not guarantee acceptance into the nursing major.

Retention and Progression

Policies related to retention and progression are outlined in the annual *Liberty University Nursing Student Handbook*.

Clinical Prerequisites

Each student must secure uniforms, name pin, stethoscope, liability insurance, immunizations, background check, and current CPR certification prior to the first clinical experience.

Transportation

Nursing students are responsible for transportation to and from clinical settings. Car pools are encouraged as a means of defraying transportation costs for the individual student.

Physical Examination

A physical examination including a urine drug screen, TB test, Rubella Titer, documentation of Hepatitis B vaccinations, and all childhood immunizations is required prior to the first day of class.

Accelerated Program

An accelerated summer program is available for students who have already completed one to two years of college work before deciding to enter the nursing major. Students who meet the admission criteria can finish the nursing requirements in two years.

Certificate Programs

Senior level students have an opportunity to specialize in a specific field of nursing by participating in one of two certificate programs:

- Critical Care Nursing (Adult and Maternal/Child tracks)
- Cross Cultural Nursing

Selected students complete extra classes and clinical experiences so that they are able to enter the workplace with a broader knowledge base and more highly developed clinical skills than other new graduates.

Advanced Placement

Registered nurses and licensed practical nurses may obtain advanced placement by applying to the RN track of the program. A registered nurse student is a nurse who:

1. Has graduated from an accredited program leading to an associate's degree or a hospital diploma;
2. Had three months of nursing practice as a registered nurse within the past five years or completion of a refresher course before the senior year; and
3. Has been admitted to Liberty University.

DEGREE COMPLETION PLANS

Degree Completion Plans for programs offered by the School of Nursing can be accessed online at <http://www.liberty.edu/dcps>.

Career Opportunities

Hospital Nursing

Critical Care	Orthopedics
Emergency Department	Out Patient Surgery
Flight Nurse	Pediatrics
Medical	Rehabilitation
Obstetrics	Surgical
Oncology	

Community Nursing

Home Health	Outpatient Clinics
Missionary Nursing	Physician's Office
Occupational Health	Public Health
Red Cross	

Armed Services

Air Force	Navy
Army	

With Additional Education

Clinical Nurse Specialist	Nurse Educator
Nurse Anesthetist	Nurse Practitioner

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Science in Nursing \(B.S.N.\)](#)

[Bachelor of Science in Nursing \(B.S.N.\) - Global Studies](#)

Nursing Major – R.N. to B.S.N.

As a condition of Liberty's Certificate of Approval from the Alabama Commission on Higher Education, the following disclaimer pertains to Liberty's online programs in Nursing:

Nursing: State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice. www.abn.alabama.gov

PURPOSE

The purpose of the Liberty University School of Nursing is to prepare baccalaureate level nurses who are committed to Christian ethical standards and view nursing as a ministry of caring based on the Benner theoretical framework. The nursing curriculum is built upon a foundation from the arts, sciences, and the Bible, and focuses on the use of the nursing process to guide the acquisition of nursing

knowledge, build strong clinical skills, and develop the foundation necessary for a sound work ethic.

ACCREDITATION AND LICENSURE

The Bachelor of Science in Nursing degree at Liberty University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

The School of Nursing is approved by the Virginia State Board of Nursing.

PROGRAM SPECIFIC ADMISSION PROCEDURES

- All policies and procedures as stated in the current Liberty University Catalog apply unless otherwise stated.
- Students who are admitted into the RN to BSN program must first meet certain prerequisites before they may begin registration for nursing classes. Admission requirements are listed below.
 - Liberty University Online Application
 - RN licensure in state of residence (copy of licensure document)
 - Active and current
 - Official transcripts
 - Must be a graduate of a NLN Accredited nursing program leading to an associate degree or hospital diploma.
 - Ability to meet essential attributes requirements

Upon acceptance into the program and United States RN licensure verification, 31 hours of advanced credit will automatically be applied toward students' Bachelor of Science in Nursing. See the RN to BSN [degree plan](#) for additional course information.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. View nursing as a ministry of demonstrating Christ's love to hurting people of all religions, creeds, and cultures;
2. Provide and coordinate nursing care for individuals, families and groups within the community;
3. Utilize critical thinking/problem solving skills in determining nursing interventions and applying therapeutic skills;
4. Demonstrate leadership skills in collaboration with clients, other professionals and groups within the community for the purpose of promoting, maintaining, and restoring health;
5. Apply a personal and professional Christian value system, based on biblical principles, to ethical issues related to the practice of professional nursing; and
6. Value the need for ongoing personal and professional development through both formal and informal learning experiences.
7. Foster professional level competencies in writing, oral communication, and computer literacy.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

[Bachelor of Science in Nursing for RNs Post Licensure \(B.S.N.\)](#)

School of Visual & Performing Arts

Administration

Scott M. Hayes, B.F.A., M.F.A.

*Dean, School of Visual & Performing Arts
Associate Professor of Theatre Arts*

Kevin Rawls, B.S., M.A.R., M.B.A., Ph.D.

Associate Dean LUO

Linda N. Cooper, B.S., M.A.

*Chair, Department of Theatre Arts
Associate Professor of Theatre Arts*

Stephan Schultze, B.A., M.Ad., M.F.A.

Executive Director, Cinematic Arts – Zaki Gordon Center

A. Todd Smith, B.A., B.S., M.F.A.

*Chair, Department of Studio & Digital Arts
Professor of Studio & Digital Arts*

Program Directors

A listing of program directors can be viewed at <http://www.liberty.edu/programdirectors>.

Faculty

All faculty are listed at the end of this catalog in the Faculty Roster. There are separate rosters for Full-Time and Part-Time faculty. The entire roster can also be viewed online at <http://www.liberty.edu/index.cfm?action=faculty&PID=19959&CID=27> where faculty can be searched for by Department.

PURPOSE

The School of Visual & Performing Arts, comprising the Cinematic Arts–Zaki Gordon Center along with the Departments of Studio and Digital Arts, and Theatre Arts, offers undergraduate and graduate degrees in order to prepare artists and scholars in the practice and theory of the visual and performing arts. Cinematic Arts is a 2-year full immersion program. Majors, by department, include: B.S. Cinematic Arts; B.F.A. Graphic Design; B.F.A. Studio Arts; B.S. Studio & Digital Arts: concentrations in Graphic Design and Studio Art; B.A. Theatre Arts: concentrations in Arts Administration, Dramaturgy, Performance and Production.

TEACHER LICENSURE

Teacher preparation and endorsement is available in Art Education and Theatre Arts. Add-on endorsements in theatre and studio art are available through the School of Visual & Performing Arts in cooperation with the Teacher Education Department. Those wishing to pursue teacher-related programs should seek information from the Teacher Licensure Office in the School of Education. Licensure information is also available at www.liberty.edu/uguide.

Cinematic Arts – Zaki Gordon Center

Stephan Schultze, B.A., M.Ad., M.F.A.

Executive Director, Cinematic Arts – Zaki Gordon Center

PURPOSE

Cinema is a unique form of communication and the purpose of the Cinematic Arts – Zaki Gordon Center is to glorify God by reflecting the truths of Scripture through cinema. The Cinematic Arts – Zaki Gordon Center at Liberty University is distinctive because of its approach in training the next generation of filmmakers

in a Christ-focused environment. Dr. Jerry Falwell coined “Saturation Evangelism” as the ability to reach every available person through every available means. Liberty University’s Cinematic Arts – Zaki Gordon Center supports the scope of that mission.

Cinematic Arts Major (B.S.)

PURPOSE

Learning how to create impactful and professionally produced films that have a competitive edge will help insure that new filmmakers and the message of Christ will stand out in a content driven marketplace.

The B.S. in Cinematic Arts is a 2-year full immersion*, cohort** program that students enter in the fall of either their sophomore or junior year. Students that enter the cohort program their sophomore year must complete the first two semesters on the B.S. of Cinematic Arts suggested course sequence. Students that enter the cohort program their junior year complete their general education, CINE 201, CINE 202, and CINE 203.

***FULL IMMERSION** – 5 days a week instruction that could include 8-12 hours with professors a day. This hands-on instruction will produce the best learning environment, mirroring a real world model for product driven outcomes.

****COHORT** – A fixed group of 16-20 students who have been accepted into the Cinematic Arts Major after applying to continue in the B.S. in Cinematic Arts program. (Cohort students are advised not to take classes outside of the B.S Cinematic Arts Major)

NOTE: Admission to continue in the B.S. in Cinematic Arts is a selective application and acceptance process, at times not all students applying will be offered a place in the program. If possible, it is advised that students declare Cinematic Arts as their major their freshman year. Students must work closely with their academic advisor as they work through their Degree Completion Plan (DCP) and should schedule a meeting with a faculty member in the Cinematic Arts Program to gain insight on the application process and ask questions as needed.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Integrate thematic values in storytelling.
2. Determine personnel and technical elements relevant to the visual content of the story.
3. Evaluate the distribution model for a movie.
4. Justify moral decisions related to moviemaking based biblical worldview/principles.

PROGRAM APPLICATION PROCEDURES

In order to continue in the Cinematic Arts Program, students must be accepted into the program through an application process that starts first semester of a student’s sophomore year. In addition to the general admission requirements, students must meet the following admission requirements to apply to continue into the program in their Junior year:

1. Unofficial university transcripts that provide proof of completion of CORE classes: CINE 201, CINE 202, and 203 with at least a B average
2. Minimum 2.5 collegiate GPA
3. One letter of recommendation from:
 - a. University instructor or staff member

- b. Past or present employer or peer
4. Essay/pitch (1,000 words) telling the story of a film the student wants to make
5. Written letter explaining why the student wants to be a filmmaker.
6. Oral interview (by appointment)

NOTE: Films, DVDs or videotapes will not be accepted with application to the program.

REGARDING CURRENT COHORT STUDENTS

Any student enrolled in the CINE cohort that **receives final grade lower than a "C" in any CINE course**, will have **60 days** to rectify the grade with the instructor of the course. **It is the student's responsibility to initiate this process, not the instructors.**

Any student who fails to rectify a grade lower than a "C" within 60 days, **will automatically be removed from the program.** The student may re-apply for the next CINE cohort entry (usually 1 year later).

Career Opportunities

Producer	Cinematographer
Director	Production Assistant
Screenwriter	Film and Video Editor
Assistant Editor	Animator
Sound Effects Editor	Marketing Manager
Multimedia Artist	Promotion Manager

Program of Study – Degree Completion Plan

Delivery Format: Residential Only
[Bachelor of Science in Cinematic Arts \(B.S.\)](#)

MINOR

Cinematic Arts Minor

Delivery Format: Residential Only
[Cinematic Arts Minor \(Resident\)](#)

Department of Studio & Digital Arts

A. Todd Smith, B.A., B.S., M.F.A.
Chair, Department of Studio & Digital Arts
Professor of Studio & Digital Arts

PURPOSE

The purpose of the Department of Studio & Digital Arts is to produce visual artists, graphic designers and art educators rooted in a Christ-centered perspective that governs every decision, action and work of art they undertake in the field of visual art.

Career Opportunities

Advertising	Ministry
Animator	Multimedia Artist
Business	Public Relations
Education	Sales
Journalism	Television
Combined Skills	
Acting	Public Affairs
Art Director	Reporting
Copy Editing	Communications Research
Corporate Team Building	Social Work
Editing Publications	Teaching
Graphic Illustration	Tutoring
Lobbying	Web Design
News Reporting	

KAPPA PI ART HONOR SOCIETY

Advisor: Professor Eva Palmer

Kappa Pi – Zeta Chi Chapter promotes artistic excellence at the collegiate level. The purpose of this fraternity will be to form bodies of representative students who will, by their influence and artistic interest, uphold the highest ideals of a liberal education; to provide a means whereby students with artistic commitment meet for the purpose of informal study and communication; to raise the standards of productive artist work among students in the college and universities; to furnish the highest reward for conscientious effort in furthering the best interest of art in the broadest sense of the term, by election to membership in the Fraternity, based upon such meritorious work.

Membership Criteria

- B average in art courses

Graphic Design Major (B.F.A.)

PURPOSE

The Bachelor of Fine Arts degree is considered the pre-professional degree, allowing students to gain extensive practice-based course work in the field of graphic design.

PROGRAM REQUIREMENTS

1. Students must submit a portfolio of 20 works for entry.
2. Students must maintain a 3.0 GPA.

ONLINE PORTFOLIO ADMISSION PROCESS

Prior to submitting portfolio, students must take the following required courses: ARTS 113, ARTS 114, ARTS 211, ARTS 222 and ARTS 223.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Analyze visual imagery in relation to a variety of contexts.
2. Articulate the meaning of visual imagery.
3. Create visual imagery using digital practices, while maintaining a Christian worldview.

Programs of Study – Degree Completion Plans

Delivery Format: Residential and Online
[Bachelor of Fine Arts in Graphic Design \(B.F.A.\) - Resident](#)
[Bachelor of Fine Arts in Graphic Design \(B.F.A.\) – Online](#)

Studio Art Major (B.F.A.)

PURPOSE

The Bachelor of Fine Arts degree is considered the pre-professional degree, allowing students to gain extensive practice-based course work in the field of studio art.

PROGRAM REQUIREMENTS

1. Students must submit a portfolio of 20 works for entry.
2. Students must maintain a 3.0 GPA.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Analyze visual imagery in relation to a variety of contexts.
2. Articulate the meaning of visual imagery.
3. Create visual imagery using traditional practices, while maintaining a Christian worldview.

Program of Study – Degree Completion Plan

Delivery Format: Residential Only
[Bachelor of Fine Arts in Studio Art \(B.F.A.\)](#)

Studio and Digital Arts Major (B.S.)**PURPOSE**

The purpose of the Studio and Digital Arts major is to strive to prepare students, whether studio art or graphic design, who will:

1. Use their professional skills to complement their moral and ethical values;
2. Possess both theoretical and historical understanding of studio and digital arts; and
3. Make practical application of knowledge in professional and personal contexts as a communicator in the field of visual art.

PROGRAM LEARNING OUTCOMES

The student will be able to:

1. Critically analyze visual imagery in relation to history and culture;
2. Effectively articulate the meaning of visual imagery;
3. Visualize, conceptualize, and create visual imagery using traditional and digital materials, media, methods and techniques;
4. Integrate a Christian worldview with best practices for creating visual imagery.

Graphic Design Concentration

The student will be able to learn the principles and techniques of visual communication and is taught how to use them in the workplace. The student will gain strong technical skills and learn production technology.

Studio Arts Concentration

The student will be able to refine his/her creativity as a painter, sculptor, and more. As the student refines his/her skills, he/she will gain an understanding of the language, aesthetics and cultural impact of visual communication.

Studio Arts Concentration – Teacher Licensure

The student will be able to build on Studio Art skills to prepare for a career in art education in grades K-12.

Programs of Study – Degree Completion Plans**Delivery Format: Residential Only**

[Bachelor of Science in Studio & Digital Arts \(B.S.\) - Graphic Design](#)

[Bachelor of Science in Studio & Digital Arts \(B.S.\) - Studio Art](#)

[Bachelor of Science in Studio & Digital Arts \(B.S.\) - Studio Art, Teacher Licensure](#)

MINORS**Graphic Design Minor****Delivery Format: Residential Only**

[Graphic Design Minor \(Resident\)](#)

Photography Minor**PROGRAM LEARNING OUTCOME**

The student will be able to demonstrate an understanding of the principles of design and photo composition.

Delivery Format: Residential Only

[Photography Minor \(Resident\)](#)

Studio Art Minor**Delivery Format: Residential Only**

[Studio Art Minor \(Resident\)](#)

Department of Theatre Arts**Linda N. Cooper, B.S., M.A.**

Chair, Department of Theatre Arts

Associate Professor of Theatre Arts

PURPOSE

The Department of Theatre Arts provides instruction in the theory and practice of theatre performance and production, in order to prepare students for professional stage careers, for graduate study in theatre arts, and for a life of growing appreciation for the theatre and dramatic art. Central to the departmental purpose is the development of observant, sensitive theatrical artists, who, with their skills, training, knowledge, and professional attitudes, may glorify Christ in the world through the practice of their craft and the testimony of their lives.

PROGRAM REQUIREMENTS

1. Students must receive a “C” or better in all THEA classes.
2. Students must earn a minimum GPA of 2.00 to participate in THEA 200, 300, or 400 classes.
3. See the *Department of Theatre Arts Student Handbook* for more information.

Career Opportunities

Actor	Play Submissions Editor
Art Critic	Program Director
Choreographer	Properties Master
Director	Public Relations
Drama Ministry	Publishing License Agent
Dramaturge	Script Writer
First Hand Costumer	Special Events Coordinator
House Manager	Speech Writer
Law	Stage Manager
Performing Arts Coordinator	Theatre Historian
	Theater Manager

ALPHA PSI OMEGA HONOR SOCIETY

Advisor: Mrs. Connie Hecker

Alpha Psi Omega is dedicated to recognizing and encouraging excellence in the study of theatre arts. Chapter activities provide members with opportunities for sharing and advancing their professional interests. Lectures and field trips are designed to awaken theatrical interest, and to promote interaction between students and faculty and amongst other theatre professionals.

Criteria for membership: An undergraduate student must have completed at least 15 semester hours in theatre arts (excluding performance/production credits) with a grade in all theatre courses averaging at least a 3.50 and must have a general average of at least a 3.25 in all classes. Candidates must have participated in at least six main stage productions and be in good ethical standing with the University. All inductees must be voted into the society by a majority of the Liberty University Department of Theatre Arts faculty and staff.

Theatre Arts Major (B.A.)**PROGRAM LEARNING OUTCOMES**

The student will be able to:

1. Articulate a personal aesthetic as a creative artist, grounded in the history and current practices of theatre.
2. Evaluate multiple worldviews from a biblical perspective.
3. Create original and re-interpretive theatrical work, evidenced by a consistent work ethic and respect for professional ethics.

4. Integrate research and critical thinking skills to deepen and refine the quality of artistic work.
5. Communicate effectively in written, oral, visual, and technological formats.

Arts Administration Concentration

The student will be able to apply administrative concepts to determine effective solutions relative to situations in theater.

Dramaturgy Concentration

The student will be able to evaluate critically various texts for the purpose of presenting original theatrical ideas.

Performance Concentration

The student will be able to present a believable representation of humanity utilizing appropriate skills in technique, research and analysis.

Production Concentration

The student will be able to clearly present a creative, theatrical design utilizing conceptual thought and thorough research and analysis.

SOPHOMORE HEARING PREREQUISITES

Students must have completed one production credit prior to attempting the Sophomore Hearing.

TEACHER LICENSURE

Teacher preparation and endorsement in Theatre Arts is available through the Department of Theatre Arts in cooperation with the Teacher Education Department. Those wishing to pursue teaching-related programs should seek information from the Teacher Licensure Office in the School of Education. Licensure information is also available at www.liberty.edu/uguide.

Programs of Study – Degree Completion Plans

Delivery Format: Residential Only

[Bachelor of Arts in Theatre Arts \(B.A.\) - Arts Administration](#)

[Bachelor of Arts in Theatre Arts \(B.A.\) - Dramaturgy](#)

[Bachelor of Arts in Theatre Arts \(B.A.\) - Performance](#)

[Bachelor of Arts in Theatre Arts \(B.A.\) - Production](#)

[Bachelor of Arts in Theatre Arts, Teacher Licensure \(B.A.\)](#)

MINORS

Theatre Arts Minor

Delivery Format: Residential Only

[Theatre Arts Minor \(Resident\)](#)

DEGREE COMPLETION PLANS

Degree Completion Plans for programs offered by the School of Visual & Performing Arts can be accessed at: www.liberty.edu/dcps.

Willmington School of the Bible – Online Program

Graduate of Theology Certificate (Th.G.)

PURPOSE

The supreme goal and purpose of the Willmington School of the Bible is adequately and scripturally to prepare men and women of God in ministering God's message of the first century to the world in the 21st century.

GOALS

The Willmington School of the Bible exists to train Christ-exalting leaders for local church ministry with the following emphases:

1. To train men and women for church leadership;
2. To assist in developing competencies for effectively communicating this teaching plan to others;
3. To equip learners to become role-models of the victorious Christian life; and
4. To assist in implementing a plan of action for fulfilling God's call on one's life.

PROGRAM LEARNING OUTCOMES

The student will be able to demonstrate a comprehension of the biblical foundation of the Christian faith.

EVALUATION OF TRANSFER CREDIT

Students may transfer semester hours earned in the Willmington School of the Bible Th.G. Diploma to Liberty's undergraduate degree programs. Transfer credit will be greater in the School of Divinity's bachelor's degree programs.

Program of Study – Degree Completion Plan

Delivery Format: Online Only

Biblical Studies-Th.G.

Courses of Instruction – Certificate Program

APOLOGETICS

APOL 120 *Apologetics* 3 hours
A survey of the evidences for the central truths of Christianity: the existence of God, the deity and resurrection of Christ, and the authority and truth of the Bible.

BIBLICAL STUDIES

BIBL 150 *Genesis* 3 hours
An intensive doctrinal and historical study of the text considering the related issues of chronology, creation, the fall, the flood, and the Patriarchal cultural setting. The lives of Abraham, Isaac, Jacob and Joseph are given special attention for their practical value.

BIBL 160 *Gospel of John* 3 hours
A thorough investigation of the fourth Gospel, highlighting the person and work of Jesus Christ, God's own Son. Differences between this Gospel and the Synoptics will be considered.

BIBL 161 *Romans* 3 hours
A thorough consideration of Paul's theological masterpiece which forms a foundation for understanding the remaining epistles. Various doctrines that appear in this book will also be examined.

BIBL 162 *Revelation* 3 hours
A comprehensive study of the Revelation. Particular emphasis is given to understanding the correct method of interpreting the book. The verse-by-verse study will be supplemented with historical, doctrinal, and eschatological materials.

BIBL 163 *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.

BIBL 165 *Acts* 3 hours
A study of the growth and development of the first century church as recorded by the accurate historian, Luke. Special attention will be given to the activity of the Holy Spirit in the ministries of Peter and Paul.

CHURCH HISTORY

CHHI 105 *Church History I* 3 hours
A survey of the first fourteen centuries of the Christian Church including the persecutions, the rise of heresy, the development of Roman Catholicism during the Middle Ages, and the groups which dissented against Roman Catholicism.

CHHI 110 *Church History II* 3 hours
A study of historical Christianity from the fifteenth 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.

GENERAL BIBLICAL STUDIES

GBST 103 *Survey of the Old Testament I* 3 hours
A comprehensive survey of Genesis-2 Samuel.

GBST 104 *Survey of the Old Testament II* 3 hours
A comprehensive survey of 1 Kings-Song of Songs.

GBST 105 *Survey of the Old Testament III* 3 hours
A comprehensive survey of Isaiah-Malachi.

GBST 163 *Survey of the New Testament I* 3 hours
A comprehensive survey of the New Testament books of Matthew through John.

GBST 164 *Survey of the New Testament II* 3 hours
A comprehensive survey of the New Testament books of Acts through Philippians.

GBST 165 *Survey of the New Testament III* 3 hours
A comprehensive survey of the New Testament books of Colossians through Revelation.

PRACTICAL THEOLOGY

PRTH 140 *Church Administration* 3 hours
This course combines pastoral theology and "how to" principles in all the work of Christian ministry including the administration of local church business affairs and other operations. Church planting recommendations are included.

PRTH 141 *Pastoral Theology* 3 hours
A practical study of church ministry with emphasis given to its biblical foundation, philosophy of ministry, and the various areas of pastoral ministry.

PRTH 172 *Hermeneutics I* 3 hours
A study of the historical background, rules, principles, and methods of sound biblical interpretation. Course includes a review of English grammar.

PRTH 173 *Hermeneutics II* 3 hours
Prerequisite: PRTH 172
A continuation of PRTH 172, with emphasis on practical application of hermeneutical principles and methods. Practical application includes writing a personal commentary on a selected book of the Bible.

THEOLOGY

THEO 107 *Theological Survey I* 3 hours
This is the first of three courses in a general survey of Bible doctrine designed to introduce the student to the major areas of systematic theology. Doctrines included in this course are Revelation, Theology Proper, the Trinity, the Plan and Providence of God (including the problem of evil), and Angels (including Satan and Demons). The theology survey is continued in THEO 108.

THEO 108 *Theological Survey II* 3 hours
This is the second of three courses in a general survey of Bible doctrine designed to synthesize and outline the following major areas of systematic theology: doctrine of the Holy Spirit (Pneumatology), doctrine of Man (Anthropology), doctrine of Sin (Hamartiology), doctrine of Angels (Angelology), and doctrine of Satan (Satanology).

THEO 109 *Theological Survey III* 3 hours
This course is a continuation of the doctrinal studies begun in Theological Survey 107 and 108. Doctrines included in this course are the Holy Spirit, Salvation, the Church, and Prophecy/Last Things.

Courses of Instruction

PLEASE NOTE: *It is the student's responsibility to make up any prerequisite deficiencies, as stated in this Catalog, which would prevent the successful completion of any course.*

NOTE: Some courses may have additional fees. For a list of course fees please refer to <http://www.liberty.edu/registrar>

ACCOUNTING

ACCT 209 Survey of Accounting & Finance 3 hours

This course provides the basics of financial analysis and management for non-business majors. Topics in this course will include financial reporting, underlying accounting assumptions, performance measures, ratio analysis, cash flow, time value of money, and budgeting. *(Both Resident and Online)*

ACCT 211 Financial Accounting 3 hours

Prerequisites: MATH 201 or BUSI 230

A study of basic transactions, general ledger accounts, books of original entry, closing and adjusting entry processes, trial balances, financial statements, accounting for assets, liabilities, sole proprietorship, equity, revenues, and expenses. *(Both Resident and Online)*

ACCT 212 Managerial Accounting 3 hours

Prerequisite: ACCT 211

A study of the fundamentals of managerial accounting with an emphasis on financial statement analysis, cost accounting measurement systems, cost-volume-profit analysis, managerial decision-making concepts, operational budgeting, standard cost systems and capital budgeting. *(Both Resident and Online)*

ACCT 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Directed applicable work experience under supervision of the Director of Business Internships and an accounting or business professional at the place of employment. Application processed through the Career Center. Must apply semester prior to internship. *(Resident)*

ACCT 301 Intermediate Accounting I 3 hours

(Resident - Offered fall semester)

Prerequisite: ACCT 212

This is an intensive course in accounting theory and practice. The course attempts to strike a balance between procedural explanations of currently applied accounting practices and the theoretical framework upon which those practices are based. Alternatives to current practice are also introduced. *(Both Resident and Online)*

ACCT 302 Intermediate Accounting II 3 hours

(Offered spring semester)

Prerequisite: ACCT 301

This is an intensive course in accounting theory and practice dealing with liabilities, stockholders equity, and financial reporting issues. The course attempts to strike a balance between procedural explanations of currently applied accounting practices and the theoretical framework upon which those practices are based. *(Both Resident and Online)*

ACCT 311 Cost Accounting I 3 hours

(Offered fall semester)

Prerequisite: ACCT 212

A study of the principles and procedures used in the collection, recording and reporting of costs. Balance Sheet inventory valuation and the related Income Statement cost of goods sold valuation, determined using both job order costing and process costing, are emphasized. Activity-based costing is covered in depth. Traditional cost accounting is the main content of this course. *(Both Resident and Online)*

ACCT 332 Accounting Information Systems 3 hours

Prerequisite: ACCT 301

This course provides a basic knowledge of how accounting information systems function in today's business environment. It emphasizes the internal control feature necessary to produce accurate and reliable accounting data as it looks at how accounting information is recorded, summarized and reported in both manual and computerized systems. The following topics are covered in this course: systems concepts, tools, development processes, analysis; design; implementation and operation; computer software and configurations; data storage and processing methods; file processing; implementing data base management systems; internal control; information system control; data security and integrity; accounting transaction cycles; revenue cycle applications; and expenditure cycle applications. *(Both Resident and Online)*

ACCT 340 Accounting Ethics 3 hours

Prerequisite: ACCT 212

This course provides an analysis of ethical standards in the accounting profession. Major ethics paradigms are examined and contrasted with a Christian worldview of ethics. The course includes an in-depth examination of the AICPA Code of Professional Conduct and other ethical standards in the accounting profession. The course also presents an ethical decision-making model for the accounting profession. *(Both Resident and Online)*

ACCT 370 Financial Statement Analysis 3 hours

Prerequisite: BUSI 320

This course examines the fundamental techniques of financial statement analysis and their application to strategic planning and decision-making. The course covers the analysis and interpretation of financial information including the balance sheet, income statement, and statement of cash flows. *(Both Resident and Online)*

ACCT 401 Taxation I 3 hours

(Resident - Offered fall semester)

Prerequisite: ACCT 212

A study of the legal and accounting aspects of federal taxation with an emphasis on individuals and unincorporated businesses. *(Both Resident and Online)*

ACCT 402 Advanced Accounting 3 hours

(Resident - Offered fall semester)

Prerequisite: ACCT 302

This is an intensive course in accounting theory and practice regarding partnerships, business combinations and consolidated financial statements. The course attempts to strike a balance between procedural explanations of currently applied accounting practices and the theoretical framework upon which those practices are based. Alternatives to current practice are also discussed. *(Both Resident and Online)*

ACCT 403 Governmental and 3 hours

Not-for-Profit Accounting

(Resident - Offered spring semester)

Prerequisite: ACCT 402

Advanced problems involving government and non-profit organizations, estates and trusts, financially distressed entities, translation and consolidation of foreign entities and segment reporting. *(Both Resident and Online)*

ACCT 404 Auditing 3 hours

(Resident - Offered fall semester)

Prerequisite: ACCT 302

A study of auditing standards and related auditing procedures. Topics include: evaluation of internal control and preparation of the audit program; examination of financial statements and preparation of

working papers; and auditors' reports and opinions. *(Both Resident and Online)*

ACCT 412 Taxation II 3 hours
(Resident - Offered spring semester)
Prerequisite: ACCT 401

The second course in a two-course sequence dealing with corporate income taxes, taxes on corporate distributions, other corporate tax levies; partnership information, operation and special issues; "S" corporations, gift and estate taxes; the income taxation of trusts and estates; and IRS administrative procedures. *(Both Resident and Online)*

ACCT 432 IT Audit 3 hours
Prerequisites: ACCT 332, 404

This course provides the theory and application of auditing through the use of information systems. Topics include: authoritative information technology control frameworks; computer security; continuous auditing; and audit approaches to new and emerging technologies. *(Both Resident and Online)*

ACCT 495 Directed Research 1 to 3 hours
Prerequisite: Written permission of department chair and consent of instructor. *(Resident)*

ACCT 497 Special Topics in Accounting 1 to 3 hours
Topics will vary and are offered on demand. Course may be repeated for credit, when topics differ. *(Resident)*

ACCT 499 Internships 1 to 6 hours
Prerequisites: Junior or Senior status; required GPA.

Directed applicable work experience under supervision of the Director of Business Internships and an accounting or business professional at the place of employment. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Both Resident and Online)*

ADMINISTRATIVE MEDICAL OFFICE ASSISTANT

AMOA 203 Medical Office Systems and Procedures 3 hours
Prerequisite: NURS 105

This course prepares students for the administrative tasks relevant to operating and supervising a medical office of health professionals. Students learn to plan and organize work load, set priorities, develop initiative among employees and coordinate multiple tasks within a time sensitive environment. The value of compassionate professionalism when interacting with patients, family members and staff is stressed. *(Online)*

AMOA 204 Medical Office Insurance 3 hours
Prerequisite: NURS 105

This course acquaints students with billing protocol concerning the various insurance filing demands of commercial group insurance, Medicare, Medicaid, Workman's compensation claims and other third party billing entities. *(Online)*

AMOA 206 Medical Office Billing and Bookkeeping 3 hours
Prerequisite: NURS 105

This course provides students with up-to-date information regarding best practices of patient billing and bookkeeping for a medical office. *(Online)*

AMOA 207 Medical Office Coding 3 hours
Prerequisite: NURS 105; HLTH 211 and HLTH 212

This course trains students in medical procedural and diagnostic coding skills. Emphasis is placed upon the utilization of coding manuals for insurance claim processing. *(Online)*

AMOA 254 Medical Office Infection Control 3 hours
Prerequisite: NURS 105; HLTH 211 and HLTH 212

This course educates the student regarding the seriousness of infection control within the medical office and the role the Medical Office Assistant plays in compliance. *(Online)*

AMOA 256 Medical Office Ethics and Law 3 hours
Prerequisite: NURS 105

The student is educated about the general ethical and legal aspects in medicine with an emphasis upon confidentiality, HIPAA, risk management, licensing, contracts and professional liability. *(Online)*

AMOA 296 Externship 3 hours

Prerequisite: Consent of externship coordinator, cumulative GPA of 2.0; and completion of major courses

This course is a planned work-based experience that provides students with an opportunity to fine-tune skill sets learned in course work and enhance workplace skills through supervised practical experiences related to their career objectives. This course requires a minimum of 160 clock hours of onsite work. *(Online)*

AIR FORCE ROTC

AIRS A Leadership Laboratory No Credit
Prerequisite: Enrollment in Air Force ROTC

A laboratory in leadership and followership development which stresses the application of leadership principles and the understanding of a leader's responsibilities. Emphasizes the benefits of practical experience. *(Resident)*

AIRS 110 The Foundations of the United States Air Force I 1 hour

A two-semester survey course which provides an introduction to the United States Air Force and Air Force Reserve Officers' Training Corps. Topics include: mission and organization of the Air Force; officership and professionalism; military customs and courtesies; Air Force officer opportunities; and an introduction to communication skills. The Leadership Laboratory (AIRS A) is mandatory each semester for AFROTC cadets and complements this course by providing followership experiences. *(Resident)*

AIRS 120 The Foundations of the United States Air Force II 1 hour

A continuation of AIRS 110. *(Resident)*

AIRS 210 The Evolution of Air and Space Power I 1 hour

Examines general aspects of air and space power through a historical perspective. Covers a time period from the first balloons and dirigibles to the use of Unmanned Aerial Vehicles in today's technologically advanced Air Force. Historical examples serve to extrapolate the development of Air Force capabilities (competencies) and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Also examines several fundamental truths associated with war in the third dimension; e.g., Principles of War and Tenets of Air and Space Power. Provides a knowledge-level understanding for the general element and employment of air and space power from an institutional, doctrinal, and historical perspective. Continues a discussion of the importance of the Air Force Core Values through use of operational examples and historical Air Force leaders and develops cadets' communication skills. The Leadership Laboratory (AIRS A) is mandatory each semester for AFROTC cadets and complements this course by providing followership experiences. *(Resident)*

AIRS 220 The Evolution of Air and Space Power II 1 hour
A continuation of AIRS 210. *(Resident)*

AIRS 310 Concepts of Air Force Leadership and Management I 3 hours

Focuses on the study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. The Leadership Laboratory (AIRS A) is mandatory each semester for AFROTC cadets and complements this course by providing advanced leadership experiences in officer-type activities, giving students the

opportunity to apply the leadership and management principles presented in this course. *(Resident)*

AIRS 320 *Concepts of Air Force Leadership and Management II* 3 hours

A continuation of AIRS 310. *(Resident)*

AIRS 410 *National Security Affairs I* 3 hours

Examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Topics include the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Emphasizes refining communication skills. AIRS A (Leadership Laboratory) is mandatory for AFROTC cadets and complements this course by giving students an opportunity to apply the leadership and management principles presented in this course. *(Resident)*

AIRS 420 *National Security Affairs II* 3 hours
A continuation of AIRS 410. *(Resident)*

APOLOGETICS

APOL 201 *Apologetics and Cultural Engagement* 3 hours
Prerequisites: RLG N 105

This course equips students to use apologetics to engage with the culture using the various current issues of the day as entry points to the Gospel. Students will be trained to think critically from a biblical worldview and engage winsomely on such issues as evil in the world, critical claims about Jesus in the popular culture, new atheism, race issues, and sexuality. *(Both Resident and Online)*

APOL 220 *Introduction to Apologetics* 3 hours

This course equips students with a foundational understanding of the skills within the field of apologetics. Students will explore the major apologetic issues that arise today and will learn both the critical thinking skills and theological principles in order to respond persuasively. *(Online)*

APOL 311 *Foundational Issues in Apologetics* 3 hours
Prerequisite: APOL 201

Surveys the various approaches to Christian apologetics with the aim at understanding the theology that drives each approach. The course will critically engage with the worlds of leading proponents of the approaches in order for students to develop their own approach and method in apologetics. Furthermore, core areas of Christian doctrine, such as Theology Proper, Christology, and Bibliology, will be explored and defended. *(Resident)*

APOL 325 *Christianity and the Cults* 3 hours

This course examines the history and beliefs of those systems that claim to be Christian yet deny fundamental Christian doctrines such as the sole sufficiency of the Bible, the Trinity, the deity of Christ, salvation by faith in Christ alone without works, the eternal punishment of the wicked, and other pertinent doctrines. Groups discussed include Jehovah's Witnesses, Mormonism, Seventh-day Adventism, Christian Science and others. *(Resident)*

APOL 431/ *Introduction to Islam* 3 hours
GLST 431

This course explores the historic rise and expansion of Islam as well as basic Muslim beliefs and practices. Attention is also given to the diversity within the world of Islam. *(Resident)*

APOL 480 *Biblical Studies and Apologetics* 3 hours
Prerequisite: APOL 201

Exposes students to the best biblical scholarship being used in apologetics. Students will engage with such areas as Textual Criticism, Old Testament studies, New Testament studies, and Archaeology. *(Resident)*

STUDIO AND DIGITAL ARTS

ARTS 105 *Art Appreciation* 3 hours

The development of a satisfying discourse between the student and the work of art, employing a selective survey of major achievements and movements in the visual art of western civilization. *(Both Resident and Online)*

ARTS 113/ *Introduction to 2D Design* 3 hours
FACS 113

An introduction to visual thinking as well as the elements and principles of design. Concentration on the elements of design through production of artwork using a variety of materials and methods. Emphasis placed on understanding the elements and principles of design and how they integrate to form fully realized works of art. Students will explore composition and selection of subject matter. *(Both Resident and Online)*

ARTS 114 *Introduction to 3D Design* 3 hours

A fundamental course with an emphasis on means of construction, analysis of materials and structural examinations that support conceptual development of 3 dimensional art. Emphasis placed on characterizing the elements and principles of design and how they each integrate to form fully realized works of 3D art. Students will develop projects using a variety of materials and methods. *(Both Resident and Online)*

ARTS 201 *History of Art I* 3 hours

This course is a chronological survey of Western art and architecture from Prehistoric times to the 15th century, with the goal of analyzing works of art from a Christian worldview. Emphasis is placed on vocabulary development with special emphasis on methods of critical analysis of works of art. Students are responsible for maintenance of portfolio assignments. This portfolio will be used for class discussion periodically and turned in at the end of the semester. *(Both Resident and Online)*

ARTS 202 *History of Art II* 3 hours

This course presents a chronological survey of Western art and architecture from the 15th century to the Post Modern Era, with the goal of analyzing works of art from a Christian worldview. Emphasis is placed on vocabulary development with special emphasis on methods of critical analysis of works of art. Students are responsible for maintenance of portfolio assignments. This portfolio will be used for class discussion periodically and turned in at the end of the semester. *(Both Resident and Online)*

ARTS 203 *Baroque Art* 3 hours

This course presents a general survey of the Baroque period (c. 1600-1750), which was characterized by political and religious upheavals as well as by aesthetic innovations. We shall examine the development of art and architecture in Italy, Spain, France, and the Lowlands, centering upon the works of seminal artists including Caravaggio, Bernini, Borromini, Velazquez, Poussin, Rembrandt, Rubens, and Van Dyck. Accordingly, we shall investigate how the art of the period reflects the Christian worldview as it took shape in the wake of the Reformation and Counter Reformation. *(Both Resident and Online)*

ARTS 204 *Medieval Art* 3 hours

This course will survey the range of Medieval Art and Architecture from the fall of Rome to the 15th century in the west, placing an emphasis on the development of painting, mosaic, and manuscript illumination, as well as upon the development of the Romanesque and Gothic architectural styles. The arts of this vast period will be analyzed from within the Christian worldview with particular attention to Christian iconography. *(Both Resident and Online)*

ARTS 205 *20th-21st Century Art* 3 hours

This course presents a comprehensive study of the varied art forms from the beginning of the 20th century to the present, focusing upon the major artists and art movements, including Fauvism, Cubism, Futurism, Dada, Surrealism, Abstract Expressionism, Pop Art, and Postmodernism. The course will entail an examination of how art is disseminated, understood, and at times, misunderstood. Students will read, write about, and discuss essays, criticism, and interviews covering a wide range of media, and visit artists' studios and exhibition venues. Two analytical papers—based upon studies of the visual images focusing on the agency of the image, the social

practices and effects of its viewing and the specificity of views taken by various audiences are required. *(Both Resident and Online)*

ARTS 206 *Arts of East Asia* 3 hours

This course is an introduction to the arts of China, Japan, Korea and the Pacific Rim, focusing on the religious and political influences, as well as the evolution of landscape and figure painting traditions. This course considers objects in their context (from the archaeological sites from which they were unearthed to the material culture that surrounded them) to reconstruct the functions and the meanings of objects, and to better understand cultures through the objects they produced. *(Both Resident and Online)*

ARTS 207 *The Arts of Latin America* 3 hours

This introductory course provides a critical survey of Latin America art from Spanish military conquest of the New World to the development of conceptual art (1521 to ca. 1980). We will learn to observe and describe different kinds of artifacts, made in a broad array of media (painting, sculpture, urban form, photography, engraving, and drawing, among others) to explicate the social context in which they were produced and circulated. By taking into account their constant dialogue with European ideas and models, we will analyze how colonial encounters, national formations, and cultural exchange took place in the region, and how identity, ethnicity, politics, and the sacred have been depicted in different historical moments. *(Both Resident and Online)*

ARTS 208 *Italian and Northern Renaissance* 3 hours

This course concentrates on the origins of the Renaissance in both Italy and in the North as seen in the painting and sculpture of the early fifteenth century as to style and religious expression, examined in the context of philosophical influences, civic humanism, and contemporary politics. Attention will be given to the changing social status of the artist as manifested both in the theoretical writings and artists' working methods. *(Both Resident and Online)*

ARTS 209 *Art as Communication* 3 hours
(Visual Communications: Research, Analysis, and Discourse)

This course serves to cultivate an understanding of the language, aesthetics and cultural impacts of visual communication. The focus is on discourse that fosters the development of ideational, analytical and rhetorical writing skills necessary for demonstrating critical thinking in the analysis and critique process concerning visual images. Two analytical papers—based upon studies of the visual images focusing on the agency of the image, the social practices and effects of its viewing and the specificity of views taken by various audiences—and a literary research paper, sequentially developed, are required. (Formerly ARTS 300) *(Both Resident and Online)*

ARTS 211 *Drawing I* 3 hours

An introduction to basic drawing fundamentals including gesture line, contour line, positive and negative space, linear perspective, sight measurement techniques, modeling perspective, and composition. (Formerly ARTS 110) *(Both Resident and Online)*

ARTS 213 *American Art and Architecture* 3 hours

Focusing on painting and sculpture in the United States, this course offers a survey of American art from the colonial settlements to the early 20th century. The unique social, political and intellectual contexts of American art provide the basis for understanding the history and art of our own culture. *(Both Resident and Online)*

ARTS 214 *Art, Culture, and Technology* 3 hours

This course traces the development of technology starting with genius inventors such as Leonardo da Vinci up to the present, and shows how technology has changed cultures and the art that they produce. The student will learn to raise vital questions on how technology has influenced culture and come to well-reasoned conclusions as to why culture has changed as a result. Through Group Projects the student will learn to work effectively with others in unraveling the complex influences of particular technological advances on culture. *(Both Resident and Online)*

ARTS 215 *Special Topic in Art History* 3 hours

This course presents an opportunity to conduct an in-depth study of a selected topic in art history not included in the curriculum. The precise subject matter and parameters of this course will be supplied as appropriate by the professor. *(Resident)*

ARTS 222 *Introduction to Graphic Design* 3 hours

An introduction to graphic design as a tool for visual communication. Graphic design skills and topics including a brief history of typography and printing; page layout design principles, the design process, page layout and image manipulation software, visual hierarchy, and critique will be explored in this course. Students will use the acquired skills to create basic graphic design materials for a variety of uses. (Formerly "Desktop Publishing") *(Both Resident and Online)*

ARTS 223 *Introduction to Typography* 3 hours

Prerequisite: ARTS 222

The course includes the study of type as a tool and a design element. Topics for discussion and exploration will include type identification, text and display usage, and actual letterform design. (Formerly "Typography") *(Both Resident and Online)*

ARTS 224 *Media Design* 3 hours

Prerequisite: ARTS 222

In the Media Design Course, students examine new and traditional forms of media communications, design principles, concepts, and applications that will strengthen communication efforts with graphic design and advertising projects. Through lectures, readings, case studies, and hands-on assignments, students are introduced to the media campaign process, and the impact of new media technologies. Students will learn how to make sense of the dynamic field of media communications through a critical analysis of real-world campaigns serving as a foundation to build their own strategies. *(Resident)*

ARTS 234 *Jewelry I Introduction to Jewelry Making* 3 hours

This course is an introduction to basic equipment, tools, and techniques used in the fabrication of jewelry as an art form. Students will learn basic jewelry techniques including, but not limited to, cutting, piercing, soldering, engraving, and stone setting. *(Resident)*

ARTS 299 *Internship* 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

ARTS 301 *Introduction to Film Photography* 3 hours

The purpose of this course is to provide the student with a basic knowledge of film photography. The student will learn how to operate a basic 35mm film camera, develop black and white film and print black and white photographs. Additionally, the student will learn about the basic properties of light, exposure, composition, depth of field and perspective. While learning the basics in B&W, most principles can later be applied to color and digital technologies. May be taken twice for credit. (Formerly "Basic Photography"). *(Resident)*

ARTS 303 *History of Graphic Design* 3 hours

A study of graphic communication from cave walls to the printed page to online digital communication. Students will consider how the advent of new technologies changed the graphic form of our communication. Course lectures and presentations will be supplemented by/with textbook readings. Students will be required to do topic related projects that will demonstrate their understanding. *(Both Resident and Online)*

ARTS 311 *Drawing II* 3 hours

Prerequisites: ARTS 211

Intermediate level study of drawing, including compound subjects primarily in pencil, but also potentially in other media as well. This course expresses technical aspects of drawing through developed

descriptive imagery. May be taken twice for credit. (Formerly ARTS 310) *(Both Resident and Online)*

ARTS 312 Life Drawing 3 hours

Prerequisites: ARTS 113, 211, 311

An introduction to the methods and techniques used when drawing from life. This course explores the benefits of working from life. Moreover, this course demonstrates the value of the sketch as opposed to the time intensive efforts of studio work. May be taken twice for credit. *(Resident)*

ARTS 319 Mobile and Interactive Tech. Application 3 hours

Prerequisite: ARTS 222

Introduction to the tools used to create mobile and desktop web messages/content in the industry. Students will learn app and web development and create professional-level projects. *(Resident)*

ARTS 321 Painting I 3 hours

Prerequisite: Art 211

This course is an introduction to direct painting. The use of paint is emphasized with an emphasis on the representation of the artistic image through form and color. May be taken twice for credit. *(Resident)*

ARTS 330 Sculpture I 3 hours

Design and creation of three-dimensional sculptural objects in creative ways to solve specific assigned artistic and sculptural problems. Introduction to materials and tools used to create sculpture. Instruction will be given in design concepts, terminology, sculpture history, processes and techniques. *(Resident)*

ARTS 332 Vector Illustration 3 hours

This course will provide an overview of vector illustration software and illustration creation. Students will use the design process, the fundamentals of visual design, and technical expertise to create vector images for a variety of media. Conceptual thinking and visual problem solving will be encouraged through a series of exercises and projects designed to enhance software mastery and concept development. Course projects are designed for inclusion in the final portfolio. May be taken twice for credit. (Formerly "Digital Illustration") *(Both Resident and Online)*

ARTS 334 Jewelry II Design and Fabrication 3 hours

Prerequisites: ARTS 113, ARTS 211, ARTS 234, ARTS 330

In this course the student will continue to study the applications of jewelry making techniques including, but not limited to, enameling, raising, forging and small metal casting as vehicles for self-expression. May be taken twice for credit. *(Resident)*

ARTS 340 Publication Design 3 hours

Prerequisite: ARTS 113, 222, 223

This course examines the design and structuring of information for print publications. Students will combine their knowledge of typography and image creation with the principles and elements of page design to produce several portfolio-building systems. Lectures and studio work cover historical as well as current practices used in the production of multi-page documents. May be taken twice for credit. *(Both Resident and Online)*

ARTS 342 Digital Imaging 3 hours

Prerequisites: ARTS 222

Creating multiple digital images through a varied methodology. Preparing digitized art for electronic media and the printed page through electronic pre-press techniques. Training in a professional image-editing application. May be taken twice for credit. (Formerly ARTS 351) *(Both Resident and Online)*

ARTS 352 Graphic Design I 3 hours

Prerequisite: ARTS 113, 222, 223, 332

While introducing theory, practice, and technology, course assignments will develop an understanding and put into context the principles of visual communication. This course will develop strong formal and technical skills, as well as introduce production technology. This course focuses on conceptual thinking and problem

solving in relation to design development. Students will create identity systems for a specified company or organization. Students explore the difference between branding different types of corporate entities and will produce work geared toward inclusion in the final portfolio. May be taken twice for credit. (Formerly ARTS 341) *(Both Resident and Online)*

ARTS 357 Digital Application for 3D Arts 3 hours

Prerequisites: ARTS 113, 211, 330

Students explore applications of digital technology through 3D scanning with 3D artwork. May be taken twice for credit. *(Resident)*

ARTS 361 Digital Photography 3 hours

The purpose of this course is to provide the student with a basic knowledge of digital photography. Students will learn to operate a digital single-lens reflex camera with proficiency. The correction and digital manipulation of images using current industry-standard software will be taught. Students will learn to communicate with their photography by posting their images to the Internet, printing their images using current inkjet technologies, and producing slideshows of their images for group consumption. (Students are required to have their own digital single-lens reflex cameras). May be taken twice for credit. *(Both Resident and Online)*

ARTS 365 Documentary Photography 3 hours

/Photojournalism

This course is all about telling compelling stories through the use of still images. This is not just another photography course, though it will use still photography as the main tool of communication. Students will aspire to create images that are consistent in both content and quality with those used in both the online and print media. The course will include coverage of the historical, ethical, legal and artistic issues associated with professional photojournalism. Course participants will gain valuable, real-world type experience into what it's like working in the modern, digital media environment. May be taken twice for credit. *(Resident)*

ARTS 371 Graphic Design II 3 hours

Prerequisites: ARTS 113, ARTS 222, 332, 342, 352

Graphic Design II integrates design principles and software, typography, digital illustration, digital imaging, page layout, and prepress techniques with emphasis on design process from visualization to production. Students will be responsible for the design and production of a fully integrated campaign consisting of major projects including several components across multiple media forms. Individual and collaborative work is expected including branding and packaging as well as prototyping for interactive media. Each student is responsible for production of design products, critiquing of designs, portfolio preparation. (Formerly "Advanced Graphics") *(Both Resident and Online)*

ARTS 375 Special Topics 2D 3 hours

Prerequisites: ARTS 113, 211, 311, 321

This hands-on studio course promotes creativity and technical excellence. In addition, it is intended to expose the student to principles and concepts relating to a variety of water media such as watercolor, acrylic and gouache paints. May be taken twice for credit. *(Resident)*

ARTS 376 Mixed Media 3 hours

Prerequisites: ARTS 113, 211

Exploration, application, and synthesis of conventional and unconventional art materials as valid media for the creation of expressive content in the visual arts. May be taken twice for credit. *(Resident)*

ARTS 380 Interactive Publication 3 hours

Prerequisites: ARTS 113, 222, 223, 332, 340, 352

This advanced publication design class builds upon layout design, typography, and visual communication concepts learned in previous classes and explores current technologies used in the creation of digital and interactive publications. Lecture and studio work will cover the software and tools necessary for the creation and publishing

of an interactive publication across a variety of devices. Students will conceptualize and produce their own publication that invites reader participation. May be taken twice for credit. *(Both Resident and Online)*

ARTS 382 Gallery/Museum Fundamentals 3 hours

An introduction to the professional activities that occur in galleries and museums. *(Resident)*

ARTS 398 Studio and Digital Arts Practicum 1 to 3 hours

This course is set up as a working art and graphic design studio experience that will provide students with the vital experience, hands on working experience from conceptualization through production. *(Both Resident and Online)*

ARTS 400 Travel Study 3 hours

Prerequisite: ARTS 201 or 202

Travel to various destinations for study of art, architecture and culture. *(Resident)*

ARTS 401 Character Design 3 hours

Prerequisites: ARTS 113, 114, 211, 311

This course explores a full range of current illustration/character design methods and techniques utilizing natural and digital media. May be taken twice for credit. (Formerly "Illustration/Cartooning") *(Resident)*

ARTS 402 Sequential Art 3 hours

Prerequisites: ARTS 113, 211, 311

This course covers the development and fundamentals of sequential art in its many forms: comics, comic books, and introduces the graphic novel design. May be taken twice for credit. *(Resident)*

ARTS 411 Advanced Drawing 3 hours

Prerequisites: ARTS 113, 211, 311

A studio for drawing with an emphasis on human anatomy, advanced drawing techniques, and observation. May be taken twice for credit. *(Resident)*

ARTS 420 Painting II 3 hours

Prerequisite: ARTS 321

An introduction to painting systems, the use of oils in the modeling of tone and illumination and the use of acrylics in chromatic studies with the development of a personal individual creative style on the part of the student. May be taken twice for credit. *(Resident)*

ARTS 424 Advanced Typography 3 hours

Prerequisite: ARTS 223, 332, 342

This is an advanced study of typography as a tool and a design element. This course will be comprised of special projects, which will build upon and expand the knowledge the student has acquired in previous classes. The emphasis of the course will be upon layout design as it applies to print and electronic media. In addition, the student will create a fully developed original typeface as a final project. May be taken twice for credit. *(Both Resident and Online)*

ARTS 430 Sculpture II 3 hours

Prerequisite: ARTS 114, 330

The creation of sculpture in a variety of media on a larger, more ambitious scale than *Sculpture I* and the exploration of more sophisticated sculptural techniques and processes. *(Resident)*

ARTS 432 Wood Sculpture 3 hours

Prerequisites: ARTS 114, 330

An introduction to woodworking techniques. This course addresses processes of subtractive and additive methods of wood sculpture. May be taken twice for credit. *(Resident)*

ARTS 433 Metal Sculpture 3 hours

Prerequisites: ARTS 114, 330

Metal sculpture is an introduction to current and emerging metal art technologies and processes as a medium in functional, skill-based 3D artwork. *(Resident)*

ARTS 434 Advanced Jewelry 3 hours

Prerequisites: ARTS 114, 234, 334

The course investigates advanced materials, processes, and styles relating to the creative production of jewelry forms. May be taken twice for credit. *(Resident)*

ARTS 461 Advanced Digital Photography 3 hours

Prerequisite: ARTS 361

The purpose of this course is to assist those serious about photography in building a comprehensive body of digital work. This course will provide the student with the knowledge and skills necessary to compete in the ever-changing field of digital visual communications. Professional trade secrets, shooting tips and lighting techniques will be discussed and the student will be able to integrate them into the making of their own photographs. May be taken twice for credit. *(Resident)*

ARTS 469 Conceptual/Fine Art Photography and Portfolio 3 hours

Prerequisites: ARTS 113, 301, 361, 461

This is the final and capstone photography course offered in photography. This course will assist the student in discovering and developing their own personal photographic style from within a historical context of fine art photography. Various assignments will be given to aid the student in the self-discovery of their own photographic strengths and weaknesses. Extensive critiques by both peers and instructor will shape the student's photographic vision. The student will develop an extensive and cohesive body of personal work that will be available for public display upon course completion. This course will directly prepare the student for using photography within any chosen career path. May be taken twice for credit. *(Resident)*

ARTS 473 Introduction to 3D Graphics 3 hours

Prerequisites: ARTS 222, 342

An introduction to 2D and 3D design concepts and terminology. Practical experience in the design and evaluation of 2D/3D still and motion graphics. Students gain practical experience by storyboarding, designing, animating, and rendering 2D/3D graphic objects, and Animations. Training in industry standard 3D graphics programs guided by principles of design. May be taken twice for credit. (Formerly "2D/3D Graphics and Animation") *(Both Resident and Online)*

ARTS 474 Interactive Game Development 3 hours

Prerequisites: ARTS 473

The development of arcade, scrollers and strategy games. Familiarity with several typical game development tools that do not require programming and issues such as player controls, sounds, music, and basic animations will be covered. May be taken twice for credit. *(Both Resident and Online)*

ARTS 475 Ceramics I 3 hours

An introduction to basic ceramic construction techniques including slab, coil, and wheel throwing methods. Includes a study of glazing and firing techniques. May be taken twice for credit. *(Resident)*

ARTS 476 Ceramics II 3 hours

Prerequisites: ARTS 475

Continued exploration of hand-building processes and wheel throwing techniques, as well as experimentation with glazes and surface decoration on creative ceramic works. May be taken twice for credit. *(Resident)*

ARTS 477 Interactive Design I 3 hours

Prerequisite: ARTS 222, 342

Study of both visual media design concepts and site management for web development. Developing web applications in HTML and CSS to build websites for multiple platforms with emphasis on accessibility for all users. Practical experience in authoring web technology while developing standards to evaluate the presentation of information with these tools. Creating and developing for the web through the principles of graphic design, user experience, and user interface design. May be taken twice for credit. (Formerly ARTS 472)

(Both Resident and Online)

ARTS 478 Interactive Design II 3 hours

Prerequisites: ARTS 477

Advanced theory and application of interactive design development technologies with focus on understanding emergent, and relevant web media. Creating interactive executions of varying degrees across different platforms. Understanding and developing campaigns built upon interactive principles of user experience and user interface. May be taken twice for credit. (Both Resident and Online)

ARTS 490 Arts and Crafts 3 hours

Prerequisite: ARTS 475

An introduction to a wide range of materials, techniques, and methods associated with arts and crafts (such as: ceramics, printmaking, papermaking, drawing, painting, sculpture, jewelry-making, and weaving), in preparation for teaching art to elementary, middle school, and high school students. May be taken twice for credit. (Formerly offered as ARTS 497) (Resident)

ARTS 492 Professional Practices 3 hours

Prerequisites for Graphic Design students: ARTS 222, 223, 332, 342, 352, 371

Prerequisites for Studio Art students: ARTS 310, 321, 330, 361, 420, 430

Professional Practices is a senior-level course to aid the student in their upcoming transfers from classroom to the professional world. Topics and issues related to professional practices for professional artist and designer designers are covered in this course. There is a strong focus on the production of a professional presentation of the student's creative work for purpose of employment and business opportunities. (Both Resident and Online)

ARTS 495 Directed Research 1 to 3 hours

As determined by instructor. (Resident)

ARTS 496 Workshop in Studio and Digital Arts 1 to 3 hours

As determined by instructor. (Resident)

ARTS 497 Special Topics in Studio and Digital Arts 3 hours

Topics of special interest not included in the regular department offerings. May be taken more than once, but no topic can be repeated. (Resident)

ARTS 499 Undergraduate Internship 1 to 6 hours

An internship is designed to allow upper level students to experience the professional world while they are still involved in their academic training. This provides them with both an understanding of the relationship of their academic preparation to their career aspirations and the demands that will be placed upon them in the professional world. (Formerly "Internship") (Both Resident and Online)

AMERICAN SIGN LANGUAGE

ASLI 101 American Sign Language I 3 hours

Prerequisites: None

This course provides an introduction to American Sign Language (ASL). Through the development of functional grammar, basic vocabulary, and practical conversational skills, this course will be the basis for further study in the development of fluency in understanding and expressing the language. Both production and comprehension will be addressed as well as an introduction to the Deaf community. (Resident)

ASLI 102 American Sign Language II 3 hours

Prerequisite: ASLI 101

This course is a continuation of the introductory course in American Sign Language (ASL). Emphasis will be placed on functional grammar, basic vocabulary, and practical conversational skills, and continued exposure to elements of Deaf culture. (Resident)

ASLI 201 American Sign Language III 3 hours

Prerequisite: ASLI 102

This intermediate course will contain more advanced vocabulary as well as conversational discourse. ASL grammar including sign movement and non-manual markers will be taught. (Resident)

ASLI 202 American Sign Language IV 3 hours

Prerequisite: ASLI 201

This course will include advance vocabulary while introducing the student to ASL storytelling. There will be a focus on formal and informal receptive and expression communication. Students will also develop language skills pertaining to more abstract communication, such as ideas and concepts. (Resident)

ASLI 212 Theory and Application of Fingerspelling and Numbers 3 hours

Prerequisite: ASLI 102

This foundational course will utilize a theory based approach for developing and improving fingerspelling recognition. A unique training method will be used to improve student's comprehension of this vital aspect of American Sign Language (ASL). Various number systems used within ASL will also be addressed. (Resident)

ASLI 302 American Sign Language V 3 hours

Prerequisite: ASLI 202

This course will prepare students for interpreting training. Student will examine ASL from a new perspective. Concepts such as main idea comprehension, summarizing, lexical substitution, paraphrasing, paraphrasing discourse, visual form and meaning will be addressed. (Resident)

ASLI 310 Deaf Studies 3 hours

Prerequisites: None

This course will address the history and current trends within the American Deaf community. Topics will include cultural, educational, and political aspects. There will be an element of Deaf literature and also sociolinguistics. (Resident)

ASLI 313 Introduction to Interpreting 3 hours

Prerequisites: ASLI 201, ASLI 310 (or concurrent enrollment in ASLI 310)

This course is an overview of the profession of American Sign Language/English interpreting. Topics will include terminology, ethics, professional attire, processes, and current professional trends. (Formerly ASLI 305) (Resident)

ASLI 320 Sociocultural Linguistic Processing 3 hours

Prerequisites: ASLI 313, ASLI 310

This course will examine the language exchange between ASL and English in terms of discourse (accurate content, appropriate context, and appropriate linguistic form). Techniques and mental/cognitive processes such as comprehension, memory, delayed repetition and pattern inference will be addressed as well as discourse mapping. (Resident)

ASLI 401 English to ASL Interpreting I 3 hours

Prerequisite: ASLI 302 and ASLI 320

This course will begin with lessons in consecutive interpretation and progress toward the ultimate goal of simultaneous interpretation from spoken English to ASL. Topics will include: memory retention, appropriate use of consecutive interpretation, listening, reformulation, and monitoring. (Resident)

ASLI 402 English to ASL Interpreting II 3 hours

Prerequisite: ASLI 401

This course will continue to develop the student's interpreting skills from an English source to an ASL mode through simultaneous interpretation. Added focus will be given to issues concerning professionalism, register, and client matching. (Resident)

ASLI 403 ASL to English Interpreting I 3 hours

Prerequisites: ASLI 302, ASLI 320

This course will address the skills and cognitions related to conveying the meaning and intent of a signed message (ASL) into spoken English. Topics will include comprehension, implied meaning, word choice, natural flow, and cultural considerations. (Resident)

ASLI 404 ASL to English Interpreting II 3 hours
Prerequisite: ASLI 403

This course will continue to address the skills and cognitions related to conveying the meaning and intent of a signed message (ASL) into spoken English. Topics will include comprehension, implied meaning, word choice, natural flow, omissions, teaming, and cultural considerations. *(Resident)*

ASLI 405 ASL Linguistics 3 hours
Prerequisite: ASLI 302

This course studies the phonological, morphological, and syntactical structure of American Sign Language (ASL) and compares these features to cross-linguistic universals, with special attention to their analogs in spoken English. Semantics as well as historical and ever-changing aspects of the language will also be considered. *(Resident)*

ASLI 410 Interpreter Professional Identities, Function & Ethics and Current Trends 3 hours
Prerequisites: ASLI 310 and ASLI 320

This course will address issues pertaining to the profession of interpreting. Students will be instructed in critical analysis of ethical scenarios in a variety of settings and situations. The RID Code of Professional Conduct and the EIPA will be discussed. Current issues facing the professional interpreter will be studied. *(Resident)*

ASLI 498 Practicum 3 hours
Prerequisites: ASLI 403, pass VQAS Written

This practicum will include observation and some interpreting experience under the close supervision of an approved mentor(s) in a variety of settings. *(Resident)*

ASLI 499 Internship 3 hours
Prerequisites: ASLI 498, 405, and Pass VQAS Performance with a II or above

This internship will involve a structured program consisting of interpreting under the supervision of an approved nationally certified mentor. It will also include the other duties pertaining to the work of a professional interpreter in the specialized field of the student's choosing. Areas of Specialization: Educational Interpreting, Theatrical Interpreting, Legal Interpreting, Medical Interpreting, Religious Interpreting, Mental Health Interpreting. *(Resident)*

ATHLETICS

ATHL 001 Men's Basketball 1 hour
Participation in intercollegiate competition in basketball. *(Resident)*

ATHL 011 Baseball 1 hour
Participation in intercollegiate competition in baseball. *(Resident)*

ATHL 022 Football 1 hour
Participation in intercollegiate competition in football. *(Resident)*

ATHL 024 Women's Soccer 1 hour
Participation in intercollegiate competition in soccer. *(Resident)*

ATHL 034 Men's Soccer 1 hour
Participation in intercollegiate competition in soccer. *(Resident)*

ATHL 035 Men's/Women's Track 1 hour
Participation in intercollegiate competition in track. *(Resident)*

ATHL 036 Men's/Women's Cross Country 1 hour
Participation in intercollegiate competition in cross country. *(Resident)*

ATHL 041 Women's Basketball 1 hour
Participation in intercollegiate competition in basketball. *(Resident)*

ATHL 042 Women's Volleyball 1 hour
Participation in intercollegiate competition in volleyball. *(Resident)*

ATHL 043 Women's Softball 1 hour
Participation in intercollegiate competition in softball. *(Resident)*

ATHL 044 Golf 1 hour
Participation in intercollegiate competition in golf. *(Resident)*

ATHL 045 Tennis 1 hour
Participation in intercollegiate competition in tennis. *(Resident)*

ATHL 055 Wrestling 1 hour
Participation in intercollegiate competition in wrestling. *(Resident)*

ATHL 056 Lacrosse 1 hour
Participation in intercollegiate competition in lacrosse. *(Resident)*

ATHL 058 Women's Field Hockey 1 hour
Participation in intercollegiate competition in field hockey. *(Resident)*

ATHL 200 Cheerleading 1 hour
Membership in the University cheerleading squad. *(Resident)*

ATHLETIC TRAINING

ATTR 200 Introduction to Athletic Training 3 hours
An introduction to the profession of athletic training. Topics also include basic methods of care, treatment, and rehabilitation of athletic injuries. *(Resident)*

ATTR 205 Musculoskeletal Terminology and Clinical Documentation 2 hours

Foundations of scientific and medical vocabulary with specific discussion of anatomical, musculoskeletal and differential diagnostic terminology associated with the Allied Health Fields. Significant time will be devoted to the understanding of the proper application of scientific and medical vocabulary as it relates to the Allied medical practice of formal written and electronic documentation (SOAP Notes) for proper medical referral and reimbursement. *(Resident)*

ATTR 210 Principles of Athletic Training 3 hours
Introduction of Basic Athletic Training. Topics include: pre-participation exam; modalities; and prevention. Laboratory experiences are provided. *(Resident)*

ATTR 211 Principles of Athletic Training 3 hours
Corequisite: ATTR 210

This class is in directed support of ATTR 210 and is designed to clinical application of preventive and treatment techniques associated with athletic training. *(Resident)*

ATTR 221 Clinical Education I 2 hours
Prerequisites: Must be taken concurrently with ATTR 300

Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of extremity taping/wrapping and emergency care of athletic injuries through clinical scenarios. Will include a clinical education rotation. *(Resident)*

ATTR 225 Clinical Kinesiology for Health Professionals 2 hours

Prerequisites: taken concurrent with ATTR 305 and ATTR 306; for ATEP provisionally accepted students

Students will gain knowledge of clinical musculoskeletal human anatomy through a variety of Instructional techniques. The focus of the course will be on learning: bony landmarks, muscle origins and insertions, how to assess each muscle, & how to assess range of motion. *(Resident)*

ATTR 226 Clinical Kinesiology for Health Professionals Laboratory 1 hour

Prerequisites: taken concurrent with ATTR 225; for ATEP provisionally accepted students only

Students will apply knowledge of clinical musculoskeletal human anatomy through a variety of hands on activities. The focus of the course will be to practice identifying bony landmarks and muscle origins and insertions along with demonstrating how to perform manual muscle testing & how to assess range of motion. *(Resident)*

ATTR 299 Internship 0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Direct applicable work experience under the supervision of the Athletic Training Faculty Intern Advisor. Application processed through the Career Center. Must apply semester prior to internship. *(Resident)*

ATTR 300 Lower Extremity Injury Evaluation 3 hours
Prerequisites: ATTR 200, 10213/214

Methods of evaluation of athletic injuries are investigated, including history, inspection, palpation, and orthopedic and neurologic testing with focus on the lumbar area and lower extremities. *(Resident)*

ATTR 301 Lower Extremity Injury Evaluation Laboratory 1 hour

Prerequisites: taken concurrent with ATTR 300

The methods of evaluation including history, inspection, palpation, and orthopedic and neurological testing of athletic injuries will be practiced in a hands-on laboratory environment. This laboratory experience will focus on lower extremity injuries. *(Resident)*

ATTR 302 Upper Extremity Injury Evaluation 3 hours
Prerequisites: ATTR 200, 300, BIOL 213/214; can be taken concurrently with BIOL 215/216.

Methods of evaluating injuries to the physically active are investigated including history, inspection, palpation, and orthopedic and neurological testing. Focus includes evaluation of injuries to the upper extremity, head, neck and thorax. Other topics include management of crisis situations and facial injuries related to athletic participation. *(Resident)*

ATTR 303 Upper Extremity Injury Evaluation Laboratory 1 hour

Prerequisites: taken concurrent with ATTR 302

The methods of evaluation including history, inspection, palpation, and orthopedic and neurological testing of athletic injuries will be practiced in a hands-on laboratory environment. This laboratory experience will focus on upper extremity injuries. *(Resident)*

ATTR 305 Emergency Care for Athletic Training 3 hours
Prerequisites: ATTR 200, 210, and BIOL 213/214 (may use as co-requisite); for ATEP provisionally-accepted students only

Advanced level of first aid and CPR training for individuals who have a job-related "duty to respond." This course includes such topics as: CPR use of the resuscitation mask bag-valve mask and Automated External Defibrillator; anatomy; patient assessment; shock; bleeding; burns; oxygen and airway care; spine board use; and other medical emergencies. *(Resident)*

ATTR 306 Emergency Care for Athletic Training Laboratory 1 hour

Prerequisites: taken concurrent with ATTR 305

This lab course provides students with the application of advanced level first aid and CPR training for individuals who have a job-related "duty to respond." This course is designed for students to gain proficiency in first aid skills as it relates to such topics as: CPR use of the resuscitation mask bag-valve mask and Automated External Defibrillator; anatomy; patient assessment; shock; bleeding; burns; oxygen and airway care; spine board use; and other medical emergencies discussed in ATTR 305. *(Resident)*

ATTR 310 Therapeutic Modalities in Athletic Training 3 hours
Prerequisites: ATTR 305, 306

A study of theories and principles of uses of different modalities to enhance the healing of injuries. Lab experiences included. *(Resident)*

ATTR 311 Therapeutic Modalities Laboratory 1 hour
Prerequisites: taken concurrent with ATTR 310

This class presents the practical application of therapeutic modalities to enhance the healing of injuries. Laboratory experiences will include the set-up, application and probable outcomes of the use

of various therapeutic modalities commonly used in athletic training. *(Resident)*

ATTR 320 Clinical Education II 2 hours
Prerequisites: ATTR 221

Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of lower extremity injury and illness evaluation of athletic injuries and therapeutic modalities through clinical scenarios. Will include a clinical education rotation. *(Resident)*

ATTR 321 Clinical Education III 2 hours
Prerequisites: ATTR 320

Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of upper extremity injury and illness evaluation of athletic injuries through clinical scenarios. Will include a clinical education rotation. *(Resident)*

ATTR 325 Evidence Based Research in Athletic Training 2 hours

Prerequisites: ATTR 225, 226, 305, 306

This class introduces the research process in athletic training with an emphasis on evidence-based medicine. Students will learn to evaluate the quality of available research evidence and interpret statistical data and relevance. Scientific writing experience will be gained in the form of research proposals, literature reviews, case studies and critical appraisals. *(Resident)*

ATTR 400 Principles of Therapeutic Exercise and Rehabilitation 3 hours

Prerequisites: ATTR, 310/311; BIOL 213/214, 215/216

In-depth study of theories and principles used to rehabilitate injuries to the physically active, as well as physiological and psychological factors affecting the rehabilitation function. *(Resident)*

ATTR 402 Practical Applications in Therapeutic Exercise and Rehabilitation 3 hours

Prerequisites: ATTR 400; BIOL 213/214, 215/216

Lecture and laboratory experiences will include the application, instruction, progression and probable outcomes of the use of therapeutic exercises and rehabilitation techniques commonly used in athletic training. *(Resident)*

ATTR 404 Medical Aspects of Athletic Training 3 hours
Prerequisites: ATTR 400

Corequisite: ATTR 325

Recognition and treatment of general medical conditions and disabilities of athletes and others involved in physical activity. Application of pharmacological principles in the treatment of illness, injury, and disease for an athletic population. Includes lecture and laboratory experiences. *(Resident)*

ATTR 405 Applied Pharmacology in Athletic Training 2 hours
Prerequisite: ATTR 404

Basic principles of pharmacology, including receptor mechanisms, drug distribution and metabolism, and pharmacokinetics. Lectures and tutorials on the interactions of drugs and biological systems as a basis for rational disease therapy as it relates to the physically active patient. *(Resident)*

ATTR 410 Administrative Aspects of Athletic Training 3 hours

Prerequisite: ATTR 404

A study of the problems and considerations involved in the successful management of an athletic training program. Areas discussed include: budgeting; facility design; ordering and inventory; and legal liability. *(Resident)*

ATTR 415 Leadership and Clinical Interactions in Athletic Training 3 hours

Prerequisite: ATTR 410

This course will be to provide students with leadership skills to prepare them to interact with a wide variety patients across cultures.

This course will also help students learn how to utilize their Christian faith to guide their ethical decision making process as it relates to clinical interactions in the Athletic Training Profession. *(Resident)*

ATTR 420 Clinical Education IV 2 hours
Prerequisites: ATTR 321

Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of therapeutic exercise and rehabilitation through clinical scenarios. Will include a clinical education rotation. *(Resident)*

ATTR 421 Clinical Education V 2 hours
Prerequisites: ATTR 420

Didactic and psychomotor skill instruction of competencies in Athletic Training. Emphasis will be placed on the application of athletic training administration through clinical scenarios. Will include a clinical education rotation. *(Resident)*

ATTR 440 Senior Seminar in Athletic Training 2 hours
Prerequisite: ATTR 404

A capstone course which will focus on reviewing the acquired knowledge and experiences of the athletic training curriculum. Students will discuss job search and interviewing skills, moral and ethical responsibility, state licensure, continuing education, decision-making accountability and conflict management. The NATA professional code of practice and standards of practice will be reviewed. Preparation for the BOC certification examination will be included. *(Resident)*

AVIATION

AVIA 010 Private Pilot Stage 1 Training Block 0 hour
Co-requisite: AVIA 220
(Resident)

AVIA 015 Private Pilot Stage 2 & 3 Training Block 0 hour
Co-requisite: AVIA 225
(Resident)

AVIA 020 Instrument Flight Training Block 0 hour
Co-requisite: AVIA 320
(Resident)

AVIA 025 Commercial Flight Stage 1 Training Block 0 hour
Co-requisite: AVIA 325
(Resident)

AVIA 026 Commercial Flight Stage 2 Training Block 0 hour
Co-requisite: AVIA 326
(Resident)

AVIA 027 Commercial Flight Stage 3 Training Block 0 hour
Co-requisite: AVIA 327
(Resident)

AVIA 030 Commercial Pilot Training Block Lab 0 hour
Co-requisite: AVIA 331
(Resident)

AVIA 031 Commercial S.E. Training Block 0 hour
Co-requisite: AVIA 436
(Resident)

AVIA 036 Advanced Jet Training Block 0 hour
Co-requisite: AVIA 420
(Resident)

AVIA 040 CFI Training Block 0 hour
Co-requisite: AVIA 442
(Resident)

AVIA 042 Advanced Flight Training Block 0 hour
Co-requisite: AVIA 442
(Resident)

AVIA 101 Exploring Aviation 3 hours
This course explores the field of aviation, career opportunities, and future trends. While learning about their future in aviation, students will study blimps, rocketry, gliders, and the principles of flight. *(Resident)*

AVIA 102 Aviation Foundations 3 hours

This course is required for all aviation majors. Its purpose is to prepare new students for their university and professional careers by discussing students' responsibilities and options concerning the aviation industry. Aviation career options will be explored. Academic and airport requirements and procedures will be covered. *(Resident)*

AVIA 103 Flight Attendant Orientation 1 hour

This course will introduce the student to the basic safety and customer service requirements of a professional flight attendant. It is conducted one day one day a week and over one weekend with professional flight attendants. This course has a lab fee and upon completion a certificate of completion is awarded to each student. *(Resident)*

AVIA 105 Aviation Survey 3 hours

Prerequisites: AVIA 210

This course is required for all aviation majors and designed for all students interested in an aviation career. Includes a general introduction of current aviation and historical events. This course includes an overview of basic aviation terminology, and potential careers in aviation. Further, it will expose students to the vast array of careers within the aviation sector. This course will introduce a student to Part 141 flight training, Aviation Medicals and Restricted ATP program. *(Online)*

AVIA 210 Private Ground I 3 hours

Provides an introduction to aviation terms and concepts, to include basic aerodynamics, aircraft systems, and FAA publications. *(Both Resident and Online)*

AVIA 211 Advanced Aviation Theory 3 hours

Prerequisite: AVIA 225

Students will focus on airmen certification requirements and the application of aviation knowledge and skills in decision making. Course content will include discussions on aircraft systems, crosscountry flying, risk management, and automation. *(Online)*

AVIA 215 Private Ground II 3 hours

Co-requisite: AVIA 210

A continuation of AVIA 210 to include aircraft performance, meteorology, airport operations, and navigation. *(Both Resident and Online)*

AVIA 220 Private Flight I 3 hours

Prerequisite: To be eligible to take this course, students must score at least a "C" on the Liberty University English and Math Assessment Tests and be eligible to take English 101 and Math 115 or higher. Students who are required to complete English 100, Math 100, or Math 110 are not eligible for AVIA 220 enrollment.

This course provides primary flight training in fundamental piloting skills. The student will be introduced to takeoffs, landing, ground reference maneuvers, traffic patterns and emergency procedures. Approximately 20 flight hours is required. *(Both Resident and Online)*

AVIA 225 Private Flight II 3 hours

Prerequisite: AVIA 220

Co-requisite: AVIA 015

This course is a continuation of AVIA 220 to include basic flight maneuvers, maximum performance takeoffs, landing, cross-country flights, and introduction to high density airport operations to prepare the student for the required FAA Private Pilot Practical Test. Approximately 25 flight hours is required. *(Both Resident and Online)*

AVIA 230 Unmanned Aerial Systems 3 hours

This course provides the student with a detailed introduction into the history of unmanned flight and the current status of Unmanned Aerial Systems. The student will become knowledgeable of the capabilities and pay load of civilian Unmanned Aerial Systems. Additionally, they will become proficient in UAS simulation and will be introduced to actual UAS flights. *(Both Resident and Online)*

AVIA 235 Small Unmanned Aerial System Operator Certification 3 hours

Prerequisite: AVIA 230

This course will build upon the foundation received in AVIA 230 Introduction to Unmanned Aerial Systems. This course will consist of academics and simulator flights of both multi-rotor and fixed wing UAS platforms. Command and control software will be used to teach foundations in mission planning and execution for UAS. The course will include simulated flight of both types of UAS including preflight, mission completion, post flight emergencies, and final product creation for a customer. *(Resident)*

AVIA 236 Small UAS Flight 3 hours

Prerequisite: AVIA 230 and AVIA 235 (AVIA 235 may be taken as a coreq)

This course will provide the student a study in the command and control of small unmanned aerial systems. Command and control theories will be discussed in relation to a specific UAS. Specific command and control systems will be taught and will include ground lessons, simulator training, and flight training. By completion of the class, the student will be able to safely conduct Small UAS flights for commercial purposes. *(Resident)*

AVIA 240 GPS Navigation 1 hour

This course teaches the practical use of global positioning through the Garmin G1000 Flight Management System. We will cover the Global Positioning System (GPS) theory, operations, hardware and software usage, and refer to similar equipment models. This course references the National Airspace Systems and critical Air Traffic Control elements including navigational aids, operations in controlled and uncontrolled airspace, as well as towered and non-towered airport environments. Elements of communication, radio operations, as well as normal and abnormal operations are discussed. *(Resident)*

AVIA 241 GPS Instrument Navigation 1 hour

Prerequisite: AVIA 240 (May be taken as coreq.)

This course builds upon the basic GPS knowledge acquired in the AVIA 240 GPS Navigation course to the end of having a thorough understanding of the Garmin G1000, G530, and G430 GPS systems currently in use in training and professional aviation aircraft. The content encompasses all phases of instrument flying including instrument approaches, holding and course reversals, departures, en route and arrivals as well as vertical navigation (VNAV) descents, troubleshooting and malfunctions, WAAS and autopilot use in an instrument flight rules (IFR) environment. *(Resident)*

AVIA 242 GPS Instrument Navigation 3 hours

Prerequisite: AVIA 225

The quality and effectiveness of this course is dependent upon the focus of real-life lessons rather than simple textbook learning. This course teaches the practical use of global positioning through the Garmin G1000 Flight Management System. We will cover GPS theory, operations, hardware and software usage, and refer to similar equipment models. This course references the National Airspace System and critical Air Traffic Control elements including navigational aids, operations in controlled and uncontrolled airspace, as well as towered and non-towered airport environments. Elements of communication, radio operations, as well as normal and abnormal operations are discussed. The content encompasses all phases of instrument flying including instrument approaches, holding and course reversals, departures, en route and arrivals as well as vertical navigation (VNAV) descents, troubleshooting and malfunctions., WAAS and autopilot use in an instrument flight rules (IFR) environment. *(Resident)*

AVIA 245 Aviation Leadership 3 hours

Prerequisite: AVIA 102

The course will focus on how an aviator can promote effective and safe aviation operations by developing and employing sound human factors leadership principles. Crew resource management, threat and error management, and safety management system concepts and programs will be evaluated against actual situations and

aircraft accident case studies to help students develop their analytic and evaluative skills. Students will also learn their own personal strengths and how those strengths relate to human factors elements that contribute to effective aviation teams and an organizational culture that promotes safe mission accomplishment. *(Both Resident and Online)*

AVIA 250 Introduction to Space Flight 3 hours

This course is a survey of the major aspects of space flight and exploration. Topics covered include the history of space flight, space vehicle launch and orbits, international space station operations, human physiology in space, and present and future commercial, industrial and military applications in space. The course examines differing views presented by scientists in the field including those with a biblical worldview. *(Resident)*

AVIA 300 Aviation Safety 3 hours

Prerequisite: AVIA 102 and AVIA 245

This course provides the student with a detailed introduction into aspects of aviation safety, risk management, and the associated components of pilot psychology, human factors and accident trends, factors and analysis. *(Both Resident and Online)*

AVIA 305 Airplane Aerodynamics 3 hours

Prerequisite: MATH 130 and PHYS 101

Online Prerequisite: AVIA 220, AVIA 225 (or corequisites)

This course will provide the student a study of the physical principles of airplane aerodynamics, thereby fostering an appreciation of the factors affecting aircraft performance, stability and control, and special flight conditions often experienced by commercial pilots of fixed-wing aircraft. *(Both Resident and Online)*

AVIA 310 Instrument Ground 3 hours

Prerequisite: AVIA 225

The student will learn the FAA regulations, radio communications, air traffic control procedures, and meteorology as it relates to the instrument flight environment. The student will learn the proper use of radio navigational instruments and will be given study tools to prepare for the FAA Instrument written exam. *(Both Resident and Online)*

AVIA 311 Instrument Theory Lab 1 hour

Prerequisite: AVIA 225

This course is designed to provide the student with ability to convert instrument flight theory to practical flight simulator operations. Student will fly simulator lights in the basic instrument phase to build a strong instrument scan. After mastering basic instruments, they learn radio calls and navigation used to perform instrument approaches to a landing. *(Resident)*

AVIA 312 Aviation Safety Programs 3 hours

Prerequisite: AVIA 102 and AVIA 245

Students will learn how to establish an aviation safety program, and they will gain understanding of organizational policy and risk management, including various supporting frameworks such as OSHA, hazardous materials, aircraft maintenance and Safety Management Systems. *(Resident)*

AVIA 314 Principles of Aviation Administration 3 hours

The course provides an introduction to aviation administration competencies with a practical application to aviation service businesses. Course discussions include administrative and management functions, marketing, cash flows, and property oversight. *(Resident)*

AVIA 315 Commercial Ground 3 hours

Prerequisite: AVIA 225 or Private Pilot Certificate

This course will prepare the student for the FAA Commercial Pilot Written Exam by acquiring advanced aeronautical knowledge in aerodynamics, regulations, meteorology, aircraft systems, and airspace operations. *(Both Resident and Online)*

- AVIA 320 Instrument Flight** 3 hours
Prerequisite: Private Pilot Certificate; AVIA 310 (AVIA 310 May be taken as Coreq); Coreq = AVIA 020; Student must demonstrate Math and English proficiency with scores of 75 on PLMA and 70 for PLEN.
This course will provide basic instrument flight training. The course will require approximately 35 hours and will include a combination of both aircraft and simulator flight training. The student will gain an in-depth knowledge of Air Traffic Control procedures, airway navigation, and both precision and non-precision instrument approaches. This course will prepare the student for the FAA Instrument Practical Test. *(Both Resident and Online)*
- AVIA 323 UAS Avionics and Powerplants** 3 hours
This course will provide the student a study in the current state of the art of avionics and systems in unmanned aerial systems. A few of the areas touched on will be GPS navigation as it relates to UAS operations, autopilot control systems, computer networks, RF communications basics including encoding, modulation and propagation of radio waves. Powerplants and their required sub-systems will also be addressed. *(Resident)*
- AVIA 325 Commercial Flight I** 3 hours
Prerequisite: AVIA 315; Private Pilot Certificate; Coreq = AVIA 025; Student must demonstrate Math and English proficiency with scores of 75 on PLMA and 70 for PLEN.
This course will build on previous experience in VFR cross-country flight planning and execution. This course will consist of approximately 40 flight hours and prepare the student for the FAA Part 141 Commercial Stage I Check. *(Both Resident and Online)*
- AVIA 326 Commercial Flight II** 3 hours
Prerequisite: AVIA 325 and Instrument Rating; Coreq = AVIA 026
This course will introduce advanced Commercial pilot flight maneuvers enabling the student to demonstrate knowledge of complex/high performance aircraft systems and operations. This course will consist of approximately 40 flight hours and prepare the student for the FAA Part 141 Commercial Stage II Check. *(Both Resident and Online)*
- AVIA 327 Commercial Flight III** 3 hours
Prerequisite: AVIA 326 and AVIA 315; Coreq = AVIA 027
This course will ensure the student can conduct all Commercial maneuvers and procedures within the FAA Practical Test Standards. This course will consist of approximately 40 flight hours and prepare the student for the FAA Part 1414 Commercial End-of-Course Stage III Check. The student will be prepared for the FAA Commercial Pilot Practical Test. *(Both Resident and Online)*
- AVIA 331 Commercial Pilot, Single Engine Land Add On** 1 hour
Prerequisites: AVIA 227; Coreq = AVIA 031
This course will provide the student a study in the commercial operation of single-engine aircraft. The student will apply the knowledge and skills previously attained during the commercial multi-engine course to the operation of a single-engine aircraft. This will include theoretical and practical training in the flight maneuvers required by the FAA Commercial Pilot Practical Test Standards such that the student will be able to smoothly and precisely perform each single-engine commercial flight maneuver to the high standards required of a professional aviator. To satisfactorily complete this course, the student will be required to successfully complete an FAA Practical Test, which includes an oral exam and a flight test in a single-engine aircraft. *(Both Resident and Online)*
- AVIA 332 Commercial Pilot Helicopter Add-On** 3 hours
Prerequisites: FAA Commercial Pilot Certificate
This course provides helicopter academic and flight training to FAA certificated fixed wing pilots. The student will receive a detailed introduction to helicopter aerodynamics, helicopter systems, helicopter maneuvers, aviation safety, and risk assessment. *(Online)*
- AVIA 335 Command and Control of Unmanned Aerial Systems** 3 hours
Prerequisites: AVIA 230 and AVIA 234; Coreq = AVIA 446
This course is designed to teach the student the many aspects of command and control of Unmanned Aerial Systems (UAS). Through academic theory and actual simulator training sessions the student will be prepared for certification in command and control in the medium UAS class of aircraft. *(Resident)*
- AVIA 340 Aviation Weather** 3 hours
This course is a study of weather hazards, meteorological flight planning, aviation weather equipment and human factors as related to flight safety in all weather conditions. *(Both Resident and Online)*
- AVIA 350 Airline Operations** 3 hours
Prerequisite: AVIA 310 AND AVIA 320 OR Instrument Rating
This course is representative of the initial training a First Officer will receive as a new hire in today's airline industry. A foundational Knowledge of FAR Part 91 instrument procedures is required. The material covered will focus on FAR Part 121 regulations, airline policies and procedures presented from an operational perspective. The topics studied will include: airline seniority, safety systems, the concept of operational control, operational policy, flight planning, and emergency/abnormal operations. Each student will be exposed to an in-depth study of dispatch procedures, fuel planning, weather requirements, and Jeppesen instrument approach procedures. The concepts of both Crew Resource Management (CRM) and Threat and Error Management (TEM) will be developed through all aspects of this course. *(Both Resident and Online)*
- AVIA 360 Corporate and Business Aviation** 3 hours
Online Prerequisite: AVIA 215, AVIA 220, AVIA 225
This course is designed to introduce aviation students with the operations of a corporate flight department. They will understand the value of management mobility which requires specific operations other than commercial airline options. The student will learn how to evaluate aircraft and equipment requirements, maintenance demands and logistical difficulties, flight operations specific to this unique environment, administration requirements for smooth and efficient operations, as well as the fiscal considerations which will impact the business profits. *(Both Resident and Online)*
- AVIA 361 Airport Management** 3 hours
Prerequisites: AVIA 314
The course provides an introductory survey in airport planning, management and operations functions. The course includes observing and studying operations at a variety of airports and analyzing socioeconomic impacts on the communities served. *(Resident)*
- AVIA 400 Aviation Human Factors** 3 hours
Prerequisite: AVIA 300
This course is divided into three parts. The first will cover the scope of all regulations concerning aviation and how they impact the pilot. The second part will provide the basic understanding of the human factors concepts including psychological and physiological limitations of humans operating in complex environments. The third part will provide an in-depth study of Crew Resource Management, which involves having a complete understanding of the flight deck environment and the proper utilization of all resources available to an aviator. *(Both Resident and Online)*
- AVIA 405 Advanced Aerodynamics** 3 hours
Prerequisites: AVIA 305
This course will survey the theory of airplane performance and flight characteristics to include pilot static calibration, weight and balance, engine and propeller performance, takeoff and landing performance, range and endurance, excess energy and power, 1G stalls, turn performance, and longitudinal, lateral and directional static and dynamic stability and control. The course will provide in class instruction and practical laboratory work in both a simulator and aircraft to quantitatively document aircraft performance, and stability

and control. Flight test data reduction and reporting techniques will conclude the learning objectives as student will report on the results of their evaluations. *(Resident)*

AVIA 409 Safety Management Systems 3 hours
Prerequisites: AVIA 312

In AVIA 409, students explore Safety Management Systems (SMS) in depth including policy, risk management, assurance, and promotion. Application of systems safety models in aviation learned and analyzed in the context or application in other industries, such as space, health care, and nuclear power. *(Resident)*

AVIA 410 Flight and Ground Instructor Theory 3 hours
Prerequisite: AVIA 315

Provides the student with a detailed study of the responsibilities and teaching concerns of a flight instructor. The course is divided into two major sections: fundamentals of teaching and learning, including effective teaching methods, learning process, consideration of flight training syllabi, effective evaluations, and flight instructor responsibilities; the second section is concerned with the analysis of the flight maneuvers involved with Private Pilot, Commercial Pilot and Flight Instructor Certificates. The course will also provide practical teaching experiences. *(Both Resident and Online)*

AVIA 419 Aviation Safety Data Analysis 3 hours
Prerequisites: AVIA 400 and AVIA 409

During AVIA 419, students apply and correlate various data analysis aspects related to aviation safety, including reporting systems, flight operations quality assurance (FOQA), flight data management (FDM), and line operations surveillance auditing (LOSA). The course includes in-depth participation in LUSOA aviation data lab. *(Resident)*

AVIA 420 Flight Instructor Flight 1 hour
Prerequisite: AVIA 410 AND Commercial Pilot Certificate;
Coreq = AVIA 040

Introduction to flight instructor techniques and maneuvers in preparation for the FAA Certified Flight Instructor initial practical test. *(Both Resident and Online)*

AVIA 422 Certified Flight Instructor - Instrument 3 hours
Prerequisite: CFI Certificate

This course is designed to train students to successfully complete the FAA Certified Flight Instructor Instrument Certificate. The course will contain both academic classroom and aircraft flight training required by FAA regulations. The academic ground school will consist of 11 lessons exceeding the FAA requirement of 40 classroom hours of instruction. The flight portion of this course will consist of 10 flights exceeding the FAA requirement of 25 hours of flight time. *(Both Resident and Online)*

AVIA 424 Airline Transport Pilot 3 hours
Prerequisites: Commercial Pilot Certificate Plus FAA required Aeronautical Experience

This course is designed to train the student to obtain the knowledge, skill, and aeronautical experience necessary to meet the FAA Part 141 requirements to obtain an Airline Transport Pilot Certificate. The course will contain both academic classroom and aircraft flight training required by FAA regulations. The academic ground school will consist of 11 lessons exceeding the FAA requirement of 40 classroom hours of instruction. The flight portion of this course will consist of 10 flights exceeding the FAA requirement of 25 hours of flight time. *(Resident)*

AVIA 430 Multi-Engine Theory and Advanced Aircraft Systems 3 hours
Prerequisite: AVIA 310

This course provides for an understanding of the principles and practice of operating a multi-engine aircraft. Normal and abnormal procedures are included along with a discussion of the Federal Aviation Regulations, unique weather and environmental

circumstances, aircraft systems and the specific aerodynamics associated with multi-engine aircraft. *(Both Resident and Online)*

AVIA 435 Advanced Jet Systems 3 hours
Prerequisites: AVIA 430 AND AVIA 350 OR may be taken concurrently with AVIA 350. Recommended to take AVIA 455 before AVIA 435.

This course is representative of the systems training a First Officer will receive as a new hire in today's airline industry. This course will provide advanced jet systems training by systematically studying the type of aircraft systems commonly found on commercially operated jet aircraft. As a training platform, this course specifically explores all the major aircraft systems found on the Bombardier CRJ-200. Students will be exposed to aircraft limitations and profiles, Immediate Action Items, checklist usage, and Flight Management System (FMS) navigation. The concepts of both Crew Resource Management (CRM) and Threat and Error Management (TEM) will be developed through all aspects of this course. *(Both Resident and Online)*

AVIA 436 Advanced Jet Training 3 hours
Prerequisite: AVIA 435. Coreq = AVIA 036

This is the capstone course for the Commercial/Corporate concentration. Built on the foundational knowledge acquired in Airline Operations (AVIA 350) and Advanced Jet Systems (AVIA 435), this course will include 5 Cockpit Procedure Training (CPT) lessons followed by 10 Flight Training Lessons in a CRJ-200 Flight Training Device (FTD). Each student will receive a minimum of 45 hours of instruction including 20 hours of Advanced Jet Flight Training in a CRJ-200 FTD. This scenario based training will include: Checklist usage in multi-crew environment; Flight Management System (FMS) operations; Normal procedures and flight profiles; Abnormal/Emergency procedures and flight profiles; High altitude aerodynamic; and Aeronautical Decision Making. This course will also stress the proper use of the aircraft automation to include: the Flight Control Panel, incorporating both the Flight Director and the Autopilot through all phases of flight. The concepts of both Crew Resource Management (CRM) and Threat and Error Management (TEM) will be developed through all aspects of this course. *(Resident)*

AVIA 440 Multi-Engine Flight 1 hour
Co-requisite: AVIA 327 if applicable for DCP

Introduction to multi-engine flight and all related maneuvers in preparation for the FAA Multi-Engine Rating. *(Both Resident and Online)*

AVIA 441 Multi-Engine Instructor 1 hour
Resident Prerequisites: AVIA 410 AND Commercial Pilot Certificate; Coreq = AVIA 041

This course is needed to train prospective multi-engine instructors to train our student pilots. *(Both Resident and Online)*

AVIA 442 Advanced Aircraft Flight Operations 1 hour
Prerequisite: AVIA 327; Coreq = AVIA 042

This course will provide the student a study in high performance aircraft with engines having more than 200 horsepower. This will include theoretical ground training associated with high performance aircraft and the practical flight training required by 14 CFR 61.31. This will include training to proficiency in the operation of the aircraft's major systems and in the safe conduct of high performance flight operations. In addition, this course will focus on advanced flight operations in a wide-variety of environments, including unimproved landing surfaces, flight operations in and over uninhabited areas, complex airspace and aerodromes, and complex weather systems. At the successful completion of this course, the student will receive a special endorsement authorizing the student to legally operate an aircraft with an engine of more than 200 horsepower. *(Resident)*

AVIA 446 Medium UAS Commercial Flight I 3 hours
Prerequisite: AVIA 230 and AVIA 235; Coreq = AVIA 335

This course is designed to provide the training required to operate

a medium UAS in the National Airspace System and overseas. Normal Procedures will be the emphasis of the course. This course will build upon the training acquired in AVIA 335, Command and Control of UAS. Those fundamentals will then be applied to actual flying of a medium class 2 or 3 UAS. Classroom instruction will be followed by simulators each day to reinforce the learning. Once the operator demonstrates proficiency through academic tests and flights in the simulator, they will move to flying operations of the UAS in national airspace approved by the Federal Aviation Administration. *(Resident)*

AVIA 447 Medium UAS Commercial Flight II 3 hours
Prerequisite: AVIA 335, AVIA 446

This course is designed to complete the training required to operate a medium UAS in the National Airspace System and overseas. Abnormal and tactical procedures will be the emphasis of the course. This course will build upon the training acquired in AVIA 446, Medium UAS Commercial Flight I. Those abnormal and tactical procedures will be applied to actual flying of a medium class 2 of 3 UAS. Classroom instruction will be followed by simulators instruction to reinforce the learning. Once the operator demonstrates proficiency through academic tests and flights in the simulator, they will move to actual flying of the UAS in airspace approved by the Federal Aviation Administration. *(Resident)*

AVIA 450 Confined Area Operation 2 hours
Prerequisite: AVIA 325

This course will prepare students to plan and operate in confined areas with short and unpaved landing strips. The student will learn safety aspects, risk management and flight techniques necessary to successfully operate throughout the world. *(Resident)*

AVIA 451 Aviation Maintenance Operations 3 hours

A study of aviation maintenance-specific topics which face those in maintenance leadership positions. These topics include, but are not limited to, the need for maintenance; development of maintenance programs; technical planning, control, and training; and differing types of maintenance operations. *(Online)*

AVIA 455 Turbine Engines and Jet Transports 3 hours
Prerequisite: AVIA 225

This course will be an intensive study of the turbine engine theory, design and operations. The student will also receive a broad knowledge of all commercial airline types and will acquire a more in-depth understanding of the Boeing 737 Aircraft. *(Both Resident and Online)*

AVIA 460 Aviation Interview 3 hours
Prerequisite: Junior status or higher recommended

This course will cover the unique requirements of an aviation job interview. The course material will focus on the entire interview process from personal preparation, to paperwork presentation, to the actual interview itself. Practice interviews with professionals from the aviation industry will critique the student on personal appearance, communication skills, and professional knowledge. In formulating answers to interview questions, the principles of Aeronautical Decision Making (ADM), Crew Resource Management (CRM), and Threat and Error Management (TEM) will be thoroughly developed. *(Resident)*

AVIA 472 Aviation Organizational Ethics 3 hours
Prerequisite: AVIA 245

The course provides a study of the application of biblical and management principles in the aviation industry. Course discussions and projects will help students to develop their own biblical philosophy and allow opportunities to apply those philosophies in group and personal assignments. The course is designed to strengthen the understanding of key leadership processes and how a biblical worldview influences personal and organizational ethics applicable to the aviation industry. *(Resident)*

AVIA 491 Capstone: Advanced Research Concepts 3 hours
Prerequisites: Second semester junior status or higher

During AVIA 491 students pursue aeronautical research interests to add to their educational portfolio through participation in a case study project or with a capstone topic or concept paper. Tasks include forming the research problem, defining methods, and generating a literature review. Path to continue with AVIA 492, Aviation Research Implementation. *(Resident)*

AVIA 492 Capstone: Aviation Research 3 hours
Prerequisite: AVIA 491

During AVIA 492 students refine the research problem and methods, research the problem and report on conclusions. Ultimate desired outcome includes path for national forum presentation and/or scholarly journal publications. *(Resident)*

AVIA 496 Advanced Directed Research 1 hour
Prerequisite: AVIA 495

Students will apply their learning to add to their learning portfolio through participation in a case study project or with a capstone research paper. Tasks include refining the research problem, exploring methods, and generating a final paper. *(Resident)*

AVIA 495 Directed Research 1 to 3 hours
(Resident)

AVIA 499 Aeronautics Internship 3-6 hours
(Resident)

AVMN/AVMT – AVIATION MAINTENANCE TECHNICIAN

AVMN/AVMT 100 Aircraft Sciences I 3 hours
Co-requisites: AVMT 102, 104, 106

This course will provide the student with a review of the fundamental operations in arithmetic as they are applied routinely in aircraft maintenance, including fractions, decimals, ratio, geometry, basic trigonometric functions, formulae, and proportions. Basic concepts of aviation applied physics will be presented, including: aerodynamic laws, theory of flight, fluid, heat, power, work, simple machines, and sound. The student will also learn aircraft weight and balance procedures, center of gravity computations, and how to identify and rectify adverse loading conditions. *(Resident)*

AVMN/AVMT 101 Maintenance Mathematics 1 hour
Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student with a review of the fundamental operations in arithmetic as they are applied routinely in aircraft maintenance, including: fractions, decimals, ratios, geometry, basic trigonometric functions, formulae, and proportions. Applications of these operation in aircraft maintenance will be demonstrated. *(Resident)*

AVMN/AVMT 102 Aircraft Sciences II 3 hours
Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

Co-requisites: AVMT 100, 104, 106

This course is designed to introduce the student to direct and alternating current electricity, electrical circuit design, measuring devices, transformers, magnetism, electromagnetism, electronic devices and applications; with emphasis on basic laws relating to voltage, current, resistance, inductance, and capacitance. The student will also learn how to read and interpret electrical diagrams and to inspect and service aircraft batteries. This course will also give the student an understanding of aircraft drawings, symbols, and schematic diagrams commonly used in aircraft maintenance and illustrated parts manuals; the knowledge an ability to create drawings and sketches of repairs or alterations, and the ability to interpret blueprints, graphs, and charts. *(Resident)*

AVMN/AVMT 103 *Maintenance Physics* 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student with a review of the fundamental concepts of physics. Basic concepts of aviation applied physics will be presented, including: aerodynamic laws, theory of flight, fluid, heat, power, work, simple machines, and sound. *(Resident)*

AVMN/AVMT 104 *Maintenance Practices I* 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course is designed to develop the student's skills in the proper use of basic aircraft mechanic's hand tools and measuring devices, aircraft hardware, safety methods, and materials used in aircraft maintenance and repair. Various methods of nondestructive testing will be learned and applied to practical situations, including liquid penetrant, magnetic particle, eddy current, ultrasound and radiography. The student will understand the privileges, limitations, and regulations provided by the FAA Code of Federal Regulations pertinent to aircraft maintenance technicians. Emphasis will be placed on the selection and use of FAA and manufacturers' aircraft maintenance specifications, data sheets, manuals, and publications; as well as proper logbook and maintenance entries and record keeping. *(Resident)*

AVMN/AVMT 105 *Aircraft Weight and Balance* 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student with an understanding of the principles of aircraft weight and balance, and its crucial impact on flight safety. The student will learn aircraft weight and balance procedures, center of gravity computations, and how to identify and rectify adverse loading condition. *(Resident)*

AVMN/AVMT 106 *Maintenance Practices II* 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

Co-requisites: AVMT 100, 102, 104

This course will instruct the student in aircraft cleaning; corrosion identification, treatment, removal, and control practices. The student will learn how to fabricate and install flexible and rigid fluid lines and fittings. The student will also understand proper procedures for safely securing, moving, fueling, starting, servicing, and taxiing aircraft. *(Resident)*

AVMN/AVMT 200 *Airframe Auxiliary Systems* 3 hours

Co-requisites: AVMT 202, 204, 206, 208, 210

This course will provide the student an understanding of operating principles and basic maintenance techniques for airframe auxiliary systems and their components, including: cabin atmosphere control, communication and navigation, instruments, static and pitot, fire detection and extinguishing, smoke and carbon monoxide detection, ice and rain control, speed and configuration, anti-skid brakes, as well as position and warning. The student will also learn the operations and maintenance of aircraft fuel systems and components, including fluid quantity indicating systems, fluid pressure and temperature warning systems, fuel dump systems, transfer and defueling, and pressure fueling systems. *(Resident)*

AVMN/AVMT 201 *Airframe Auxiliary Systems I* 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for airframe

auxiliary systems and their components, including; communication and navigation systems, aircraft instrument systems, and ice and rain control systems. The student will learn to inspect, check, service, troubleshoot and repair these systems. *(Resident)*

AVMN/AVMT 202 *Aircraft Electrical Systems* 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

Co-requisites: AVMT 200, 204, 206, 208, 210

This course is designed to provide the student with an advanced study of AC and DC electrical systems, electrical power generation and control; to include alternators, generators, motors, relays, switches, wiring installations, load analyses, and aircraft batteries. The student will gain principle knowledge and skills to inspect, check, service, and troubleshoot airframe electrical components. *(Resident)*

AVMN/AVMT 203 *Airframe Auxiliary Systems II* 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for airframe auxiliary systems and their components, including: cabin atmosphere control, and position and warning systems. The student will learn to inspect, check, service, troubleshoot and repair these systems. *(Resident)*

AVMN/AVMT 204 *Airframe Structures I* 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

Co-requisites: AVMT 200, 202, 206, 208, 210

This course will instruct the student in the basic construction and properties of materials typically used in aircraft applications, with emphasis on aluminum sheet metal applications and their manufacture, repair, and inspection. Student projects will focus on sheet metal layout, cutting, forming, bending and riveting, using solid and blind rivets, as well as identifying and using specialty fasteners. *(Resident)*

AVMN/AVMT 205 *Airframe Auxiliary Systems III* 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for airframe auxiliary systems and their components, including; aircraft fire protection and aircraft fuel systems. The student will learn to inspect, check, service, troubleshoot and repair these systems. *(Resident)*

AVMN/AVMT 206 *Airframe Structures II* 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

Co-requisites: AVMT 200, 202, 204, 208, 210.

In this course the student will learn the design, application, fabrication, repair, finishing, and safety practices relating to composite, laminated, honeycomb, bonded, plastic, wood and fabric materials found in structural applications on aircraft, including windows, doors, and interior panels and furnishings. The student will also gain understanding and skills in various welding methods, procedures, and techniques as applied to aircraft manufacturing and repair. Oxygen/acetylene, shielded metal arc, gas metal arc welding, soldering and brazing processes will be studied. *(Resident)*

AVMN/AVMT 207 *Hydraulic and Pneumatic Systems* 2 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course is designed to introduce the student to basic fluid mechanics as it applies to practical applications in aircraft hydraulic

and pneumatic systems. Construction and operation of hydraulic and pneumatic systems and components will be discussed. The student will learn to inspect check, service, troubleshoot and repair these systems. *(Resident)*

AVMN/AVMT 208 Airframe Assembly and Inspection 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will instruct the student in aircraft covering materials, construction, inspection, and repairs using natural and synthetic fabrics. The student will understand the identification, inspection, and application of finishing materials to both fabric and metal surfaces, including touch-up, trim, and lettering. The student will learn the fundamentals of airframe assembly, rigging, aerodynamics, and controls. This course will also introduce the student to conformity and airworthiness inspection requirements and procedures as they relate to the airframe, including knowledge and abilities needed to perform inspections and properly complete associated forms and paperwork. *(Resident)*

AVMN/AVMT 209 Landing Gear Systems 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for aircraft landing gear systems. The student will learn to inspect, check, service, troubleshoot and repair these systems. *(Resident)*

AVMN/AVMT 210 Airframe Hydraulic, Pneumatic, and Landing Gear Systems 3 hours

Co-requisites: AVMT 200, 202, 204, 206, 208

This course is designed to introduce the student to basic fluid mechanics as it applies to practical applications in airframe systems. Construction and operation of hydraulic and pneumatic systems and components will be discussed, as well as identification and selection of hydraulic fluids and their related components. The student will learn landing gear designs, construction, and operations; as well as the inspection, servicing, and repair or replacement of various types of fixed and retractable landing gear systems, shock struts, brakes, wheels, tires, and steering systems. *(Resident)*

AVMN/AVMT 213 Powerplant Fuel Systems 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for aircraft landing gear systems. The student will learn to inspect, check, service, troubleshoot and repair these systems. *(Resident)*

AVMN/AVMT 214 Engine Electrical Systems 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will present the principles of operation and servicing procedures of electrical systems and electrical components found on reciprocating and turbine engine powered aircraft. Students will study and understand the operation, inspection, and servicing of ignition and starting systems, generation and control systems, auxiliary power units, and wiring installations. *(Resident)*

AVMN/AVMT 215 Powerplant Lubrication Systems 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for engine lubrication systems

and their components. The student will learn to inspect, check, service, troubleshoot and repair these systems. *(Resident)*

AVMN/AVMT 216 Engine Auxiliary Systems I 3 hours

Co-requisites: AVMT 212, 214, 218, 220

In this course the student will learn the construction, operation, inspection, troubleshooting, servicing, repair and overhaul of reciprocating engine carburetion, injection, and fuel metering systems, as well as turbine engine fuel control systems. The student will also study fuel warning, pressure and rate of flow instruments, as well as reciprocating and turbine engine lubricants and lubrication systems. *(Resident)*

AVMN/AVMT 217 Powerplant Auxiliary Systems I 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for engine auxiliary systems and their components, including: engine exhaust and thrust reversers, and engine fire protection systems. The student will learn to inspect, check, service, troubleshoot and repair these systems. *(Resident)*

AVMN/AVMT 218 Engine Auxiliary Systems II 3 hours

Co-requisites: AVMT 212, 214, 216, 220

In this course, the student will study engine instrument systems, fire detection and extinguishing systems, induction systems, cooling systems, exhaust and thrust-reverser systems, with a focus on theory of operation, servicing, inspection, repair, and troubleshooting. The student will also learn the theory of operation and basic construction of fixed-pitch, constant-speed, and feathering propellers. The student will also be introduced to propeller synchronization systems, ice-control systems, and propeller governing systems. The student will gain knowledge & skills to inspect, check, service, remove, repair, and install propellers. *(Resident)*

AVMN/AVMT 219 Powerplant Auxiliary Systems II 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will provide the student an understanding of operating principles and basic maintenance techniques for engine auxiliary systems and their components, including: engine cooling, engine induction, and engine Instrument systems. The student will learn to inspect, check, service, troubleshoot and repair these systems. *(Resident)*

AVMN/AVMT 221 Propeller Systems 1 hour

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

In this course the student will study the construction and operation of propeller systems and their components, including: fixed-pitch, constant-speed, and feathering propellers. The student will also be introduced to propeller synchronization systems, ice-control systems, and propeller governing systems. The student will learn to inspect, check, service, troubleshoot and install propeller systems. *(Resident)*

AVMN/AVMT 312 Reciprocating Engine Technologies 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

This course will instruct the student in the principles of operation, construction, and design of reciprocating aircraft engines and components. The student will gain procedural knowledge and technical skills in reciprocating engine removal, disassembly, inspection, servicing, overhaul, reassembly, installation, and troubleshooting. A student research project will delve into the history

and development of reciprocating engines, as well as the comparative efficiencies of various types of reciprocating engines. *(Resident)*

AVMN/AVMT 320 Turbine Engine Technologies 3 hours

Prerequisite: Due to FAA requirements, the student must submit an AMTS Application through the School of Aeronautics prior to enrollment.

Co-requisites: AVMT 214, 216, 218, 312.

This course provides the student with an understanding of gas turbine engine cycles, high speed gas flow, and the design and construction of turbojet, turboprop, and turbofan engines. The student will receive an Introduction to inducted fans and turbine-driven auxiliary power units. The student will learn the fundamentals of turbine engine operation, removal and replacement, maintenance, servicing, troubleshooting, and inspection. A student research project will delve into the history and development of turbine engines, as well as the comparative efficiencies of various types of turbine engines. *(Resident)*

AVIATION MANAGEMENT

AVMX 418 Principles of Troubleshooting 3 hours

Prerequisites: Completion of all AVMT courses.

This course will provide the students with a logical and systematic process for troubleshooting aircraft systems. The student will learn and understand processes of troubleshooting and then apply them to realistic aviation problems to refine their troubleshooting skills. *(Resident)*

AVMX 428 Advanced Electronics 3 hours

Prerequisites: Completion of all AVMT courses.

This course will review basic electrical theory, including DC and AC and then expand on this knowledge by introducing advanced electrical concepts including digital electronics, solid state electrical control devices, and radio theory with an emphasis on their application in modern aircraft. *(Resident)*

AVMX 445 Medium UAS Maintenance I 3 hours

Coreq: AVMX 446

(Resident)

AVMX 446 Medium UAS Maintenance II 3 hours

Coreq: AVMX 445

(Resident)

AVMX 447 Medium UAS Maintenance III 3 hours

Prerequisites: AVMX 445 and AVMX 446

(Resident)

AVMX 451 Aviation Maintenance Operations 3 hours

Prerequisites: Completion of all AVMT courses

A study of aviation maintenance-specific topics which face those in maintenance leadership positions. These topics include, but are not limited to, the need for maintenance; development of maintenance programs; technical planning, control, and training; and differing types of maintenance operations. *(Resident)*

BIOCHEMISTRY

BCHM 450 Medical Biochemistry 3 hours

Prerequisite or Co-requisite: BIOL 415 or CHEM 302

This lecture course covers aspects of biochemistry relevant to the practice of medicine. The human body is surveyed as an integrated chemical system with emphasis on the molecular basis of disease and the clinical application of therapies to restore body function. The link between biochemistry and human anatomy and physiology is examined with special emphasis on the gastrointestinal tract and catabolism, the immune response and biochemical endocrinology, blood and hemostasis, lipid metabolism and liver function, and glucose metabolism and muscle contractions. *(Resident)*

BCHM 451 Biochemistry I 4 hours

(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 415 or (CHEM 302 and 321) (minimum grade of C)

Advanced topics in biochemistry. Emphasis is placed on: 1) physical biochemistry including thermodynamics, kinetics, solutions and equilibria; 2) protein structure/function and enzyme kinetics, mechanisms and regulation; and 3) intermediary metabolism and its regulation. *(Resident)*

BCHM 452 Biochemistry II 4 hours

(3 hours lecture; 3 hours lab)

Prerequisite: BCHM 451

Continuation of BCHM 451 (Biochemistry I). Emphasis is placed on: 1) membrane physiology, including lipid biosynthesis, membrane transport, excitable membranes, electron transport and oxidative phosphorylation, and photosynthesis; and 2) the flow of biological information, including nucleotide biosynthesis, DNA replication and repair, transcription, and translation. *(Resident)*

BCHM 495 Directed Research 1 to 3 hours

(Resident)

BCHM 497 Special Topics in Biochemistry 1 to 3 hours

(Resident)

BIBLICAL STUDIES

BIBL 104 Survey of Old and New Testament 4 hours

This survey course is designed to lay a foundational understanding of Scripture via a historical survey of the Old and New Testaments. The student will engage a range of learning activities related to the issues interacting with biblical literature, basic hermeneutical principles, key themes and persons of the canon, and the redemptive theme of Scripture. *(Online)*

NOTE: BIBL 105 and 110 or 205 and 210 are prerequisites for all upper-level BIBL courses.

BIBL 105 Old Testament Survey 2 hours

An introduction to the authorship and contents of the Old Testament books. Special attention will be given to important persons, places and events, as well as to key chapters in the Old Testament revelation. *(Both Resident and Online)*

BIBL 110 New Testament Survey 2 hours

An introduction to the authorship and contents of the New Testament books. Special attention will be given to important persons, places, events, as well as to key chapters in the New Testament revelation. *(Both Resident and Online)*

BIBL 205 Old Testament Life and Literature 3 hours

A comprehensive study of the Old Testament: its historical setting and framework; its literary types; the theme, development and composition of its books; and the developing theological perspective of the Old Testament revelation. *(Resident)*

BIBL 210 New Testament Life and Literature 3 hours

A comprehensive study of the New Testament: its historical setting and framework; its literary types; the theme, development, and composition of its books; and the distinctive theological contributions of the various portions and authors of the New Testament revelation. *(Resident)*

BIBL 311 Joshua thru Judges 3 hours

A study of Israel's history during the time of conquest and settlement of Palestine. Cultural background factors, geographical information and homiletical possibilities in these books will be explored carefully. *(Resident)*

BIBL 314 Old Testament Poetical Books 3 hours

An introductory study of Old Testament poetry with an analysis, interpretation and application of the contents of Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon and Lamentations. *(Resident)*

BIBL 316 Isaiah 3 hours

An analytical and exegetical study of the content of the book of Isaiah, with critical examination of its theological content and issues of interpretation. (Formerly BIBL 416). *(Resident)*

- BIBL 317** *Minor Prophets* 3 hours
An expositional study of the twelve minor prophets of the Old Testament. Each book will be covered from the historical and theological perspective in addition to devotional value. *(Resident)*
- BIBL 323** *John* 3 hours
Resident Prerequisites: BIBL 105 and 110 or 205 and 210
Online Prerequisites: BIBL 105 and 110, or BIBL 104
An analytical and exegetical study of the Gospel of John with special emphasis on John's Christology that Jesus is the Messiah, the Son of God. *(Both Resident and Online)*
- BIBL 324** *Pastoral Epistles and Leadership Development* 3 hours
An expositional study of I and II Timothy and Titus with emphasis on themes pertaining to the local church. Attention will be given to current issues which relate to selected controversial passages. *(Resident)*
- BIBL 330** *Life of Christ* 3 hours
The life of Jesus Christ on earth as seen in the Gospels will be studied thematically and chronologically in the light of its historical background, geographical setting, political situation, and religious conditions. Special emphasis will be given to His mission and message. Attention will also be given to current issues relating to the historical Jesus debate. *(Resident)*
- BIBL 350** *Inductive Bible Study* 3 hours
Prerequisites: BIBL 105 and 110, or BIBL 205 and 210, or BIBL 104
An introduction to the basic steps and tools involved in the inductive study of the Bible. The student will develop the skills to practice a methodical approach to the observation, interpretation, application, and correlation to Scripture. *(Resident)*
- BIBL 360** *Methodical Study of Scripture* 3 hours
Prerequisites: BIBL 105, BIBL 110 & RLGN 301 –OR– RLGN 301
This course is an introduction to the basic principles of biblical interpretation and hermeneutical procedures. The student will develop the skills to practice a methodical approach to the observation, interpretation, and application of the Scripture across its various genres. *(Online)*
- BIBL 364** *Acts* 3 hours
Resident Prerequisites: BIBL 105 and 110 or 205 and 210
Online Prerequisites: BIBL 105 and 110, or BIBL 104
A study of the growth and development of the first century Church as recorded by the accurate historian, Luke. Special attention will be given to the activity of the Holy Spirit in the ministries of Peter and Paul. (Formerly BIBL 424) *(Both Resident and Online)*
- BIBL 370** *Logos Bible Software* 3 hours
Prerequisites: BIBL 105 or 205 and BIBL 110 or 210
A study of the Logos Bible Software program, focusing on how the program works, and how to retrieve information and use it in Bible study. Special attention will be given to the ability to navigate, customize, and search the software, and to prepare layouts, handouts, and Bible study materials. *(Resident)*
- BIBL 387** *Methodical Study of Scripture* 3 hours
Prerequisites: BIBL 105 and 110, or BIBL 104 and RLGN 301
This course is an introduction to the basic principles of biblical interpretation and hermeneutical procedures. The student will develop the skills to practice a methodical approach to the observation, interpretation, and application of the Scripture across its various genres. (Formerly BIBL 387) *(Online)*
- BIBL 410** *Genesis* 3 hours
Resident Prerequisites: BIBL 105 and 110 or 205 and 210
Online Prerequisites: BIBL 105 and 110, or BIBL 104
An intensive doctrinal and historical study of the text considering the related issues of chronology, creation, the fall, the flood and the Patriarchal culture setting. The lives of Abraham, Isaac, Jacob and

- Joseph are given special attention for their practical value. *(Both Resident and Online)*
- BIBL 425** *Romans* 3 hours
Resident Prerequisites: BIBL 105 and 110 or 205 and 210
Online Prerequisites: BIBL 105 and 110, or BIBL 104
An analytical and exegetical study of Romans, giving attention to the great doctrinal issues of condemnation, justification, sanctification, the place of Israel, and practical Christian living. *(Both Resident and Online)*
- BIBL 430** *The History of Ancient Israel* 3 hours
This course will provide a detailed survey of the history and geography of Israel from the time of the Patriarchs through Exodus, Conquest, Judges, Kings, the Babylonian Captivity, the Return and the Inter Testamental period. The study will also include a survey of the history, archaeology and culture of Israel's ancient geographical neighbors including the Canaanites, Philistines, Ammonites, Moabites, Edomites, Assyrians, Babylonians and Persians. *(Resident)*
- BIBL 431** *Israelology* 3 hours
A systematic study of Israel and the Jewish People as a central and defining feature of biblical theology. Consideration will be given to the importance and central role of Israel's biblical covenant, Israel's relationship with the church, and Israel's future in the divine program. *(Resident)*
- BIBL 432** *Messianic Prophecy* 3 hours
A systematic study of the Hebrew prophecies of the Messiah and their fulfillment by Jesus of Nazareth primarily at His first coming but also as some relate to His second coming. Interaction with Jewish objections relating to Jesus' claim to be their Messiah will be examined along with those brought forth by Gentiles. Key Old Testament passages will be examined along with their New Testament fulfillment. *(Resident)*
- BIBL 433/** *The Jewish Temple in* 3 hours
GOVT 433 *History and Prophecy*
This course is an introduction to the historical, archaeological, and theological significance of the Jewish Temple and its various forms in the Bible. *(Resident)*
- BIBL 434** *General Studies in Israel Seminar* 3 hours
An onsite study of the history, archaeology, geography, religion and culture of ancient and modern Israel, through an extensive tour throughout the country. Including discussions of political history and theories on site and with people who experienced this history. *(Resident)*
Please note: This course is taught in the country of Israel. The student must register for the World of the Bible Study Tour online at: <http://www.worldofthebible.com> or by phone: (512) 396-3799.
- BIBL 450** *Daniel – Revelation* 3 hours
Resident Prerequisites: BIBL 105 and 110 or 205 and 210
Online Prerequisites: BIBL 105 and 110, or BIBL 104
An expository treatment of the two major apocalyptic books of the Bible. The verse-by-verse study will be supplemented with historical, doctrinal and eschatological materials emphasizing the relationship of these two prophetic books. *(Both Resident and Online)*
- BIBL 460** *New Testament Theology* 3 hours
This course will introduce the student to the major themes developed in the New Testament, including the centrality of God, Christology, Jesus' saving work, the Holy Spirit, sin, faith, law, the church, and eschatology. The goal is to understand the basic theological message of the New Testament in both its diversity of expression and conceptual unity. Attention is given to equipping the student to trace themes in Biblical Theology. *(Resident)*
- BIBL 461** *Old Testament Theology* 3 hours
This course is an examination of the major theological themes of the Old Testament explaining how they function in light of the major OT covenants and the time line of the history of the Old Testament.

These themes will reveal an organic and typological connection with their NT counterparts. *(Resident)*

BIBL 471 *Biblical Archaeology* 3 hours

Resident Prerequisites: BIBL 105 and 110 or 205 and 210

Online Prerequisites: BIBL 105 and 110, or BIBL 104

A focus on archaeological terminology, methodology, and interpretation as they relate to biblical studies. (This course fulfills a Bible Background requirement.) *(Both Resident and Online)*

BIBL 472 *New Testament Backgrounds* 3 hours

An examination of the historical, literary and socioeconomic milieu of the New Testament. (Formerly BIBL 372) *(Resident)*

BIBL 473 *Old Testament Backgrounds* 3 hours

An examination of the historical, literary and socioeconomic milieu of the Old Testament. (Formerly BIBL 373) *(Resident)*

BIBL 480 *Hermeneutics* 3 hours

Prerequisite: BIBL 350

An introduction to the principles, issues, and techniques of biblical interpretation. A special emphasis will be given to genre specific study and associated subgenre within the Old and New Testaments. The course builds on the foundation of BIBL 350. (Formerly BIBL 380) *(Resident)*

BIBL 495 *Directed Research* 1 to 3 hours

(Resident)

BIBL 497 *Special Topics in Bible* 1 to 3 hours

(Resident)

BIBL 499 *Bible Internship* 3 hours

Prerequisites: Junior or Senior status (Students may see professor for prerequisite override); 3.00 GPA; BIBL 350 and THEO 350 (21 total hours in major); BTST major.

This internship will focus on both the programming and leadership aspects of ministry. It will be a supervised field experience at an approved site. Application procedures processed through the online application. *(Resident)*

BIOLOGY

BIOL 101 *Principles of Biology* 3 hours

An examination of the fundamental characteristics common among living things. Emphasis is placed upon studies of the cell, energy, metabolism, reproduction, heredity, ecology, phylogeny and the diversity of life. *(Both Resident and Online)*

BIOL 102 *Principles of Human Biology* 3 hours

An examination of structure, function, development and homeostatic interaction in higher organisms with special emphasis on human body systems. *(Both Resident and Online)*

BIOL 103 *Principles of Biology Laboratory* 1 hour

Prerequisite: Concurrent or previous enrollment in BIOL 101

Laboratory exercises selected to demonstrate basic biological concepts. Emphasis is on plant and animal cell chemistry, composition and function, organismal structure and function, biological diversity and population ecology. *(Both Resident and Online)*

BIOL 104 *Principles of Human Biology Laboratory* 1 hour

(Meets 2 hours)

Prerequisite: Concurrent or previous enrollment in BIOL 102

Laboratory exercises selected to demonstrate basic biological concepts. Emphasis is placed on structure and function in higher organisms, development, behavior, parasitism, and the history of life. *(Resident)*

BIOL 203 *Introductory Microbiology* 4 hours

(3 hours lecture; 2 hours lab)

Prerequisite: BIOL 215/216 or HLTH 222

An examination of the fundamental principles of microscopic organisms. Microorganisms are examined with regard to cell structure, metabolism, heredity, diversity and taxonomy. The basic concept of genetic engineering, pathogenicity, human disease, and

immunology are presented. Restricted to Family and Consumer Sciences and health-related majors. *(Resident)*

BIOL 204 *Microbiology for Nursing Professionals* 4 hours

Prerequisites: RN Licensure; BIOL 213/214 and BIOL 215/216

An examination of the fundamental principles of microscopic organisms. Microorganisms are examined with regard to cell structure, growth, heredity, diversity, and epidemiology. The basic concepts of pathogenicity, immunology, human disease, and genetic engineering are presented. Restricted to online students with an RN license pursuing a BSN. *(Online)*

BIOL 213 *Human Anatomy and Physiology I* 3 hours

A study of the structure and function of the human body with emphasis on cells, tissues, skin, nerves and special senses, muscle bones, and coordination and control of body movements. Concepts in physiology, including the maintenance of homeostasis, will be discussed. May not be used for general education credit except in conjunction with BIOL 215. (Formerly BIOL 211 lecture) *(Resident)*

BIOL 214 *Human Anatomy and Physiology I Lab* 1 hour

Prerequisite: BIOL 213 or concurrently; or BIOL 313 or concurrently

(Meets 2 hours)

Laboratory exercises selected to demonstrate principles of human anatomy and physiology. Emphasis is placed on foundational concepts such as homeostasis, anatomical terminology, the chemistry of living things and the structure and function of cells and tissues. The integumentary, skeletal, muscular and nervous body systems are examined via hands-on exercises and dissection of preserved specimens. (Formerly BIOL 211 Lab) *(Resident)*

BIOL 215 *Human Anatomy and Physiology II* 3 hours

Prerequisite: Successful completion of BIOL 213; to be taken concurrently with BIOL 216

A continuation of BIOL 213. A study of the structure and function of the human body with emphasis on the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Concepts in physiology, including the maintenance of homeostasis, will be discussed. May not be used for general education credit except in conjunction with BIOL 213. (Formerly BIOL 212 Lecture) *(Resident)*

BIOL 216 *Human Anatomy and Physiology II Lab* 1 hour

Prerequisite: Successful completion of BIOL 214; BIOL 215 is required as a Co-requisite or prerequisite

(Meets 2 hours)

Laboratory exercises selected to demonstrate principles of human anatomy and physiology. Emphasis is placed on the structure and function (including hands-on clinical analyses) of the cardiovascular, endocrine, lymphatic, respiratory, digestive, urinary and reproductive systems. Exercises include hand-on clinical analyses and dissection of preserved specimens. (Formerly BIOL 212 Lab) *(Resident)*

BIOL 224 *General Biology I* 4 hours

(3 hours lecture; 3 hours lab)

Prerequisite: Math SAT Score of 500, or ACT Composite Score of 20, or grade of "B" or better in BIOL 101.

An introduction to the fundamental principles of Biology. Emphasis is placed upon scientific methodology; molecular, cellular and energetic bases of life; major metabolic processes; cellular and organismic reproduction; Mendelian and population genetics; speciation; phylogenetic reconstruction; ecological interactions; and a brief survey of organisms. Restricted to Biology and pre-professional students. (Formerly BIOL 200) *(Resident)*

BIOL 225 *General Biology II* 4 hours

(3 hours lecture; 3 hours lab)

Prerequisite: BIOL 200 "C" or better; or BIOL 224 "C" or better

Survey of the major phyla of the Kingdoms Animalia, and Protista including classification, development, morphology, anatomy,

and physiology. Emphasis is placed on mammalian systems including support and movement, circulation and respiration, hormonal and nervous control, homeostasis, digestion, immunity and reproduction. (Formerly BIOL 208) (*Resident*)

BIOL 299 Internship 0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

A directed practical work experience under the supervision of the Chair of Biology, in the student's area of career interest. Application processed through the Career Center. Must apply semester prior to internship. (*Resident*)

BIOL 301 Genetics 4 hours
(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 225 and CHEM 122 (minimum grade of C)

A study of the principles of heredity with emphasis on inheritance in individuals and populations, chromosomal rearrangements, the chemistry of the gene in DNA structure and replication, transcription, translation, the control of gene expression, mutations and their repair, genetic engineering and epigenetic. (*Resident*)

BIOL 303 Microbiology 4 hours
(3 hours lecture; 4 hours lab)

Prerequisites: BIOL 225 and CHEM 122 (minimum grade of C)

An introduction to micro-organisms with emphasis on principles and techniques of culture and identification, life processes, and diversity of micro-organisms. (*Resident*)

BIOL 305 Parasitology 4 hours
(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 208 "C" or better; or BIOL 225 "C" or better; BIOL 303 highly recommended

A study of major protozoan, helminth, and insect parasites, dealing with their form, function, life cycle, pathology, epidemiology, classification, geographical distribution, treatment and control. (*Resident*)

BIOL 307 Plant Physiology 4 hours
(3 hours lecture, 3 hours lab)

Prerequisites: BIOL 225 and CHEM 301 (minimum grade of C)

A study of the biochemical and biophysical processes of plants. Emphasis is given to plant-soil water and mineral relations, nutrient cycling, photosynthesis and carbon metabolism, and plant growth and development. (*Resident*)

BIOL 310 Ecology 4 hours
(Offered fall semester) (3 hours lecture; 4 hours lab)

Prerequisites: BIOL 208 "C" or better; or BIOL 225 "C" or better; MATH 201 or 211; junior or senior status; PSYC 355 recommended

An examination of the interrelationships between organisms and biotic and abiotic factors in their environment. The emphasis of the lab is the collection and statistical analysis of quantitative ecological data. (*Resident*)

BIOL 313 Clinical Human Anatomy 3 hours
Prerequisites: BIOL 224 and 225 with minimum grade of "C"

This lecture course examines the structures of the human body using both systemic and regional approaches with emphasis on clinical applications and common pathologies. Special attention is placed on gross anatomy that is important in general practice, emergency medicine and surgery while demonstrating anatomy's relationship to physical examination and diagnosis. An overview of the body systems is followed by a special focus on the thoracic, abdominal, pelvic and lower limb regions. (*Resident*)

BIOL 317 Botany 4 hours
(3 hours lecture; 3 hours lab)

Prerequisite: Grade of "C" or better in BIOL 224

A survey of the Fungi, Protista, and Plantae kingdoms with an emphasis on the morphology, physiology, anatomy, taxonomy, ecology, reproduction, and phylogeny of plants. The lab includes

collection and analysis of experimental data on plants both in the lab and field. (Formerly BIOL 207) (*Resident*)

BIOL 320 Introduction to Entomology 4 hours
(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 208 "C" or better; or BIOL 225 "C" or better; or BIOL 215/216 "C" or better

An introduction to the study of insects including structure, physiology, life histories, ecology and taxonomy with a special emphasis on those insects of medical and economic importance. (*Resident*)

BIOL 321 Comparative Anatomy of the Vertebrates 4 hours
(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 208 "C" or better; or BIOL 225 "C" or better; or BIOL 215/216 "C" or better

A comparative study of the structure and relationships of vertebrate animals. (*Resident*)

BIOL 330 Histology 4 hours
(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 208 or BIOL 225 or BIOL 215/216

A study of the micro-structure and function of the human body with emphasis on biochemistry, cell physiology, and organismal pathology. (*Resident*)

BIOL 361 Forensic DNA Analysis 3 hours
Prerequisite: CJUS 200, BIOL 225 or CHEM 122

An introductory course designed to provide the student with an understanding of the general principles and methodologies used in forensic DNA profiling (or typing). Topics covered include the historical development of DNA profiling methods, alternative procedures employed in forensic laboratories, current DNA typing techniques, and the ongoing development of new forensic DNA typing methods. Students will learn to present forensic DNA evidence in a mock trial. The mock trial, complete with a judge, a counsel for the prosecution and for the defense, and a jury, challenges the students both scientifically and legally in a simulated courtroom setting. (*Resident*)

BIOL 371 Vertebrate Paleontology 3 hours
(3 hours lecture)

Prerequisite: BIOL 208 "C" or better; or BIOL 225 "C" or better; or BIOL 215/216 "C" or better

A study of vertebrate paleontology, including its methodology and a survey of major vertebrate fossil groups. Intended for upper-level Biology majors. (*Resident*)

BIOL 385 Advanced Human Physiology 3 hours
Prerequisite: BIOL 208 or 225 with a "C" or better

Human physiology is the study of the functions of the body and how it maintains homeostasis. This lecture course examines those functions from a cellular and molecular basis using a systemic approach. Special attention is placed on medically vital systems including the nervous, cardiovascular, respiratory, digestive and endocrine systems. The course will be of use and interest to students intending to go to medical school or other health-related fields. (*Resident*)

BIOL 400 Biology Seminar 1 hour
Prerequisites: BIOL 310 or BIOL 301 (minimum grade of C)

The preparation and presentation of a paper, discussion of presentations, and/or the discussion of articles in the scientific literature. This course can be repeated and up to 4 hours can be applied toward the major. Restricted to Biology majors and minors. (*Resident*)

BIOL 402 Forensic Science Seminar 1 hour
Prerequisite: BIOL 361 (or concurrently) or CJUS 340 (minimum grade of C)

Students will be exposed to topical areas in Forensic Science by presentations conducted by expert guest speakers and/or by readings and discussions of the most recent forensic techniques and applications. Seminars will help prepare students to be leaders in the

field of forensic science as law enforcement professionals, crime scene investigators, or forensic laboratory specialists. An oral presentation on a research topic by each student required. *(Resident)*

BIOL 403 Embryology 4 hours
(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 415

Fundamentals of early development and experimental analysis of development systems and a descriptive and comparative study of organogenesis with emphasis on vertebrates. *(Resident)*

BIOL 408 Animal Behavior 4 hours
(3 hour lecture; 3 hour lab)

Prerequisites: BIOL 208 "C" or better; or BIOL 225 "C" or better

An introduction to the mechanisms and functional significance of animal behavior. Topics include: the role of genes, development, the nervous system, and the endocrine system in the expression of behavior; learning communication, orientation and navigation, and habitat selection; feeding, reproductive, and parenting strategies; mating systems and social behavior. Labs will employ both observational and experimental methods in the lab and in the field. *(Resident)*

BIOL 410 Environmental Biology 4 hours
(3 hour lecture; 3 hour lab)

Prerequisites: BIOL 310

Field and lab methods used by government and industry to assess the impact of a pollutant upon an ecosystem including toxicity testing, in stream evaluations of macro invertebrates and fish, exposure and risk assessment modeling. *(Resident)*

BIOL 415 Cell Biology 4 hours
(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 301 and CHEM 301 or CHEM 301 concurrently

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. *(Resident)*

BIOL 416 Comparative Animal Physiology 4 hours
(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 225 and CHEM 122 (minimum grade of C)

A comparative study of the differences and similarities in the functional processes of animals belonging to various animal groups in a variety of environmental settings. *(Resident)*

BIOL 418 Vertebrate Natural History 4 hours
(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 208 "C" or better; or BIOL 225 "C" or better

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. *(Resident)*

BIOL 419 Ornithology 4 hours
(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 208 "C" or better; or BIOL 225 "C" or better

An introduction to the study of birds including anatomy, physiology, life cycle, behavior, population biology, ecology, and taxonomy. The emphasis of lab will be on field techniques of identification and study of species native to Virginia. *(Resident)*

BIOL 420 Immunology 4 hours
(3 hours lecture; 3 hours lab)

Prerequisites: BIOL 301 and 303

A comprehensive view of the basic principles of the immune system of living organisms, with particular emphasis on humans. It examines the cells and tissues of the immune system, describes the structure and function of immunoglobulins, and examines their interactions with antigens. *(Resident)*

BIOL 421 Forensic Entomology 3 hours
Prerequisite: BIOL 225, CJUS 330 or CJUS 340

An introductory course designed to explore the use of insects and other arthropods in the field of forensic science as it pertains to the investigations of human and animal deaths and abuse, food and other product contamination, thefts, the illegal drug trade, and unethical entomological practices. The use and presentation of this information from such investigations in court room proceedings will be discussed. *(Resident)*

BIOL 435 Neurobiology 3 hours
Prerequisite: BIOL 301 or 313 or 385 (minimum grade of C)

An investigation of neurons and the nervous system. Topics include action potential, synaptic transmission and neuromodulation; the processing of sensory information in visual and auditory systems, and other senses; sensory integration and motor behaviors, neural mechanisms of learning and memory, sleep/wakefulness, and reward and decision making. *(Resident)*

BIOL 455 Molecular Techniques 3 hours
(1 hour lecture; 5 hours lab)
Prerequisites: BIOL 415

This course covers the basic molecular biological techniques involved in the study of DNA, RNA, and proteins. Specific techniques include: PCR; DNA cloning; library screening; proteomics and the use of gene sequence databases; and molecular modeling. (Formerly BCHM 455) *(Resident)*

BIOL 462 Forensic DNA Analysis Laboratory 2 hours
Prerequisite: BIOL 301, CHEM 321, CJUS 330, CJUS 340 or BIOL 361 (Recommended).

This integrated laboratory course will introduce the student to techniques currently used in forensic DNA profiling crime laboratories. Laboratory activities include extraction and quantification of DNA from biological sources and the use of PCR-based techniques to generate DNA profiles. Additional activities will include solution preparation, sample processing, handling and preservation, recordkeeping (e.g., chain of custody), data interpretation and report generation. Other topics include the historical development of DNA typing methods, alternative procedures employed in laboratories, and the ongoing development of new DNA typing methods. Legal issues associated with quality control, frequency or probability estimates, and admissibility will also be presented. *(Resident)*

BIOL 465 Trace Evidence 2 hours
Prerequisites: BIOL 225 or CHEM 122 or CJUS 230 with a "B" or better.

This course will introduce students to the principles and methods used in the analysis of forensic trace and impression evidence. Students will evaluate trace and impression evidence, such as hairs, fibers, soil, glass, paint, firearms, ammunition components, toolmarks, and blood spatter, using various instruments (e.g., forensic comparison microscopes, fourier transform infrared spectroscopy, and gas chromatography/mass spectroscopy) and techniques used in Federal, state, and private forensic laboratories. Emphasis will also be placed on chain of custody, reporting results, and expert witness testimony. *(Resident)*

BIOL 495 Special Problems in Biology 1 to 4 hours
Prerequisites: Sixteen (16) hours of biology and consent of instructor and Department Chairman.

The preparation of a paper based on library, laboratory, and/or field research of a problem selected after consultation with the biology faculty. Limited to students planning to pursue graduate studies in biology. Only four (4) hours may count toward the biology major. *(Resident)*

BIOL 497 Special Topics in Biology 1 to 3 hours

BIOL 499 Biology Internship 1 to 6 hours
Prerequisites: 3.00 GPA and Junior or Senior Standing and 21 hours completed in Biology (including 16 hours upper level Biology)

and a declared major in the Biology and Chemistry department; not more than one CSER behind.

A directed practical work experience under the supervision of the Biology Faculty Intern Advisor, in the student's area of career interest. Applications are processed through the Biology Department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. This course is pass/fail. *(Resident)*

BUSINESS

BUSI 101 *Introduction to Business* 3 hours

The student will study all of the major aspects of operating a modern business. Emphasis is given to business practice for both small business and large corporate enterprises. *(Both Resident and Online)*

BUSI 200/ *Enterprise Business Applications and Communications* 3 hours

Prerequisite: MATH 110

This course examines the design, selection, implementation and management of enterprise Business solutions. The focus is on identifying critical business processes and envisioning how technology can be developed to provide solutions which generate competitive advantage. Students learn how applying frameworks and strategies around the Business Process and Organization Strategy provide a competitive advantage. Topics include MIS and IT fundamentals, Information Systems Management and Using Enterprise Business Applications for competitive advantage. The course also includes a component for Technical Writing for Information Systems. (Formerly ISYS and CMIS 110) *(Both Resident and Online)*

BUSI 201 *Intermediate Business Computer Applications* 3 hours

Prerequisite: INFT 110 or equivalent

This laboratory experience offers the student a hands-on introduction to an electronic spreadsheet, a database program, and a presentation program. Upon this foundation, intermediate database and intermediate and advanced spreadsheet skills are taught. Throughout the course, there is an emphasis on the integration of the applications as they are applied to personal and organizational tasks. This course provides the IT foundations that are applicable for all curriculums. (Formerly ISYS/CMIS 201) *(Both Resident and Online)*

BUSI 223 *Personal Finance* 3 hours

Budgets, borrowing funds, stock ownership, savings, real estate as investments, and related tax matters are among the topics covered. *(Both Resident and Online)*

BUSI 230/ *Introduction to Probability and Statistics* 3 hours
MATH 201

Prerequisite: MATH 110, minimum grade of "C"

Introduction to descriptive statistics and probability, probability distributions, estimation, tests of hypotheses, chi-square tests, regression analysis, and correlation with applications in business and science. *(Both Resident and Online)*

BUSI 240 *Organizational Behavior* 3 hours

This introductory course in organizational behavior integrates the management and behavioral principles, techniques, and concepts associated with the productivity of organizational resources. It focuses on human behavior in organizations and is primarily concerned with improving organizational efficiency and effectiveness through increased understanding of the behavior of people at work. *(Both Resident and Online)*

BUSI 297 *Seminar* 1 to 3 hours

Elective course covering various basic areas common to most businesses and organizations. May be repeated when topics differ. Open to all students; pass/fail graded. *(Resident)*

BUSI 299 *Internship* 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Directed applicable work experience under supervision of the Director of Business Internships and a business manager/ professional in the student's area of interest. Application processed through the Career Center. Must apply semester prior to internship. *(Resident)*

BUSI 300 *Business Communications* 3 hours

Essential to all business professionals is a sound understanding of the theories and practice of organizational communication. This dynamic course presents the fundamentals of written, verbal, nonverbal, and technological communication. *(Online)*

BUSI 301 *Business Law* 3 hours

Prerequisite: Sophomore status

Designed to increase the understanding of the American legal system and those legal principles which apply to the business environment. Business organizations, torts, contracts, employment relationships and issues, intellectual property, and international law are among the topics discussed. *(Both Resident and Online)*

BUSI 302 *Legal and Ethical Issues in Healthcare* 3 hours

Explores legal and ethical issues encountered in the provision and delivery of healthcare products and services. Topics explored include, but are not limited to, introduction to healthcare law and ethics, making ethical decisions, contracts, medical records and informed consent, privacy law and HIPAA. *(Online)*

BUSI 303 *International Business* 3 hours

An introduction to the field of international business. Topics to be covered include: country differences in political economy and culture; cross-border trade and investment; the global monetary system; global strategy; global market; and product development; global operations management; and global human resources management *(Both Resident and Online)*

BUSI 304 *Introduction to Health Policy* 3 hours

Examines procedures of how healthcare policy is developed at the federal and state levels. This course examines policy decisions and related issues that shape the healthcare organization, financing, and implementation of health care services and delivery systems. Ethical, social, and political issues that affect the provision of healthcare services will be evaluated. *(Online)*

BUSI 310 *Principles of Management* 3 hours

Management requires a balance between social (people) and technical (quantitative) perspectives, as well as between efficiency and effectiveness. This course emphasizes the application of these perspectives in each of the planning, organizing, leading and controlling functions. *(Both Resident and Online)*

BUSI 311 *Introduction to Healthcare Administration* 3 hours

Explores the field of healthcare management related to the global healthcare system. Topics explored include, but not limited to, a historical overview, theoretical foundations, and history and major characteristics of development. Addresses the application of managerial concepts and practices to healthcare organizations exploring healthcare provider types; costs, access and quality of care; and the future of health services delivery. *(Online)*

BUSI 313 *Foundations of Project Management* 3 hours

This course introduces the student to the field of modern project management and the fundamental processes of initiating, planning, executing, monitoring, controlling and closing projects. Students will learn the inputs and outputs and the tools and techniques of: defining the project, estimating project times and costs, developing project plans, managing risk, scheduling resources and their costs, reducing project duration, progress and performance measurement and evaluation and project closure. (Formerly BUSI 413) *(Both Resident and Online)*

BUSI 320 *Corporate Finance* 3 hours

Prerequisites: ACCT 212; Junior status

A study of the financial forms of business organization, with special attention to the corporation and its advantages and disadvantages; capital stocks and bonds; budgeting; dividend policy; failure and reorganization; financial accounting; and cash flows. *(Both Resident and Online)*

BUSI 321 Money and the Financial System 3 hours
Prerequisite: ECON 214

This course covers the structure and operation of the U.S. and international financial systems, functions of the Federal Reserve, monetary theory, and the impact of monetary policy on financial markets and the economy. *(Both Resident and Online)*

BUSI 323 Financial Analysis and Management in Healthcare 3 hours

Focused on exploring the concepts of financial management in healthcare this course will explore topics related to the revenue cycle, disbursement, budgeting/forecasting, internal control, financial reporting, and contract management aspects of the healthcare organization. Differences between the goods and service industries will be explored. This course will also survey the pros and cons of a single payer system. *(Online)*

BUSI 330 Principles of Marketing 3 hours
Prerequisite: Sophomore status

The study of the system of activities that constitutes marketing with emphasis on the principles, policies and strategies utilized to identify and satisfy the needs and wants of consumers. The universal application of marketing in all forms of organizations is stressed. *(Both Resident and Online)*

BUSI 331 Marketing Research 3 hours
Prerequisites: BUSI 330 and MATH 201 or BUSI 230

This course will provide students with an overview of qualitative and quantitative marketing research methods. Students will identify and apply appropriate research methods to support evidence-based decision-making. *(Both Resident and Online)*

BUSI 332 Consumer Behavior 3 hours
Prerequisites: BUSI 330

Students in this course demonstrate their knowledge of customer acquisition, consumption, and disposal of products and services. Students analyze buyer behavior of individual consumers, businesses, and governments and evaluate the influence that demographics, popular culture, and subcultures have on consumer behavior. *(Both Resident and Online)*

BUSI 335 Leading Change 3 hours

A review of the concepts and practices of planning for and leading effective change. Students will evaluate personal and organizational approaches to change in order to identify requirements, plan and implement change. *(Online)*

BUSI 342 Human Resources Management 3 hours

Introduces the student to the human resources/personnel functions. Topics covered include: recruitment, assessment, compensation, motivation, appraisal, development, legal environment, labor relations, employee relations, etc. Emphasis on how managers can deal with and utilize the human resources function. *(Both Resident and Online)*

BUSI 343 Employee and Labor Relations 3 hours
Prerequisite: BUSI 342

A comprehensive study of collective bargaining; the negotiation process and the scope of labor contracts to include the day-to-day administration of contracts; the major substantive issues in bargaining to include their implication for public policy; and the problem of dealing with labor conflict. *(Both Resident and Online)*

BUSI 344 Management of Human Resources and Health Professionals 3 hours

Explores managing human resources in the content of the healthcare organization. Focuses on applying human resource management concepts (i.e., but not limited to: recruitment,

compensation, motivation, performance and talent management) in the management of human capital within the healthcare setting. *(Online)*

BUSI 345 Leadership Theory and Practices 3 hours

An evaluation of the inter-relatedness of followership and servant leadership is reviewed, with an emphasis on how those traits are imperative to be an effective leader. *(Online)*

BUSI 352 Financial and Retirement Planning 3 hours

This course is designed to provide an overview of the financial planning process with specific emphasis on retirement planning. Topics discussed will include: client/planner interactions; time value of money applications; personal financial statements development and assessment; cash flow and debt management; asset acquisition; education planning; planning elements of risk management; investment planning; and retirement planning; special needs planning review; integrating planning recommendations; financial planning ethics review; overview of practice management concepts. *(Both Resident and Online)*

BUSI 354 Estate Planning 3 hours

Estate Planning focuses on the efficient conservation and transfer of wealth, consistent with the goals of a financial planner's clients. It is a study of the legal, tax, financial and non-financial aspects of this process, covering topics such as: trusts, wills, probate, advanced directives, charitable giving, wealth transfers, and related taxes. *(Both Resident and Online)*

BUSI 360 Contemporary Issues in International Business 3 hours

Prerequisites: BUSI 303

An analysis of current global developments and rapid change in areas that have the potential for an impact on the international business environment. Attention is given to the use of techniques for identifying and researching significant issues, extrapolating probable outcomes, and developing strategic responses. Corporate and entrepreneurial perspectives are considered. *(Both Resident and Online)*

BUSI 365 Global Industries and Operations 3 hours
Prerequisites: BUSI 303

An introduction to the organizational and operational dynamics of the various global industries and their rapidly growing importance to the world's national economies and governments. Various aspects of the industries will be explored. *(Both Resident and Online)*

BUSI 370 Dynamics of the American Automotive Dealership Industry 3 hours

Prerequisites: ACCT 211, BUSI 310

An overview course in the Automotive Dealership Management Concentration that provides the foundation for understanding management principles that lead to successful dealership operations. *(Both Resident and Online)*

BUSI 372 Sales and Advanced Closing 3 hours
Prerequisites: BUSI 330, BUSI 370

A study of the sales and marketing roles and responsibilities within an automotive dealership. *(Both Resident and Online)*

BUSI 376 Legal, Finance, and Insurance 3 hours
Prerequisites: BUSI 301, BUSI 370

A study of the financial impact of automotive dealerships from legal issues, cash flow, accounting principles, and insurance policies. The focus will be from the perspective of (a) the consumer, (b) the dealership, and (c) the industry. *(Both Resident and Online)*

BUSI 390 Business Common Professional Components 3 hours

This course is designed to meet the common professional component for the Accreditation Council of Business Schools and Programs (ACBSP). Students in business-related programs need to attain general business competencies such that they may be better suited to understand the business environment. This course allows

students to attain the minimal competencies required by ACBSP, such that their degrees are accredited as business-related programs. Online Note: Covers 20 hours of the Common Professional Core. *(Both Resident and Online)*

BUSI 400 Strategic Planning/Business Policy 3 hours

Prerequisites: BUSI 320; Senior status (at least 90 credits) and completion of all 300-level Business courses

This capstone course for all business majors seeks to integrate the concepts, techniques, and knowledge of all areas of business administration. Its focus is strategic management which is studied in theory and then rigorously applied. This course is designed for final semester seniors. *(Both Resident and Online)*

BUSI 405 Business and Economic Forecasting 3 hours

Prerequisites: MATH 201 or BUSI 230

This course covers methods of collecting data, discovering data patterns, and selecting appropriate forecasting techniques. Time series and regression forecasting techniques are introduced. *(Resident)*

BUSI 409 Non-Profit Management 3 hours

Management principles and techniques for the administration of a non-profit organization, including churches, charities, hospitals, and government organizations. *(Both Resident and Online)*

BUSI 411 Operations Management 3 hours

Prerequisites: BUSI 201, BUSI 310 or BUSI 311 or ACCT 311, and MATH 201 or BUSI 230

A study of the challenges and opportunities facing managers of the operational functions of business, the value added areas where resources are transformed into goods and services. The wide ranging implications and applications of the concept of employee/team driven, customer-centered continuous improvement will be examined, as well as Total Quality Management principles. The study of operations management will involve some complexity as various quantitative management tools are examined and applied. *(Both Resident and Online)*

BUSI 414 Project Management I 3 hours

Prerequisite: BUSI 313 (Min. grade: C)

This course provides focused instruction in the first five (of nine) project management competencies as delineated in the Project Management Institute's Body of Knowledge (PMBOK): Project Integration Management, Project Scope Management, Project Time Management, Project Cost Management, and Project Quality Management. Students will apply processes to ensure project coordination, plan development processes, project plan execution processes and integrated change control processes. *(Both Resident and Online)*

BUSI 415 Project Management II 3 hours

Prerequisite: BUSI 313 (Min. grade: C)

This course provides focused instruction in the final four (of nine) project management competencies as delineated in the Project Management Institute's Body of Knowledge (PMBOK): Project Human Resource Management, Project Communications Management, Project Risk Management, and Project Procurement Management. The course will provide students with processes to review organizational and human resource structures to develop and manage project teams; identify, analyze, plan for and respond to project risk; identify and acquire goods and services to implement and complete project plans; and, identify stakeholders, plan communications, and distribute information. *(Both Resident and Online)*

BUSI 416 Leading Global Projects 3 hours

Prerequisite: BUSI 313 (Min. grade: C)

This course provides instruction in global project management with emphasis on the integration of the interconnected themes of strategic project management, cross-cultural effectiveness, and project leadership. *(Both Resident and Online)*

BUSI 417/ BMIS 340/CSCI 340 Studies in Information Security 3 hours

This course introduces the basic issues and principles of information system security such as security policies, their mechanisms of implementation, means attackers use to circumvent these protections, and defenses against these attackers. *(Both Resident and Online)*

BUSI 418 Research and Evidence Based Practice in Healthcare 3 hours

Explores the practice of evidence-based management relative to healthcare decision-making and support. Topics explored include, but not limited to, evolution of evidence based healthcare; locating and evaluating evidence; developing the capacity of healthcare managers to utilize evidence in decision-making, and evidence based healthcare in the 21st century. *(Online)*

BUSI 419 Management of Quality Improvement And Outcomes 3 hours

Addresses the manager's role in improving healthcare quality and outcomes, including clinical and organizational improvement, technology assessment, and quality improvement practices. This course examines how improved work processes lead to quality improvement and value creation in the healthcare organization. Students will explore the contribution of operations research and quality management to improve delivery and production of healthcare services and business processes from the perspective of the healthcare professional. *(Online)*

BUSI 420 Investments 3 hours

Prerequisites: BUSI 320

A survey of corporate securities, financial securities, security markets, investment and portfolio analysis and administration. Investment companies, commodity markets and the stock exchange are also examined. *(Both Resident and Online)*

BUSI 421 Insurance Planning/Risk Management /Employee Benefits 3 hours

This course will cover the concepts and tools used in Insurance Planning, Risk Management and Employee Benefits. All three are important parts of a holistic financial plan. *(Both Resident and Online)*

BUSI 422 Real Estate 3 hours

Prerequisites: BUSI 301 and 320, or consent of instructor

An overview of real estate brokerage, property rights, transfer mechanisms and documents, property evaluation, finance, investments, and property management. *(Resident)*

BUSI 423 Franchising 3 hours

Franchising is a major form of business ownership and a strategy for growing ventures. This course examines franchising from both the perspective of the entrepreneur as a franchisee and as a franchisor. Topics will include selecting a franchise, developing a franchised business model, and legal issues associated with the franchised relationship. *(Both Resident and Online)*

BUSI 424 E-Commerce 3 hours

This course explores how the Internet has revolutionized the buying and selling of goods and services in the marketplace. Topics include: Internet business models, electronic commerce infrastructure, designing on-line storefronts, payment acceptance and security issues, and the legal and ethical challenges of electronic commerce. *(Both Resident and Online)*

BUSI 425 Family Business Management 3 hours

This course explores the unique personal, interpersonal issues, and business issues associated with the family-owned and managed firm. Topics include challenges and opportunities for family businesses, the dynamics of family interactions within the family business culture, conflict resolution, estate planning, and succession planning. *(Both Resident and Online)*

BUSI 427 Team Dynamics 3 hours

Prerequisite: BUSI 240 (Min. grade: D)

The dynamics of building a highly functioning team in order to accomplish a goal. Examination of how to choose team members and how to manage the team to deliver successful results. *(Online)*

BUSI 428 Strategic Management and Marketing in Healthcare 3 hours

Focused on increasing organizational effectiveness and efficiency through strategic planning students will develop an understanding of the strategic planning process and marketing from a healthcare perspective. Topics explored include, but not limited to, importance of strategic planning in healthcare; internal and external environmental assessment; marketing healthcare services; strategy formulation, implementation and long term control. *(Online)*

BUSI 429 Healthcare Economics 3 hours

Explores how principles of economic analysis can be applied to the field of healthcare. This course will explore how healthcare economics is unique through an exploration of healthcare markets (including supply, demand, production, and costs) and how cost-benefit analysis is performed when the output presents challenges for measurements. *(Online)*

BUSI 430 Promotion Strategy 3 hours

Prerequisite: **BUSI 330 (Min. grade: C)**

This course is open to students who desire to understand the function of Promotion within a company's Integrated Marketing Communications (IMC) plan. Emphasis is on planning, creating, and evaluating advertising, sales promotion, and publicity strategies to communicate most effectively across the optimum blend of media channels. *(Both Resident and Online)*

BUSI 431 Sales Management and Professional Selling 3 hours

Prerequisites: BUSI 330

This course presents each component of the sales cycle in a business-to-business selling environment. Students will master models for initiating sales contacts; identifying and defining prospects' needs; and presenting and gaining commitment for a proposed solution. *(Resident)*

BUSI 433 Marketing Management 3 hours

Prerequisites: BUSI 331 and senior status

Advanced study of the role and responsibilities of marketing executives. Emphasis will include: analysis of marketing opportunities and problems; planning of objectives and strategies; development of organizational structure, policies, implementation, and control; and evaluation of marketing programs. *(Resident)*

BUSI 435 Small Business Entrepreneurship 3 hours

Prerequisites: Junior/Senior Status

A practical study in the dynamics of establishing, funding, and managing a small new enterprise, or acquiring an existing business using case studies, practical exercises, and class instruction. *(Both Resident and Online)*

BUSI 436 Digital Marketing in a Virtual World 3 hours

Prerequisite: BUSI 330

Students explore the principles required to successfully practice marketing in the virtual world of social media and electronic commerce between and among businesses and consumers. *(Both Resident and Online)*

BUSI 438 Marketing Brand Management 3 hours

Prerequisites: BUSI 330

Students will learn how an organization's brand provides a broad definition of its purpose, uniqueness, and its package of products and services. Course topics include channel development, merchandising, marketing and establishing and delivering the brand promise. *(Both Resident and Online)*

BUSI 439 Conversion and Optimization 3 hours

Prerequisites: BUSI 436

This course covers the principles, functions, and techniques of web analytics, site optimization, and conversion strategies related to digital marketing. The information covered in this course will provide

students with knowledge of how to successfully reach and influence potential consumers and convert them into customers. The course also covers the financial impact of conversion strategies on the firm. *(Both Resident and Online)*

BUSI 440 Compensation Management 3 hours

Prerequisite: BUSI 342

This course develops the philosophy and fundamental guiding principles for wages and salaries in business institutions. This comprehensive study of compensation management also includes job analysis, administrative job evaluation, basis compensation plans, executive compensation and administrative controls. *(Both Resident and Online)*

BUSI 442 Customer Retention Through Digital Marketing 3 hours

Prerequisites: BUSI 439

The content of this course focuses on digital marketing strategies and techniques necessary for satisfying and retaining customers. In this course, students are presented with information and methods for driving and assessing overall lifetime customer value and resulting financial performance. The course content also encourages students to explore industry trends and their future impact on digital marketing. *(Both Resident and Online)*

BUSI 443 Workforce Planning and Employment 3 hours

Prerequisite: BUSI 342

This course will focus on recruitment, assessment, selection, placement and appraisal issues and methods necessary to align the organizational workforce with the strategic goals of the organization. The laws and guidelines related to the DOL, INS, EEOC, and other legal enforcement agencies as related to the staffing process will be reviewed. *(Both Resident and Online)*

BUSI 444 Human Resource Development 3 hours

Prerequisite: BUSI 342

This course focuses on the design, implementation, and management of employee orientation, career development, and training programs. Human resource development issues examined include strategic training, needs assessment, theories, program design, evaluation, and training methods as well as career management. *(Both Resident and Online)*

BUSI 446 Retailing and Category Management 3 hours

Prerequisites: BUSI 330

From an economic perspective, retailing and category management represent anywhere from 25-30% of GDP annually; this course integrates retailing and category management into one course. The category management aspects of the course are derived from retail and supply chain perspectives. *(Both Resident and Online)*

BUSI 452 Survey Design 3 hours

Prerequisites: BUSI 331

This course covers important elements for effective survey and questionnaire design. Students will learn how to plan, structure, and write survey material for meaningful market research giving consideration to ethical and social issues. The course will include topics in research techniques and best practices as well as how to use, act on and follow up research. *(Both Resident and Online)*

BUSI 453 Applied Marketing Analysis 3 hours

Prerequisites: BUSI 452

Building on knowledge acquired in marketing research, students will assess environmental market conditions. The course will explore principles used in construction, application, and analysis of market research necessary to exercise good judgment and develop action plans for key decision makers. Students will explore, analyze, and offer recommendations regarding market and consumer research through applied projects. *(Both Resident and Online)*

BUSI 455 Conflict Resolution and Negotiation 3 hours

Prerequisites: BUSI 310 (Min. grade: C)

A review of the theories, processes and practices of conflict resolution and negotiation. Students' strategies. Cultural aspects of

conflict and negotiations and diagnose and identify negotiation strategies. Cultural aspects of conflict and negotiation will be examined. *(Online)*

BUSI 464 International Market Integration and Trade Agreements 3 hours

Prerequisite: BUSI 303

This course examines market and economic integration among countries, including the European Union, the North American Free Trade Agreement, Asia-Pacific Economic Cooperation, Association of Southeast Asian Nations and others. Major emerging market economies will also be surveyed, along with the challenges and opportunities these present to the international business firm. *(Both Resident and Online)*

BUSI 465 Export Management Strategy 3 hours

Prerequisite: BUSI 303

An overview of international trade theories, policies, instruments and documents that affect the success of U.S. exports. Students are introduced to various resources, private organizations, and government agencies designed to facilitate American export businesses. The tools and methods for establishing a small export business model are examined. *(Both Resident and Online)*

BUSI 472 Organizational Ethics 3 hours

An analysis of the foundation of ethical behavior in business, including an introduction to social graces and the importance of professional image. Emphasis is placed on a comparison between Judeo-Christian and secular ethical paradigms. *(Both Resident and Online)*

BUSI 474 Dealership Operations I 3 hours

Prerequisites: ACCT 212, BUSI 342, BUSI 370, BUSI 372

An overview course of internal operational functions of a successful automotive dealership. The focus will be from the perspectives of (a) customers, (b) employees, and (c) managers. *(Both Resident and Online)*

BUSI 476 Dealership Operations II 3 hours

Prerequisites: BUSI 474

A detailed study of the internal operations of automotive dealerships in terms of fixed and variable operations. *(Both Resident and Online)*

BUSI 489 Capstone in Financial Planning 3 hours

Prerequisites: BUSI 320, 352, 354, 420, 421, and ACCT 401

This course will allow the student to create a written financial plan using the knowledge acquired from previous course work in the financial planning classes. The student will use a software package to incorporate all the elements of a successful financial plan for a case study client. *(Both Resident and Online)*

BUSI 490 Capstone: Human Resource and Marketing 3 hours

Prerequisite: BUSI 320; Senior status; should be taken in the last semester of coursework

This course serves as the capstone for all business administration majors. Students integrate the concepts, techniques, and knowledge of the common professional components (CPC) of business administration with the more advanced Human Resource Management and Marketing concentrations area of study. Course topics include a review of the CPC, strategic management theory/practices, and business analysis tools. *(Resident)*

BUSI 491 Capstone: Accounting, Economics and Finance 3 hours

Prerequisite: BUSI 320; Senior status; should be taken in the last semester of coursework

This course serves as the capstone for all business administration majors. Students integrate the concepts, techniques, and knowledge of the common professional components (CPC) of business administration with the more advanced Economics and Finance concentrations area of study. Course topics include a review of the

CPC, strategic management theory/practices, and business analysis tools. *(Resident)*

BUSI 492 Capstone: International Business and Project Management 3 hours

Prerequisite: BUSI 320; Senior status; should be taken in the last semester of coursework

This course serves as the capstone for all business administration majors. Students integrate the concepts, techniques, and knowledge of the common professional components (CPC) of business administration with the more advanced International Business and Project Management concentrations area of study. Course topics include a review of the CPC, strategic management theory/practices, and business analysis tools. *(Resident)*

BUSI 494 Healthcare Administration Capstone 3 hours

Prerequisites: Senior status; should be taken in the last semester of coursework

This capstone course for all healthcare administration majors seeks to integrate the concepts, techniques, and knowledge of all areas of healthcare administration. Its focus is strategic management, which is studied in theory and then rigorously applied. This course is designed for final semester seniors. *(Online)*

BUSI 495 Directed Research 1 to 3 hours

Prerequisites: Written permission of the chairman of the department in area of concentration and consent of instructor

Designed to encourage students to broaden their understanding of contemporary business and to give them an opportunity to propose, conduct and report a major piece of individual research in his area of specialization. *(Resident)*

BUSI 497 Special Topics in Business 1 to 3 hours

Topics will vary and are offered on demand. Course may be repeated for credit when topics differ. *(Resident)*

BUSI 498 Business Practicum 3 hours

A practical experience provided in an automotive dealership with a minimum of 400 hours per practicum section. *(Both Resident and Online)*

BUSI 499 Business Internship 1 to 6 hours

Prerequisites: Junior or Senior status and required GPA

A selected directed practical work experience under the supervision of the Director of the Business Internship program and a business manager/professional in the student's area of career interest. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Both Resident and Online)*

BIBLICAL WORLDVIEW

BWVW 301 Biblical Worldview Seminar 3 hours

This course is an in-depth analysis of some of the predominant contemporary issues facing culture and the church. This course will focus upon the application of the biblical worldview to these select issues. Students will consider and discuss potential culturally-engaging solutions to solve various social problems arising from these issues. This focus will also be carried out in a required experiential "service learning" community project. (Formerly GNED 301) *(Resident)*

CONVERSATIONAL ARABIC

CARA 101 Conversational Arabic I 3 hours

An introductory course designed to develop practical conversational Arabic skills. Intended for students whose first language is not Arabic and/or have no previous Arabic training and/or experience. *(Online)*

CARPENTRY

CARP 101 Foundations in Carpentry 4 hours

Co/Prerequisite: CRFT 101

Foundations in Carpentry is a practical course combining lecture and hands-on instruction. Topics addressed include: Orientation to the Trade; Building Materials, Fasteners, and Adhesives; Hand and Power Tools; Reading Plans and Elevations; Floor Systems; Wall and Ceiling Framing; Roof Framing; Introduction to Concrete, Reinforcing Materials and Forms; Windows and Exterior Doors; Basic Stair Layout. *(Resident)*

CARP 201 Intermediate Carpentry 4 hours
Prerequisite: CARP 101

Intermediate Carpentry is a practical course combining lecture and hands-on instruction. Topics include: Commercial Drawings; Roofing Applications; Thermal and Moisture Protection; Exterior Finishing; Cold-Formed Steel Framing; Drywall Installation; Drywall Finishing; Doors and Door Hardware; Suspended Ceilings; Window, Door, Floor and Ceiling Trim; Cabinet Installation; Cabinet Fabrication. *(Resident)*

CARP 301 Advanced Carpentry 4 hours
Prerequisite: CARP 201

Advanced Carpentry is a practical course combining lecture and hands-on instruction. Topics include: Rigging Equipment; Rigging Practices; Properties of Concrete; Reinforcing Concrete; Handling and Placing Concrete; Trenching and Excavating; Foundations and Slab-on-Grade; Vertical Framework; Horizontal Framework; Tilt-Up Wall Panels. *(Resident)*

CARP 401 Special Topics in Carpentry 4 hours
Prerequisite: CARP 301

Special Topics in Carpentry is a practical course combining lecture and hands-on instruction. Topics include: Site Layout One-Distance Measurement and Leveling; Site Layout Two-Angular Measurement; Advanced Roof Systems; Advanced Wall Systems; Advanced Stair Systems; Introduction to Light Equipment; Welding; Commercial Finish Work; Site Preparation; Introductory Skills for the Crew Leader. *(Resident)*

CHRISTIAN COUNSELING

CCOU 201 Introduction to Christian Counseling 3 hours

This course serves as an introduction to biblical counseling and helping ministry with special attention given to tough issues that pain today's generations, the modern-day search for answers, and the biblical basis for a counseling ministry. *(Online)*

CCOU 202 Issues of Christian Counseling 3 hours

This course provides the framework to the structure and issues surrounding biblical counseling and helping ministries. Special attention will be given to the dealing with spiritual warfare, "brief therapy" model of counseling, life transitions, and crisis care. *(Online)*

CCOU 301 Christian Counseling for Marriage and Family 3 hours

A broad overview of the dynamics of marriage and family relationships set the foundation of this course. Exploring structure, functionality, systems and how they should be addressed in counseling situations provide the framework for counseling this population group. *(Online)*

CCOU 302 Christian Counseling for Children 3 hours

This course introduces the student to the challenges, developmental milestones, and crises that are a part of successfully navigating the span of years from childhood through adolescence. It further prepares the student to engage and retain the theories and techniques necessary for assisting children and adolescents with these challenges on their way to a healthy lifestyle. *(Online)*

CCOU 304 Christian Counseling for Women 3 hours

This course examines common issues as it relates to counseling women. It explores the biblical perspectives and developmental/cultural situations that will help prepare the student to engage in counseling to this population group. *(Online)*

CCOU 305 Issues in Human Sexuality 3 hours

This course provides a panorama of sexual challenges that men and women are currently experiencing, as well as the results of a national report on the sexuality of Christian men and women. This vibrant and fascinating study enables students to gain a better understanding of the complexities and fundamental differences of male and female sexuality and marital intimacy in contrast to cultural myths and distortions. *(Online)*

CONVERSATIONAL ENGLISH

CESL 101 Conversational English I 3 hours

An introductory course designed to develop practical conversational English skills. Intended for students whose first language is not English but who may have some previous basic English training and/or experience, at least in reading and writing. *(Both Resident and Online)*

CESL 102 Conversational English II 3 hours
Prerequisite: CESL 101

An intermediate course to further the objectives of CESL 101 by expanding students' practical conversational skills. Intended for students whose first language is not English but who have previous English training and/or experience through CESL 101. *(Both Resident and Online)*

CESL 103 Conversational English III 3 hours
Prerequisite: CESL 102

An advanced course and a continuation of Conversational English 101 and 102, with an increased focus on grammar and vocabulary supporting practical and advanced conversational skills. Intended for students whose first language is not English but who have previous English training and/or experience through CESL 101 and 102. *(Both Resident and Online)*

CONVERSATIONAL FRENCH

CFRE 101 Conversational French I 3 hours

An introductory course designed to develop practical conversational French skills. Intended for students whose first language is not French and/or have no previous French training and/or experience. *(Online)*

CONVERSATIONAL GERMAN

CGRM 101 Conversational German I 3 hours

This is an introductory course designed to develop practical conversational German skills. Intended for students whose first language is not German and/or have no previous German training and/or experience. *(Both Resident and Online)*

CGRM 102 Conversational German II 3 hours
Prerequisite: CGRM 101

This course will further the objectives of CGRM 101 by expanding students' practical conversational skills. Intended for students whose first language is not German but who have previous German training and/or experience through CGRM 101. *(Both Resident and Online)*

CGRM 103 Conversational German III 3 hours
Prerequisite: CGRM 102

This course will further the objectives of Conversational German 101 and 102, with an increased focus on grammar and vocabulary supporting practical conversational skills. Intended for students whose first language is not German but who have previous German training and/or experience through CGRM 102. *(Both Resident and Online)*

CHEMISTRY

CHEM 105 Elements of General Chemistry 4 hours
(3 hours lecture; 2 hours lab)

Prerequisite: An intermediate level algebra course
A study of the basic areas of general chemistry at an introductory level for the non-science major, including atomic and molecular

structure; bonding, stoichiometry; and acids, bases and salts. *(Resident)*

CHEM 107 *Essentials of General and Organic Chemistry* 4 hours
(3 hours lecture; 2 hours lab)

Prerequisite or Co-requisite: MATH 110 or MATH 201 with a minimum grade of "C"; or MATH SAT Score of 550, MATH ACT Score of 20

A study of the basics of general and organic chemistry at an introductory level, including atomic structure, bonding, acids and bases, organic functional groups and selected organic reactions. *(Resident)*

CHEM 108 *Chemistry for Nursing Professionals* 4 hours
Prerequisites or Co-requisite: RN Licensure; MATH 110 or 201 with a minimum grade of "C"; or Math SAT score of 550, or Math ACT score of 20

A study of the basics of general and organic chemistry at an introductory level, including atomic structure, bonding, acids and bases, organic functional groups and selected organic reactions, with an emphasis on nursing applications. This course includes an independent hands-on microscale laboratory experience. Restricted to online students with an RN license pursuing a BSN. *(Online)*

CHEM 121 *General Chemistry I* 4 hours
(3 hours lecture, 2 hours lab)

Prerequisites: MATH 121 or 126 or 131 or 132 or ACT 20 or MATH SAT 530 or pre 2016 SAT 500 or PLMA 75 (Note: IF MATH 121 must be taken it should be taken with CHEM 121).

A study of the foundations of chemistry including: stoichiometry; atomic structure; chemical periodicity; covalent and ionic bonding; inorganic nomenclature; chemical reactions including aqueous precipitation, acid-base, and redox; basic thermodynamics in physical and chemical matter changes; electronic structure; molecular structure and polarity; gas laws. *(Resident)*

CHEM 122 *General Chemistry II* 4 hours
(3 hours lecture; 2 hours lab)
Prerequisite: CHEM 121

A study of chemical topics including: behavior and properties of liquids, colligative properties of solutions; and properties of solids; kinetics; equilibrium; acids, bases, and other aqueous equilibria; entropy and free energy in chemical reactions; electrochemistry; nuclear chemistry; introductory organic and biochemistry. *(Resident)*

CHEM 301 *Organic Chemistry I* 4 hours
(3 hours lecture; 3 hours lab)
Prerequisites: CHEM 121 and 122

A study of alkanes, alkenes, and alkynes, including nomenclature; optical activity; stereochemistry; substitution and elimination reactions; and ring systems. *(Resident)*

CHEM 302 *Organic Chemistry II* 4 hours
(3 hours lecture; 3 hours lab)
Prerequisite: CHEM 301

A study of the nomenclature and reactions of alcohols, ethers, epoxides, ketones, aldehydes, esters and acids, aromatic systems; and numerous name reactions in synthesis. *(Resident)*

CHEM 321 *Analytical Chemistry* 4 hours
(Offered spring semester)
Prerequisite: CHEM 122

An introduction to analytical chemistry. Evaluation of data, gravimetric and titrimetric analysis, and an introduction to instrumental methods. These include spectrophotometry, chromatography, and potentiometric methods. (Formerly CHEM 221) *(Resident)*

CHEM 322 *Instrumental Analysis* 4 hours
(3 hours lecture, 3 hours lab)
Prerequisite: CHEM 321

Theory and practice of instrument-based chemical analyses. The course emphasizes the principles of analytical instruments and their applications in chemical sciences. *(Resident)*

CHEM 400 *Chemistry Seminar* 1 hour
Prerequisites: CHEM 302

The preparation and presentation of a paper, discussion of presentations and/or the discussion of articles in the scientific literature. This course can be repeated, and up to four hours can be applied toward the major. Restricted to Chemistry majors and minors. *(Resident)*

CHEM 461 *Physical Chemistry I* 3 hours
Prerequisites: CHEM 122, MATH 126 or 131

This course is an in-depth study of the properties of real and ideal gases, thermodynamics, kinetics, changes of state, solutions, phase equilibria, chemical equilibria, and electrochemistry. *(Resident)*

CHEM 462 *Physical Chemistry II* 3 hours
Prerequisite: CHEM 461

This course is a study of the foundational principles of quantum mechanics in atoms and molecules, molecular structure, spectroscopy, and statistical mechanics. *(Resident)*

CHEM 465 *Physical Chemistry I Lab* 1 hour
(3 hours lab)
Prerequisite/Co-requisite: CHEM 461

This course is an in-depth study of laboratory techniques and the written expression in lab reports that follow the style of papers in chemistry periodicals for the properties of real and ideal gases, thermodynamics, kinetics, changes of state, solutions, phase equilibria, chemical equilibria, and electrochemistry. *(Resident)*

CHEM 466 *Physical Chemistry II Lab* 1 hour
(3 hours lab)
Prerequisite/Co-requisite: CHEM 462

This course is a study of the lab skills associated with the foundational principles of quantum mechanics in atoms and molecules, molecular structure, spectroscopy, and statistical mechanics. *(Resident)*

CHEM 471 *Inorganic Chemistry* 4 hours
(3 hours lecture; 3 hours lab)
Prerequisite: CHEM 302 (minimum grade of C)

A study of inorganic chemistry, including symmetry, structure, and bonding, as well as a survey of the descriptive chemistry of the elements. *(Resident)*

CHEM 495 *Supervised Research in Chemistry* 1 to 4 hours
Prerequisite: A minimum of 24 hours of chemistry
Original research carried out under the direct supervision of faculty. *(Resident)*

CHEM 497 *Special Topics in Chemistry* 3-4 hours
(Resident)

CHURCH HISTORY

CHHI 301 *History of the Christian Church I* 3 hours
A survey of the first fifteen centuries of the Christian Church including the persecutions, the rise of heresy, the development of Roman Catholicism during the Middle Ages, and the groups which dissented against Roman Catholicism. *(Both Resident and Online)*

CHHI 302 *History of the Christian Church II* 3 hours
A survey of the Christian Church from the 16th century to the present. Includes the background, development and results of the Reformation, modern missions, the ecumenical movement, American Christianity and Evangelism. *(Both Resident and Online)*

CHHI 400 *Leaders and Issues in the Early Church* 3 hours
A study of the development of the Church from A.D. 100 to 451. Includes a survey of Apostolic, Greek and early Latin Fathers. Topics include apologetical and polemical writers, Roman persecutions, Christological controversies, early monasticism and the emerging

Roman Church. Primary sources in English translation will be used. *(Resident)*

CHHI 403 *Reformation* 3 hours

A survey of the background, development, personalities, issues and results of the Reformation of the Sixteenth Century. The magisterial phase, the Anabaptists and the counterreformation will be dealt with in their interrelations. *(Resident)*

CHHI 404 *History of Baptists* 3 hours

A survey of the Anabaptist background and influences on English Baptists and Baptist progress to the present day. Includes various Baptist groups, large and small, of differing theological persuasions, denominational, and independent. *(Resident)*

CHHI 405 *History of Anti-Semitism* 3 hours

A systematic study of the history of Anti-Semitism from ancient times to the modern period. Consideration will be given to the question of New Testament influence, early church attitudes, the rise of medieval anti-Semitism, the Crusades, Islamic, Reformation and Post-Reformation period, the rise of Nazism, Anti-Zionism and the post-9/11 resurgence. *(Resident)*

CHHI 495 *Directed Research* 1 to 3 hours

The student is given an opportunity to pursue guided research in an area approved by the instructor. The course is structured to acquaint the student with the methodology of historical research and writing. *(Resident)*

CHHI 497 *Special Topics in Church History* 1 to 3 hours
(Resident)

CHINESE

CHIN 101 *Elementary Chinese I* 3 hours

A beginning course in the Mandarin Chinese language (Putonghua) with primary emphasis on the development of audio-lingual, as well as reading and writing, skills. Intended for students with no previous Chinese training. *(Resident)*

CHIN 102 *Elementary Chinese II* 3 hours

Prerequisite: CHIN 101

A continuing course in the Mandarin Chinese language (Putonghua), with primary emphasis on the development of audio-lingual, as well as reading and writing skills, with a proficiency objective of the level of intermediate low, and achieving an increasing understanding of Chinese culture. *(Resident)*

CHIN 201 *Intermediate Chinese I* 3 hours

Prerequisite: CHIN 102

A continuing course in the Mandarin Chinese language (Putonghua) with primary emphasis on the development of audio-lingual, as well as reading and writing skills, with a proficiency goal of the level of intermediate mid, and achieving an increasing understanding of Chinese culture. *(Resident)*

CHIN 202 *Intermediate Chinese II* 3 hours

Prerequisite: CHIN 201

A continuing course in the Mandarin Chinese language (Putonghua) with primary emphasis on the development of audio-lingual, as well as reading and writing skills, with a proficiency goal of the level of intermediate high, and achieving an increasing understanding of Chinese culture. *(Resident)*

CHIN 495 *Chinese Independent Research* 3 hours

A research-oriented project or an independently-completed course of study in a specially designed area as approved and supervised by the instructor. May be repeated for up to six credits or as approved by the department chair. *(Resident)*

CHIN 497 *Special Topics in Chinese* 3 hours

Prerequisite: CHIN 202

Topics will vary and are offered on demand. Course may be repeated for credit, when topics differ. *(Resident)*

CHURCH MINISTRIES

CHMN 201 *Introduction to Church Ministries* 3 hours

A practical study of Church Ministry with emphasis given to its biblical foundation, philosophy of ministry, and the various areas of ministry. The ministry is considered as a calling and a career. *(Both Resident and Online)*

CHMN 205 *Church Ministry Practicum I* 1 hour

Prerequisite: CHMN 201 (may be taken in conjunction with)

A faculty supervised practical ministry experience through observation at an approved ministry site. Practicum I is designed to provide the student with exposure to local church ministry. This course is designed to be taken the first semester of a student's sophomore year. (The course consists of forty (40) hours of observation that must be completed during the semester in which the student is registered for the course. Assessment of the student's observation will be required for this class.) *(Resident)*

CHMN 299 *Internship* 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Supervised field experience for those preparing for church ministry. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

CHMN 300 *Church Ministry Practicum II* 1 hour

Prerequisites: CHMN 201, 205

A faculty supervised practical ministry experience at an approved ministry site emphasizing leadership skills. This is a continuation of Practicum I at an approved ministry site. Students are placed in a leadership role to learn principles of team ministry and develop skills in preparation, planning, and presentation. This course is designed to be taken the first semester of a student's junior year. (The course consists of forty (40) hours of ministry experience that must be completed during the semester in which the student is registered for the course. Assessment of the student's ministry experience will be required for this class.) *(Resident)*

CHMN 305 *Church Ministry Practicum III* 1 hour

Prerequisites: CHMN 201, 205, 300

A faculty supervised practical ministry experience at an approved ministry site emphasizing leadership skills. This is a continuation of Practicum II at an approved ministry site. Students are placed in a leadership role to learn principles of team ministry and develop skills in preparation, planning, and presentation. This course is designed to be taken the first/second semester of a student's junior year. (The course consists of forty (40) hours of ministry experience that must be completed during the semester in which the student is registered for the course. Assessment of the student's ministry experience will be required for this class.) *(Resident)*

CHMN 360 *Foundations in Ministry Programming* 3 hours

Prerequisites: CHMN 201, 205, 300 (may be taken in conjunction with 300)

A study of the foundational components of church ministries programming which includes: developing a philosophy of ministry, ministry assessment, calendar planning, budgeting, leadership development, and safety issues. *(Both Resident and Online)*

CHMN 447 *Discipleship in Church Ministries* 3 hours

Prerequisites: Junior status, CHMN 201, 205, 300, 360

This course is an investigation of the factors which influence spiritual development. Attention is given to exploring the biblical and theological foundations for discipleship and making application to the discipleship process. *(Resident)*

CHMN 450/ Leadership and Management in Ministry 3 hours
YOUT 450

Prerequisites: Junior status, CHMN 201, 205, 300, 360, 447

This course is designed to teach the student the basic organization necessary for an effective local church and Christian ministry. Emphasis is placed on the development of biblical management and leadership skills. Attention is given to the student's spiritual life, personal life, and ministry life. Topics addressed include the call to ministry, stages of ministry, finding the right church or ministry, personal piety, and staff relations and development. *(Resident)*

CHMN 489 Church Ministries Capstone 3 hours

Prerequisites: Senior status; taken during the last semester of coursework

A capstone course designed to equip the student in developing a master plan for ministry, and will focus on reviewing the acquired knowledge, value and skills of the church ministry curriculum. This course seeks to integrate the concepts, techniques, and knowledge of all areas of church ministry. This course is designed to be taken the final semester for graduating seniors. Attention is given to the student's spiritual, personal and ministry life. *(Resident)*

CHMN 495 Directed Research 1 to 3 hours
*(Resident)***CHMN 497 Special Topics in Church Ministry** 1 to 3 hours
*(Resident)***CHMN 499 Internship** 3 to 6 hours
Prerequisites: Junior/Senior status, and approval of Department Chair only.

A supervised field experience designed for students preparing for a position in the field of church ministries, such as ministry director, ministry coordinator in a local church or a director in a parachurch organization. This internship will focus on the organization, teaching, and leadership components of ministry. The site must be approved by the Department of Church Ministries. *(Resident)*

HINDI**CHND 101 Conversational Hindi I** 3 hours

An introductory course designed to develop practical conversational Hindi skills. Intended for students whose first language is not Hindi and/or have no previous Hindi training and/or experience. *(Online)*

CINEMATIC ARTS**CINE 101 Cinematic Arts Appreciation I** 3 hours

The cinematic arts have a colorful history and a body of criticism and theory that has been developed regarding the production and viewing of films. Through the viewing and analysis of selected films the student will be introduced to the major theories and history of the art form. *(Resident)*

CINE 201 Introduction to Screenwriting 3 hours

This is a methods course intended to provide instruction in the fundamentals of screenwriting. Basic three-act structure, writing techniques, character development, and screenwriting software will be covered. This class may be used as part of the required CORE curriculum needed for students to apply and enter into the residential Center for Cinematic Arts cohort their Junior year. *(Both Resident and Online)*

CINE 202 Introduction to Motion Picture Directing 3 hours

This is a methods course intended to provide instruction in the fundamentals of motion picture directing. Analyzing scripts, adjusting actor performance and director responsibility in the workplace will be discussed. *(Resident)*

CINE 203 Introduction to Cinematography and Sound Design 3 hours

This is a methods course intended to provide instruction in the fundamentals of visual storytelling. *(Resident)*

CINE 204 Guerilla Filmmaking 3 hours

Students will learn the concepts of producing low-budget professional independent films from license and rights to distribution. *(Resident)*

CINE 271 Pro Tools Fundamentals I 3 hours

Prerequisite: (Recommended) Basic understanding of recording techniques, processes, and equipment

This course covers basic Pro Tools principles. It provides everything you need to complete a Pro Tools project – from initial setup to final mix-down. The course focuses on Pro Tools software and covers a multitude of new functions and feature enhancements. Whether your project involves recording live instruments, MIDI sequencing of software synthesizers, or audio editing or region looping, this course will give you the basic skills to succeed. *(Resident)*

CINE 272 Pro Tools Fundamentals II 3 hours

Prerequisite: CINE 201, 202, 203; Program Director waiver, if needed

This course provides a more detailed look at the Pro Tools system above and beyond the knowledge you gained in the Pro Tools 101 course. It covers all the key concepts and skills needed to operate a Pro Tools system at the User level. This course, along with Pro Tools 101, provides the foundation to Pro Tools User Certification and for the later 200-series of courses on Pro Tools music and post production. *(Resident)*

CINE 281 Media Composer Fundamentals I 3 hours

Prerequisite: Instructor Approval Required

Media Composer fundamentals I (Cine 281) is the first course of study for pursuing Media Composer user certification. You will learn the basic principles you need to know to be successful with Media Composer. This Course will familiarize you with the practices and processes you will use to complete a Media Composer project. Lessons and exercises focus on a phase of the editing process, starting with organizing media, assembling a sequence, refining a sequence, creating titles and effects, and finally outputting your program so others can view it. *(Resident)*

CINE 282 Media Composer Fundamentals II 3 hours

Prerequisite: CINE 281 and Instructor Approval Required

Media Composer Fundamentals II (CINE 282) deepens the skills taught in Media Composer Fundamentals I (CINE 281) and will teach you what you need to know to be successful with Media Composer at a higher level. This course will familiarize you with the practices and processes you will use to complete a Media Composer project. Lessons and exercises will focus on a phase of the editing process, and will take you from syncing dailies, through editing and revision, and finally into sound mixing, effects, and title creation. You will learn the tools required to successfully deliver a project from beginning to end. *(Resident)*

CINE 301 Cinema Legal Environment 3 hours

Prerequisites: Sophomore standing

The legal environment of filmmaking can often be difficult to navigate. This course aims to present general principles within the cinematic arts legal environment that are fundamental to a career in the filmmaking industry. Students will investigate cases and research topics related to intellectual property, copyrights, product placement, script options, and cinematic arts business ethics. *(Resident)*

CINE 302 Story Analysis 3 hours

Prerequisites: CINE 201, 202, 203; Program Director waiver, if needed

An intensive study of film theory, focusing both on international cinema and classic Hollywood Films, the course includes analysis and application. Topics covered include story structure, montage, and the development of visual and narrative techniques. *(Resident)*

CINE 303 Producing and Directing 3 hours

Prerequisites: CINE 201, 202, 203; Program Director waiver, if needed

A practical study of the various theories and methodologies of Cinema direction and producing using application, classroom examination and exercises. *(Resident)*

CINE 304 Production 3 hours

Prerequisites: CINE 201, 202, 203; Program Director waiver, if needed

A study of the theory and practice in planning, execution of various digital cinema productions with emphasis on skill development and production techniques. *(Resident)*

CINE 305 Editing 3 hours

Prerequisites: DIGI 240, CINE 202, 203; Program Director waiver, if needed

Study techniques and aesthetics of storytelling through Post-production. These techniques will address both the visual and audio process, as well as the tools that make it possible. *(Resident)*

CINE 306 Acting Fundamentals for Camera 3 hours

The study of the profession of film acting and the film industry's expectations of the actor and director. *(Resident)*

CINE 330 Micro Budget Filmmaking 3 hours

In this condensed exploration of filmmaking, students learn the process of developing a low-budget film. Translating a minimum budget into the maximum quality on screen is the main focus of this course. Topics include: setting up a production company, financing and development, pre-production planning, production techniques, post-production workflow, and distribution. Students will prepare a producer's breakdown and production budget for a micro-budget screenplay. *(Online)*

CINE 340 Theology and Cinema 3 hours

This course explores the use of theology in cinema. As an introductory course, it seeks to answer the questions that many Christians face about movies as an artistic medium. Namely, "How should Christians view cinematic arts?" This course will also focus on helping students approach movies with the eyes of a theologian. Specifically, it will instruct students to evaluate and interpret movies from a theological/philosophical perspective. Part of this will involve viewing specific movies and exegesis them to see what they reveal about culture and truth. *(Online)*

CINE 350 Thesis Production 6 hours

Prerequisites: CINE 201, 202, 203; Program Director waiver, if needed

Study techniques to translate written scripts into visual storytelling by making a short film using High Definition equipment. Storytelling techniques employed will encompass the fundamental technical understanding of working with digital camera, lenses, lighting, sound, hair/make up, wardrobe, and production design. *(Resident)*

CINE 351 Thesis Post-Production 3 hours

Prerequisites: CINE 201, 202, 203, and the first two semesters of the Cinematic Arts cohort; Program Director waiver, if needed

Retell the story in the post-production process by evaluating the potential of an entertainment property of a film within a market in order to ensure maximum exposure. (Formerly CINE 451) *(Resident)*

CINE 353 Feature Screenwriting 3 hours

Prerequisites: DIGI 240, 333, CINE 202, 203, 305, 352, THEA 320, CSTU 301

Write character-driven plots, while insuring that what is written translates to the screen as intended. Students will understand the business of writing while learning to write, edit, develop characters, and pitch the resulting screenplay. *(Resident)*

CINE 354 Audio Production 3 hours

Prerequisites: CINE 201, 202, 203, and the first two semesters of the Cinematic Arts cohort; Program Director waiver, if needed

Audio production for Cinematic Arts is the study of how sound is captured, manipulated and presented in the world of on-screen storytelling. Students will learn and experience proper sound theory and engineering by creating and polishing sound design in a thesis film project. *(Resident)*

CINE 355 Documentary Audio Production 3 hours

Prerequisites: Must be a current historical documentary history major

This course is designed for students interested in developing documentary nonfiction pieces. The course is oriented toward field production, exploring various approaches to audio documentary work, from the journalistic to the personal. Students will learn and experience proper sound theory and engineering by creating and polishing sound design in several short documentary film projects. *(Resident)*

CINE 400 Feature Pre-Production 6 hours

Prerequisites: DIGI 240 333, CINE 202, 203, 305, 350, 352, 353 THEA 320, SCOM 345, CSTU 301, BUSI 301

Students will produce a long-format movie as a class by first gaining the understanding about how departments interface within their respective duties in order to bring the project to the production phase of moviemaking. *(Resident)*

CINE 401 Branding and Entrepreneurship 3 hours

Prerequisite: Junior/Senior status

A practical study in the dynamics of establishing, funding, and managing a small new enterprise, or acquiring an existing business using case studies, practical exercises, and class instruction. *(Resident)*

CINE 402 Feature Production 6 hours

Prerequisites: DIGI 240, 333, SCOM 345, CINE 202, 203, 305, 350, 352, 353 THEA 320, CSTU 301, BUSI 301

Through the production of a long-format film, students, working on a class project will be immersed in the understanding of leading and crewing narratives and documentaries, as these films incorporate increasingly advanced technical demands, and sophisticated production. *(Resident)*

CINE 450 Marketing and Distribution 3 hours

Prerequisites: CINE 201, 202, 203, and the first three semesters of the Cinematic Arts cohort; Program Director waiver, if needed

A practical study in the dynamics of marketing and distributing of film, using case studies, practical exercises, and class instruction. The class covers strategies and thought processes behind planning release schedules, designing movie posters, setting up co-branded marketing efforts, estimating budgets, maximizing/leveraging publicity from film festivals. In addition, the class will focus on the marketing/distribution of a variety of films including tent-pole blockbusters, and small independent personal art house films. Distribution modalities for theatrical, direct to DVD, TV, VOD, and SVOD will be explored. Students will implement a grass roots marketing campaign through the various mediums of social media to market their thesis film or feature length screenplay. (Formerly CINE 352) *(Resident)*

CINE 452 Advanced Post Production 3 hours

Prerequisites: CINE 201, 202, 203, and the first three semesters of the Cinematic Arts cohort; Program Director waiver, if needed

Advanced post-production focuses on completing a student's senior thesis project. It involves learning and using finishing tools such as color correction and basis effects. Students go through the final post production process of taking the film from raw footage (4k) to final deliverables. *(Resident)*

CINE 453 Screenplay Rewrite 4 hours

Prerequisites: CINE 201, 202, 203, and the first three semesters of the Cinematic Arts cohort; Program Director waiver, if needed

The screenplay rewrite is the mature subjective examination of one's work. In this course, students will learn how to evaluate a script based on specific principles of dramatic writing. The script will be

analyzed and observations made by asking: Does the script maintain the stated theme? Are character arcs fully realized? Is the story structure well defined? Is there a clear hero objective throughout the story? Does the action of the story proceed with conflict and direction? *“Rewriting is where the game is won or lost; rewriting is the essence of writing.” – William Zinsser, On Writing Well. (Resident)*

CINE 454 Advanced Audio Production 3 hours

Prerequisites: CINE 201, 202, 203, and the first three semesters of the Cinematic Arts cohort; Program Director waiver, if needed

Advanced audio production for Cinematic Arts further explores the creative and technical field of sound design. The course will develop student’s abilities in spotting music, placing and editing sound effects, and multi-format surround sound deliverables. This course builds on the knowledge and experience developed in the Audio Production (CINE 354) class. Students will polish their thesis film projects in 5.1 and/or 7.1 surround sound formats and develop specific international deliverables, such as an M&E mix. *(Resident)*

CINE 455 Persuasion 3 hours

Prerequisites: CINE 201, 202, 203, and the first three semesters of the Cinematic Arts cohort; Program Director waiver, if needed

The study, analysis and practice of argument, rhetoric used to change attitudes, beliefs, and behaviors of targeted audiences in cinematic art. *(Resident)*

CINE 497 Special Topics Workshops in Cinema 1 to 3 hours

Workshops in digital film production processes and techniques. Analysis of successful and unsuccessful production methods. Professional relationships and networking. *(Resident)*

CINE 499 Cinema Internship 3 to 9 hours

Prerequisites: Student must have a GPA of 3.00; have completed specific degree requirements as required by the program, have completed the internship application process and have prior approval from the Program Executive Director.

Supervised field experience within the Film Industry, corporations, government agencies, schools and community organizations to expand career interests and apply subject knowledge relevant to the workplace. Individualized internship placements to develop personal and professional skills, including professional ethics, leadership, and civic responsibility.

Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

CRIMINAL JUSTICE

CJUS 200 Introduction to Criminal Justice 3 hours

Prerequisite for all other CJUS courses

An introductory course covering an overview of the whole criminal justice system in America, including discussion of law enforcement generally, the court systems, correctional organizations, the history of law enforcement in the U.S. and some other nations, and the ethics and philosophy of criminal justice generally. *(Both Resident and Online)*

CJUS 230 Criminal Justice Research and Writing 3 hours

Prerequisite: CJUS 200

This course is an introductory course to research in the social sciences, both in traditional and online venues. It covers plagiarism, APA formatting, case briefing, academic writing, formal reporting, and memoranda. A major research paper is required. *(Both Resident and Online)*

NOTE: CJUS 200 and 230 are a prerequisite for all other Criminal Justice courses.

CJUS 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

CJUS 300 Administration of Justice Organizations 3 hours

This course is designed to familiarize the student with the theoretical and practical management perspectives embraced by the American criminal justice system. This will include nature of criminal justice organizations, individual and group behavior within those organizations, processes inherent in those organizations, and areas of criminal justice reform from a Christian perspective. *(Both Resident and Online)*

CJUS 310 Juvenile Justice 3 hours

This course is designed to provide an in-depth study of the juvenile justice system in the United States. The student will study the general principles of juvenile delinquency, overview of the juvenile criminal justice system, theories of delinquency, and other issues dealing with juveniles in the justice system. *(Both Resident and Online)*

CJUS 320 Corrections 3 hours

This course is designed to familiarize the student with the criminal correctional system in the United States. The student will review the history of corrections and procedural, statutory, and case law of American correction. *(Both Resident and Online)*

CJUS 321 Juvenile Corrections 3 hours

Examines the extent to which juvenile correctional interventions are used. Provides an in-depth analysis of various correctional responses to juvenile offenders including diversion, community-based, and residential programs. *(Both Resident and Online)*

CJUS 322 Community Based Corrections 3 hours

This course introduces the student to the new philosophies within corrections to establish successful rehabilitation programs in the community and outside of traditional prison settings. Students will analyze different programs that are being implemented nationally to include electronic monitoring, boot camps, and restorative justice programs. *(Both Resident and Online)*

CJUS 323 Delinquency and Crime Prevention 3 hours

Explores various strategies for prevention of adult and juvenile crime with particular attention to the theoretical and empirical bases for these approaches. Students will develop a crime prevention plan. *(Both Resident and Online)*

CJUS 324 Legal and Ethical Issues in Juvenile Justice 3 hours

An overview of legal issues and court decisions related to juvenile justice. An analysis of the various ethical issues surrounding juvenile justice contexts and practices. *(Both Resident and Online)*

CJUS 330 Judicial Process 3 hours

This course is designed to increase the understanding of the criminal judicial process in the United States. It includes a study of the functioning of courts, judges, lawyers and law enforcement agencies, including judicial decision-making and the impact of court decisions on the American Republic. *(Both Resident and Online)*

CJUS 340 Criminology 3 hours

This course is designed to examine theories regarding the nature and cause of criminal behavior and society’s response. It approaches crime from a philosophical, psychological, and sociological perspective. Most importantly, this course strives to integrate a theological, perspective to crime and punishment. (Formerly CJUS 210) *(Both Resident and Online)*

CJUS 350 Criminal Justice Ethics 3 hours

This course is designed to build upon the biblical foundations students should have developed from other courses (such as BIBL 105/110 and THEO 201/202) and enhance foundational ethical considerations into more developed and practical notions of right behavior within the realm of criminal justice praxis. *(Both Resident and Online)*

CJUS 360 Introduction to Forensics 3 hours

An introductory overview of forensics and how it is applied to the justice system by law enforcement agencies. This course demonstrates the importance of documenting physical evidence and identifying various kinds of evidence such as: fingerprints, trace, tool marks, DNA, etc. *(Both Resident and Online)*

CJUS 361 Crime Scene Photography 3 hours

Prerequisite: CJUS 360; can be taken concurrently with CJUS 363

Students will learn and apply principles of photography in digital format. Within the field of forensic science, the use and understanding of photography is essential. The course will focus on the areas of aerial, underwater, and macro photography as used to document and present criminal investigations. Students must have access to a digital camera that has aperture settings (example: Sony P200) and a tripod. *(Both Resident and Online)*

CJUS 362 Crime Scene Management 3 hours

Prerequisites: CJUS 361; can be taken concurrently with CJUS 363

This course will address critical thinking, resource management, supervision, and investigative failures in criminal investigations. A detailed explanation of how to effectively manage a forensics investigation and how to preserve and present evidence will be covered. *(Both Resident and Online)*

CJUS 363 Computer and Cyber Forensics 3 hours

Prerequisites: CJUS 360; can be taken concurrently with CJUS 361 or 362

The course will focus on the role of computer forensics and the methods used in the investigation of computer crimes. The course explains the need for proper investigation and illustrates the process of locating, handling, and processing computer evidence. *(Both Resident and Online)*

CJUS 380 Introduction to Homeland Security 3 hours

An introduction to the public and private sector dimension of the broad range theoretical and practical aspects of homeland security and emergency management, including: origins of natural and terrorist-caused disasters; local, state, and federal emergency management planning and operations; health infrastructure capabilities, public communication strategies; business community concerns; ethical, legal, and constitutional questions; as well as the social and psychological dimensions of disasters. NRF, NIMS, ICS, IC, and UC will be examined. Further, national and association standards found in agencies and documents such as Presidential Directives, NFPA 1600, IAEM, and IACP will be examined. *(Both Resident and Online)*

CJUS 381 Incident Command System/Emergency Planning and Incident Management 3 hours

Prerequisite: CJUS 380

An introduction to the basic tasks of emergency preparedness and disaster mitigation, including planning, response, and recovery. Special emphasis will be placed on command arrangements, coordination, and budgetary issues among emergency responders (law enforcement, firefighters, transportation, public works, and health care system officials), and within and between federal, state, and local governments. *(Both Resident and Online)*

CJUS 382 Critical Infrastructure Protection 3 hours

Prerequisite: CJUS 380

Identification, prioritization, and protection of critical infrastructure including agriculture, cyber and information technology, telecommunications, chemical, transportation, energy, water, medical, emergency services, and postal and shipping. Impact on personal safety, structural integrity and security, and economic performance. *(Both Resident and Online)*

CJUS 383 Behavioral Dimensions of Disaster 3 hours

Prerequisite: CJUS 380

This course focuses on the sociological, psychological, and physiological human responses to natural and human-made disasters. Students will examine normal and abnormal psychological reactions,

the recovery process, and principles of mental health care for victims and responders of disasters. Differences between natural and human-made disasters are examined and factors that mitigate post-traumatic effects are reviewed. Response of the public and individuals to disaster-related issues including: disaster warning, evacuations, relations, civil unrest, loss of family and property, and recovery activities are examined. Sociological and psychological aspects of Weapons of Mass Destruction (WMD) disasters are also considered. Students develop an awareness of the effect of human influence and behavior on disaster response and recovery. *(Both Resident and Online)*

CJUS 400 Criminal Law 3 hours

Prerequisites: CJUS 200 and 230 or GOVT 200 and 346

This course is designed to provide an overview of the legal elements that apply to criminal law, procedure, and evidence, including proof, intent, conspiracy, classifications of crimes and related punishments, culpable mental states, defenses, rules of evidence (including the exclusionary rule), and rights and procedures in the gathering of evidence. *(Both Resident and Online)*

CJUS 405 Interview and Interrogation 3 hours

(NOTE: Extra costs above tuition and fees apply)

Prerequisites: Upper Division Standing

This class is an advanced exploration of the mechanics of interview and interrogation. The class instruction will focus on behavior symptom analysis, interviewer characteristics and interview environment, interviewing protocol, factual analysis, evaluating the alibi, the Behavioral Analysis Interview, and the Reid Nine Steps of Interrogation. *(Resident)*

CJUS 410 Constitutional Criminal Procedure 3 hours

Prerequisites: CJUS 200 and 230 or GOVT 200 and 346

This course is designed to study the constitutional provisions and Supreme Court decisions affecting law enforcement procedure, including due process of law generally, arrest, charges, right to counsel, search and seizure, identification, bail, trial and post-trial proceedings, and post-conviction appeals. The course also investigates civil liability for acts of law enforcement personnel. *(Both Resident and Online)*

CJUS 420 Criminal Investigations I 3 hours

(Resident - Offered fall semester)

This course will address the constitutional requirements for conducting criminal investigations, essential techniques for processing a crime scene, and methodology for collecting evidence via subpoenas and interviews. *(Both Resident and Online)*

CJUS 421 Criminal Investigations II 3 hours

(Offered spring semester only)

Prerequisite: CJUS 420

This course will apply the concepts addressed in CJUS 420 to specific crimes, including arson, rape, robbery, and murder. Additionally, the course examines the practices and procedures associated with the management of complex criminal investigations. *(Resident)*

CJUS 422 Forensics Colloquium 1 hour

This course is a collection of practically oriented lectures, demonstrations, and short films specifically tailored to students interested in the application of scientific processes in identifying, locating, apprehending, and prosecuting criminal offenders. It will draw on practitioners within the various fields of the forensic science, police, prosecutors, and defense attorneys. This course is elective. Criminal Justice majors should consider enrolling for three semesters. *(Resident)*

CJUS 450 Comparative Criminal Justice Field Study 3 hours

(Summer term only)

This course is a predominantly on-site investigation into the institutions, processes, and practices of criminal justice in various foreign countries. It seeks to examine the historical development of

criminal justice, the cross-cultural and economic impact of international crime, and competing notions of justice, crime, and punishment. This course is offered annually or bi-annually, as needed. *(Resident)*

CJUS 497 *Special Topics in Criminal Justice* 3 hours
(Resident)

CJUS 499 *Criminal Justice Internship* 1-6 hours
Prerequisites: Junior or Senior status and required GPA

Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Both Resident and Online)*

CHRISTIAN LEADERSHIP

CLED 300 *Biblical and Theological Foundations of Christian Leadership* 3 hours

Prerequisites: CHMN 201 and either THEO 201 or 104

This course will explore the biblical and theological foundations for Christian leadership. Old and New Testament examples of leadership will be analyzed and the foundations of current leadership principles will be discussed. *(Online)*

CLED 310 *Foundations of Christian Leadership* 3 hours
Prerequisites: CHMN 201

This course will explore the foundations of leadership. Consideration will be given to leadership as evidenced throughout the Bible and to the evaluation of social science theory and the student's personal aptitude for leadership. Students will apply their understanding of the foundations of leadership to their own leadership setting. *(Resident)*

CLED 325 *Critical Issues in Ministry Leadership* 3 hours

This course serves as an introduction to various issues that impact both local church and parachurch ministry leaders. The student will develop an understanding of the role of the Christian leader's growth, priority of family in ministry, and contemporary issues related to ministry infrastructure. *(Online)*

CLED 365 *The Personal Development of the Leader* 3 hours
Prerequisites: CLED 300 or 310

This course is designed to help the student examine the life of the leader. In addition to examining the development of an individual's leadership skills, several other issues will be explored such as the ordering of one's private world, the personal character of the leader, and becoming a leader that lasts. *(Both Resident and Online)*

CLED 410 *Team Dynamics in Christian Leadership* 3 hours
Prerequisites: CLED 365

This course is designed to focus on the role of Christian leadership in establishing effective teams for ministry in the church and the marketplace. It will guide the student through a biblical and theological basis for team ministry as well as consider foundational material from the social sciences. An analysis of various roles and ministry team dynamics in a multiple-staff ministry will be covered. Principles for leading organizational change will also be examined. *(Resident)*

CLED 425 *Ethical Issues in Christian Leadership* 3 hours
Prerequisites: CLED 365

Christian Leadership embraces general accepted leadership principles and practices, with the additional inclusion of biblically based spiritual dynamics. It is this emphasis on biblically based spiritual dynamics that raises the expectations of leadership practices. As a result, ethical issues have emerged that require thoughtful consideration, when it comes to participation, procedure, and practice. *(Resident)*

CLED 450 *Organization and Leadership in Ministry* 3 hours

This course is designed to address areas of organization and leadership that may be unique to ministry organizations. Emphasis is placed on the diagnosis of the personal spiritual needs of the leader,

common mistakes leaders make in ministry, and various truths that leaders need to learn in order to effectively manage people. *(Online)*

CLED 489 *Capstone Seminar* 3 hours
Prerequisites: CLED 300, 365; Senior status

This required course will be completed in the final semester of the student's degree program and will be based on the knowledge and skills acquired in earlier course work. The student will complete a capstone project developed through the concepts learned throughout the program allowing them to showcase their leadership skills and understanding of the structure and culture of an organization. *(Online)*

CLED 499 *Christian Leadership Internship* 3 hours
Prerequisites: Junior status; 21 hours in the major including

CHMN 447 and CLED 410

This course is designed to equip students with the study strategies necessary for success at the college level. It teaches self-management skills such as organization and time management, as well as learning strategies including memory and test-taking. Students are also encouraged to discover their individual learning styles, while incorporating practical application techniques. *(Resident)*

COLLEGE LEARNING STRATEGIES

CLST 100 *Foundations for Academic Success* 3 hours

This course is designed to assist students in their academic adjustment to college. There is a focus on learning and application of study strategies and self-management skills. In addition, emphasis is placed on community and accountability which provide the foundations for academic success. *(Online)*

CLST 101 *College Learning Strategies* 1 hour

This course is designed to equip students with the study strategies necessary for success at the college level. It teaches self-management skills such as organization and time management, as well as learning strategies including memory and test-taking. Students are also encouraged to discover their individual learning styles, while incorporating practical application techniques. *(Both Resident and Online)*

CLST 102 *College Reading Improvement* 1 hour

This course is designed to teach students the essential reading skills necessary to improve their ability to comprehend the material contained in college textbooks. Topics include analytical reading, critical reading, and vocabulary development. *(Resident)*

CLST 103 *Individualized Curriculum to Support Academic Success* 1 hour

Prerequisites: PLMA < 40

This course is an individualized program in reading and study strategies based on students' goals and assessed needs. The varied curriculum focuses on academic, personal, and/or spiritual domains. It is delivered in a lab format with faculty/student interaction. Open to all students but required of students with a PLMA score below 40. *(Both Resident and Online)*

CLST 104 *College Transition and Study* 3 hours

This summer program is designed to equip students with the knowledge and study skills necessary for successful transition to a Christian university setting, while facilitating academic, spiritual, and social development. Interaction between faculty and students establishes high academic expectation and encourages connection to community and university life. Neither CLST 100 nor 101 may be taken for credit if a student has already completed CLST 104. *(Resident)*

CLST 105 *Strategies for the Application of College Learning Skills* 1 hour

This course provides strategies that will enable students to apply college learning skills to their current courses. It incorporates one-on-one mentoring, as well as weekly accountability. It is designed to foster an awareness of current academic progress and to encourage the

motivation and responsibility necessary for academic success. *(Both Resident and Online)*

CLST 113 Foundations for English 1 hour

This course is a self-paced, individualized program tailored for each student's assessed needs in the areas of English relating to writing and study strategies. This course is self-paced with instructor guidance and accountability to reach desired outcomes. *(Online)*

CLST 301 Advanced Reading/Vocabulary Development 1 hour

This course focuses on building personal/professional vocabularies and accelerating reading speed/ comprehension. Higher level critical reading skills are developed for upper-level and graduate courses. *(Both Resident and Online)*

CAMP & OUTDOOR ADVENTURE LEADERSHIP

COAL 210 Introduction to Camp and Outdoor Adventure Leadership 3 hours

This course will provide students a Biblically-based introduction to a wide range of initiative games, team building skills, the ability to transfer experience-based discovery learning to real life application, and the proper sequencing philosophies necessary to enjoy success in the camping and outdoor adventure leadership ministry professions. Students in this course will be able to combine a passion for creation and the outdoors, a love for servant-hearted camping and outdoor adventure ministry leadership, and the recreation and programming methods taught to lead a life of successful ministry either as an introduction to full time vocational ministry, or to life-long skills as a church lay leader, a para-church volunteer, a mission trip coordinator or volunteer, or even a non-profit organization volunteer. In addition to life-long ministry training for camp and outdoor adventure leadership, students will also receive certifications in American Red Cross First Aid and CPR. *(Resident)*

COAL 220 Foundations and Programming in Camp and Outdoor Leadership 3 hours

Prerequisites: COAL 210

This course will provide students the foundational knowledge necessary for effective leadership in camp and outdoor adventure leadership programs including the introduction to a variety of camps and outdoor ministries, their history, leadership, and how they are being effectively utilized today. Students will also learn how to effectively develop age-appropriate programs which are properly sequenced in camp and outdoor adventure ministries that apply Biblical principles to all aspects of relationship building. *(Resident)*

COAL 305 Legal Issues in Camp Ministry 3 hours

Prerequisites: COAL 210

With a managerial approach to legal issues, this course will examine the influences of current state and federal legislation, collective bargaining agreement, regulation agencies, employee-employer relations, contracts and educational enterprises in relation to sport management. *(Resident)*

COAL 310 Christian Camp: Site Plan and Design 3 hours

Prerequisites: COAL 210

This course will provide students with the Biblical foundation and critical information that they need to properly evaluate the feasibility of developing raw land into a viable Christian camp or outdoor adventure ministry site. Understanding the environmental studies required, how to read and understand topographical maps, working with architects and engineers on site plan development, understanding the principles of development, drainage, natural resource conservation, utility installation, mineral rights, real estate contracts, pipeline and electrical easements, road construction, parking considerations, size and number of buildings needed for lodging, meeting space, dining services, and activity site planning are all included. *(Resident)*

COAL 370 Managing the Christian 3 hours

Ministry Organization

Prerequisites: COAL 210; COAL 310 as co-requisite

This course will take a comprehensive examination of critical areas for the individual who gives or is considering leadership in a Christian camp or outdoor ministry organization. An exposition of Biblical passages supporting the establishment and function of Christian camps and outdoor ministry organizations and their supportive relationship to the local church will be presented. After which, pragmatic applications to effectively direct/manage a Christian camp and outdoor ministry organization will be examined. *(Resident)*

COAL 405 Ministry Finance 3 hours

Prerequisites: COAL 210 and 220

Economic marketing and finance theories applied to sport organizations, with special emphasis on the impact of sport upon the proximate community, and general development of cities and sport facilities. *(Resident)*

COAL 410 Principles of Ministry Marketing 3 hours

Prerequisites: COAL 210 and 220

The relevant areas of marketing are applied to sport applications for spectator and participative sport originations are given. Special emphasis is placed on strategic planning, product analysis, and the development and presentation of marketing packages to secure sponsorship. *(Resident)*

COAL 460 Camp and Outdoor Ministry: Property, Programs, Policies, and Procedures 3 hours

Prerequisites: COAL 210, 220, 305, 310, 370

This course will be the comprehensive culmination of the Biblical foundation, and the philosophies, methods, management styles, marketing strategies, facility design, site planning ability, leadership styles, donor relations, donor reporting mechanisms, program design, program assessment, legal trends and issues, budgeting and finances, staffing and personnel needs, recruiting, retention, and benefits that were covered in the camp and outdoor adventure leadership program. Students will complete a brand new start-up camp or outdoor adventure ministry project from mission statement and property selection until opening day for business, including a comprehensive business plan, as an assessment tool to demonstrate mastery of each discipline required to be successful in the camp and outdoor adventure leadership profession. *(Resident)*

COAL 497 Special Topics in COAL 3 hours

(Resident)

COAL 499 Internship 3 hours

Prerequisites: COAL 210, 220, 305, 310, 370

This internship will focus on both the programming and leadership aspects of camp and outdoor adventure leadership ministry. It will be a supervised field experience at an approved site. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

COMMUNICATION STUDIES

COMS 101 Speech Communication 3 hours

Prerequisite: ENGL 100 or advanced standing in the English Placement Test

Study and practice in communicating ideas competently in public speaking. Students are also given a foundation for development of communication skills in other human communication contexts, including dyadic and small group communication. *(Both Resident and Online)*

COMS 497 Special Topics in Communication Studies 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. *(Resident)*

CRISIS COUNSELING

CRIS 302 Foundational Principles of Crisis Response 3 hours

Prerequisite: PSYC 101 or 210

A general overview and analysis of the theoretical concepts of crisis response, critical incidents and grief and will cover intervention models, effects of critical incident stress. The course will cover the historical background of the discipline and scope of crisis response. (Online)

CRIS 303 Acute Stress, Grief and Trauma 3 hours

Prerequisite: CRIS 302

A general overview and analysis of the impact and consequences of acute stress on victims, first responders, families, and community members. Particular attention is paid to effective counseling strategies, methods and techniques for immediate response, fostering resiliency, and cultural differences. (Online)

CRIS 304 PTSD and Combat-Related Trauma 3 hours

Prerequisite: CRIS 302

An examination and analysis of the causes, symptoms and treatments of PTSD and Combat-related PTSD, taking into account the latest research in the field and examining the affective, behavioral, cognitive and spiritual challenges faced by survivors. (Online)

CRIS 305 Trauma Assessment and Interventions 3 hours

Prerequisite: CRIS 302

An in-depth examination of the causes, symptoms and treatments of both trauma-related and "normal" relations to exceptional violence, taking into account the latest research in the field and examining the affective, behavioral, cognitive, and spiritual challenges faced by survivors. Included, among others, will be community, military and church-based responses to such events as: crime, school and workplace violence, domestic violence, motor vehicle accidents, and sexual assault. (Online)

CRIS 306 Complex Trauma and Disasters: Offering Spiritual Care 3 hours

Prerequisite: CRIS 302

An examination of the role of faith-based organizations, faith communities, and pastors and clergy, in the care of emotional and spiritual health in individuals, communities, and organizations following trauma and disaster. Specifically, topics will include the life cycle of a disaster, exclusive types of trauma and disasters, models of response for faith-based communities, collaborative efforts between mental health professionals and faith-based services, and other salient factors for effective emotional and spiritual care. (Online)

CRAFT SKILLS**CRFT 101 Introduction to Craft Skills** 3 hours

Introduction to Craft Skills serves as the orientation and foundation for each technical studies specialization. Topics addressed include introductions to: Safety (includes OSHA 10 Certification), Construction Math, Hand Tools, Power Tools, Construction Drawings, Communication Skills, Employability Skills and Materials Handling. This course serves as a prerequisite and can be taken concurrently with all technical studies foundation courses. (Resident)

CREATION STUDIES**CRST 290 History of Life** 2 or 3 hours

Prerequisite: A college science course

An interdisciplinary study of the origin and history of life in the universe. Faculty will draw from science, religion, history, and philosophy in presenting the evidence and arguments for creation and against evolution. (Both Resident and Online)

CRST 390 Origins 3 hours

Prerequisite: BIOL 224 or CRST 290; or permission of the instructor

An in-depth study of the biblical and scientific views of the origin of the universe, life and man. Evidence and arguments for creation and evolution will be discussed. This course is designed for students with

a strong science background or a very strong interest in the origins controversy. (Resident)

COMPUTER SCIENCES AND INFORMATION SCIENCES

(Formerly BMIS and CSCI)

CSIS 100 Introduction to Information Sciences and Systems 3 hours

Prerequisite: MATH 110 with a minimum grade of "C"; (can be taken concurrently).

This course examines the design, selection, implementation and management of enterprise Business solutions. The focus is on identifying critical business processes and envisioning how technology can be developed to provide solutions which generate competitive advantage. Students learn how applying frameworks and strategies around the Business Process and Organization Strategy provide a competitive advantage. Topics include MIS and IT fundamentals, Information Systems Management and Using Enterprise Business Applications for competitive advantage. The course also includes a component for Technical Writing for Information Systems. (Formerly BMIS 200) (Both Resident and Online)

CSIS 110 Introduction to Computing Sciences 3 hours

Prerequisite: MATH 121 with a minimum grade of "C"; (can be taken concurrently).

A breadth-first introduction to the computing disciplines, with an emphasis on computer ethics and how computing technology impacts the world. Topics include: computing history; discrete mathematics; computer architecture and organization; algorithm design; languages; compilers; operating systems; applications; networks; databases; intellectual property; privacy; free speech; social consequences; computer crime; and codes of conduct. (Formerly CSCI 110) (Both Resident and Online)

CSIS 111 Introduction to Programming 3 hours

Prerequisite: CSIS 110/ENGR 110 with a minimum grade of "C"; (can be taken concurrently).

Introduction to structured programming and algorithms with an object-oriented language. Topics include input/ output, flow of control, functions, and an introduction to software engineering. Programming assignments are required. (Formerly CSCI 111) (Both Resident and Online)

CSIS 112 Advanced Programming 3 hours

Prerequisite: CSIS 111 with a minimum grade of "C"

Continuation of CSIS 111. Further development of discipline in program design, especially for larger programs. Introduction of pointers, simple data structures, recursion, internal sort/search methods. Programming assignments are required. (Formerly CSCI 112) (Both Resident and Online)

CSIS 208 Application Programming 3 hours

Prerequisite: CSIS 100 or CSIS 110 and MATH 121 or higher; minimum grade of "C" (can be taken concurrently).

Development of computer and programming skills, problem solving methods, and selected applications. This course provides a broad-based introduction to programming in Visual Basic. Students will learn how to build a program from the design phase all the way through to delivery. (Formerly BMIS 208) (Both Resident and Online)

CSIS 209 C# Programming 3 hours

Prerequisite: CSIS 111 or CSIS 208 or CSIS 212; minimum grade of "C"

Development of computer and programming skills using the C# language. Students will learn how to use C# to develop stand-alone applications in an IDE. Advanced concepts, such as database connectivity and web applications will also be examined. (Formerly BMIS 209) (Both Resident and Online)

CSIS 212 Object-Oriented Programming 3 hours

Prerequisites: CSIS 110 or CSIS 208 or MATH 121 or higher; minimum grade of “C”

A study of the general-purpose, secure, object-oriented, portable programs. This course prepares students to program stand-alone applications. It will cover features such as programming concepts, data types, operators, flow control statements, objects, classes, methods, arrays, and strings. The concept of object-oriented programming is emphasized. (Formerly BMIS 212) *(Both Resident and Online)*

CSIS 215 Algorithms and Data Structures 3 hours

Prerequisites: CSIS 112 and MATH 250 (minimum grade of “C”)

Study of data structures such as linked lists, stacks, queues, trees, and graphs. Algorithms for manipulating such structures will be introduced and analyzed. Static and dynamic memory allocation. Access methods for sorting/searching, such as hashing and tree searching. (Formerly CSCI 215) *(Resident)*

CSIS 244 Assembly Language 3 hours

Prerequisite: CSIS 11 with a minimum grade of “C”

A detailed development of the tools and techniques of assembly language on a particular computing system. Several programming assignments are required. *(Resident)*

CSIS 299 Internship 3 hours

Prerequisites: Sophomore Status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Application procedures processed through the Career Center. Must apply semester prior to internship. (Formerly ISYS 299) *(Resident)*

CSIS 310 Web Architecture and Development 3 hours

Prerequisite: CSIS 111 or 208 or 212; minimum grade of “C”

Provides students with thorough knowledge of the foundations of web architecture, current technologies utilized in the development of a web site, and criteria for assessing the usability of web sites. (Formerly BMIS and CSCI 310)

CSIS 312 Advanced Object-Oriented Programming 3 hours

Prerequisites: CSIS 212; minimum grade of “C”

In-depth study of the advanced features of Java, with an emphasis on the “why” as well as the “how to” of programming in the Java language. This course also prepares students for the Sun Certified Java Programmer exam. (Formerly BMIS 312) *(Both Resident and Online)*

CSIS 315 Client-Side Programming 3 hours

Prerequisites: CSIS 212 or CSIS 112 with a “C” or better

This course provides an introduction to the various languages and tools used in client-side programming. The fundamentals of client-side programming will be emphasized. Due to the particularly dynamic nature of Internet technologies, course content will change as appropriate. (Formerly CSCI 315) *(Both Resident and Online)*

CSIS 316 Server-Side Programming 3 hours

Prerequisites: CSIS 112 (minimum grade of “C”) or CSIS 212 (minimum grade of “C”)

This course provides an introduction to the various languages and tools used in server-side programming. The fundamentals of server-side programming will be emphasized. Due to the particularly dynamic nature of Internet technologies, course content will change as appropriate. (Formerly CSCI 316) *(Both Resident and Online)*

CSIS 320 IS Hardware and Software 3 hours

Prerequisite: CSIS 100; can be taken concurrent with CSIS 320

Emphasis is placed on the role of the computer in information processing, including the design of computer hardware and operating systems, application programming, data storage, network and client/server concepts, and systems development life cycle. (Formerly BMIS 320) *(Both Resident and Online)*

CSIS 325 Database Management Systems 3 hours

Prerequisite: CSIS 208 or 212; minimum grade of “C”; MATH 201 or BUSI 230

The study of relational database architecture, design, access, administration and implementation in the context of various

organizational environments. The course includes issues of data normalization, standard queries, and the use of popular relational and object technologies for building business-oriented applications. Assigned projects will provide hands-on experience with industry leading SQL and RDBMS tools and ER CASE tools currently popular in business and government settings. (Formerly BMIS 325) *(Both Resident and Online)*

CSIS 326 Database Systems System Concepts 3 hours

Prerequisites: CSIS 215 with a minimum grade of “C”; MATH 211 or ENGR 210 (can be concurrent)

The study of database management systems, database architecture, design, queries, applications, administration and implementation. The course will focus on data normalization, SQL (queries), and the use of relational technology for building database applications. Projects will be assigned to provide hands-on experience with the SQL language and relational database management software packages. (Formerly CSCI 325) *(Resident)*

CSIS 327 Introduction to Oracle 3 hours

Prerequisite: CSIS 325; minimum grade of “C”

This course introduces the fundamentals of database design using an Oracle platform. Database administration will be introduced as well as the basic concepts of data manipulation in an Oracle environment. (Formerly BMIS 326) *(Both Resident and Online)*

CSIS 328 Advanced Oracle 3 hours

Prerequisite: CSIS 327; minimum grade of “C”

This course introduces the advanced topics of database administration in Oracle. Multi-dimensional databases for Business Intelligence applications will be examined as well. (Formerly BMIS 328) *(Both Resident and Online)*

CSIS 330 Business Data Communication Systems 3 hours

The study of the movement of information (data) from one device to another by means of electrical, optical, radio, or satellite transmission systems. The course will introduce the architecture, concepts, terminology, design, and management issues related to the modern environment of networking and data communications. Various types of networks and communication systems, protocols, regulatory issues, and policies will be explored. (Formerly BMIS 330) *(Both Resident and Online)*

CSIS 331 Networks 3 hours

Prerequisite: CSIS 330; minimum grade of “C”

Building on the foundational knowledge of the 330 course, this is a study in corporate data networking. This course primarily focuses on switched networks (wired and wireless) with hands on work on setting up and operating a switched network. Routed networks fundamentals and concepts will be introduced to prepare students for careers in networks operations and the follow-on advanced networks class. (Formerly BMIS 331) *(Both Resident and Online)*

CSIS 335 Network Security 3 hours

Prerequisite: CSIS 330; minimum grade of “C”

A study of the control of unwanted intrusions into, use of, or damage to a business’ computer network. This course will cover elements that prevent unwanted activities in an efficient and cost effective manner. This study will start with a focus on the business challenges and threats network professionals face in their day-to-day operations. It explores the nature and intent of hackers and defines preventative measures such as Intrusion Detection Systems, firewalls, and virtual private networks. (Formerly BMIS 335) *(Both Resident and Online)*

CSIS 340/ BUSI 417 Studies in Information Security 3 hours

This course introduces the basic issues and principles of information system security such as security policies, their mechanisms of implementation, means attackers use to circumvent these protections, and defenses against these attackers. (Formerly BMIS 340 and CSCI 340) *(Both Resident and Online)*

CSIS 341 Information Security Planning 3 hours

Prerequisite: CSIS 340

This course will deal with the proper planning for and initial implementation of an Information Security program. The topics included would be: security planning and policies, risk analysis, program accreditation, systems lifecycle management, contingency planning, physical security measures, personal security practices and procedures, software security, network security, administrative controls, crypto security. (Formerly BMIS 341 and CSCI 351) *(Both Resident and Online)*

CSIS 342 Computer Architecture and Organization 3 hours

Prerequisite: CSIS 215 with a minimum grade of "C"

Introduction to architecture and organization of computer systems. Data and instruction representations. Arithmetic and logical operations. Processor and memory implementations. (Formerly CSCI 342) *(Resident)*

CSIS 343 Cyber Security 3 hours

Prerequisite: CSIS 340; minimum grade of "C"

A comprehensive overview of the essential concepts students must know as they pursue careers in information systems security. Topics include a discussion of the new risks, threats, and vulnerabilities associated with the transformation to a digital world, including a look at how business, government, and individuals operate today. Additionally, information is included from the Official (ISC) 2 SSCP Certified Body of Knowledge and presents a high-level overview of each of the seven domains within the System Security Certified Practitioner certification. (Formerly BMIS 342) *(Both Resident and Online)*

CSIS 344 Information Security Operations 3 hours

Prerequisite: CSIS 340; minimum grade of "C"

This course will cover the issues and tasks involved in the day to day operation of an Information Security System. The topics included in this course would be: risk management, auditing and monitoring, regulations and compliance, disaster recovery, incidence response, key management, information systems hardware and software operation, networks and transmission security, operational security, and cryptography. (Formerly CSCI 352) *(Both Resident and Online)*

CSIS 345 Introduction to Linux 3 hours

Prerequisite: CSIS 112 or 212; with a minimum grade of "C"

This course introduces students to the usage and administration of the Linux Operating System. The course will emphasize end-user tools and commands for basic file manipulation, editing, compilation and debugging, as well as special features of the Linux shell environment. Basic system administration will also be covered. Students will learn through a combination of traditional lectures, hands-on laboratory sessions, and individual assignments. (Formerly CSCI 345) *(Resident)*

CSIS 351 System Analysis and Design 3 hours

Prerequisite: CSIS 325 with a minimum grade of "C"; CSIS 325 can be taken concurrently with CSIS 351

This practical course in information systems development will cover the concepts, skills, methodologies (RAD as well as SDLC), and tools essential for systems analysts to successfully develop information systems. The course will also introduce the student to the Oracle Designer CASE tools, which will be used to assist in the documentation of the analysis and design phases. The course will include a significant amount of team-based activities, therefore issues associated with team interactions and processes will be discussed. (Formerly CSCI 351) *(Both Resident and Online)*

CSIS 352 System Administration 3 hours

Prerequisite: BMIS 320

Principles of system administration activities, applications, operating systems, and domains; analysis of computing applications,

infrastructures, architectures, firmware, hardware, disaster recovery, security, and enterprise deployment. *(Both Resident and Online)*

CSIS 354 Integrative Programming and Technologies 3 hours

Prerequisite: CSIS 212 and CSIS 320; minimum grade of "C"

Examines the integration of systems and applications across global businesses; explores programming interfaces, data mapping and exchange, scripting, and programming languages to support the configuration, maintenance, integration, and security of systems. *(Both Resident and Online)*

CSIS 355 Network Architecture and Protocols 3 hours

Prerequisite: CSIS 215; minimum grade of "C"

A study of how computer networks and internets operate. Investigates networking from the level of data transmission and wiring through the level of application software that provides networking functionality. Topics include: data and packet transmission, LANs and WANs, and internet concepts, including architecture, protocol layering, and application software. (Formerly CSCI 355) *(Resident)*

CSIS 375 Introduction to Human-Computer Interaction 3 hours

Prerequisite: CSIS 111 or 208 or 212; minimum grade of "C"

Study and application of the design and evaluation of effective user interactive computer software, including user-centered design principles, guidelines and evaluation for designing a software product. Research-based project required. (Formerly BMIS 375 and CSCI 375) *(Both Resident and Online)*

CSIS 405 Business and Economic Forecasting 3 hours

Prerequisites: MATH 201 or BUSI 230; ECON 214

Factors producing and study of cyclic movements, analysis of their causes and methods of forecasting as well as study of seasonal, erratic and other movements. (Formerly BMIS 405) *(Both Resident and Online)*

CSIS 408 Web and Mobile Programming 3 hours

Prerequisites: CSIS 315 or 316; minimum grade of "C"

This course provides an in-depth look at current enterprise level technologies used for standardized business-to-business communication among client-server applications using Internet Services technologies. It covers modern technologies used as well as new and rising technologies. Due to the particularly dynamic nature of Internet technologies, course content will change as appropriate. (Formerly CSCI 405) *(Both Resident and Online)*

CSIS 410 Web Enterprise Technologies 3 hours

Prerequisites: CSIS 310 and CSIS 325 or 326; minimum grade of "C"

Provides students with thorough knowledge of current technologies and best practices for developing database driven dynamic websites including database and client side programming. (Formerly BMIS 410) *(Both Resident and Online)*

CSIS 416 AITE Capstone 3 hours

Prerequisites: CSIS 408; minimum grade of "C"

This course is the final capstone course that focuses on Internet technologies. The student will work in teams in the programming Internet technologies projects. The teams will give both written and oral presentations to their clients. (Formerly CSCI 416) *(Both Resident and Online)*

CSIS 430 Advanced Networking and Communication Systems 3 hours

Prerequisite: CSIS 331 or 335; minimum grade of "C"

This course focuses on routed data networks and the implementation of previously learned business data communications and switched networks concepts, principles and strategies to build a complete data communications network. This course is an in-depth study of technologies and equipment in modern communication networks. The TCP/IP stack and Cisco (or comparable) networking equipment are used to explore methodologies for designing, configuring, and

maintaining communication networks. (Formerly BMIS 430) (*Both Resident and Online*)

CSIS 434 Theory of Programming Languages 3 hours
Prerequisites: CSIS 215 (Minimum grade of "C")

A theoretical study of programming languages. Introduction to grammars and parsers. Language design issues and practical applications. (Formerly CSCI 434) (*Resident*)

CSIS 440 Digital Forensics 3 hours
Prerequisite: CSIS 341; minimum grade of "C"

Students are introduced to the concept of computer crimes and the need for forensics specialists (people who know how to find and follow the evidence). System Forensics, Investigation, and Response begins by examining the fundamentals of system forensics, the role of computer forensics specialists, computer forensic evidence, and application of forensic analysis skills. It also gives an overview of computer crimes, forensic methods, and laboratories. It then addresses the tools, techniques, and methods used to perform computer forensics and investigation. Finally, it explores emerging technologies as well as future directions of this interesting and cutting-edge field. (Formerly BMIS 440) (*Both Resident and Online*)

CSIS 443 Operating Systems 3 hours
Prerequisite: CSIS 342; minimum grade of "C"

Resource management for processes, files, devices, and memory. Deadlock and recovery procedures. Security issues. (Formerly CSCI 443) (*Resident*)

CSIS 461 Technical Aspects of Computer Security 3 hours
Prerequisites: CSIS 355; minimum grade of "C"

This course introduces the following issues and principles of information system security: security policies and their mechanisms of implementation, methods used by attackers attempting to circumvent these protections, and specific defenses against these attackers. (Formerly CSCI 465) (*Resident*)

CSIS 463 Modern Cryptography 3 hours
Prerequisites: CSIS 215 (Minimum grade of "C") and MATH 350 (Minimum grade of "C")

Study of modern cryptographic techniques. Covers basic cryptographic concepts, including symmetric key, public key, hash functions, digital signatures, and message authentication codes. (Formerly CSCI 466) (*Resident*)

CSIS 470 Executive Perspectives on E-Commerce Technology 3 hours

Prerequisites: CSIS 310, 351; minimum grade of "C"

The course synthesizes material presented in previous courses highlighting the challenge of communication electronic commerce technology issues to non-technically oriented executives. Specific topics will include: models of web business strategy; and non-business web applications in government and education. (Formerly CSCI 470) (*Both Resident and Online*)

CSIS 471 Software Engineering 3 hours
Prerequisites: CSIS 215 with a minimum grade of "C" and Senior Status

Study of the software development process. Topics include: phases of a software project; life-cycle models; metrics; tools; and ethical and professional issues. Participation on team projects is integral. (Formerly CSCI 481) (*Resident*)

CSIS 473 IS Project Management 3 hours
Prerequisites: CSIS 351 and ECON 214; minimum grade of "C"

Capstone course for MIS majors. Develops skills in managing the project development cycle in an organization. Topics include systems engineering, cost analysis, risk management, and managing the socio-technological elements of a project. (Formerly BMIS 460) (*Both Resident and Online*)

CSIS 474 Enterprise Systems and Integration 3 hours
Prerequisite: CSIS 352, 354; minimum grade of "C"

Information technology capstone course converses by focusing on a sequence of projects that designs and builds systems and integrates them into a global business; emphasizes IT project management, enterprise architecture, business requirement analysis, system modeling, acquisition, testing, deployment, and quality assurance. (Formerly CSIS 465) (*Both Resident and Online*)

CSIS 481 CS Capstone I 3 hours
Prerequisite: CSIS 326 (minimum grade of "C") and CSIS 471 (minimum grade of "C")

A hands-on experience that requires students to apply the skills and knowledge gained throughout the Computer Science program. A team solution of a real-world project is required. (Formerly CSCI 482) (*Resident*)

CSIS 482 CS Capstone II 3 hours
Prerequisite: CSIS 481; minimum grade of "C"

The activities in this course provide a hands-on experience that will allow the students to apply the various skills and knowledge they have gained throughout their Computer Science program. Teams of three to four persons will be formed at the beginning of the course. Software is nearly always developed by teams so this kind of experience is crucial for career preparation. A real-world project submitted by a ministry, some component of the university, or an associated business organization will be identified for each team. These projects will be selected to emphasize the software development process, as well as result in a viable product. (*Resident*)

CSIS 483 Information Systems Capstone 3 hours
Prerequisite: CSIS 351, 473; minimum grade of "C"

A hands-on experience that requires students to apply the skills and knowledge gained throughout the information systems program. A team solution of a real-world project is required. (*Both Resident and Online*)

CSIS 484 Information Technology Capstone 3 hours
Prerequisite: CSIS 351, 473; minimum grade of "C"

A hands-on experience that requires students to apply the skills and knowledge gained throughout the information technology program. A team solution of a real-world project is required. (*Both Resident and Online*)

CSIS 495 Directed Research 3 hours
Prerequisites: CSIS 215; minimum grade of "C" and permission of instructor

Individual study of advanced topics in management information systems. Includes periodic meetings with instructor. (Formerly BMIS 495 and CSCI 494) (*Resident*)

CSIS 497 Special Topics in Technology 3 hours
Prerequisite: CSIS 215; minimum grade of "C" and permission of instructor

Selected topics in various areas of management information systems. May be repeated for credit when the topic varies. (Formerly BMIS 497 and CSCI 497) (*Resident*)

CSIS 499 Internship 1-6 hours
Prerequisites: Junior status, required GPA & permission of Faculty Intern Advisor

Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Formerly BMIS 499 and CSCI 499) (*Resident*)

CONVERSATIONAL CHINESE

CSMA 101 Conversational Chinese I 3 hours

An introductory course designed to develop practical conversational Mandarin Chinese skills. Intended for students with no previous Chinese training and/or experience. (*Online*)

CSMA 102 Conversational Chinese II 3 hours
Prerequisite: CSMA 101

This course will further the objectives of CSMA 101 by expanding students' practical conversational skills. (*Online*)

CSMA 103 *Conversational Chinese III* 3 hours
Prerequisite: CSMA 102
This course will further the objectives of CSMA 102 by expanding students' practical conversation skills. *(Online)*

CONVERSATIONAL SPANISH

CSPA 101 *Conversational Spanish I* 3 hours
An introductory course designed to develop practical conversational Spanish skills. Intended for students whose first language is not Spanish and/or have no previous Spanish training and/or experience. *(Both Resident and Online)*

CSPA 102 *Conversational Spanish II* 3 hours
Prerequisite: CSPA 101
This course will further the objectives of CSPA 101 by expanding students' practical conversational skills. Intended for students whose first language is not Spanish but who have previous Spanish training and/or experience through CSPA 101. *(Both Resident and Online)*

CSPA 103 *Conversational Spanish III* 3 hours
Prerequisite: CSPA 102
This course is a continuation of Conversational Spanish 101 and 102, with an increased focus on grammar and vocabulary supporting practical conversational skills. Intended for students whose first language is not Spanish but who have previous Spanish training and/or experience through CSPA 102. *(Both Resident and Online)*

CULTURAL STUDIES

CSTU 101 *Western Culture* 3 hours
A survey course which concentrates on the development of Western Culture. It is an integrated study of the visual, performing, and literary arts, and the discipline of philosophy that permeates all the arts. The scope of this course is broad, including the ancient world up to and including the modern world. (Formerly HUMN 101) *(Both Resident and Online)*

CSTU 102 *The Humanities Abroad* 3 hours
A survey course which concentrates on the development of Western Culture while traveling overseas in a study abroad program. It is an integrated study of the visual, performing, and literary arts, and the discipline of philosophy that permeates all the arts. The scope of this course is broad, including the ancient world up to and including the modern world. *(Both Resident and Online)*

CSTU 301 *Film as Art* 3 hours
CSTU 301 (Film as Art) offers instruction in the fundamentals of interpreting film as an artful medium with emphasis on narrative structure, image composition, mise-en-scene, sound, cinematography, and editing. Students will apply this filmic language to better discern a film's literary meaning, including its theme, characterization, scene, setting, point of view, and dialogue through written critical analyses. (Formerly HUMN 301) *(Resident)*

CSTU 310 *Religion and the Arts in Western Culture* 3 hours
Prerequisite: ENGL 101
This course explores the web of relationships between religion and the arts throughout the history of Western culture, from biblical times into the postmodern era. Major topics will include: the mutual influences of religion and the arts on each other, how philosophers and theologians have understood the nature of beauty, the place of the visual and performing arts in contemporary Christian faith and practice, and how the arts are an integral component of a biblical worldview. *(Both Resident and Online)*

CSTU 495 *Directed Research* 1 to 3 hours
(Formerly HUMN 495) *(Resident)*

CSTU 497 *Special Topics in Cultural Studies* 1 to 3 hours
(Formerly HUMN 497) *(Both Resident and Online)*

CSTU 497 *Special Topics in Cultural Studies* 1 to 3 hours
(Formerly HUMN 497)

JAMES DOBSON'S FAMILY ADVOCACY, PUBLIC POLICY AND THE FUTURE

DBFA 300 *Marriage, Family and Faith: Basic Worldviews* 3 hour
This course examines basic cultural and biblical worldviews regarding both marriage and the family as core societal institutions and lays a biblical foundation for understanding policy making and advocacy concerns. Philosophical and spiritual dynamics are examined from a Judeo-Christian perspective and in light with current social norms. Ethical concerns and multicultural factors are also considered. *(Online)*

DBFA 305 *Relationships, Public Policy and Advocacy Strategies* 3 hour

This course examines contemporary issues that threaten the faith-based heritage of America's founding principles. Necessary critical thinking skills and advocacy strategies are discussed on behalf of marriages and families in the present day culture. Ethical concerns and multicultural factors are also considered. *(Online)*

DBFA 400 *Child/Adolescent Development, Deviance and Violence: Etiology, Assessment & Treatment* 3 hour

This course examines the etiological factors surrounding strong-willed, aggressive, and violent behaviors in children and adolescents. Effective interventions for helping minors and their parents are addressed, as well as sociological, political and community advocacy strategies regarding these challenging issues. Ethical concerns and multicultural factors are also considered. *(Online)*

DBFA 410 *Contemporary Thought, Research and Emerging Paradigms in Marriage and Family Studies* 3 hour

This course looks at the role, function, and value placed on marriage in today's society. Remarriage issues, same-sex marriages, and contractual marriages are examined alongside traditional marriage to address the scope and breadth of relational issues to be understood in preparing to do competent Marriage and Family counseling in today's world. *(Online)*

JAMES DOBSON'S MARRIAGE AND FAMILY STUDIES

DBMF 300 *Child and Adolescent Issues and Helping Strategies* 3 hour

This course examines the tough issues facing today's children and adolescents and identifies appropriate strategies and interventions for effective growth and change. Developmental stages, learning styles, personality factors and social influences are examined, as well as the efficacy of community counseling resources and programs. Ethical concerns and multicultural factors are also considered. *(Online)*

DBMF 400 *Marriage and Family Systems: Foundations, Models and Techniques* 3 hour

This course provides an overview of marriage and family dynamics, specifically looking at various foundations and models for effective people helping. A wide range of marriage and family issues and definitions are examined. Ethical concerns and multicultural factors are also considered. *(Online)*

DBMF 405 *Divorce, Remarriage and Blended Families* 3 hour
This course provides background to the causes of divorce, the emotional and relational consequences for both children and parents, factors that challenge positive adjustment after a divorce, strategies for successful remarriage, blended family dynamics, current policy issues, and the legal, cultural, and theological implications. Ethical concerns and multicultural factors are also considered. *(Online)*

JAMES DOBSON'S PARENTING AND CHILD/ADOLESCENT DEVELOPMENT

DBPC 300 *Child & Family Development: Psychological and Theological Perspectives* 3 hour

This course offers foundational and developmental perspectives on child and family life and dynamics. Sociocultural trends and issues

are explored, as well as important factors that impact the behavioral and spiritual development of today's children and adolescents. Ethical concerns and multicultural factors are also considered. *(Online)*

DBPC 305 *Effective Parenting: Childhood Behavior and Discipline Strategies* 3 hour

This course provides a comprehensive understanding on parenting and generational patterns and its impact family health and well-being. Lifestyle and cultural barriers to effective parenting are examined, as well as proactive parenting strategies, effective discipline and healthy communication within the family. Ethical concerns and multicultural factors are also considered. *(Online)*

DBPC 400 *Human Development Across the Lifespan* 3 hour

This course addresses basic principles of human growth and development from pre-birth through early adulthood. Theoretical and biblical constructs are examined with a holistic orientation, as well as factors that impact the parenting process. Ethical concerns and multicultural factors are also considered. *(Online)*

DBPC 405 *Childhood Issues, Trauma and Abuse* 3 hour

This course provides a knowledge base and increased awareness for difficult problems related, but not limited to, conduct, eating, sleeping, high-needs kids, ADHD, and a special focus on trauma and abuse in the childhood years. Ethical concerns and multicultural factors are also considered *(Online)*

DBPC 410 *Healthy Sexuality: Biblical and Developmental Factors* 3 hour

This course provides a theological and psychological understanding of healthy sexuality from a biblical perspective, particularly as it pertains to raising children and preparing them for adolescence and young adulthood. Cultural shifts, gender identity and sexual behaviors are examined. Ethical concerns and multicultural factors are also considered. *(Online)*

DIGITAL MEDIA

DIGI 100 *Equipment Workshop* 1 hour

This course will introduce the new Digital Media & Communication Arts student to the equipment available for their use throughout their academic career at Liberty University. Students will set up and execute basic functions of the various cameras, audio equipment and lighting fixtures available for use through the Media Lab. In addition, students will work through the Liberty University production manual including all production forms necessary to complete video and audio projects through the School of Communication and Creative Arts. This course is required of any student who expects to use Liberty University Media Lab equipment regardless of the student's major. *(Resident)*

DIGI 175 *Fundamentals of Editing* 3 hours

Corequisite: DIGI 224, 225

This course is a study of the techniques and workflow of the non-linear editing process, including tools and formats as they relate to the post-production process. *(Resident)*

DIGI 220 *Writing for Storytelling* 3 hours

The basics of storytelling across media in the new millennium; an introduction to the fundamental concepts, including the fusion of Story & World, the coordination across multiple media, and the enduring foundation of the narrative structure. *(Resident)*

DIGI 224 *Fundamentals of Audio Production* 3 hours

Corequisites: DIGI 175, "C" or better; DIGI 225

This course will introduce the fundamentals of training in digital production, audio console operation, use of digital recorders and microphones, DAW editing and program formats. (Formerly COMS 224) *(Resident)*

DIGI 225 *Intro to Video Production* 3 hours

Corequisites: DIGI 175, "C" or better; DIGI 224

This course will introduce the fundamentals of training in digital video production, editing, software operation, use of cameras, lighting, and microphones. *(Resident)*

DIGI 230 *Essential Production Tools* 3 hours

Intermediate scriptwriting for television & web distribution; scripting in extremely short form for promotional, corporate, news and advanced webisode applications. (Formerly COMS 323) *(Resident)*

DIGI 240 *Writing for Visual Media* 3 hours

Intermediate scriptwriting for television & web distribution; scripting in extremely short form for promotional, corporate, news and advanced webisode applications. (Formerly COMS 323) *(Resident)*

DIGI 250 *Location Sound* 3 hours

Prerequisites: DIGI 175, 224, 225

This course is designed to teach students the recording skills required in capturing good location sound for digital video projects. *(Resident)*

DIGI 282 *Intermediate Editing and Effects* 3 hours

Prerequisites: DIGI 175, 224, 225

Intensive, practical experience in pro-level video postproduction skills using multi-face industry-leading software. Designed for the decidedly focused video production student this course drives past fundamental skills and will include vital exercises in pro-level editing, color correction, animation, compositing, and special visual effects. *(Resident)*

DIGI 290 *Post Production and Sound Design* 3 hours

Prerequisites: DIGI 175, 224, 225

Students will have the opportunity to create and remix practical assignments working with a variety of student media productions. The course will help students in developing the proper balance between dialogue, SFX and music tracks, mixing in stereo and/or surround sound. *(Resident)*

DIGI 310 *The Digital Media Producer and Director* 3 hours

Prerequisites: DIGI 175, 224, 225

In this course students will participate in digital program development; creation of a show concept from research and development to proposal. Emphasis is placed on the roles of the producer and director. This course will include network, cable and web distribution overviews. Survey of the different strategies related to news, comedy, talk, reality and day- and nighttime drama will prepare the student to create a show concept suitable for development. Producer and director job functions including similarities, differences and overlap will be explored. *(Resident)*

DIGI 324 *Vocal Development* 3 hours

Prerequisites: DIGI 175, 224, 225

An introduction to the use of one's voice as a tool in effective storytelling, news delivery, features package presentation and hosting both on camera and behind a microphone. The course will require the practice of announcing with vocal pronunciation and expression, the development of individual vocal persona, vocal breathing and control skills and microphone technique. Intensive practical experience in developing individual announcing ability and critiquing announcers are highlights of this course. *(Resident)*

DIGI 327 *Virtual Reality Design and Production* 3 hours

DIGI 330 *On Camera Presentation* 3 hours

Prerequisites: DIGI 175, 224, 225

Students who plan to work as anchors, hosts, and features producers will learn styles of personal presentation as they relate to storytelling in news, magazine, talk and documentary presentation. *(Resident)*

DIGI 333 *Intermediate Video Production* 3 hours

Prerequisites: DIGI 175, 224, 225

A study of the theory and practice in planning, directing and producing various video productions with emphasis on skill

development and production techniques. (Formerly COMS 333) *(Resident)*

DIGI 334 Intermediate Audio Production 3 hours
Prerequisites: DIGI 175, 224, 225
Prerequisites: DIGI 224

Intensive, practical experience in planning, coordinating, directing and producing various audio productions for broadcast. (Formerly COMS 334) *(Resident)*

DIGI 335 Storytelling: Interactive, Social and Digital Media Writing 3 hours
Prerequisites: DIGI 220 & DIGI 240

Writing the webisode; an experiential class in the creation of particularly short-form, stand-alone moving image narratives for distribution through web and mobile devices, from treatment through script to final polish. *(Resident)*

DIGI 337 Music Recording 3 hours
Prerequisites: DIGI 175, 224, 225

This course provides students the hands on experience to record, and mix down different music projects from a simple recital or solo project to a multi-track recording of a contemporary or symphonic band. Students will also learn proper microphone placement, mixing and application of specific plug-ins in music recording and production. *(Resident)*

DIGI 340 Sports Broadcasting 3 hours
Prerequisites: DIGI 175, 224, 225

Play-by-play, analysis and color commentary will be studied. Individuals will develop their own broadcasting style through student projects including research, on-camera practice and attendance at Liberty sports events to observe LFSN professionals in action. *(Resident)*

DIGI 343 TV News Production 3 hours
Prerequisite: DIGI 175, 224, 225, 230, JOUR 333

A study of the theory and practice of writing and preparing news copy and packages for TV broadcast. (Formerly DIGI 473) *(Resident)*

DIGI 345 TV News Producing 3 hours
Prerequisites: DIGI 225 Introduction to Video Production with a "C" or better

A study of the theory and practice of writing and preparing news copy and packages for TV broadcast.

DIGI 350 Editing Theory 3 hours
Prerequisites: DIGI 175 and DIGI 225

This course will survey the theory and practice of editing and post-production for long and short form video and web products. Aesthetics of narrative and documentary editing stressed, for both picture and sound. *(Resident)*

DIGI 354 Storytelling: Sitcom 3 hours
Prerequisites: DIGI 240

Writing the half-hour situation comedy; an experiential class, including show conceptualization, episodic structure, & cooperative writing, and specializing in humorous and shorter-form screenwriting for cable, broadcast and streaming television. *(Resident)*

DIGI 355 Interactive, Social and Digital Media Management 3 hours
Prerequisites: DIGI 335

Facebook, Twitter, Netflix, Hulu, Google+ and a myriad of other online outlets have become revenue generators in ways that magazine and newspaper ads and television and radio commercials were in years gone by. This course will equip the savvy social media manager to turn interactive and social networking strategies into dollars for the client of today. *(Resident)*

DIGI 369 Chronicles of Motion Pictures and Television 3 hours

The historical development and convergence of motion pictures and television, from their simultaneous origins in the 1890s through the new millennium. (Formerly COMS 369) *(Resident)*

DIGI 370 Studio Production 3 hours
Prerequisites: DIGI 175, 224, 225

This course will explore the positions and equipment involved in studio production, the founding techniques of this craft, and the language and discipline of studio environment. The course will expose the student to the professional function of the various studio production positions. This will be accomplished through lecture, text materials, classroom discussion and in-studio production. *(Resident)*

DIGI 373 Storytelling: Episodic Drama 3 hours
Prerequisites: DIGI 240

Writing the hour-long televised drama; an experiential class, including show conceptualization, episodic structure, & cooperative writing, and specializing in serious and longer-form screenwriting for cable, broadcast and streaming television. *(Resident)*

DIGI 393 Television Practicum 1 to 3 hours
Prerequisites: DIGI 333

Practicum for broadcast-oriented students using on-campus TV facilities. (Formerly COMS 393) *(Resident)*

DIGI 394 Advanced Radio Practicum 1 to 3 hours
Prerequisites: DIGI 334

Practical hands on experience in the overall operation of the radio station. Including experience in on-air and digital production skills, as well as an overview of broadcast programming and operations; may be repeated. (Formerly COMS 394) *(Resident)*

DIGI 428 Media Industry & Ethics 3 hours

A study of digital media regulations, economic operations, and ethics as currently operational in the United States; including examination of moving image, audio-only, and transmedia application. *(Resident)*

DIGI 453 Storytelling: Reality Television 3 hours

Writing the docu-style reality show; an experiential class in the creation of story in which the recording of moving image and audio follows the conceptualization but precedes the screenwriting. *(Resident)*

DIGI 454 Radio News Production 3 hours
Prerequisites: DIGI 175, 224, 225

A study of the theory and practice of writing and preparing news copy and packages for radio broadcast. Students will write and produce regular newscasts for 90.9 FM. (Formerly COMS 454) *(Resident)*

DIGI 474 Advanced Audio Production 3 hours
Prerequisites: DIGI 175, 224, 225

Writing and production of dramatic and documentary programs for radio and Internet distribution. Portfolio development. (Formerly COMS 474) *(Resident)*

DIGI 477 Storytelling: Transmedia 3 hours
Prerequisite: DIGI 240

Writing the cross-platform story world; an experiential class. Including story-world conceptualization, overarching cross-platform structure, & cooperative writing, with the focus on producing independent stand-alone narratives that simultaneously interlock into a seamless fictional universe. *(Resident)*

DIGI 483 Advanced Video Production 3 hours
Prerequisites: DIGI 175, 224, 225

Writing and production of dramatic and documentary programs for television and Internet distribution. Portfolio development. (Formerly COMS 483) *(Resident)*

DIGI 490 SFX, ADR, and Foley 3 hours
Prerequisites: DIGI 175, 224, 225

This course will give students the opportunity to learn proper microphone technique and placement for recording sound effects, and ADR (Automated Dialog Replacement), and to teach students to record and perform with Foley props. *(Resident)*

DIGI 497 Special Topics 3 hours

DIGI 498 Senior Portfolio 3 hours

Prerequisites: Senior Status & Permission of Instructor

An intensive individual research or production project in which the graduating senior can best showcase his or her competence in the field of electronic media. (Formerly COMS 498) *(Resident)*

DIGITAL MEDIA & CREATIVE ARTS

DMCA 499 Internship 1 to 6 hours

Completion of a minimum of 24 hours of Communication Studies courses other than COMS 101. Written application must be approved during the previous semester. The course is not intended to be duplicated for additional credit. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

ECONOMICS

ECON 110 Survey of Economics 3 hours

A survey of general economic principles and concepts for non-business majors. Presents an overview of theories and applications in microeconomics and macroeconomics. Market economic system is introduced and comparison with other economic systems are provided. *(Both Resident and Online)*

ECON 213 Principles of Microeconomics 3 hours

Free market thought will be evaluated from the Christian perspective. The supply and demand model is used to analyze microeconomic issues including market structures, government regulations, labor market, financial market, and international trade. *(Both Resident and Online)*

ECON 214 Principles of Macroeconomics 3 hours

The aggregate supply and demand model is used to analyze macroeconomic problems including business cycles, unemployment, and inflation. Government fiscal and monetary policies that may stabilize the economy are introduced and evaluated. The U.S. financial system and the value of U.S. dollar in the foreign exchange market are covered. *(Both Resident and Online)*

ECON 350 Classical Economics 3 hours

This course is open to students who desire to further understand the concepts and tools of economic analysis. Classical Economics will also be investigated from the perspective of the Christian Worldview. Specific topics include examination of the social philosophy of classical economics, classical macroeconomics, classical microeconomics, classical methodology, the classical economists Sismondi and Mill, the mysteries of Marxian economics and finally thoughts on the history of economics. *(Online)*

ECON 495 Directed Research 1 to 3 hours
(Resident)

ECON 497 Special Topics in Economics 1 to 3 hours
(Resident)

SPECIAL EDUCATION

EDSP 323 Special Education Law and Characteristics 2 hours

This course is designed to expose teacher candidates to a variety of special education related topics including: legal/ ethical issues, documentation procedures, development of Individual Education Plan (IEP), models of service delivery, and collaboration. *(Resident)*

EDSP 324 Special Education Law and Characteristics Licensure Practicum 1 hour

Corequisite: EDSP 323

Prerequisites: BKCL [Min Grade: 5] or BKVA [Min Grade: 5]

Field experience to be completed in special education classroom setting. *(Resident)*

EDSP 325 Special Education Law and Characteristics Community Practicum 1 hour

Corequisite: EDSP 323

Field experience to be completed in special education community setting. *(Resident)*

EDSP 360 Learning and Behavior Problems 3 hours

The characteristics of children and adolescents, with disabilities in the area of learning and behavior, will be explored with the goal of remediation. This course will further include techniques for dealing with these diverse learners in a variety of settings as well as our Christian mission in providing for all God's children. *(Online)*

EDSP 363 Behavior Management 2 hours

Corequisite or Prerequisites: EDSP 323, BKCL [Min Grade: 5] or BKVA [Min Grade: 5]

This course will explore research for instructional approaches and methods for managing behaviors effectively. Emphasis will be placed on individualized, classroom and school-wide behavior supports, including functional behavior assessments and behavior support plans. The applications in this course cover both general education and special education strategies. *(Resident)*

EDSP 364 Behavior Management in Special Education Licensure Practicum 1 hour

Corequisite or Prerequisites: EDSP 324

Prerequisites: EDSP 323 [Min Grade: D], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]

Field experience to be completed in a classroom setting of students with disabilities. *(Resident)*

EDSP 365 Behavior Management in Special Education Community Practicum 1 hour

Corequisite or Prerequisites: EDSP 325 [Min Grade: D]

Field experience to be completed in a special education community setting of individuals with disabilities. *(Resident)*

EDSP 367 Introduction to Autism Spectrum Disorders 3 hours

This course provides information on autism and gives the foundation, characteristics and effective strategies and approaches to interventions with an emphasis on school settings. *(Online)*

EDSP 370 Intervention for Students with Intellectual Disabilities 3 hours

Prerequisite: PSYC 345 or EDUC 307

This course is a study of the characteristics of children and adolescents with intellectual disabilities (ID). Interventions for working with the individuals in schools, church and community settings will be addressed as well as preparing adolescents who are ID for transition into adulthood. *(Online)*

EDSP 377 Autism: Educational and Theoretical Approaches 3 hours

Prerequisite: EDSP 367

This course provides a comprehensive overview of the different educational approaches and therapies available for children and adults on the autism spectrum. The educational and theoretical approaches discussed within this course will help teacher candidates and professionals in the field of autism alike. *(Online)*

EDSP 410 Instructional Adaptation for Special Education 3 hours

Prerequisite: PSYC 345 or EDUC 307

Teacher candidates will apply intervention strategies for adapting curriculum materials and methods to fit individual needs in various school, church and community settings. Focus will be on students with mild and moderate disabilities. *(Online)*

EDSP 413 Inclusion and Diversity: Effective Practices and Strategies 2 hours

Prerequisites: EDSP 323 [Min Grade: D], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]

Teacher candidates will apply intervention strategies for adapting curriculum materials and methods to fit individual needs in various school settings. Focus will be on differentiating instruction for students with mild and moderate disabilities. *(Resident)*

EDSP 414 Inclusion and Diversity: Effective Practices and Strategies Licensure Practicum 1 hour

Corequisite: EDSP 413

Prerequisites: EDSP 324 [Min Grade: D], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]

Field experience to be completed in special education classroom setting. *(Resident)*

EDSP 415 Inclusion and Diversity: Effective Practices and Strategies Community Practicum 1 hour

Corequisite: EDSP 413

Prerequisites: EDSP 325 [Min Grade: D], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]

Field experience to be completed in a special education community setting. *(Resident)*

EDSP 420 Survey of Trends in Special Education 3 hours

Prerequisites: PSYC 345 or EDUC 307

This course provides a comprehensive overview of special education related topics including legal/ethical issues, documentation procedures, and development of the Individualized Education Program (IEP), Functional Behavior Assessment (FBA), and Behavior Intervention Plan (BIP) as well as models of service delivery and collaboration that can be used in school, church, and community settings. *(Resident)*

EDSP 429 Survey of Trends in Special Education 3 hours

This course provides a comprehensive overview of special education related topics including legal/ethical issues, documentation procedures, and development of the Individualized Education Program (IEP), Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) as well as models of service delivery and collaboration that can be used in school, church and community settings (Formerly EDSP 420). *(Online)*

EDSP 473 Transition Planning 2 hours

Prerequisites: EDSP 323 [Min Grade: D], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]

This course prepares special educators to work with families to provide successful student transitions throughout the educational experience focusing on educational issues, independent living preparation, community living skills and vocational preparation. Current methods and tools will be covered. *(Resident)*

EDSP 474 Transition Planning Licensure Practicum 1 hour

Corequisite: EDSP 473

Prerequisites: EDSP 325 [Min Grade: D], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]

Field experience to be completed in classroom setting of students with mental retardation (MR). There will be an examination of IEP development for individuals who are MR. *(Resident)*

EDSP 475 Transition Planning Community Practicum 1 hour

Corequisite: EDSP 473

Prerequisites: EDSP 323 [Min Grade: C], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]

Field experience to be completed in a special education community setting. *(Resident)*

EDSP 495 Directed Research in Special Education 1 to 3 hours

(Resident)

EDSP 497 Topics in Special Education 1 to 3 hours

(Resident)

EDUCATION

EDUC 125 Introduction to Education 1 hour

The teacher candidate will be acquainted with the role of public and private education and the nature of the teaching profession. Attention will be given to current developments in the field of education and the terminology basic to those in the profession. Each teacher candidate will be required to prepare for structured

observations in the school setting. Students will apply to the Educator Preparation Program. *(Resident)*

EDUC 200 Principles of Education 3 hours

Students will examine historical, philosophical, legal, and sociological principles of education. Emphasis will be placed on current issues and terminology in the field of education. *(Online)*

EDUC 205 Learning Theory and Portfolio Development 3 hours

Prerequisite or Corequisite: EDUC 200 [Min Grade: D]

An introduction to learning theories, with an emphasis on experiential learning. Here will also be a focus on learning and learning styles, including management and communications profiles. A major part of this course is the preparation of the Professional Development Profile and the Experiential Learning Portfolio. *(Online)*

EDUC 210 Early Childhood Education Fundamentals 3 hours

Designed to introduce a candidate to the field of early childhood education; an overview of child development and learning, family relationships, assessment of young children, developmentally effective approaches to early childhood education, and how to use content knowledge to build a meaningful curriculum. *(Online)*

EDUC 215 Wellness in the Early Childhood Setting 3 hours

Designed to introduce a candidate to the issue of wellness in early childhood education; an overview of wellness in the early childhood setting by examining good nutrition, safety, and healthful practices for young children. *(Online)*

EDUC 220 Differentiated Teaching and Learning (Elementary) 2 hours

Prerequisites: EDUC 125 (*may be taken concurrently*)

Designed to train teacher candidates concentrating in elementary or special education in differentiated teaching and learning strategies, aiding the teacher in adapting instruction and assignments to meet individual needs. Emphasis is on the mastery of teaching and learning skills in thinking, organizing for study, time management, reading rate and comprehension, textbook mastery/readability, listening, note taking, retention, motivation for study, learning styles, exceptionality, class discussion, test taking, and handwriting. *(Resident)*

EDUC 221 Content Area Reading and Differentiated Teaching and Learning 2 hours

Prerequisites: EDUC 125, 126 (*may be taken concurrently*)

This course is designed to prepare teacher candidates training for 6-12 and K-12 level teaching in developing differentiated teaching and learning strategies for the reading, thinking, and study skills required in content areas. Aids the teacher in adapting instruction and assignments to meet individual needs. Emphasis is on mastery of teaching and learning skills in thinking, organizing for study, time management, reading comprehension and rate, textbook mastery/readability, listening, note taking, retention, motivation for study, class discussion, test taking, learning styles, exceptionality, and handwriting. *(Resident)*

EDUC 225 Instructional Design: Elementary 1 hour

Prerequisites: EDUC 125, 220 or 221*, admission to Educator Preparation Program. (**may be taken concurrently*)

A systematic approach to instruction for diverse classrooms including purpose, process and practice. Each teacher candidate will prepare lessons which follow the Liberty University model. Teacher candidates will be expected to present these lessons in the practicum. Topics include elements of the desired model: objectives, instructional process, systems of evaluation, and resources. *(Resident)*

EDUC 226 Instructional Design Practicum: Elementary 2 hours

Prerequisite: To be taken concurrently with EDUC 225

Teacher candidates will demonstrate proficiency in planning, implementing and evaluating instruction for diverse classrooms,

which includes appropriate instructional technology (for example: computers, graphics, and other media). Video micro-teaching will be used to assist in evaluating lessons prepared and presented by the teacher candidate. *(Resident)*

EDUC 235 Content Instructional Design 1 hour

Prerequisites: EDUC 125/126*, 220 or 221*, admission to Educator Preparation Program. (*may be taken concurrently)

A systematic approach to instruction for diverse classrooms, including purpose, process and practice. Each teacher candidate will prepare content lessons which follow the Liberty University model. Teacher candidates will be expected to present these lessons in the practicum. Topics include elements of the desired model: objectives, instructional process, systems of evaluation and resources. Field experience required. *(Resident)*

EDUC 236 Content Instructional Design Practicum: Secondary 2 hours

Prerequisite: To be taken concurrently with EDUC 235

Teacher candidates will demonstrate proficiency in planning, implementing and evaluating content instruction for diverse classrooms, which includes appropriate instructional technology (for example: computers, graphics, and other media). Video micro-teaching will be used to assist in evaluating lessons prepared and presented by the teacher candidate. Field experience required. *(Resident)*

EDUC 240 Introduction to Applied Educational Technology Practicum 2 hours

Corequisite: EDUC 225 and EDUC 226 OR EDUC 235 and EDUC 236 OR KINE 245 AND Background Check Receipt, and Enrollment in Teacher Licensure Program

Prerequisites: EDUC 225 [Min Grade: C] or EDUC 225 [Min Grade: Y] or EDUC 235 [Min Grade: C] or EDUC 235 [Min Grade: Y] or KINE 245 [Min Grade: C] or KINE 245 [Min Grade: Y]; BKCL [Min Grade: 5] or BKRC [Min Grade: 5] and EDTL [Min Grade: 5]

This course is designed to allow the teacher candidate to be competent in the application of learning technologies needed for teachers. *(Resident)*

EDUC 298 Education Practicum 3 hours

Field experience in a classroom setting. *(Both Resident and Online)*

EDUC 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Professional-supervised experience in first-hand internship opportunities. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

EDUC 301 Instructional Practices for Math Teachers 3 hours

Prerequisite: EDUC 205

This course provides professional development for preservice and inservice teachers in mathematics instruction. Students will examine the principles of instruction for number systems, computation, and problem solving and apply theories to classroom settings. *(Online)*

EDUC 302 Instructional Practices for Reading Teachers 3 hours

Prerequisite: EDUC 205

This course will survey instructional approaches, materials, and media for the teaching of reading. The instruction of phonemic awareness, phonics, vocabulary, comprehension and fluency will be addressed. Attention will be given to creativity and enjoyment in reading. *(Online)*

EDUC 303 Instructional Practices for Content Teachers 3 hours

Prerequisite: EDUC 205

This course is designed to engage prospective and currently licensed teachers in how to apply principles of cognitive science in

their classrooms. It is intended for a content methods class to assist new teachers and returning teachers in the process of planning what to teach, how to know what to teach, how to reflect on what has been taught, and how to assess whether students learned the concepts taught. *(Online)*

EDUC 304 Classroom Management for Teachers 3 hours

Prerequisite: EDUC 205

This course will survey instructional approaches, materials, and methods for classroom management. Emphasis will be placed on management styles and the various methods associated with those styles. *(Online)*

EDUC 305 Educational Philosophy for Teachers 3 hours

Prerequisite: EDUC 205

This course presents the practical role of philosophy in the classroom. Emphasis is placed upon a careful analysis of current religious and education trends, and major philosophies are defined. Students will formulate a personal philosophy and apply that philosophy to their teaching methodology, lesson plan design, and delivery. *(Online)*

EDUC 306 Scholarly Writing and APA for Teachers 3 hours

Prerequisite: EDUC 205, ENGL 101, 102

This course provides professional development for preservice and inservice teachers in professional writing skills. Students will examine the principles of form, structure, grammars, and format. *(Online)*

EDUC 307 Instructional Practices for Differentiated Instruction 3 hours

Prerequisite: EDUC 205

This course provides professional development for preservice and inservice teachers in differentiated instruction. *(Online)*

EDUC 317 Elementary Reading and Language Arts Practicum 2 hours

Corequisite: EDUC 318 and EDUC 319

Prerequisite: EDTL [Min Grade: 5], EDUC 225 [Min Grade: C], EDUC 226 [Min Grade: C], (BKCL [Min Grade: 5] or BKVA [Min Grade: 5])

Students are required to prepare a lesson, teach the lesson in an elementary classroom setting and evaluate the experience. Field experience required. *(Resident)*

EDUC 318 Teaching Elementary Reading 2 hours

Corequisite: EDUC 318 and EDUC 319

Prerequisites: EDTL [Min Grade: 5], EDUC 225 [Min Grade: C], EDUC 226 [Min Grade: C], BKCL [Min Grade: 5] or BKVA [Min Grade: 5])

A survey of instructional approaches, materials and media for the teaching of reading in the elementary grades. Emphasis will be placed on phonics methods. Attention will be given to phonemic awareness, phonics, fluency, vocabulary development, and comprehension. *(Resident)*

EDUC 319 Teaching Elementary Language Arts 2 hours

Corequisite: EDUC 317 and EDUC 318

Prerequisites: EDTL [Min Grade: 5], EDUC 225 [Min Grade: C], EDUC 226 [Min Grade: C], BKCL [Min Grade: 5] or BKVA [Min Grade: 5])

A survey of instructional approaches, materials and media for the teaching of language arts in the elementary grades, including writing, speaking, and listening. Attention will be given to the connection of language arts to reading, as well as language acquisition, language differences, and creativity and enjoyment in communication. Emphasis will be given to developing differentiated instructional practices for diverse learners in the language arts classroom. *(Resident)*

EDUC 322 Teaching Elementary Social Sciences 2 hours

Prerequisites: EDUC 317, 318, 319; 6 hours of social science credit in general education requirement; admission to Educator Preparation Program

An analysis of trends and practices of teaching social sciences in the elementary school. Emphasis will be made on how to transfer theory into practice through the development of instructional planning for the integrated study of history, geography, the social sciences, and other related areas appropriate for the elementary classroom. A unit is developed to enhance differentiation of instruction for diverse learners. *(Resident)*

EDUC 323 Teaching Elementary Mathematics 2 hours

Prerequisites: EDUC 317, 318, 319; MATH 117 and 217, or MATH 131 and 132; admission to Educator Preparation Program

An analysis of trends and practices of teaching mathematics in the elementary school. Emphasis will be made on how to transfer theory into practice through the development of instructional planning for the integrated study of major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra and other related areas appropriate for the elementary classroom. *(Resident)*

EDUC 324 Teaching Elementary Science 2 hours

Prerequisites: EDUC 317, 318, 319; BIOL 101/103 or 102/104; and PHSC 210 or PHYS 101/103; admission to Educator Preparation Program

An analysis of trends and practices of teaching science in the elementary school. Emphasis will be made on how to transfer theory into practice through the development of instructional planning for fundamental concepts in science – including physical, life, and earth and space sciences and other related areas appropriate for the elementary classroom. *(Resident)*

EDUC 360 Foundations of Education 2 hours

Prerequisites: PHIL 201 and EDUC 240; admission to Educator Preparation Program

A comprehensive survey of the historical, philosophical, psychological, and sociological foundations of American education. Emphasis is placed upon the educational foundations as found in the Scriptures, and the applicability of these to both the Christian School Movement and the public school system. Students will be expected to articulate their personal philosophy of education as a result of this course. *(Resident)*

EDUC 380 Current Issues in Education 3 hours

Prerequisites: EDUC 200 and 205. This is the capstone course. It should be the last course taken.

An examination of current issues in the field of education with classroom implications and case study. *(Online)*

EDUC 398 Field Experience Capstone 3 hours

A supervised field experience related to the field of education. May be repeated to a maximum of six hours.

EDUC 410 Elementary School Curriculum 2 hours

Prerequisite: EDUC 317, 318, 319, 323; to be taken concurrently with EDUC 411; admission to Educator Preparation Program

Recommendations are presented for curriculum for elementary grades based on major concepts, principles, theories and research related to child development to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Planning and evaluating appropriate experiences and materials that nurture and challenge children as they progress through their stages of development are provided through practical activities. Current trends and how they affect the curriculum are also addressed. *(Resident)*

EDUC 411 Elementary School Curriculum Practicum 1 hour

Prerequisite: EDUC 317, 318, 319, 323; to be taken concurrently with EDUC 410; admission to Educator Preparation Program

Candidates will participate in a field practicum to experience the relationship between the planning of curriculum and the implementation of instruction. Emphasis is given to integrating the fine arts and/or other noncore areas into the curriculum and using the arts to enhance instruction within the core subject areas. Field experience required. *(Resident)*

EDUC 412 Middle School Curriculum and Instruction 2 hours

(Offered fall semester only)

Prerequisite: Admission to Educator Preparation Program. EDUC 317, 318, 319, 322, 323, 324

This course is a study of the historical development and philosophical base of the middle school. It will emphasize the unique characteristics of the emerging adolescent and the prescriptive school concepts that will meet those needs. Field experience required. *(Resident)*

EDUC 415 Diagnostic Measurement and Evaluation 2 hours

Prerequisite: Admission to Educator Preparation Program. EDUC 317, 318, 319, 323; to be taken concurrently with EDUC 416

A diagnostic-prescriptive approach to classroom teaching is presented in this course. The teacher candidate is trained in diagnostic testing techniques and procedures, the administration and interpretation of standardized tests, and the construction of classroom tests. *(Resident)*

EDUC 416 Diagnostic Measurement and Evaluation Practicum 1 hour

Prerequisites: Admission to Educator Preparation Program. EDUC 317, 318, 319, 323, to be taken concurrently with EDUC 415

Teacher candidates will be assigned to tutor elementary students in the Tutoring Club for individual diagnosis and appropriate instruction for diverse learners. Field experience required. *(Resident)*

EDUC 419 Content Teaching Methods 2 hours

(Offered fall semester only)

Admission to Educator Preparation Program; EDUC 235/236

Secondary Teaching Methods is a generic course. Teacher candidates will be expected to meet competencies associated with effective teaching in their content area especially teaching skills related to questioning techniques, individualized instruction, grouping students for cognitive subject-matter learning, and preparing advanced organizers for cognitive instruction. Emphasis will be placed on methods which provide instruction in thinking and writing across the curriculum. *(Resident)*

EDUC 420 Content Teaching Methods Practicum 1 hour

(Offered fall semester only)

Prerequisite: Admission to Educator Preparation Program; EDUC 235/236; to be taken concurrently with EDUC 419

Teacher candidates will be required to prepare a unit, teach in a secondary classroom setting, and evaluate the experience. Field experience required. *(Resident)*

EDUC 425 Content Measurement and Evaluation 3 hours

Admission to Educator Preparation Program; EDUC 235/236

This course is designed to acquaint teacher candidates with the basic principles and practices of student assessment through the use of standardized tests and teacher-made tests. Simple statistical treatments of both types of tests are included. Evaluation of instructional objectives is also stressed. *(Resident)*

EDUC 435 Content Curriculum Fundamentals 2 hours

Corequisite: EDUC 436

Prerequisites: EDTL [Min Grade: 5], EDUC 235 [Min Grade: C], EDUC 236 [Min Grade: C], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]

Curriculum defines the motivation for programs and instruction used in teaching. Content curriculum focuses on those trends and principles which span academic areas and which cross grade levels. Attention will be given to special and alternative education to federal, state and local guidelines; and to the influence of educational philosophies on programs and instruction. *(Resident)*

EDUC 436 Content Curriculum Fundamentals 1 hour
Practicum

Corequisite: EDUC 435

Prerequisites: EDTL [Min Grade: 5], BKCL [Min Grade: 5] or BKVA [Min Grade: 5]

Experiences in demonstrating and evaluating content teaching episodes including the use of appropriate materials and classroom management. Field experience required. *(Resident)*

EDUC 475 Seminar in Classroom Management 2 hours
Prerequisite: Admission to Student Teaching

Student teachers will apply principles of classroom management from reading assignments and group discussion to actual practice in a preK-12 classroom setting appropriate to the endorsement area of the teacher candidate. *(Resident)*

EDUC 476 Student Teaching I 5 hours
Prerequisite: Admission to Student Teaching

Student teaching offers practice in all phases of teacher responsibility including teaching activities in a preK-12 classroom setting appropriate to the endorsement area of the teacher candidate. *(Resident)*

EDUC 477 Student Teaching II 5 hours
Prerequisite: Admission to Student Teaching

A continuation of student teaching in a preK-12 classroom setting appropriate to the endorsement area of the teacher candidate. *(Resident)*

EDUC 495 Directed Research 1 to 3 hours

To be planned (with the instructor) on an individual basis to include research, special activities, and conferences. May be repeated for credit to a maximum of 3 semester hours. *(Resident)*

EDUC 497 Special Topics in Education 1 to 3 hours
(Resident)

ELECTRICAL

ELTC 101 Foundations of Electricity 4 hours
Co/Prerequisite: CRFT 101

Foundations of Electricity is a practical course combining lecture and hands-on instruction. Topics include: Orientation to the Electrical Trade; Electrical Safety; Introduction to Electrical Circuits; Electrical Theory; Introduction to the National Electric Code; Device Boxes; Hand Bending; Raceways and Fittings; Conductors and Cables; Basic Electrical Construction Drawings; Residential Electrical Services; Electrical Test Equipment. *(Resident)*

ELTC 201 Intermediate Electricity 4 hours
Prerequisite: ELTC 101

Intermediate Electricity is a practical course combining lecture and hands-on instruction. Topics include: Alternating Current; Motors; Theory and Application; Electric Lighting; Conduit Bending; Pull and Junction Boxes; Conductor Installations; Cable Tray; Conductor Terminations and Splices; Grounding and Bonding; Circuit Breakers and Fuses; Control Systems and Fundamental Concepts. *(Resident)*

ELTC 301 Advanced Electricity 4 hours
Prerequisite: ELTC 201

Advanced Electricity is a practical course combining lecture and hands-on instruction. Topics include: Load Calculations-Branch and Feeder Circuits; Conductor Selection and Calculations; Practical Applications of Lighting; Hazardous Locations; Overcurrent Protection; Distribution Equipment; Transformers; Commercial Electrical Services; Motor Calculations; Voice, Data, and Video; Motor Controls. *(Resident)*

ELTC 401 Special Topics in Electricity 4 hours
Prerequisite: ELTC 301

Special Topics in Electricity is a practical course combining lecture and hands-on instruction. Topics include: Load Calculations-Feeders and Services; Health Care Facilities; Standby and Emergency Systems; Basic Electronic Theory; Fire Alarm Systems; Specialty Transformers; Advanced Controls; HVAC Controls; Heat Tracing and Freeze Protection; Motor Operations and Maintenance; Medium-Voltage Terminations/Splices; Special Locations; Introductory Skills for the Crew Leader. *(Resident)*

COMPUTER ENGINEERING

ENG 299 Internship 0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Professional-supervised experience in first-hand internship opportunities. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

ENG 301 Introduction to Embedded Systems 3 hours
Prerequisite: CSIS 112 and ENGE 201

Prerequisite topics: Knowledge of switching theory, logic elements, and design of combinational and sequential networks. High level programming (C and/or C++); minimum grade of "C"

Design of microcontroller-based embedded systems; interfacing from both a hardware and software perspective; and applications, including audio, data acquisition, and communication systems. *(Resident)*

ENG 361 Computer Architecture 3 hours
Prerequisites: ENGE 201; minimum grade of "C"

Introduction to architecture and organization of computer systems. Topics include data and instruction representation, arithmetic and logical operations, processor and memory implementations, memory hierarchy (cache, main memory and secondary memory), simple pipelines and hardware applications of OS functions. *(Resident)*

ENG 371 Embedded and Real-Time Systems Design 3 hours
Prerequisites: ENGE 301; minimum grade of "C"

This course will provide an introduction to the principles of real-time and embedded systems, the main components and design considerations. This course covers Embedded microcomputer systems; implementation of multitasking, synchronization, protection, and paging; operating systems for embedded microcomputers; design, optimization, evaluation, and simulation of digital and analog interfaces; real-time microcomputer software; applications, including data acquisition and control. *(Resident)*

ENG 401 Advanced Embedded Systems Design 3 hours
Prerequisite: ENG 371, CSIS 215 and ENG 361

The course provides an in-depth coverage of systematical development and synthesis of advanced embedded systems with emphasis on Field Programmable Gate Array (FPGA) and Soc technologies. The course will cover digital hardware system design, digital arithmetic, Soc design, high level synthesis and functional verification; minimum grade of "C". *(Resident)*

ENG 465 Introduction to Computer Networks 3 hours
Prerequisite: ENGE 341; minimum grade of "C"

Emphasis is placed on network transport services and key protocols to include TCP, IP, and UDP. Topics include application of network design and implementation of robust performance based computer networks, and an introduction to wireless and mobile networks. (Elective) *(Resident)*

ENG 497 Special Topics in Computer Engineering 3 hours
Prerequisite: Permission of instructor.

Selected topics in various areas of Computer Engineering. May be repeated for credit when topic varies. *(Resident)*

ENG 499 Computer Engineering Internship 3 hours

Prerequisite: Major in computer engineering, permission of the instructor.

Placement in a computer or related organization for a controlled learning experience within the student's career specialization area. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

ELECTRICAL ENGINEERING

ENGE 201 *Introduction to Logic Design* 3 hours

Prerequisite: CSIS 111 and MATH 250; minimum grade of "C"

Introduction to combinational logic design, boolean algebra, logic minimization, and Karnaugh maps with an emphasis on applying topics presented to design of registers, counters and finite state machines using CPLD's. *(Resident)*

ENGE 211 *Introduction to Electrical and Electronics Circuits* 4 hours

Prerequisites: ENGR 110 and MATH 131; minimum grade of "C"

An introduction to lumped-parameter circuit elements in DC circuits. Topics include resistors (R), independent and dependent sources, capacitors (C), inductors (L), equivalent networks. Introduction to fundamental techniques used in DC circuit analysis, including Laplace transforms. Semiconductor electronic devices will also be introduced, with the focus being on the terminal characteristics of such devices. The two-terminal diodes (D) and the three-terminal transistors (Q) are studied in DC circuits. Laboratory experiments are an essential and integral part of the theory students will learn in this course. Experiments will focus on building, measuring, and calculating the predicted responses of DC circuits containing all of the above mentioned elements, and transient analysis of circuits containing R, L, and C circuit elements. *(Resident)*

ENGE 212 *AC Circuit Analysis* 4 hours

Prerequisites: ENGE 211 and MATH 132; minimum grade of "C"

An introduction to AC circuit analysis using phasors in conjunction with the techniques covered in ENGE 211. Topics include AC steady state analysis, AC power, three phase circuits, and advanced circuit analysis using Fourier analysis. Semiconductor electronic devices will also be introduced, with the focus being on the terminal characteristics of such devices. The two-terminal diodes (D) and the three-terminal transistors (Q) are studied in AC circuits. Laboratory experiments are an essential and integral part of the theory students will learn in this course. Experiments will focus on building, measuring, and calculating the predicted responses of AC circuits. *(Resident)*

ENGE 299 *Internship* 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Placement in an electrical engineering or related organization for a controlled learning experience within the student's career specialization area. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

ENGE 311 *Signals and Systems* 3 hours

Prerequisites: ENGE 212 and MATH 221 or MATH 321; minimum grade of "C"

Analysis techniques for system and signal modeling using numerical analysis software. Topics include introduction to convolution, Fourier series, Fourier transforms, Laplace transforms with application to determine system response, filters, sampling, linearity, time invariance and stability. *(Resident)*

ENGE 312 *Digital Signal Processing* 3 hours

Prerequisites: ENGE 311; minimum grade of "C"

This course is designed to introduce students to discrete-time systems and signal processing with emphasis on digital filter designs.

Topics include, but are not limited to: sampling and reconstruction of continuous-time signals, fundamental characteristics of discrete-time signals and systems, difference equations, z-transform, discrete-time Fourier transform (DTFT), discrete Fourier transform (DFT), fast Fourier transform (FFT), and analysis, design, and realization of digital filters. *(Resident)*

ENGE 321 *Electronics* 4 hours

Prerequisite: ENGE 212; minimum grade of "C"

Introduction to electronic devices including diodes, transistors and operational amplifiers and their applications in electrical circuits. *(Resident)*

ENGE 331 *Electromagnetic Fields* 4 hours

Prerequisites: ENGE 212 and MATH 334; minimum grade of "C"

Fundamentals of electromagnetic theory and modern transmission systems. Maxwell's equations are formulated and applied to electromagnetic problems including plane-wave propagation, reflection and transmission at discontinuous boundaries and basic transmission line theory. *(Resident)*

ENGE 341 *Communications Systems* 3 hours

Prerequisites: ENGE 311, ENGR 210 and MATH 231; minimum grade of "C"

Analysis and design of communication systems and transmission of information over various medium. Topics include modulation, sampled signals, conversion (ADC and DAC), random processes and noise. *(Resident)*

ENGE 351 *Power Systems* 3 hours

Prerequisite: ENGE 321; minimum grade of "C"

Basic concepts of AC systems. Topics include single-phase and three-phase networks, electric power generation, transformers, transmission lines, electric machinery and the use of power. *(Resident)*

ENGE 411 *Control Systems* 3 hours

Prerequisite: ENGE 311; ENGR 133, each with a minimum grade of "C"

An introduction to both the classical and the modern control theories, with an emphasis on constant-coefficient linear control systems and state function. Topics include, but are not limited to: classical feedback control systems, controller sensitivity and disturbance rejection, transfer matrices, feedback control of first and second-order systems, stability analysis, frequency response methods, state equations, linear transformations, state variable feedback, eigenvalue placement, controllability, observability, and observer design for linear control systems. *(Resident)*

ENGE 421 *Advanced Electronics* 3 hours

Prerequisite: ENGE 321; minimum grade of "C"

Application of advanced design methods used to achieve gain and bandwidth specifications in amplifiers. Topics include use of feedback techniques, and design specifications of operational amplifiers. *(Resident)*

ENGE 431 *Electromagnetic Compatibility* 3 hours

Prerequisite: ENGE 331; minimum grade of "C"

Introduction to the Electromagnetic fields of passive components and Electromagnetic compatibility regulations and measurements. Topics include radiated signals, electromagnetic waves, transmission lines, conducted emissions, radiated emissions, electromagnetic shielding and grounding, and Electrostatic discharge. (Elective) *(Resident)*

ENGE 497 *Special Topics in Electrical Engineering* 3 hours

Prerequisite: Permission of instructor.

Selected topics in various areas of Electrical Engineering. May be repeated for credit when topic varies. *(Resident)*

ENGE 499 *Electrical Engineering Internship* 3 hours

Prerequisites: Major in electrical engineering, permission of the instructor.

Placement in an electrical engineering or related organization for a controlled learning experience within the student's career

specialization area. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

INDUSTRIAL AND SYSTEMS ENGINEERING

- ENGI 220 *Engineering Economy*** 3 hours
Prerequisite: MATH 126, MATH 131; minimum grade of "C"
Introduction to the principles of time value of money, analysis of investments, break-even concepts, risk analysis, alternatives analysis, tax implications, certainty and uncertainty. *(Resident)*
- ENGI 230 *Production Systems*** 3 hours
Prerequisite: ENGR 110 and CSCI 111; minimum grade of "C"
Introduction to manufacturing and production processes. Topics include production process as a human/machine system, planning, organizing, designing, and operating production systems. *(Resident)*
- ENGI 299 *Internship*** 0 hours
Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.
Placement in a manufacturing plant, hospital, library, police department, or similar location, or related organization for a controlled learning experience within the student's career specialization area. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*
- ENGI 300 *Enterprise Forecasting*** 3 hours
Prerequisites: MATH 121 and 201 or ENGR 210; minimum grade of "C"
Advanced forecasting and data modeling methods and techniques. *(Resident)*
- ENGI 305 *Data Analysis Methods and Modeling*** 3 hours
Prerequisite: ENGR 210; minimum grade of "C"
Revealing business and economic patterns and information hidden in data by transforming data using algebraic and statistical methods. *(Resident)*
- ENGI 330 *Facilities Design*** 3 hours
Prerequisite: ENGI 230; minimum grade of "C"
Introduction to the design, analysis and selection of manufacturing facilities and material handling equipment. Topics include integration of computer systems, material flow and storage, and economic implications. *(Resident)*
- ENGI 340 *Introduction to Operations Research: Deterministic Models*** 3 hours
Prerequisites: CSCI 111 and MATH 221* or MATH 321*; (*can be taken concurrently with Instructor approval); minimum grade of "C"
Introduction to basic principles and application of deterministic analytical methods. Topics include linear programming, integer programming, dynamic programming and nonlinear optimization. *(Resident)*
- ENGI 350 *Introduction to Operations Research: Probabilistic Models*** 3 hours
Prerequisite: ENGI 340, ENGR 210 and CSCI 111; minimum grade of "C"
Introduction to decision-making modeling and analysis subject to randomness, uncertainty, and risk. Topics include stochastic dynamic programming, Markov chains, and queuing theory. *(Resident)*
- ENGI 360 *Engineering Information Systems*** 3 hours
Prerequisite: ENGR 110 or CSCI 110; minimum grade of "C"
Introduction to information systems used in the analysis, design, and management of complex engineering projects. Topics include identifying potential data anomalies and methods for ameliorating these problems. *(Resident)*
- ENGI 420 *Advanced Data Analysis and Machine Learning*** 3 hours

Prerequisite: (ENGR 210 or MATH 211), (MATH 221 or MATH 321), (ENGR 133 or MATH 133), (highly recommended CSIS 111); minimum grade of "C"

Machine learning introduces the methods that are used to provide computers the ability to perform various levels of artificial intelligence (AI) with the ability to learn without being explicitly programmed. Machine learning focuses on the development of computer programs and algorithms as well as the underlying data requirements that can enable computers to teach themselves, self-organize objects, and to grow or change when exposed to new data or sensory information. *(Resident)*

ENGI 430 *Decision Analysis* 3 hours
Prerequisite: ENGI 220 and ENGI 350* (*may be taken concurrently); minimum grade of "C"

A first course in decision analysis that extends the domain of decision-making problems from those considered in traditional statistical hypothesis testing scenarios: modeling decisions, where the emphasis is on structuring decision problems using techniques such as influence diagrams and decision trees, modeling uncertainty, which covers subjective probability assessment, use of classical probability models, Bayesian analysis, and value of information, and modeling preferences, which introduces concepts of risk preference, expected utility, and multi-attribute value and utility models. *(Resident)*

ENGI 450 *Human Factors and Ergonomics* 3 hours
Prerequisite: ENGI 330; minimum grade of "C"

Human biological and psychological capabilities and limitations in the industrial setting. Topics include techniques and methods for applying the principles of human factors engineering and ergonomics to systems design. *(Resident)*

ENGI 460 *Digital Simulation* 3 hours
Prerequisites: MATH 334, minimum grade of "C", and computer programming skills

Introduction to the structure, logic and methodologies of systems simulation. Topics include the generation of random numbers, simulation languages, and simulation models and analysis. *(Resident)*

ENGI 497 *Special Topics in Industrial and Systems Engineering* 1-4 hours

Prerequisite: Permission of instructor.

Selected topics in various areas of Industrial and Systems Engineering. May be repeated for credit when topic varies. *(Resident)*

ENGI 499 *ISE Internship* 1-4 hours
Prerequisite: Major in Industrial and Systems Engineering, permission of the instructor, and Junior or Senior status.

Placement in a manufacturing plant, hospital, library, police department, or similar location or related organization for a controlled learning experience within the student's career specialization area. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

ENGLISH

ENGL 100 *Basic Composition* 3 hours

Prerequisite: Placement Score – PLEN less than or equal to 69, ASEN 27-31, or Undergraduate level CLST 113 with a minimum grade of "C"

This course focuses on proficiency in grammar, paragraph development, writing basic essays, and the writing process in general. A minimum of three paragraphs and two essays will be required. English 100 does not meet the general education requirements in English but does offer three elective credits. *(Both Resident and Online)*

ENGL 101 *Composition and Rhetoric* 3 hours
Prerequisite: ENGL 100 (minimum grade of "C") or SAT Writing score of 480 or ACT English score of 19

Through the critical engagement of a variety of texts, including written, oral, and visual, this course prepares students to become careful readers, critical thinkers, and skilled writers. Drawing upon rhetorical theory, it emphasizes the practices of analytical reading, informed reasoning, effective writing, and sound argumentation. The course requires 4,000 words of writing in no fewer than five writing projects, three of which are argumentative essays incorporating external sources. *(Both Resident and Online)*

ENGL 102 *Composition and Literature* 3 hours

Prerequisite: ENGL 101

Composition and Literature continues the emphasis on writing. Two analytical papers—based upon studies of the short story, poetry, drama, or film—and a research paper, sequentially developed, are required. *(Both Resident and Online)*

ENGL 103 *Technical Communication for the Professions* 3 hours

Technical communication refers to all communication done on the job, and this course has been designed for those individuals who seek an associate's degree and wish to communicate effectively in their chosen professional field. The instructor will focus on on-the-job communication, including written documents such as résumés and cover letters to get job interviews. *(Both Resident and Online)*

ENGL 111 *Introduction to Documentation* 1 hours

A documentation course on the necessary knowledge and skills to successfully format a research paper and document primary and secondary sources as required in a discipline. *(Online)*

ENGL 201 *American Literature I* 3 hours

Resident Prerequisites: ENGL 101; ENGL 102 or MUSC 200, or equivalent

Online Prerequisites: ENGL 101; ENGL 102 or equivalent

A survey from the early Colonial period through the American Renaissance. Two critical papers are required. *(Both Resident and Online)*

ENGL 202 *American Literature II* 3 hours

Resident Prerequisites: ENGL 101; ENGL 102 or MUSC 200, or equivalent

Online Prerequisites: ENGL 101; ENGL 102 or equivalent

A survey of American literature following the American Renaissance. Two critical papers are required. *(Both Resident and Online)*

ENGL 215 *English Literature I* 3 hours

Resident Prerequisites: ENGL 101; ENGL 102 or MUSC 200, or equivalent

Online Prerequisites: ENGL 101; ENGL 102 or equivalent

A survey of English literature from its beginning to 1660. Two critical papers are required. *(Both Resident and Online)*

ENGL 216 *English Literature II* 3 hours

Resident Prerequisites: ENGL 101; ENGL 102 or MUSC 200, or equivalent

Online Prerequisites: ENGL 101; ENGL 102 or advanced standing on the placement test

A survey of English Literature from 1660 to the present. Two critical papers are required. *(Both Resident and Online)*

ENGL 221 *World Literature I* 3 hours

Prerequisites: ENGL 101; ENGL 102

A survey of literary works from around the world beginning with the earliest civilizations through about 1550 A.D. Two critical papers are required. *(Both Resident and Online)*

ENGL 222 *World Literature II* 3 hours

Prerequisites: ENGL 101; ENGL 102 or MUSC 200, or equivalent

A survey of literary works from around the world starting about 1550 A.D. to the present. Two critical papers are required. *(Both Resident and Online)*

ENGL 299 *Internship* 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Professional-supervised experience in first-hand internship opportunities. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

ENGL 301 *Literary History: Ancient* 3 hours

A study of selected masterpieces from ancient times to the Renaissance. Research Paper is required. *(Resident)*

ENGL 302 *Literary History: Modern* 3 hours

A study of selected masterpieces from the Renaissance to the present. Research Paper is required. *(Resident)*

ENGL 304 *Period* 3 hours

A study of the works of a major period of British or American Literature. Reading intensive. *(Resident)*

ENGL 305 *Genre* 3 hours

A study of one of the major literary genres—novel, epic, poetry, drama, or essay—investigating its characteristic features and tracing its development over time. Reading intensive. *(Resident)*

ENGL 306 *Diversity* 3 hours

A study of the literature of a minority culture—Jewish, African American, Latino, for example. Reading intensive. *(Resident)*

ENGL 307 *Expository Writing* 3 hours

An introduction to Expository writing, with particular attention paid to structure, form, audience, and tone. Reading intensive. *(Resident)*

ENGL 308 *Author* 3 hours

A study of the works and contexts of a major Author. Reading intensive. *(Resident)*

NOTE: Prerequisites for all further English courses include ENGL 101, 102 and the general education course in literature.

ENGL 310 *Children's Literature* 3 hours

A critical interpretation of literature for children and young adults. Research paper required. *(Resident)*

ENGL 320 *Adolescent Literature* 3 hours

This course examines a broad range of young adult literature, both classical and contemporary, with an appeal to a diverse audience, including most adolescents and many adults. The focus is on analyzing works of adolescent literature and acquainting students with critical resources important to the scholar. Research paper required. *(Resident)*

ENGL 322 *Shakespeare* 3 hours

A study of the principal plays of Shakespeare read in the light of the dramatic and literary background of his time. Research paper required. *(Both Resident and Online)*

ENGL 333 *Modern Grammar* 3 hours

A course emphasizing the nature, structure and modifications of the English language with emphasis upon traditional, structural and generative-transformational grammars. *(Both Resident and Online)*

ENGL 341 *American Realism and Naturalism* 3 hours

A study of the major writers of American Realism and Naturalism (1865-1930): Twain, James, Chopin, Crane, Dreiser and others. Research paper required. *(Online)*

ENGL 350 *Advanced Expository Writing* 3 hours

Instruction in the principles of expository and persuasive writing with emphasis on logic and style. Research paper required. *(Online)*

ENGL 460 *Christian Literature* 3 hours

This is a survey of literary works representing 2,000 years of Christian history. The course covers a broadly defined range of Literature that either serves or is shaped by the Christian worldview. The survey begins with the patristic writers of the early church, then turns to the medieval mystics, the reformers, neoclassicists, romantics and moderns, and ends with the dawn of the postmodern period. In addition, the course will include supplemental reading that will assist students in developing a distinctly Christian poetic and aesthetic: a

biblical approach to reading, writing, and appreciating literature and all forms of art. Research paper required. *(Online)*

ENGL 364 *History of the English Language* 3 hours

The pronunciation, grammar and vocabulary of the English language in terms of its historical development are emphasized. *(Resident)*

ENGL 382 *Eighteenth Century English Literature* 3 hours

A study of the major poets and prose of the 18th century in the context of pertinent biographical and historical details. Research paper required. *(Resident)*

ENGL 405 *Literature of the Bible* 3 hours

An examination of the literature and literary theory of the English Bible, based upon analysis and explication of selected passages. Special consideration is given to such topics as literal meaning, metaphor as meaning, and the rhetorical dimensions of various modes of discourse as they occur in Scripture. Research paper required. *(Resident)*

ENGL 406 *Literature of the Civil War* 3 hours

This seminar focuses on a survey of newspapers, novels, poems, religious tracts, and short stories, which were written either during or about the time of the Civil War. Research paper required. *(Resident)*

ENGL 412 *Author* 3 hours

A Seminar in the works and contexts of a major Author. Writing intensive. *(Resident)*

ENGL 413 *Period* 3 hours

A Seminar in the works of a major period of British or American Literature. Writing intensive. *(Resident)*

ENGL 414 *Genre* 3 hours

A Seminar in one of the major literary genres – novel, epic, poetry, drama, essay, and so on – investigating its characteristic features and tracing its development over time. Writing intensive. *(Resident)*

ENGL 415 *Diversity: Advanced World Literature* 3 hours

A Seminar in the literature of a minority culture – Jewish, African American, Latino, or Women, for example. Writing intensive. *(Resident)*

ENGL 416 *Writing* 3 hours

Practice in a variety of literary forms – fiction, poetry, creative, non-fiction, expository – with an emphasis on the development of tone and style. Writing intensive. *(Resident)*

ENGL 417 *Writing as Cultural Engagement* 3 hours

Prerequisites: ENGL 101; ENGL 102; ENGL 200-level course
Instruction and practice in writing for publication in various mediums (blogs, op-eds, popular journals, online news sites, etc.) with an emphasis on diverse audiences, rhetorical strategies, and cultural context. Writing intensive. *(Resident)*

ENGL 419 *Methods and Materials in the Teaching of English* 2 hours

Prerequisite: Admission to Educator Preparation Program

A study of methods, theories, and activities for teaching language, composition and literature in middle and secondary school English. Must be taken before student teaching. May not be counted toward the English major. *(Resident)*

ENGL 420 *Secondary Methods Teaching Practicum* 1 hour

Prerequisite: To be taken concurrently with ENGL 419

At least 20 hours of reflective classroom observation at the middle or secondary school level and the teaching of two to three consecutive lessons. *(Resident)*

ENGL 433 *Literary Criticism* 3 hours

A study of the major philosophies and theories, both historical and contemporary, with attention also given to understanding the various views of literary theory and to the student's development of his own defensible literary theory. Research paper required. *(Resident)*

ENGL 442 *Musical Theatre* 3 hours

This course is a survey of the history of musical theatre, beginning with Vaudeville and continuing through to the contemporary stage, with special emphasis given not only to the text but to the performance aspect of the libretto as well. *(Resident)*

ENGL 460 *Christian Literature* 3 hours

This is a survey of literary works representing 2,000 years of Christian history. The course covers a broadly defined range of literature that either serves or is shaped by the Christian worldview. The survey begins with the patristic writers of the early church, then turns to the medieval mystics, the reformers, neoclassicists, romantics and moderns, and ends with the dawn of the postmodern period. In addition, the course will include supplemental reading that will assist students in developing a distinctly Christian poetic and aesthetic: a biblical approach to reading, writing, and appreciating literature and all forms of art. Research paper required. *(Resident)*

ENGL 462 *Religious Issues in Dramatic Literature* 3 hours

This course examines dramatic literature from the classical Greek plays to contemporary dramas, with special attention given to religious criticism. Research paper required. *(Resident)*

ENGL 491 *Senior Capstone* 3 hours

This course is a senior level capstone seminar results in a project that integrates three of the five course types of the English major: Genre, Author, Period, Diversity and Writing. Additionally, this course will focus on Christian worldview approaches, vocational opportunities, and assessment. *(Resident)*

ENGL 495 *Directed Research* 1 to 3 hours

Prerequisite: Junior or senior status students who qualify will pursue studies of a particular interest as approved and supervised by the instructor. *(Resident)*

ENGL 497 *Special Topics in English* 1 to 3 hours
(Resident)

ENGL 499 *English Internship* 1 to 6 hours

Prerequisite: Junior or Senior status

Professorial-supervised experience in first-hand internship opportunities: writing, editing, researching and comparable duties. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

MECHANICAL ENGINEERING

ENGM 310 *Materials Engineering* 3 hours

Prerequisites: CHEM 121, ENGR 110, 125; 235; minimum grade of "C"

A study of the atomic and molecular structure of materials and the effects on their various properties and applications. It provides understanding of how the microstructure composition of materials can be tailored to desired mechanical, electrical, optical, magnetic and even smart properties. Emphasis is placed on the four most common categories of engineering materials: metals, plastics, ceramics, and composites. It also provides a survey on the abundance, selection, design, manufacturing, and designation of engineering materials. *(Resident)*

ENGM 325 *Thermal Fluids Design Lab* 2 hours
(1 hr lecture; 1 hr lab)

Prerequisite: PHYS 320, ENGR 315, and ENGR 360 with a minimum grade of "C"

To reinforce key concepts of thermal-fluid sciences and introduce thermal-fluids system design. To equip students to design and carry out experiments related to thermal-fluids systems, to analyze data, and report results in a professional manner. Students learn to operate equipment such as heat exchangers, centrifugal pumps, ducts and fittings, compressors, refrigerators, valves, dampers, etc. Additionally, students are introduced to thermal-fluids systems in nature. *(Resident)*

ENGM 345 *Material and Manufacturing Processing* 3 hours

Prerequisite: ENGM 310 with a minimum grade of "C"

To intro duce the physical fundamentals of manufacturing process; with emphasis placed on those physical principles that are common to several, apparently unrelated, processes. Students learn material selection and processes, especially for metals, plastics, ceramics, and composites. Topics include: geometric attributes of manufactured parts, service attributes of manufactured products, materials in design and manufacturing, machining and nontraditional machining processes, joining processes, surface treatments, manufacturing of semiconductor devices, manufacturing systems, and dynamics of manufacturing in a globalized economy. *(Resident)*

ENGM 350 Computer-Aided Engineering 3 hours

Prerequisite: ENGR 125, MATH 231; minimum grade of "C"

This course emphasizes on creative design, application of physical laws, and hands-on virtual or physical projects. Review of kinematics/dynamics of commonly used planar mechanisms and programming techniques for motion simulation. Interdisciplinary projects will be assigned to assess students' design knowledge. Application of computer-aided techniques to the analysis of engineering problems utilizing governing equations of the systems. Students will be exposed to formulations of finite element methods of analysis. Emphasis is placed on practical aspects of structural FE. *(Resident)*

ENGM 355 Design of Machine Components 3 hours

Prerequisite: ENGR 330 with a minimum grade of "C" or better is required.

To provide common analytical approaches to design a wide variety of machine components. It emphasizes the engineering mechanics topics of failure theory and analysis. It provides reinforcement of finite element method and computer-aided engineering as techniques and tools to aid machinery design. Topics include: Cam design and analysis; static and fatigue failure theories; surface failure; shafts, keys, and couplings; bearings and lubrication; spur, helical, bevel and worm gears; spring design; screw and fasteners; clutches and brakes. *(Resident)*

ENGM 375 Thermal Fluids Design Lab 2 hours

(1 hr lecture; 1 hr lab)

Prerequisites: PHYS 320; ENGR 315, ENGR 360; minimum grade of "C"

To reinforce key concepts of thermal-fluid sciences and introduce thermal-fluids system design. To equip students to design and carry out experiments related to thermal-fluids systems, to analyze data, and report results in a professional manner. Students learn to operate equipment such as heat exchangers, centrifugal pumps, ducts and fittings, compressors, refrigerators, valves, dampers, etc. Additionally, students are introduced to thermal-fluids systems in nature. (Formerly ENGM 375) *(Resident)*

ENGM 415 Design of Machine Components 3 hours

Prerequisite: ENGR 330; minimum grade of "C"

To provide common analytical approaches to design a wide variety of machine components. It emphasizes the engineering mechanics topics of failure theory and analysis. It provides reinforcement of finite element method and computer-aided engineering as techniques and tools to aid machinery design. Topics include: Cam design and analysis; static and fatigue failure theories; surface failure; shafts, keys, and couplings; bearings and lubrication; spur, helical, bevel and worm gears; spring design; screws and fasteners; clutches and brakes. (Formerly ENGM 355) *(Resident)*

ENGM 445 Material and Manufacturing Processing 4 hours

(2 hr lecture; 2 hr lab)

Prerequisite: ENGM 310; minimum grade of "C"

To introduce the physical fundamentals of manufacturing processes; with emphasis placed on those physical principles that are common to several, apparently unrelated, processes. Students learn material selection and processes, especially for metals, plastics,

ceramics, and composites. Topics include: geometric attributes of manufactured parts, service attributes of manufactured products, materials in design and manufacturing, machining and nontraditional machining processes, joining processes, surface treatments, manufacturing of semiconductor devices, manufacturing systems, and dynamics of manufacturing in a globalized economy. *(Resident)*

GENERAL ENGINEERING

ENGR 102 Introduction to Engineering and Computer Science 1 hour

This course will introduce students to the engineering profession and the study skills necessary to succeed in rigorous course of study to achieve an engineering degree. Students will be taught how to think critically and reason analytically in order to skillfully navigate the course of instruction they have chosen to pursue and to be equipped for succeed in that profession. This is a required course for all engineering majors (CE, EE, ISE, ME). Minimum Grade of "C". *(Resident)*

ENGR 110 Introduction to Engineering and Problem Solving 3 hours

Prerequisites: MATH 128, ENGR 102 (both may be taken concurrently); minimum grade of "C"

Introduction to engineering problem solving techniques, the engineering design process, and the engineering profession. This course also introduces students to the various engineering disciplines offered at Liberty University and enables them to chart a path to success in achieving their engineering degree, as well as helping students understand what they must do to excel in their studies. This course also serves non-engineering students by exposing them to an overview of the engineering discipline. This course is mandatory for all engineering majors. *(Resident)*

ENGR 125 Visualization for Engineers 1 hour

Prerequisites: ENGR 110; minimum grade of "C"

To train students on graphical applications of vital and practical importance in engineering. The intention is to assist students to improve their 3-dimensional spatial cognitive skills. The creation and interpretation of graphical communication will be introduced. Concepts include: two and three dimensional part and assembly representations, dimensioning and tolerance as a link between design and manufacturing, introduction to solid modeling and virtual prototyping. *(Resident)*

ENGR 133 Calculus with MATLAB 1 hour

Prerequisites: Concurrent enrollment in ENGR 131 or credit for ENGR 131; minimum grade of "C"

This course is intended to be an introductory MATLAB Lab in which the topics of arithmetic, algebra, plotting, preparation of m-files, limits, derivatives, related rates, optimization, integration, and other engineering-related topics will be investigated. (This course is intended for Engineering, Computer Science or Internet Technology majors only.) *(Resident)*

ENGR 210 Probability and Statistical Methods for Engineering 3 hours

Prerequisite: ENGR 131 or MATH 131 and ENGR 110 or CSCI 110; minimum grade of "C"

Introduction to applied probability and the principles and methodologies of statistical inference. Topics include methods of data analysis, point and interval estimation; test of hypotheses, correlation, regression and an introduction to analysis of variance methods. *(Resident)*

ENGR 235 Statics 3 hours

Prerequisite: PHYS 231; minimum grade of "C"

A study of 2D and 3D force systems, equilibrium, structures, distributed forces, shear and bending moment diagrams, friction, and area moments of inertia. Analysis of the static equilibrium of rigid bodies and fluids in static conditions. Topics include free-body

diagram, concentrated forces, distributed forces, forces due to friction, and inertia forces, as well as their application to the analysis of machines, structures and systems. *(Resident)*

ENGR 240 Dynamics 3 hours

Prerequisite: ENGR 235; minimum grade of "C"

A study of force action related to displacement, velocity and acceleration of particles and rigid bodies using translation and rotation, work and energy and impulse and momentum principles. Course is presented in two parts: the geometric aspects of the motion, or kinematics; and the analysis of forces causing the motion, or kinetics. *(Resident)*

ENGR 270 Technical Communication 3 hours

Prerequisite: ENGL 101; minimum grade of "C"

This course will teach students how to write documents representing the three main types of technical writing: operational (instructional), promotional (argumentative and analytical), and reportorial (expository, informational and analytical). Students will also evaluate and edit documents belonging to these categories by examining how well these documents serve their purpose for particular audiences in different cultural and social contexts. Students will study and practice communicating ideas competently in diverse public and private speaking venues. *(Resident)*

ENGR 277 Engineering Ethical and Legal Issues 3 hours

Introduction to the ethical and legal issues encountered during the development of engineering projects from a Christian perspective. Topics include copyrights, patents, contracts, environmental responsibility, personnel management, and professionalism. (Formerly ENGR 377) *(Resident)*

ENGR 313 Mechatronics 4 hours

(2 hr lecture; 2 hr lab)

Prerequisites: MATH 334, PHYS 231, PHYS 232; minimum grade of "C" and Junior Status in Major

An introductory study of the fundamental principles and technologies found in modern computer-controlled machines and processes, or mechatronics systems. Students learn about the four main component of a mechatronic system: sensors, actuators, motion transmission mechanisms, and controllers. Students are expected to design and build a mechatronic system. (Formerly ENGR 213) *(Resident)*

ENGR 315 Fluid Dynamics 3 hours

Prerequisites: MATH 231, ENGR 240; minimum grade of "C"

To provide an understanding of both the kinematics and kinetics of fluids. Students gain knowledge on the fundamental conservation laws of mass, momentum, and energy. Students will be expected to gain an ability to solve and design engineering problems involving pipe flow, turbomachines, pumps, large reservoirs, etc. Topics include: the Reynolds transport theorem, The Bernoulli's equation, applications of fluid momentum to propellers, wind turbines, turbojets, and rockets, differential fluid flow analysis, dimensional analysis and similitude, Reynolds number and flow classification, analysis and design for pipe flow, flow over external surfaces and boundary layer, cavitation and turbo machines. *(Resident)*

ENGR 330 Mechanics of Materials 4 hours

(3 hr lecture; 1 hr lab)

Prerequisite: ENGR 310; minimum grade of "C"

A thorough study of the principles that govern the internal effects of stress and strain in solid bodies that are subjected to external loading. The purpose is to enable the engineering student to design solid components and structures by selecting materials and geometry. Students learn to compare strength of materials against internal stresses, and deformation of materials against internal strains. Topics also include: mechanical properties of materials, types of loading, plane-stress and plane-strain conditions, design of beams and shafts, and buckling. *(Resident)*

ENGR 360 Heat Transfer 3 hours

(2 hr lecture; 1 hr lab)

Prerequisites: MATH 334, PHYS 320; minimum grade of "C"

A study of the fundamentals of the three traditional forms of heat transfer: conduction, convection, and radiation. Both steady state as well as transient heat transfer are introduced. The concept of numerical methods in the solution of realistic heat conduction problems is presented. Students are exposed to external and internal forced as well as natural convective heat transfer. Selection and design of heat exchangers are introduced both theoretically and practically. *(Resident)*

ENGR 365 Dynamic Systems Modeling 3 hours

Prerequisite: MATH 334; ENGR 213, 240 with a minimum grade of "C" or better is required for all.

A study of the modeling, stimulation, and control of mechatronic systems. Upon successful completion of this course, students will be able to: develop mathematical models of real systems; use techniques to analyze and understand systems behavior; use modern computational tools to simulate the dynamic response of systems to external stimuli; and design automatic control systems. Topics will include: dynamic models, linearity and nonlinearity of systems, multiport systems and bond graphs, basic bond graph elements, various types of mechanical and electrical systems, state-space equations and automated simulations, and analysis and control of linear systems. *(Resident)*

ENGR 370 Quality Assurance 3 hours

Prerequisite: ENGR 210; minimum grade of "C"

Introduction to the principles involved in designing statistical quality control systems. Topics include probability concepts, density and distribution functions, control chart concepts and sampling inspection plans. *(Resident)*

ENGR 381 Engineering Design Introduction 3 hours

Prerequisite: Chair approval, Junior Status, and ENGR 270; minimum grade of "C"

Corequisite: MATH 334

Introduction to the design process. Topics include system engineering, team dynamics, design specifications, conceptual design, scheduling, developing a business plan, market survey, and budgeting. *(Resident)*

ENGR 385 Thermodynamics II 3 hours

(2 hr lecture; 1 hr lab)

Prerequisite: ENGR 360; minimum grade of "C"

To bridge the gap between knowledge of fundamentals of thermodynamics and its applications. Students are presented a wealth of real-world engineering examples involving thermal systems. Starting with the ideal concept of energy, students are introduced to gas power cycles, vapor and combined power cycles, refrigeration cycles, for pure substances and mixtures. Other topics include chemical reactions, chemical and phase equilibrium, and compressible flow. *(Resident)*

ENGR 405 Dynamic Systems Modeling 3 hours

(3 hr lecture)

Prerequisite: MATH 334; ENGR 240; ENGR 313; minimum grade of "C"

A study of the modeling, simulation, and control of mechatronic systems. Upon successful completion of this course, students will be able to: develop mathematical models of real systems; use techniques to analyze and understand systems behavior; use modern computational tools to simulate the dynamic response of systems to external stimuli; and design automatic control systems. Topics will include: dynamic models, linearity and nonlinearity of systems, multiport systems and bond graphs, basic bond graph elements, various types of mechanical and electrical systems, state-space equations and automated simulations, and analysis and control of linear systems. *(Resident)*

ENGR 481 Engineering Design I 3 hours

Prerequisite: ENGR 381 and MATH 334; minimum grade of “C”

The second course in the design sequence of formal design courses that emphasizes the design process. Student teams carry a project from inception to completion to satisfy the need of a client. In addition to technical design, factors such as safety, economics, and ethical and societal implications are considered. *(Resident)*

ENGR 482 *Engineering Design II* 3 hours

Prerequisite: ENGR 481; minimum grade of “C”

The third course in the design sequence where the student is exposed to engineering design and development. Design process culminates in prototype development, gathering performance data and presenting a final design briefing to peers and department faculty. *(Resident)*

ENGR 495 *Directed Research* 1-6 hours

Prerequisite: Written permission of the chairman of the department in area of concentration and consent of instructor

Research-oriented project or an independently completed course of study in a specially designed area as approved and supervised by the instructor. May be repeated for up to 6 credits or as approved by the department chair. *(Resident)*

ENVIRONMENTAL SCIENCE

ENVR 215 *Principles of Environmental Science* 3 hours

Prerequisites: ACT Composite 20 or MATH 115 or SAT Mathematics 500

This course surveys the principle components of ecosystems and the structure and dynamics of populations and communities. These principles are then integrated and applied to environmental issues including: biological and sociological impacts of human population growth; use and management of natural resources; sources and regulation of pollution; and biological and economic aspects of conservation. *(Resident)*

ENVR 220 *Physical Geology* 3 hours

An introduction to the materials and processes of the geosphere. Topics include: minerals; rocks; and geological resources; surficial features and processes; natural hazards; plate tectonics; fossils; hydrology; and soils. *(Resident)*

ENVR 221 *Physical Geology Laboratory* 1 hour
(3 hours laboratory)

A hands-on investigation of geological materials, features, and processes. Emphasis is placed on techniques to identify rock and mineral samples, utilize topographic and geologic maps, identify and interpret geological structures, and measure rates in geological settings (e.g., plate motion, erosion, and water flow). Includes local field trip(s). *(Resident)*

ENVR 320 *Environment and Sustainability* 3 hours

Prerequisites: BIOL 101 or PHSC 210 or BIOL 225

This course surveys the major components of ecosystems and the structure and dynamics of populations and communities. These components are then integrated and applied from a sustainability perspective to environmental issues including human population growth, land, water and air resource management and use, conservation of biodiversity and energy sources and use. *(Online)*

ENVR 330 *Energy Resources and Efficiencies* 3 hours

Prerequisites: BIOL 101 or PHSC 210 or BIOL 225; ENVR 320 recommended

An analysis of the various sources of energy (both fossil and renewable) utilized by modern societies, including the means by which these sources are acquired, produced, distributed, and consumed. Includes a survey of methods by which user-end efficiencies and/or alternatives can reduce the amount of energy consumed. *(Online)*

ENVR 350 *Environmental Science and Policy* 3 hours

Prerequisite: BIOL 101 or PHSC 210 or BIOL 225; ENVR 320 recommended

This course will investigate the scientific and policy-based aspects of several controversial environmental issues as well as their impacts on businesses and private citizens. It will present multiple perspectives for each issue and will take a debate-style format that stimulates student interest and develops critical thinking skills. Readings and discussions will focus on the interplay between scientific results and the policies proceeding from them including the appropriateness of such policies. *(Both Resident and Online)*

ENVR 370 *Geographic Information Systems (GIS)* 3 hours

This course is designed to provide practical experience in spatial database design and analysis using Geographical Information System (GIS) as applied primarily to the environmental sciences. Topics include: the history of GIS; GIS data structures and sources of data; GIS tools; software applications; and resources. Exercises include: spatial data display and query; map generation; and simple spatial analysis using ArcGIS software. *(Both Resident and Online)*

EAGLE SCHOLARS LEADERSHIP

ESLP 101 *Introduction to Leadership* 1 hour

Prerequisite: Membership in the Eagle Scholars Leadership Program

This course is part one in a course sequence initiated for the Eagle Scholars program. The course focuses on introduction to leadership skills, attitudes, and practices, particularly connecting with others within a university context. *(Resident)*

ESLP 102 *Self-Leadership Development* 1 hour

This course is part two in a course sequence initiated for the Eagle Scholars program. The course focuses on developing self-leadership skills, attitudes and practices, particularly within the university context. *(Resident)*

ESLP 201 *The Art and Science of Leading Others* 1 hour

This course is part three in a course sequence initiated for the Eagle Scholars program. The course focuses on continued development in understanding leadership thinking, practices and identity. Special emphasis is placed on Biblical perspectives in leadership. *(Resident)*

ESLP 202 *The Art and Science of Changing Culture* 1 hour

This course is part four in a course sequence initiated for the Eagle Scholars program. The course focuses on continued development in understanding leadership thinking, practices and identity. Special emphasis is placed on biblical perspectives in leadership and assessing cultural and community needs and creating effective solutions. *(Resident)*

ENGLISH AS A SECOND LANGUAGE

ESOL 080 *English as a Second Language for Intermediates: Grammar and Writing* 3 hours

A course for learners of English who place as **high beginners or as intermediates in the ESL** placement batteries. The course involves work in all 4 language skills: reading, writing, listening and speaking in English in order to build the student’s level of language proficiency. Students who place as intermediates take 3 hours per week, and high beginners take five hours per week. Language lab work is required. ESOL 080 does not meet the General Educational Requirements in English. *(Resident)*

ESOL 090 *English as a Second Language: Grammar and Speech* 3 hours

Prerequisite: ESOL 080 or ESL Placement Battery results

A course for **high-intermediate or advanced level ESL** students designed to improve oral communication. American English grammar, idioms and pronunciation are studied while the student receives training in both conversational English and in making formal

presentations. The language lab is used to supplement pronunciation training. *(Resident)*

ESOL 100 *English as a Second Language: Grammar and Composition* 3 hours

Prerequisite: ESOL 090 or ESL Placement Battery

This course integrates the study of **advanced level ESL** grammar with written composition. The student responds in writing to a variety of reading selections. The cross-cultural element in ESL writing is also considered. The student must receive at least a C to be eligible for ENGL 101. *(Resident)*

ETHICS

ETHC 101 *Introduction to Ethics* 3 hours

This course is an introduction to the principles and techniques of rational decision making in morality. It includes a survey of ethical theories, a review of the basic principles of critical reasoning, and applications of both to moral issues. *(Online)*

ETHC 205 *Introduction to Ethics* 3 hours

Prerequisites: ETHC 101

A study of contemporary issues within the context of a biblical ethic of human life. This course will examine Christian principles about human life and flourishing, reflecting on issues concerning the beginning and end of human life as well those social and personal factors that promote a flourishing human life. Topics will include: Personhood, abortion, personal relationships, social and class relationships, social conflicts, euthanasia and assisted suicide. *(Online)*

ETHC 210/ *Science and Society* 3 hours

NASC 210

A study of biological principles of physiology, genetics and disease with emphasis on application to human life. Topics are explored from a scientific and biological standpoint through a Biblical worldview. Successful students in this course will apply scientific knowledge and learned critical thinking skills to societal issues. Meets natural science requirement. *(Online)*

ETHC 323 *Critical and Historical Development of Public Ethics* 3 hours

Prerequisites: ETHC 205, 210

This course is an introduction to ethical theory to compliment public policy studies. It approaches the subject by way of historical exploration of moral philosophy, integrating areas of Western philosophy of religion, social and political philosophy as necessary. It surveys Western ethical thought by reading selected figures representative of Western ethical traditions. The selected traditions will highlight theoretical developments critical to the ethical dimension of public policy, including virtue theory, utilitarianism, deontological theory, natural law, as well as contemporary theories. Students will interact with the primary writings from representative ethical thinkers. They will explore the differing conceptions of morality with respect to their scope, purpose, and content. In addition, the course will trace the interactions of Western ethical thought with Christian theistic ethics. *(Online)*

ETHC 324 *Applied Ethics in Public Policy* 3 hours

Prerequisites: ETHC 323

The goal of the course is to prepare the Christian public policy specialist to maneuver intellectually in the public square. This course examines the ethical dimensions of policy problems in a manner that addresses the tension between secular society and the traditional Christian faith. It explains the moral foundations of institutions and how conceptions of liberal society seek to define them. The course will equip the student to analyze major secular moral theories employed in policy arguments and to cogently represent the Christian conscience on important policy issues. It will discuss the proper uses of the Bible in formulating policy arguments and the role of science in policy deliberation. In addition it will illuminate the way in which

Christian beliefs may become involved in policy deliberation. *(Online)*

ETHC 325/ *Legal Ethics* 3 hours

GOVT

Prerequisites: ETHC 324

This course explores the ethical standards governing the conduct of persons engaged in the practice of law and persons more generally in the legal sector. This course will cover both professional conduct and the application of Christian principles in the legal profession. *(Both Resident and Online)*

ETHC 350 *Legal Ethics* 3 hours

Prerequisites: ETHC 324

This course is designed to build upon the biblical foundations students should have developed from other courses (such as BIBL 105/110 and THEO 201/202) and enhance foundational ethical considerations into more developed and practical notions of right behavior within the realm of criminal justice praxis. *(Online)*

ETHNOMUSICOLOGY

ETHM 411 *Music and Culture* 3 hours

Students interact with people and music from different cultures and participate in an initial fieldwork experience and presentation of research. It provides a comprehensive overview of cultural traditions, belief systems, and practices of world cultures as approached through the study and analysis of the music of different ethnic groups. *(Both Resident and Online)*

EVANGELISM

EVAN 101 *Evangelism and the Christian Life* 2 hours

An in-depth study of how to lead people to Christ. Special attention will be given to the theology of all aspects of evangelism including the follow-up. Various methods of approach and presentation will be considered. Emphasis will be placed on evangelism and the local church for conservation of results. *(Both Resident and Online)*

EVAN 201 *Preparation for Personal Evangelism* 3 hours

Prerequisites: EVAN 101

This course is designed to build upon the student's knowledge and understanding of personal evangelism by exploring three essential foundational areas: the content of the gospel, the fall of man, and the Great Commission as assigned by the Lord Jesus Christ. *(Online)*

EVAN 220 *Effective Message Preparation in Evangelism* 3 hours

Prerequisites: EVAN 101 and 201

This course presents valuable insights on presenting the timeless message of the death, burial, and resurrection of Jesus Christ and calling for a response of repentance and faith. *(Online)*

EVAN 301 *Evangelism and the Work of the Holy Spirit* 3 hours

Prerequisites: EVAN 101, 201, and 220

This course explores the importance of sharing the Gospel message through the power that God has made available to us. This power is demonstrated through three sources: prayer, the Holy Spirit, and the resources given for spiritual battle. *(Online)*

EVAN 401 *Discipleship in Evangelism* 3 hours

Prerequisites: EVAN 101, 201, 220, and 301

This course examines the principles necessary for building an evangelistic ministry that lasts. We will explore the importance of the Scriptures in evangelism, how to encourage a new believer, and the spiritual gift and calling of the evangelist. *(Online)*

EXERCISE SCIENCE

EXSC 101 *Introduction to Exercise Science* 1 hour

This course is an overview of the professions in the field of exercise science. Career opportunities within exercise science and allied health will be investigated. Various aspects of careers,

determining requirements for advanced study and learning what coursework would be appropriate for the different career paths. (Resident)

EXSC 302 Exercise and Sports Injuries 2 hours
Prerequisite: EXSC 310

This course will examine the most common types of injuries that occur in exercise and sport settings. It will include the causes, treatment and prevention of these injuries. (Formerly KINE 302) (Resident)

EXSC 310 Physiology of Exercise 3 hours
Prerequisites: BIOL 213/214, BIOL 215/216, or BIOL 213/214 and taken concurrently with BIOL 215/216

A study of the effects of exercise on the major systems of the human body including the cardiorespiratory, neuro-muscular, glandular and digestive. Other effects influencing human exercise will be examined, including climate, altitude and ergogenic aids. (Formerly KINE 310) (Resident)

EXSC 311 Analysis of Human Movement 3 hours
Prerequisite: EXSC 310

This course is a scientific study of the musculoskeletal anatomy and neuromuscular physiology involved in voluntary movement. The physiological principles applicable to the anatomical structures that produce human movement will be examined. (Formerly KINE 311) (Resident)

EXSC 315 Group Exercise Instruction 2 hours

This course will focus on the theoretical knowledge of leadership skills necessary to design, implement, and evaluate safe and effective group exercise programs. Emphasis will be placed on group leadership and group fitness instruction. Observations within the field will be available as well as opportunities to apply introductory concepts of exercise training through practical application. The course materials will also address the various skill sets necessary for entry employment into the health and fitness industry. (Resident)

EXSC 320 Measurement and Evaluation in Health and Kinesiology 3 hours

Prerequisite: EXSC 310

This course will consider the basic principles related to measurement and evaluation including the selection, administration and use of tests unique to the field of health and physical education. Special emphasis will be placed on testing procedure. Computer software for statistics will be introduced. (Formerly KINE 320) (Resident)

EXSC 321 Practicum 1 hour
Prerequisites: EXSC 310

This course is designed for students in the Exercise Science major to gain exposure to various fitness/health settings. The student must choose two of the following areas: strength and conditioning, personal training, or clinical rehabilitation. The student must complete 15 observational hours in each of the two chosen areas, for a total of 30 hours. (Formerly KINE 421) (Resident)

EXSC 340 Essentials of Strength Training and Conditioning 3 hours

Prerequisites: KINE 225, EXSC 310, and Junior status

This course includes the theories, organization, methods, and techniques involved in the teaching and coaching of strength training, physical conditioning, and personal training. (Formerly KINE 340) (Resident)

EXSC 345 Applied Strength Training and Conditioning 2 hour
Prerequisites: KINE 225, EXSC 310

In Applied Strength Training and Conditioning, students will integrate theory and practice in a course designed to provide lab-based examples of sport-specific conditioning. In-depth coaching techniques will be applied to topics including resistance and power training, speed and agility training, aerobic conditioning, and

periodized programming. Students will also conduct original research related to sport performance (Resident)

EXSC 350 Biomechanics 3 hours
Prerequisite: EXSC 310, Junior status; to be taken concurrently with EXSC 351

This course provides students with a foundational knowledge of basic mechanical principles and how these can be applied in analyzing movements of the human body. The course uses an integrated balance of qualitative and quantitative examples, applications, and problems designed to illustrate the mechanical principles discussed. (Formerly KINE 350) (Resident)

EXSC 351 Biomechanics Lab 1 hour
Prerequisites: EXSC 310 and Junior status; EXSC 350 is required as a co-requisite or prerequisite

This lab course provides students with the application of basic mechanical principles in analyzing movements of the human body. The course uses an integrated balance of qualitative and quantitative applications to illustrate the mechanical principles discussed in EXSC 350, Biomechanics. (Resident)

EXSC 410 Applied Exercise Physiology 3 hours
Prerequisites: Admission to EXSC major; EXSC 310, 320 and Junior status; to be taken concurrently with EXSC 411

This course provides the students with practical experience in implementing different methodologies in the measurement of physiological responses to acute and chronic exercise. Emphasis is placed on the application of the ACSM guidelines and appropriate experimental techniques. The usage of equipment in evaluating changes in body composition and various metabolic, cardiovascular, and respiratory adjustments during exercise in different populations will be included. (Formerly KINE 410) (Resident)

EXSC 411 Applied Exercise Physiology Lab 1 hour
Prerequisites: Admission to EXSC major; EXSC 310, 320 and Junior status; EXSC 410 is required as a co-requisite or prerequisite

This course is designed for students in the Exercise Science major to gain proficiency in exercise testing and interpretation as it relates to the various physiological systems and components. (Formerly KINE 411) (Resident)

EXSC 433 Exercise Prescription for Special Populations 3 hours

Prerequisite: Admission to EXSC major; EXSC 310 and Junior status

This is an advanced course in clinical exercise prescription relative to disease of the cardiovascular, pulmonary, metabolic, musculoskeletal, neuromuscular and immunologic systems. The course also provides a basic understanding of the patho-physiology and exercise responses in populations afflicted with these diseases. (Formerly KINE 433) (Resident)

EXSC 460 Exercise Testing, Evaluation, and Prescription 3 hours

Prerequisites: Admission to EXSC major; EXSC 310, 320, and Junior status

This course will consider the use of health and fitness field and laboratory instruments, techniques, procedures and equipment. Special emphasis will be placed on the ability to administer test protocols for evaluating the health-related components of physical fitness. (Formerly KINE 460) (Resident)

EXSC 461 Exercise Leadership 3 hours
Prerequisites: Admission to EXSC major; EXSC 310 and Junior status

This course will emphasize the necessary leadership qualities and skills expected for leading exercise activities. The student will develop professional competencies through classroom instruction as well as observational and practical experiences. (Formerly KINE 461) (Resident)

EXSC 485 Exercise Physiologist Workshop and 1 hour

Certification

Prerequisites: Acceptance into EXSC Program, EXSC 310, EXSC 433, EXSC 460, or corequisite with EXSC 433, or corequisite with EXSC 460.

This Exercise Physiologist Workshop will provide structured experiences in the classroom, laboratory and exercise arenas to improve the knowledge, skills, and abilities in health-related physical fitness assessment and exercise programming as outlined by the American College of Sports Medicine guidelines. This experience will culminate with the student taking the Exercise Physiologist certification exam, which requires the student to demonstrate the knowledge, skills, and abilities that are needed by an entry-level health/fitness practitioner. *(Resident)*

EXSC 486 Strength and Conditioning Specialist Workshop and Certification 1 hour

Prerequisites: Acceptance into EXSC Program, EXSC 310, EXSC 340, and Senior Status; OR instructor permission

The Strength and Conditioning Specialist Workshop and Certification Course will assist students in preparing for the Certified Strength and Conditioning Specialist (CSCS) credential, available through the National Strength and Conditioning Association (NSCA). The course will focus on building mastery in the major content areas outlined by the NSCA: Exercise science, nutrition, exercise technique, program design, organization and administration, and testing and evaluation. *(Resident)*

EXSC 499 Professional Internship in Exercise Science 3 to 6 hours

Prerequisites: Admission to EXSC major; Senior status; have completed all EXSC coursework and HLTH 333, with a grade of "C" or better; have a minimum overall GPA of 2.25 or higher; have achieved a minimum score of 480 on ACSM exam, and uploaded exam results sheet to SharePoint; or consent of the Exercise Science Program Director.

This course involves practical work experience in an approved exercise or fitness-related agency, physical or occupational therapy clinic, chiropractic office, or similar setting/facility supervised by a qualified professional. Selection of the internship site should coincide with academic track selected and intended career path. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Formerly KINE 499) *(Resident)*

FAMILY AND CONSUMER SCIENCES

FACS 103 Introduction to Family and Consumer Sciences 1 hour

Survey of the historical and philosophical development of the field of Family and Consumer Sciences with a focus on career opportunities. *(Resident)*

FACS 113/ ARTS 113 Introduction to 2D Design 3 hours

An introduction to visual thinking as well as the elements and principles of design. Concentration of the elements of design through production of artwork using a variety of materials and methods. Emphasis placed on understanding the elements and principles of design and how they integrate to form fully realized works of art. Students will explore composition and selection of subject matter. *(Resident)*

FACS 130 Principles of Food and Food Safety 3 hours

An introductory review of culinary skills. Students will demonstrate understanding of the basic functions of ingredients, measurement techniques, food economics, and food regulations and standards. Will include ServeSafe Sanitation certification. *(Resident)*

FACS 204 Introduction to Family and Child Development 3 hours

Overview of the Family and Child Development major with an emphasis on professional development, long-term career goals, self-assessment tools and leadership qualities needed in the field of Family and Child Development. *(Resident)*

FACS 205 Development of Contemporary Families 3 hours

Origin and description of contemporary American patterns in response to changes in society and technology. *(Resident)*

FACS 221 Design and Construction I for Interiors 3 hours

Application of basic sewing construction techniques as applied to functional residential accessories. Focus on workroom terminology, estimations, and assessment of fabric fit to the project. *(Resident)*

FACS 222 Design and Construction I for Apparel 3 hours

Application of basic sewing construction techniques as applied to the design and construction of fashion apparel. *(Resident)*

FACS 225 Introduction to the Fashion Industry 3 hours

An introduction to the industry segments involved in the design, production, and distribution of women's men's, and children's apparel and their accessories. Historical overview and career opportunities in fashion are included. *(Resident)*

FACS 230 Food Science and Management 3 hours

Principles of food science, including nutrition, function of ingredients, and preparation methods. Managerial and aesthetic guidelines related to the selection, planning, preparation, and service of meals. *(Resident)*

FACS 240 Concepts in Interior Design 3 hours

An introduction to residential and commercial space planning and material selection with emphasis on proxemics, ergonomics, and health and safety. A studio class with residential projects that focus on the social, work, and private zones. *(Resident)*

FACS 241 Architectural Drafting 3 hours

Fundamentals of technical drafting, lettering, line weights, terminology, symbols and formatting of construction documents will be explored. Students will create a comprehensive, semester-long project to be included in their portfolio. *(Resident)*

FACS 243 CAD I: Computer Aided Design for Interiors 3 hours

Prerequisite: Sophomore status

Two dimensional (2D) Architectural drafting and mechanical drawing for interiors using AutoCAD® and related software. *(Resident)*

FACS 245 Decorative Arts for the Interiors 3 hours

Historical and contemporary study of decorative arts for the interior. Creative innovations will be explored through projects, guest speakers and field trips. *(Resident)*

FACS 260 Early Childhood I 3 hours

Prerequisite: PSYC 210

Examines behavior, concepts, principles and development of children from birth to three years of age. *(Resident)*

FACS 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

An individually-selected and directed practical work experience under the direction of a professional. The work experience should be closely related to the individual's career objective. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

FACS 320 Textiles: Fibers and Fabrics 3 hours

Prerequisite: CHEM 105 or BIOL 102

Study of natural and synthetic fibers in addition to the manufacturing processes involved in the production of fabrics from raw to finished form for use in clothing and home furnishings. Focus on identification of fabric construction and product performance. *(Resident)*

- FACS 322 *Design and Construction II for Apparel*** 3 hours
Prerequisite: FACS 222 with a minimum grade of C
Traditional and contemporary tailoring construction techniques used in the production of professional couture garments. Emphasis on assessment of fabric fit to apparel construction and design. *(Resident)*
- FACS 324 *Specialty Fashion Markets*** 3 hours
Prerequisite: FACS 225: Introduction to Fashion Industry
Detailed study of important accessories categories in the women's, men's, and children's fashion industry. Analysis of materials, product design, merchandising techniques, historical and contemporary review of fashion accessories in the apparel industry. *(Resident)*
- FACS 325 *Psycho-Social Aspects of Clothing*** 3 hours
Study of the cultural, social, economic, psychological and physical factors which influence clothing decisions. *(Resident)*
- FACS 329 *Fashion and Textile Design with Computers*** 3 hours
Prerequisite: FACS 222
Students will develop fashion and textile designs through the aid of computer software programs. *(Resident)*
- FACS 330 *Human Nutrition*** 3 hours
Prerequisites: Biology or chemistry course
Chemical structure, function, digestion, metabolism and biochemical interrelationships of nutrients relating to life cycle, current issues and diet selection. *(Resident)*
- FACS 335 *Food and Culture*** 3 hours
Influence of cultural patterns on food habits evident in acceptable food sources, service, preparation, and preservation in societies around the world. *(Resident)*
- FACS 340 *Housing: Consumer and Community*** 3 hours
Sociological, psychological, economical and technological aspects of shelter are explored from both historical and contemporary perspectives. *(Resident)*
- FACS 345 *Materials and Specifications*** 3 hours
Prerequisite: FACS 240
Investigation of material components used by the designer coinciding with an advanced residential design portfolio project that includes specification of surface finishes, architectural details and furnishings. *(Resident)*
- FACS 350 *Family Economic Decisions*** 3 hours
Theory and application of financial management principles related to the family throughout the life cycle. Focus on an analysis of the relationship between family values and use of resources. *(Resident)*
- FACS 351 *Event Management*** 3 hours
Strategies for success in the hospitality industry: essentials in negotiating contracts, planning multi-media components, coordinating and staffing events such as conferences and weddings. *(Resident)*
- FACS 353 *Retail Merchandising*** 3 hours
Prerequisite: Math 115 or Higher; sophomore or higher
Study of retail merchandising concepts essential for buyers and managers within the fashion industry. Emphasis is placed on fashion apparel and accessories, assortment planning, inventory control, price and profit analysis. *(Resident)*
- FACS 361 *Therapy and Theory of Play in Early Childhood*** 3 hours
A study of play therapies and theories and the importance of play in learning and child development from infancy through middle childhood. *(Resident)*
- FACS 365 *Administration of Family and Child Life Programs*** 3 hours
A course designed to develop, implement, and evaluate family life programs in family and child settings for the organizations and agencies that work to meet the needs of children and families. *(Resident)*
- FACS 370 *Parenting*** 3 hours
Explores the theories, trends, concepts, strategies and realities of effective parenting beginning with conception and continuing throughout the life cycle. *(Resident)*
- FACS 375 *The Psychology of Relationship Development*** 3 hours
This course will investigate the dynamics of relationship development. Students will read and evaluate several books detailing aspects of the development of relationships across the lifespan. From the first relationship with the mother to the ultimate relationship with God, students will analyze the psychological and biblical foundations of relationship development. *(Resident)*
- FACS 380 *Program Planning and Evaluation*** 3 hours
Prerequisite: Junior status
Theories and procedures for program planning, implementation and evaluation of educational programs. Examination of issues and trends is covered. *(Resident)*
- FACS 381 *Career Planning*** 3 hours
The course covers career preparation, professional standards, team-work skills and leadership development in Family and Consumer Sciences fields. There is special attention to case studies and problem solving, preparing students for research, planning and presentations in educational and community settings. *(Resident)*
- FACS 403 *Professional Development*** 2 hours
Prerequisites: Senior status and FACS 103
Professional development for the Family and Consumer Sciences students, including job search and interview strategies, resume and portfolio development, and participation in professional association activities. *(Resident)*
- FACS 405 *Special Projects in Family and Consumer Sciences*** 3 hours
An independent, creative project which is student initiated, with approval of a supervising faculty member. *(Resident)*
- FACS 420 *Apparel Illustration and Design*** 3 hours
Prerequisite: ARTS 211
Design and illustration of fashion apparel. *(Resident)*
- FACS 422 *Draping for Apparel Design*** 3 hours
Prerequisites: FACS 222, 322 with a minimum grade of C
A study of three-dimensional fashion by draping basic silhouettes and garment style features in muslin directly on the dress form. Student will be required to purchase the specified dress form. *(Resident)*
- FACS 423 *Fashion Promotion and Visual Merchandising*** 3 hours
Prerequisites: Junior or Senior status
The study of promotional strategies unique to the fashion industry. History and principles of visual presentation of merchandise, store design, and special events are emphasized. *(Resident)*
- FACS 429 *History of Costume*** 3 hours
Prerequisite: Junior or Senior status
This course is a study of the historical development of Western dress from ancient Egypt through the present. Studies of cultural and personality influences, design philosophy and social movements will reveal their impact on design. *(Resident)*
- FACS 435 *Event Catering*** 3 hours
(3 hours; lectures; 3 hours lab)
Prerequisite: FACS 130
Examination and application of principles of quantity food production. Participation in student-run catering business. *(Resident)*
- FACS 445 *History of Interiors*** 3 hours
A broad overview of the historical development of furniture, interiors, and the decorative arts from Ancient Egypt to the present. Studies of cultural and personality influences, design philosophy and social movements will reveal its impact on design. *(Resident)*
- FACS 450 *Consumer Issues*** 3 hours

In-depth look at issues which impact families, including health care, investment, retirement and taxation. The study of consumer laws and agencies that deal with consumer problems. *(Resident)*

FACS 455 Family and Individual Resource Management 3 hours

The management of resources in balancing the multiple roles and responsibilities of family members. Includes the application of critical thinking to resolve issues, prioritize and set goals. *(Resident)*

FACS 470 Internal Dynamics of Families 3 hours

Practical application of the underlying principles and theories as they relate to family strengths and weaknesses in family relationships. *(Resident)*

FACS 475 Families Under Stress 3 hours

Current research and theories relating to crisis and stress as they affect family functioning, and application of stress management and effective coping skills to the family unit. *(Resident)*

FACS 480 Teaching Family and Consumer Sciences 2 hours

Co-requisite: Must be taken concurrently with FACS 481

Strategies, planning, developing, presenting and evaluating curriculum in work and family studies. The course covers leadership development and the management of a co-curricular student organization. *(Resident)*

FACS 481 Teaching Family and Consumer Sciences Practicum 1 hour

Co-requisite: Must be taken concurrently with FACS 480

The planning, presenting, and evaluation of a unit in middle school or secondary school setting. *(Resident)*

FACS 490 Special Projects 1 to 3 hours
(Resident)

FACS 495 Directed Research 1 to 3 hours
An independent study in a selected area mutually agreed upon by instructor and student. *(Resident)*

FACS 497 Special Topics in Family and Consumer Sciences 1 to 3 hours

In-depth examination in selected content areas of Family and Consumer Sciences. A wide range of rotating topics is covered. *(Resident)*

FACS 499 Family/Consumer Internship 3 to 6 hours

Prerequisite: Senior status, Family/Consumer major

An individually-selected and directed practical work experience under the direction of a professional. The work experience must be closely related to the individual's career objective. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

FINANCIAL LITERACY

FNL101 Financial Literacy 1 hour

The course is designed to assist students in understanding personal finance, properties of money, and the importance of handling one's personal finances properly. Students will learn real-life skills in the areas of eliminating debt, creating a budget, learning how to save money for the future, and many other topics based on Dave Ramsey's principles and materials. *(Online)*

FRENCH

NOTE: All students with one or more years of high school French are encouraged to consider CLEP for lower level language credits. All course enrollments are based on placement. The appropriate online assessment test must be taken prior to enrollment. Contact the Department of English and Modern Languages for more information.

FREN 101 Elementary French I 3 hours

This is an introductory course designed to place emphasis on functional grammar, practical vocabulary, listening skills and conversation in French. This course will serve as a basis for further

development of fluency in reading, writing, understanding, and speaking the language. *(Resident)*

FREN 102 Elementary French II 3 hours

Prerequisite: FREN 101 or placement score

This is a continuation of the beginning course, French 101, emphasizing the development of functional grammar, practical vocabulary, listening, reading and writing skills in French. This course is designed to further develop fluency in reading, writing, listening comprehension and speaking in the language. *(Resident)*

FREN 201 Intermediate French I 3 hours

Prerequisite: FREN 102 or equivalent, or placement score

This is an intermediate course designed to place continued emphasis on functional grammar, practical vocabulary, listening exercises and conversation in French. This course expands the basic proficiencies in speaking, listening, reading and writing the language acquired in French 101 and 102. This course is conducted primarily in French. *(Resident)*

FREN 202 Intermediate French II 3 hours

Prerequisite: FREN 201 or placement score

This course will expand the student's acquisition of practical vocabulary and refine the student's knowledge of French grammar, while stressing the development of oral skills. *(Resident)*

FREN 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Professional-supervised experience in a first-hand internship opportunity. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

FREN 301 Advanced Conversation 3 hours

Prerequisite: FREN 202 or placement score

This course will refine the student's oral-aural knowledge of the French language. It will include composition, readings and oral presentations. The class will be conducted in French. *(Resident)*

FREN 304 Francophone Civilizations/ Cultures 3 hours

Prerequisite: FREN 202 or placement score

This course will provide an overview of francophone geography, culture, civilization, socio-economic problems and some modern francophone literature exclusive of France. The class will be conducted in French and a project will be required. *(Resident)*

FREN 310 Translation 3 hours

Prerequisites: FREN 202

This course will examine modern translation theory and include a comparison of various linguistic traits of both languages. The course will enable students to apply grammatical rules, perform textual analyses, and use various translation procedures to translate a variety of documents from French to English. *(Resident)*

FREN 311 Evolution of the French Short Story 3 hours

Prerequisites: FREN 202

This course will trace the evolution of the French short story from the Moyen Âge to the present while highlighting various literary periods, movements and artists. *(Resident)*

FREN 312 French Classics in Film 3 hours

Prerequisites: FREN 202

This course will use film as the medium of instruction to study various literary masterpieces of French romanticism, realism and naturalism. *(Resident)*

FREN 321 Modern French Drama 3 hours

Prerequisite: FREN 202

This course will provide a survey of French drama from the 20th century. The class will be conducted in French. *(Resident)*

FREN 495 Directed Research 1 to 3 hours

Prerequisite: Junior or Senior status

This is a self-directed course of study intended to further the student's understanding of the French language, literatures and

cultures of French-speaking countries by means of special research projects. This work is conducted in French. *(Resident)*

FREN 497 *Special Topics in French* 1 to 3 hours
(Resident)

FREN 499 *Internship* 1 to 6 hours

Prerequisite: Junior or Senior status

Professional-supervised experience in first-hand internship opportunities: writing, editing, researching, and comparable duties. Applications are processed through the department Faculty Intern Advisor. Applicant(*Resident*)s must apply the semester prior to starting the internship.

FRESHMAN SEMINAR

FRSM 101 *New Student Seminar* 0 hour

Designed to facilitate academic, spiritual and social development, the understanding of Judeo-Christian ethics and values within a Christian university setting and provide interaction between faculty and students which establishes high academic expectations. *(Online)*

GENERAL EDUCATION

GEED 205 *Learning Theory and Portfolio Development* 3 hours

This course prepares students for the portfolio assessment process at Liberty University, which follows the standards of assessment established by CAEL (Council for Adult and Experiential Learning). Students will be able to apply learning theory to their experiential learning experiences. Upon completion of the course, students will be prepared to submit a portfolio and petition for college credit. *(Online)*

GEOGRAPHY

GEOG 200 *Introduction to Geography* 3 hours

An introduction course in the physical and cultural phenomena of the earth, stressing spatial distribution of these phenomena. *(Both Resident and Online)*

GEOG 320 *Regional Studies in Geography* 3 hours

Prerequisite: Junior or Senior status

Geographic approach to a specific region of the world through historic, cultural, economic, political and physical geography. Course may be repeated as topics vary. (Formerly GEOG 420) *(Resident)*

GEOG 410 *Global Issues in Geography* 3 hours

(Offered as needed)

Prerequisite: Junior status with at least one course from the following areas: international business, government or biology

A course dedicated to showing the interrelationships between geography and fields of study supportive of geography in such issues as national security, environmental crises, and global interdependence. Extensive writing and communication skills can be expected. *(Resident)*

GEOG 495 *Directed Research* 1 to 3 hours
(Resident)

GEOG 497 *Special Topics in Geography* 1 to 3 hours
(Resident)

GLOBAL STUDIES

GLST 200 *Introduction to Global Studies* 3 hours

This course is an introduction to understanding the history, principles and foundations of global engagement. Additionally, this course lays the groundwork for an intercultural career and provides principles for engaging the current global environment. *(Both Resident and Online)*

GLST 220 *Intercultural Communication and Engagement* 3 hours

This course will take a close look at behaviors and core values of the North American culture, identify areas where these values are

barriers to effective intercultural communication and explore principles for effective engagement in another culture. *(Both Resident and Online)*

GLST 290 *Cultural Anthropology* 3 hours

This course will study systems of human behavior and thought for the purpose of improving understanding of people and their relationships. Several case studies will be used to illustrate these systems. (Formerly ICST 300) (Cross listed with LING 300 in Residential format) *(Both Resident and Online)*

GLST 301 *Global Exposure* 1-3 hours

Prerequisite: A student must be approved by LU Send OR have received written approval from the Global Studies Department Chair to register for this course.

This experiential learning course provides exposure to the needs, realities, opportunities and cultures found in major cities and global contexts. Students will engage in cross-cultural training, travel exposure, social interaction, and guided reflection of their experiences. *(Both Resident and Online)*

GLST 380 *Global Studies Practicum* 1 or 3 hours

Prerequisites: A student must have been accepted through LU Send and the Department of Global Studies for the Global Experience class OR have received written approval from the professor of GLST 380 for an alternative international experience. It is the student's responsibility to make up any prerequisite deficiencies, as stated in the Liberty University Catalog, which would prevent the successful completion of this course.

An elective seminar that exposes the student to the needs, duties, conflicts and cultural barriers of working as a career professional in a selected area of the world. The seminar requires on-site involvement and engagement in a country outside the United States and is accompanied with reading, lectures and interaction with expatriate workers and nationals of the host country. *(Resident)*

GLST 385 *Career Preparation for Global Workers* 3 hours

Prerequisites: GLST 200, 220, 290

This course will help guide potential global workers through the process of pursuing an intercultural career. (Formerly GLST 441) *(Both Resident and Online)*

GLST 387 *Living Abroad* 3 hours

Prerequisites: GLST 200, 220, 290, 385

This course, taken concurrently with the field internship, will teach individuals how to thrive, and not simply survive, in another culture. (Formerly GLST 480) *(Resident)*

GLST 388 *Ethnographic Research* 3 hours

Prerequisites: GLST 200, 220, 290, 385

This course is a research project that is taken concurrently with the field internship experience. Primarily building on the principles learned in GLST 290, but integrating everything learned to this point, individuals will do extensive ethnographic mapping of the culture in which they are completing the field internship. *(Resident)*

GLST 389 *Barefoot Language Learning* 3 hours

Prerequisites: GLST 200, 220, 290, 385

This course is an on-site language study that is taken concurrently with the field internship experience. Specific emphasis is given to learning the heart language of the host culture by seeking conversational aptitude. *(Resident)*

GLST 390 *Engaging Oral Communicators* 3 hours

This course is an in-depth study of oral learners, those who prefer the spoken word as a primary form of communicating thoughts, observations and experiences. Skills will be developed in communicating, guiding the growth of oral communicators and fostering community development through the telling of stories. *(Resident)*

GLST 421 *Roman Catholicism* 3 hours

This is a study of the historical development, global influence and major doctrines of the Roman Catholic Church. *(Resident)*

GLST 425 Animism 3 hours

This course is a survey of the phenomena of Animism, its underlying worldview and expressions in various cultures. *(Resident)*

GLST 431/ Introduction to Islam 3 hours
APOL 431

This course explores the historic rise and expansion of Islam as well as basic Muslim beliefs and practices. Attention is also given to the diversity within the world of Islam. *(Resident)*

GLST 441 Career Preparation for Global Workers 3 hours

This course will help guide potential global workers through the process of pursuing an intercultural career. *(Resident)*

GLST 461 Becoming a Global Facilitator 3 hours

This course trains leaders how to be effective global catalysts in their current roles in their home cultures. *(Resident)*

GLST 485 Engaging Tribal Cultures 3 hours

A practical experience of learning intercultural concepts, survival skills and cultural adjustments through simulated jungle or tribal contexts. *(Resident)*

GLST 490 Trends and Issues in Global Studies 3 hours

Prerequisites: GLST 200, 220, 290, 385, 499

This course is taken the semester following the internship experience. Individuals will reflect upon current trends and issues in global studies based on their experiences abroad. *(Resident)*

GLST 491 Global Studies Capstone 1 hour

Prerequisites: GLST 489

This Capstone Course prepares seniors for their next steps after graduation by helping them to synthesize, refine, and articulate their knowledge and experience, build a professional and academic portfolio, and develop a plan for future global engagement. *(Resident)*

GLST 495 Directed Research 1 to 3 hours

Prerequisites: Junior or Senior Status and Permission of the Department Chair. This course is an individual study of advanced topics in Global Studies and includes periodic meetings with the instructor.

This course is an individual study of advanced topics in Global Studies that includes periodic meetings with the instructor. *(Resident)*

GLST 497 Special Topics in Global Studies 1 to 3 hours

Selected topics in various areas of Global Studies. This course may be repeated for credit when the topic varies. *(Resident)*

GLST 499 Global Studies Internship 3 to 9 hours

Prerequisites: GLST 200, 220, 290, 385 for Global Studies Majors

This course is a field experience under the supervision of a qualified individual currently working in an intercultural career. It is a required experience for Global Studies majors and is available to Global Studies minors and students in other courses of study. Students should apply through the Department of Global Studies at least two semesters prior to the internship. *(Both Resident and Online)*

GOVERNMENT**GOVT 200 Constitutional Government and Free Enterprise** 3 hours

Diverse introduction to political and economic ideas, government institutions, free market processes, public issues, economic policy and political and economic activity, emphasizing the close relationship between a system of limited constitutional government and the free enterprise economy and providing an overview of the Christian worldview with regard to government and economics. *(Both Resident and Online)*

NOTE: GOVT 200 is a prerequisite to all upper level government courses.

GOVT 210 Introduction to Political Science 3 hours

A comparative survey of the scope, methodologies, and major schools of political science, including its links with history, economics, and other cognate fields. *(Resident)*

GOVT 215 Logic and Legal Reasoning 3 hours

Prerequisite/Corequisite: GOVT 200

This course introduces pre-law students to the role of basic deductive and inductive logic in the context of legal reasoning, including the application of legal rules and the application of precedents. This course is ideal for students who plan to attend law school. It will explain the basic logic involved in the LSAT exam, as well as introduce students to the types of reasoning and argumentation encountered in the study of law. *(Resident and Online)*

GOVT 220 American Government 3 hours

Prerequisite: GOVT 200

The issues, interest and institutions of American politics, emphasizing the struggle between liberalism and conservatism. *(Both Resident and Online)*

GOVT 230 Public Policy Research and Writing 3 hours

Prerequisite: GOVT 200

This course will introduce students to the strategies, methods and practices of research and writing relevant to public policy analysis, formulation and decision making. *(Online)*

GOVT 280 Undergraduate Torts 3 hours

Prerequisite/Corequisite: GOVT 200

Students will examine the parameters of tort law and learn how to analyze and apply principles of tort law. Through readings, lectures, discussions and individual research each student will analyze how American jurisprudence assigns social duties, assesses damages, and determines the distribution of burdens for the risks of harm to include; when a court should award money from one party to another for intentional acts, for negligent acts, and for certain non-negligent acts. *(Resident and Online)*

GOVT 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Directed applicable work experience under supervision of the Director of Government Internships and an administrator or professional at the place of employment in the area of career interest. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

GOVT 301 Ancient Political and Economic Ideas 3 hours

(Offered fall semester)

Political and economic thought of pagan antiquity, contrasting the ideas of Greece and Rome with religious precepts. The political and economic organization of European feudalism will also be examined. *(Resident)*

GOVT 302 Modern Political and Economic Ideas 3 hours

(Resident - Offered spring semester)

Survey of political and economic thought since the 16th century including the Christian influence in the development of modern Western freedom and justice. Emphasis will be placed on the emergence and scope of the disciplines of economics, political science, public administration and public policy. *(Both Resident and Online)*

GOVT 320 American Executive Processes /Institutions 3 hours

(Offered fall semester)

The office and legal powers of government executives, especially the President, including trends in the Presidency during periods of conservative and liberal dominance. *(Both Resident and Online)*

GOVT 322 American Legislative System 3 hours

(Resident - Offered spring semester)

The U.S. Congress and state legislatures, their powers and organization, and how liberal and conservative forces exert influence through lobbying and elections. *(Both Resident and Online)*

GOVT 325/ Legal Ethics 3 hours

ETHC

Prerequisites: ETHC 324

This course explores the ethical standards governing the conduct of persons engaged in the practice of law and persons more generally in the legal sector. This course will cover both professional conduct and the application of Christian principles in the legal profession. *(Both Resident and Online)*

GOVT 327 State and Local Government 3 hours
(Resident - Offered fall semester)

Issues, interest and institutions of American state and local government in the framework of federalism. *(Both Resident and Online)*

GOVT 328 American Political Processes 3 hours

A study of the electoral process in American and the organizations such as political parties and interest groups that influence it. Topics included are political campaigns, electoral laws, voting behavior, and the development of political parties and interest groups. In election years, students are encouraged to participate in the campaign of the party of their choice. *(Both Resident and Online)*

GOVT 329 American Exceptionalism 3 hours

This course introduces the student to the idea of "American Exceptionalism" – the notion that the United States of America has played and continues to play a key role in advancing justice and freedom throughout the world. The course examines the unique biblical foundation of American government and politics which in turn has made America a bastion of liberty and freedom. In turn, America's impact on world politics and history is discussed. Students will also be challenged to thoughtfully examine ways in which America has not lived up to its highest ideals and to formulate strategies for ensuring that America stays on course to uniquely support liberty and freedom throughout the world. *(Online)*

GOVT 330 Introduction to Comparative Politics 3 hours
(Resident - Offered fall semester)

An introduction to a variety of concepts and approaches to the study of the domestic politics of other countries. *(Both Resident and Online)*

GOVT 332 Politics of Europe 3 hours

A survey of the political systems of Britain, France, Germany and Russia, comparing how various forms of government provide for the requirements of their citizens and the tasks of governing. *(Resident)*

GOVT 333 Post-Communist Politics 3 hours

An examination of key issues of the transformation of the former Soviet Union and its East European allies. The impact of the communist system on current regimes is evaluated with an emphasis on the role of the party structure, religion, and the security apparatus. *(Resident)*

GOVT 334 Politics of Latin America 3 hours

A study of the political systems of Latin America and the Caribbean basin in view of the geographical, historical, religious, cultural, economic, and international factors that shape them. *(Resident)*

GOVT 335 Politics of Asia 3 hours

A study of the major political, economic, and cultural systems of East and South Asia, particularly China, India, and Japan, with special attention given to the rapid emergence of a robust international trade area along the Pacific Rim. *(Resident)*

GOVT 337 Politics of the Middle East 3 hours

A study of the geographical, historical, religious, cultural, economic, and international factors that broke up the Islamic empires and that shape the politics of the Middle East, Central Asia, and North Africa. *(Resident)*

GOVT 340 International Relations 3 hours
(Offered fall semester)

Techniques for managing and resolving conflict in international relations. Emphasis is on current international issues like U.S. Arms policy and U.S. policy in the Middle East. *(Resident)*

GOVT 345 Jurisprudence 3 hours
(Resident - Offered spring semester)

An introduction to law and philosophy of law, including categories of law, some legal terminology, justice, liberty, crime and punishment. *(Both Resident and Online)*

GOVT 346 Legal Research and Writing 3 hours

An overview for the pre-law student of legal research methods and legal writing. Attention will be given to online and traditional avenues of legal research as well as standard formats for case briefs, citations, formal legal memoranda, legal analysis, case synthesis, and statutory interpretation. The course requires a major legal research paper. *(Both Resident and Online)*

GOVT 348 Constitutional Studies – The 2nd Amendment: The Right to Keep and Bear Arms 3 hours

Prerequisite: GOVT 200

This course introduces the student to the historical and constitutional foundation for the 2nd Amendment. Biblical principles such as inalienable rights, justice, and the right to self-defense are discussed. Finally, students will be educated in the full range of rights associated with the 2nd Amendment, and how those rights have been undermined in today's political arena. *(Online)*

GOVT 350 Political Economy and Public Policy 3 hours

Application of social ethics and economic theory to government, politics, social institutions, law and public policy questions. Topics include the role of a worldview in public policy, the role of civil government versus the role of the market, constitutional and legal decision-making, the morality of capitalism, the problems of special interest groups and public bureaucracies, the theory of regulation and specific public policy issues. *(Both Resident and Online)*

GOVT 360 Introduction to Public Administration 3 hours

An introduction to the history and theory of public administration. These ideas will be applied within a variety of public institutional contexts. *(Both Resident and Online)*

GOVT 376 Resilient Nations 3 hours

Prerequisite: GOVT 200

A broadly applicable, foundational study of resilience applied to the life of nations, with particular focus on the USA. Topics include God's intent for nations, spiritual infrastructure as an element of national power, an in-depth assessment of American spiritual infrastructure, and personal and policy considerations pertaining to life, liberty, pursuit of happiness, and major spheres of cultural influence. *(Online)*

GOVT 380 Introduction to Intelligence and National Security 3 hours

(Resident - Offered fall semester)

An upper-division introduction to the field of intelligence and the Intelligence Community, and how it all works within the framework of the Department of Homeland Security. *(Both Resident and Online)*

GOVT 381 Intelligence Analysis 3 hours
(Resident - Offered spring semester)

An upper-division course studying field of intelligence analysis to give students a basic understanding of what it takes to be an analyst within the Intelligence Community. The course looks at some classic intelligence failures as well as some of the unpublished successes. *(Both Resident and Online)*

GOVT 382 History of Intelligence 3 hours
(Offered fall semester)

An upper-division study of intelligence from the earliest biblical times up through the modern period. The development of American intelligence is covered in detail. *(Resident)*

GOVT 383 History and Nature of Intelligence Tools 3 hours

A study of intelligence tools and their utilization within an institutional context. This course is not designed to teach students how to use intelligence tools but rather to give them an understanding of what constitutes an intelligence tool, how those tools have been developed over time, and how they support the consumers of intelligence products. *(Resident)*

GOVT 385 *NDU/NIS Symposia I* 3 hours
(Resident)

GOVT 386 *NDU/NIS Symposia II* 3 hours
(Offered fall and spring semesters, when available)

(NOTE: Extra costs above tuition and fees apply)

Prerequisite: GOVT 480 or an upper division intelligence course.

Five-day seminars in Washington, D.C. during which students attend the relevant symposium hosted by the National Defense University or attend the National Intelligence Symposium hosted by the Association of Former Intelligence Officers. Academic requirements include a major paper on one of the topics covered during the symposium. Each symposium counts as one course. *(Resident)*

GOVT 400 *Government Colloquium* 1 hour

This experience includes all government faculty members. Government majors should enroll for a minimum of three semesters. Students and faculty will participate in a series of events in which they will be exposed to current policy issues, politicians, graduates of the department and the research interests of faculty members and students through paper presentations, speeches, debates and films. *(Resident)*

GOVT 402 *American Political Ideas: The Founders* 3 hours

The political thought of the Pilgrims, the Puritans, and the Founding Fathers, emphasizing the impact of Christianity upon American political ideas. *(Resident)*

GOVT 403 *International Economics* 3 hours

Principles of foreign trade and its impact on the domestic economy, means of restricting trade, the influence of the military systems and exchange and role of U.S. in underdeveloped areas. *(Resident)*

GOVT 404 *Undergraduate Contracts* 3 hours

This course will introduce students to the basic principles and laws which govern contracts. *(Both Resident and Online)*

GOVT 405 *Political and Economic Development* 3 hours
(Offered fall semester odd numbered years)

An analysis of the common problems of less developed countries in Africa, Asia, and Latin America with a survey of theories of development. *(Resident)*

GOVT 406 *Undergraduate Property* 3 hours

This course will introduce students to the principles and the laws that govern property. *(Both Resident and Online)*

GOVT 407 *Undergraduate Civil Procedure* 3 hours

This course will introduce students to the procedural rules that govern civil litigation. *(Both Resident and Online)*

GOVT 408 *Negotiation* 3 hours

This course will introduce students to the procedural rules that govern civil litigation. *(Both Resident and Online)*

GOVT 409 *Advanced Logic and Legal Reasoning* 3 hours

This course will address advanced concepts of logic and legal reasoning and engage the student in practical applications to reinforce sound legal thinking. *(Both Resident and Online)*

GOVT 421 *American Constitutional History* 3 hours

A survey of American constitutional development from British and colonial origins to the present, emphasizing the history of the Supreme Court and the development of the constitutional framework. *(Both Resident and Online)*

GOVT 422 *American Constitutional Law* 3 hours
(Resident - Offered spring semester)

Prerequisite: GOVT 200, 346, and 421

An in-depth historical analysis of American constitutional law,

emphasizing landmark Supreme Court decisions, especially in the field of civil liberties. *(Both Resident and Online)*

GOVT 425 *American Foreign Policy* 3 hours

A course on U.S. foreign policy since 1945. Emphasis is not on a detailed examination of events but rather on the practical use of history for public policy-making and management. *(Both Resident and Online)*

GOVT 430 *Comparative Economic and Political Ideas* 3 hours

A comparison of capitalism, socialism and communism, emphasizing the ideas and ideologies that are struggling today across the world. *(Resident)*

GOVT 433/ *The Jewish Temple in History and* 3 hours

BIBL 433 *Prophecy*

This course is an introduction to the historical, archaeological, and theological significance of the Jewish Temple and its various forms in the Bible. *(Resident)*

GOVT 440 *Political Geography* 3 hours
(Offered spring semester)

A study of the political, cultural, and economic dynamics of the international system with special attention given to its geo-strategic dimensions. *(Resident)*

GOVT 445 *International Law* 3 hours
(Offered spring semester)

An examination of international organizations, their nature, political processes, and impact in different issue areas, including peacekeeping and security, international development, human rights, international monetary policy, and control of the seas. *(Resident)*

GOVT 450/ *Middle East Conflict in Biblical* 3 hours
THEO 450 *Perspective*

Prerequisite: BIBL 105 and BIBL 110

This course traces the causes, development, consequences and outcome of the Middle East conflict from a biblical and Christian Zionist perspective. The relevant historical and biblical texts will be examined with respect to Israel's conflict with the nation's past, present and future and the contemporary interpretation of the conflict within Christianity. *(Resident)*

GOVT 451 *Social Policy* 3 hours

A survey of American social policy development with an emphasis on religion, education, information, civil rights and health/reproduction policies. The social policy development process will be examined within the context of contemporary political institutions. *(Resident)*

GOVT 458 *Public Policy Development in the Political Environment* 3 hours

Prerequisite: GOVT 200

This capstone course for public policy concentrators will emphasize the application of foreign, social and economic policy concepts. The student will be exposed to contemporary cases for which they will be required to build policy responses and political implementation strategies. *(Resident)*

GOVT 462 *Public Finance and Budgeting* 3 hours

Fiscal and military policy, taxation and the budget process in government. *(Both Resident and Online)*

GOVT 470 *Government Regulation of Business* 3 hours

The sources and impact of various forms of government intervention in the private business sector, including the economic effects of regulation, the legal functions of various agencies, and rulemaking and regulatory powers and limitations of government administrative agencies. *(Both Resident and Online)*

GOVT 475 *Advanced Public Administration* 3 hours

This course is a synthesis course for government majors. The course will apply and integrate broad concepts including the application of economic theory, management theory, administrative

law, and political theory in the resolution of public sector management cases. *(Both Resident and Online)*

GOVT 476 *Persuasive Argumentation for Lawyers* 3 hours
Prerequisite: GOVT 346

This course will introduce undergraduate students to the basic principles and skills of advocacy in the American courtroom. Students will study principles of analysis, reasoning, evidence, organization and presentation needed to develop and offer legal arguments. The course will cover both pre-court preparation of legal arguments as well as the skills of identifying evidential issues and then creating persuasive arguments to support legal theories. *(Online)*

GOVT 477 *Trial Advocacy* 3 hours

An overview of foundational principles of advocacy in the courtroom. This course will introduce students to the basic principles and skills of advocacy in the trial courts of America. Students will study the element of a trial, the Federal Rules of Evidence, and how to prepare and perform an opening statement, a direct cross-examination of witnesses, and a closing argument. *(Resident)*

GOVT 478 *Appellate Advocacy* 3 hours

An overview of foundational principles of advocacy in the appellate arena. A survey of the principles necessary to successfully advocate before an appellate panel and a practical application of the elements in a competitive setting. *(Resident)*

GOVT 480 *Terrorism* 3 hours

A cross-disciplinary study of terrorism as a form of organized political violence; its intellectual, cultural, political, and religious roots; and its uses in ethnic, sectarian, and international conflicts. *(Both Resident and Online)*

GOVT 481 *Counter-Terrorism* 3 hours

Prerequisite: GOVT 200 and GOVT 480
(Resident - Offered spring semester)

This course will evaluate the main aspects of the war on terror. The course will focus on dilemmas relating to intelligence gathering, offensive and defensive actions taken against terrorist organizations, civil liberties and media coverage, and the strategies and approaches for combating terrorism. *(Both Resident and Online)*

GOVT 482 *Counter-Intelligence* 3 hours

Prerequisite: GOVT 380

A study of counter-intelligence from the analytical and operational perspectives. It focuses on the security phase of intelligence covering those activities devoted to destroying the effectiveness of hostile competition's intelligence activities and to protecting one's own information and intelligence methods. *(Resident)*

GOVT 483 *Military Intelligence* 3 hours

An upper-division study of tactical military intelligence and the related military branch intelligence agencies as well as the Defense Intelligence Agency. *(Both Resident and Online)*

GOVT 484 *Strategic Intelligence* 3 hours

(Offered spring semester, even number years)

An upper-division course studying the concept of Strategic Intelligence, including the concept of fourth generation warfare, from the standpoint of the various intelligence agencies, the Department of State, and the Department of Defense. *(Both Resident and Online)*

GOVT 487 *Ethics in Intelligence* 3 hours

Prerequisite: GOVT 200

This course examines from a distinctly Christian worldview how ethical standards apply to human conduct when related to intelligence work and the implications for the collection, analysis, and production of information. It combines lectures, discussion, case studies, and student presentations to critically analyze assumptions and alternatives, and to address issues of social, political, environmental perspectives in support of national security objectives. *(Resident)*

GOVT 488 *Psychological Operations* 3 hours

Prerequisite: Upper Division standing

This course is an examination of the use of propaganda supported by military, economic, or political measures. The course explores the early principles of psychological operations, the application of principles and research to influence an enemy's actions, and the role of research and collection of intelligence about the enemy. Upon completion of GOVT 488, the student will be able to identify delivery methods for dissemination of information to key audiences and to compare specific successful as well as unsuccessful PSYOP campaigns. *(Resident)*

GOVT 489 *Field Practicum* 3 hours

(NOTE: Extra costs above tuition and fees apply)

This is a senior-level course to be taken at the end of the Junior year to give students an opportunity to acquire tradecraft learning in surveillance and counter-surveillance taught by intelligence professionals in Washington, D.C. *(Resident)*

GOVT 490 *Political Theory* 3 hours

A critical examination of a variety of philosophical and social science methods that seek to explain and evaluate: political systems, behavior, ideologies, and collective decision-making. Special attention will be given to the political heritage of western/American civilization and the internal and external challenges it faces. *(Online)*

GOVT 490 *Political Theory* 3 hours

A critical examination of a variety of philosophical and social science methods that seek to explain and evaluate: political systems, behavior, ideologies, and collective decision-making. Special attention will be given to the political heritage of western/American civilization and the internal and external challenges it faces. *(Both Resident and Online)*

GOVT 492 *Senior Seminar* 3 hours

Prerequisite: GOVT 200; Senior Standing or at least 21 upper division hours in Government

The capstone course in Government provides – in the context of a biblical Christian worldview – an overview, discussion, and evaluation of leading figures, theories, subfields, and schools of thought within the broad field of political science. *(Both Resident and Online)*

GOVT 495 *Directed Research* 1 to 3 hours

(Resident)

GOVT 497 *Special Topics in Government* 1 to 3 hours

Topics will vary from semester to semester. Course may be repeated for credit as topics vary. *(Resident)*

GOVT 499 *Field Research (Internship)* 1 to 6 hours

Prerequisite: Junior or Senior status and required GPA

Directed applicable work experience under supervision of the Director of Government Internships and an administrator or professional at the place of employment in government, political campaigns or political action organizations. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

GREEK

GREK 201 *Greek Grammar I* 3 hours

An introduction to basic Greek forms, syntax, pronunciation and accent. Emphasis is placed on the conjugation of regular, contract and "mi" verbs and the declension of various nouns, pronouns and adjectives. *(Resident)*

GREK 202 *Greek Grammar II* 3 hours

Prerequisite: GREK 201

Continuation of GREK 201. *(Resident)*

GREK 301 *Greek Grammar III* 3 hours

Prerequisite: GREK 202

Continuation of GREK 202. *(Resident)*

GREK 302 *Greek Syntax and Reading* 3 hours

Prerequisite: GREK 301

An intermediate study of the function or syntax of Greek grammar, including the reading of continuous texts from the Greek New Testament. *(Resident)*

GREK 401 *Greek Exegesis* 3 hours

Prerequisite: GREK 202 and GREK 302 (may be taken as a co-requisite)

Designed to impart proper hermeneutical principles for exegetical analysis of the Greek New Testament. One New Testament book will be translated and used for exegetical study. *(Resident)*

GREK 495 *Directed Research in Greek* 3 hours
(Resident)

GERMAN

GRMN 101 *Elementary German I* 3 hours

This course is designed to teach the student to understand, speak, read and write idiomatic German at the level of Novice High. Extensive aural/oral practice will occur in the classroom and in the language laboratory. *(Resident)*

GRMN 102 *Elementary German II* 3 hours

Prerequisite: GRMN 101 or placement score

This course will further the objective of GRMN 101, expanding student's knowledge of practical vocabulary and functional grammar and thereby enabling them to communicate at the level of Intermediate Low. *(Resident)*

GRMN 201 *Intermediate German I* 3 hours

Prerequisite: GRMN 102 or placement score

This course enables intermediate students of German to continue development of the four language skills (understand, speak, read and write) to the level of Intermediate Mid. Students will also increase their cultural knowledge and begin to make use of the language in relation to their individual pursuits and callings. Classroom communication is in German. *(Resident)*

GRMN 202 *Intermediate German II* 3 hours

Prerequisite: GRMN 201 or placement score

This course will further the objectives of GRMN 201 to enable students to communicate at the level of Intermediate High. Students will continue to augment their cultural knowledge and make more effective use of the language in relation to their individual pursuits and callings. Classroom communication is in German. *(Resident)*

GRMN 497 *Special Topics in German* 3 hours

Prerequisite: GRMN 202 or placement score

Emphasis is on developing linguistic fluency and cultural awareness through a process of accessing, analyzing, and effectively communicating "real world" information obtained from designated authentic German resources. Classroom communication is in German. *(Resident)*

HEBREW

HBRW 201 *Hebrew Grammar I* 3 hours

An introduction to the essentials of biblical Hebrew grammar including the alphabet and vowels, morphology, the strong verb and vocabulary. This course provides the foundation for beginning translation. *(Resident)*

HBRW 202 *Hebrew Grammar II* 3 hours

Prerequisites: HBRW 201

An expansion of the foundation of Hebrew Grammar I, emphasizing mastery of the weak verb, introductory syntax, translation from various genre and additional vocabulary. *(Resident)*

HBRW 495 *Directed Research in Hebrew* 3 hours
(Resident)

HISTORY – EUROPEAN

HIEU 201 *History of Western Civilization I* 3 hours

A survey of the major currents in Western civilization from its beginnings in the ancient Near East to 1648. *(Both Resident and Online)*

HIEU 202 *History of Western Civilization II* 3 hours

A survey of the major currents in Western civilization since 1648. *(Both Resident and Online)*

HIEU 321 *Greek Civilization* 3 hours

Prerequisite: HIEU 201

A survey of the ideas and institutions of the Greeks from their arrival to Alexander the Great, emphasizing the rise of the city-state, the birth of philosophy, the flowering of the arts and the interaction with oriental culture. *(Resident)*

HIEU 322 *Roman Civilization* 3 hours

Prerequisite: HIEU 201

A history of the Roman state and culture from Romulus to Justinian, emphasizing territorial expansion, the republic, the Roman revolution, maintenance of autocracy, the thrust of Christianity into the Roman world, the fall of the empire and the heirs of Rome. *(Both Resident and Online)*

HIEU 360 *The Medieval Experience* 3 hours

Prerequisite: HIEU 201

An introduction to the main events and achievements of the period 300-1500 in the Latin, Byzantine and Muslim worlds. *(Resident)*

HIEU 370 *Age of the Enlightenments* 3 hours

Prerequisite: HIEU 201 or 202

The political, social, economic and intellectual developments in selected European countries from the Age of Louis XIV to the end of the Napoleonic Era. Topics include the Old Order, Enlightenment and French Revolution, and Napoleon. *(Resident)*

HIEU 380 *Age of Nationalisms* 3 hours

Prerequisite: HIEU 202 or 370

The political, social, economic and intellectual developments in selected European countries, 1815-1914. Topics include the Industrial Revolution, Unification of Germany, Imperialism and Origins of WWI. *(Resident)*

HIEU 390 *Modern Europe* 3 hours

Prerequisite: HIEU 202 or 380

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. *(Both Resident and Online)*

HIEU 425 *The French Revolution and the Napoleonic Era* 3 hours

Prerequisite: HIEU 201

This course will provide an in-depth study of the era of the French Revolution and the Napoleonic Empire, focusing on political, military, intellectual, and economic developments. *(Both Resident and Online)*

HIEU 450 *Twentieth Century Germany* 3 hours

Prerequisite: HIEU 202 or 390

Survey of German history since WWI. Topics include: Versailles Peace; Weimar Republic and Culture; Rise of Nazism; Holocaust and West Germany; and Origins of the Cold War. *(Resident)*

HIEU 455 *World War II* 3 hours

An examination of the causes, course, and consequences of World War II. (Formerly HIEU 355) *(Resident)*

HIEU 460 *Modern Britain* 3 hours

(Offered as needed)

Prerequisite: HIEU 201 or 202

The political, social and economic developments in England with emphasis on the era of English political, economic and diplomatic supremacy since the Industrial Revolution. *(Resident)*

HIEU 466 *Renaissance and Reformation Europe* 3 hours

Prerequisite: HIEU 201

An integrative study of Europe during the years 1450-1650; developments in literature, art, architecture, music, religion, political structures, and foundations for modern western culture. (Formerly HIEU 366) *(Both Resident and Online)*

HIEU 485 History of Russia 3 hours

Prerequisite: HIEU 202 or consent of instructor

A history of Russia beginning in the ninth century through the Empire, the Soviet State from its inception in 1917 to 1991, and modern Russia. *(Resident)*

HIEU 495 Directed Research 1 to 3 hours
(Resident)

HIEU 497 Special Topics in European History 1 to 3 hours
(Resident)

HISTORY – RESEARCH AND METHODS

HIST 101 American History Orientation 3 hours

An overview of American history, emphasizing America's Christian heritage, limited and Constitutional government, free markets, and individual freedom and responsibility. *(Online)*

HIST 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

HIST 300 Historical Methodology 3 hours

An invitation to explore the historical discipline. Students will be grounded in the meaning and interpretation of history, methodology, research techniques and career opportunities. Should be taken no later than the first semester of the junior year. *(Both Resident and Online)*

HIST 305 Introduction to Public History 3 hours

Provides an introduction to the major topics in the field of public history including the history of public history, employment opportunities for public historians, and public historical issues. Students will be introduced to public history methodologies such as conducting oral history interviews, historical preservation, documentary editing, digital media, event planning, and archival documentation. *(Resident)*

HIST 419 Secondary Social Studies Teaching Methods 2 hours

Prerequisites: Approval for teacher training; have completed 50% of academic major

A discipline specific social studies methods course with emphasis upon standards for NCATE and Virginia SOLs relating to the social studies. Content continues the development of lesson planning while adding specific discipline instructional strategies. Must be taken concurrently with HIST 420 – *Secondary Social Studies Practicum*. *(Resident)*

HIST 420 Secondary Teaching Methods Practicum 1 hour

Prerequisite: to be taken concurrently with HIST 419

Students will be required to prepare a unit, teach in a secondary classroom setting, and evaluate the experience. *(Resident)*

HIST 490 Senior Research Seminar 3 hours

Prerequisites: HIST 300, six hours of upper-level history, B.A. in History students, and Senior Status

Required capstone history seminar in a special field, emphasizing historiography and historical interpretation and requiring a major research paper. *(Resident)*

HIST 491 Senior Capstone Seminar 3 hours

Prerequisites: HIST 300, six hours of upper-level history, Senior Status

A senior-level capstone seminar covering historiography, interpretation, research methodologies, Christian worldview approaches, vocational opportunities, and assessment. *(Both Resident and Online)*

HIST 497 Special Topics in History 3 hours

An in-depth study offered by members of the faculty on a selected topic of historical interest. *(Resident)*

HIST 499 Internship 1 to 6 hours

Prerequisites: HIST 300; Junior, or Senior Status; 2.7 or higher GPA; a minimum of 12 hours in major

Supervised applied learning experiences in archives, museums, government agencies, foundations, businesses, or public history sites. Applications are processed through the department Faculty Internship Advisor. Applicant must apply the semester prior to starting the internship.

HISTORY – UNITED STATES

HIUS 221 Survey of American History I 3 hours

A survey of the political, social and economic developments of America from the colonizing experience through the Civil War with emphasis on the development of the American democratic tradition. *(Both Resident and Online)*

HIUS 222 Survey of American History II 3 hours

A survey of American history from Reconstruction to the present, stressing interpretation and analysis of major eras and trends. *(Both Resident and Online)*

HIUS 223 Survey of American History I On Site 3 hours

A survey of the political, social, and economic developments of America from the colonizing experience through the Civil War with emphasis on the development of the American democratic tradition. The delivery of this course will include online assignments and a study trip. *(Both Resident and Online)*

HIUS 310 American Colonial History 3 hours

Prerequisite: HIUS 221

Political, economic, cultural and military developments from the founding of the thirteen colonies to the American Revolution. *(Resident)*

HIUS 312 Era of the American Revolution 3 hours

Prerequisite: HIUS 221

The growth of ideas and institutions which led to American independence, the creation of an American union and a distinctive culture. *(Resident)*

HIUS 314 Jeffersonian America, 1789–1815 3 hours

Prerequisite: HIUS 221

The history of the United States from the Presidency of George Washington through the War of 1812, with particular attention to the rise of political and constitutional conflict between Federalists and Jeffersonian Republicans. *(Resident)*

HIUS 316 Jacksonian America 3 hours

Prerequisite: HIUS 221

American history from the rise of Jackson through the Mexican war; emphasis will be on the market revolution and how it shaped politics, society and the economy during the era. *(Resident)*

HIUS 340 Industrial America, 1877–1917 3 hours

Prerequisite: HIUS 222

A study of American political development from the Gilded Age to World War I with emphasis on the political and social consequences of urbanization, industrialization and immigration. *(Resident)*

HIUS 341 History of American Politics 3 hours

This course surveys American national politics, including the development of the American party system, episodic political issues, and the influence of major politicians. Special emphasis is placed on critical U.S. presidential elections. *(Resident and Online)*

HIUS 351 U.S. History, 1917–1945 3 hours

Prerequisite: HIUS 222

An in-depth study of American society and politics from America's entry into World War I to the end of World War II. *(Resident)*

HIUS 360 History of American Entrepreneurship 3 hours

Prerequisite: HIUS 221, 222, or 223

The growth of the American economy from the 18th century to the present. The interaction between government, business and labor will be analyzed with emphasis on the development of the modern business corporation. *(Both Resident and Online)*

HIUS 380 Modern American Military History 3 hours

An in-depth study of United States military history in the 20th century. (Formerly HIUS 480) *(Both Resident and Online)*

HIUS 390 History of Virginia 3 hours

Prerequisite: HIUS 221 or 222

A study of Virginia history from before the settlement of Jamestown to the present. *(Resident)*

HIUS 395 The Ante-Bellum South 3 hours

Prerequisite: HIUS 221

A study of all aspects of Southern life and civilization from the colonial period to secession with special emphasis on the effects of the institution of slavery. *(Resident)*

HIUS 396 The New South 3 hours

Prerequisite: HIUS 222

A study of the South during the Civil War, the Reconstruction Era, the growth of the segregation and racial animosity, Southern demagogues, as historical background to an understanding of the contemporary South. *(Resident)*

HIUS 420 Civil War and Reconstruction 3 hours

Prerequisite: HIUS 221

A study of the political and social disintegration of the 1850s; the causes and nature of the Civil War; the crises during Reconstruction. *(Both Resident and Online)*

HIUS 430 Minorities, Ethnic, and Social Movements in America 3 hours

Prerequisite: 6 hours history

Selected topics relating to race, religion, social mobility, ethnic groups, women, family and social groups. *(Resident)*

HIUS 435 The World of Jonathan Edwards 3 hours

The course examines the life and thought of Jonathan Edwards, situates Edwards in the 18th century American and transatlantic worlds, and traces his impact on American evangelicalism. *(Online)*

HIUS 442 History of U.S. Political Parties Since 1898 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. (Formerly HIUS 342) *(Resident)*

HIUS 445 Reagan's America 3 hours

This course is an exploration of the age of Reagan-i.e. the period from roughly 1964 to 1990. Particular focus is on American politics, foreign policy, economic affairs, political ideologies, social issues, and popular culture. *(Both Resident and Online)*

HIUS 452 Recent America 3 hours

Prerequisite: HIUS 222

An in-depth study of American society and politics from the end of World War II to the challenges on the contemporary scene. *(Resident)*

HIUS 470 American Foreign Relations Since 1776 3 hours

Prerequisite: HIUS 221 or 222

American diplomatic activities and foreign relations from the Revolutionary War and early national period to the present. (Formerly HIUS 370) *(Resident)*

HIUS 495 Directed Research 1 to 3 hours
(Resident)

HIUS 497 Special Topics in United States History 1 to 3 hours
(Resident)

HISTORY – WORLD

HIWD 320 History of Africa 3 hours

Prerequisite: HIEU 201, 202, HIUS 221 or 222

A comprehensive survey of African history. *(Both Resident and Online)*

HIWD 341 Modern Islamic Civilization 3 hours

A survey of Muslim Civilization and history since 1453, including the development of the modern Islamic state, Muslim philosophy and mysticism, religious practices, arts and literature. (Formerly HIWD 441) *(Resident)*

HIWD 350 East Asian Civilization 3 hours

A survey of "the great tradition" that developed in China and spread to Japan and its transformation in modern times. Covers events in China and Japan down to the present. (Formerly HIWD 450) *(Resident)*

HIWD 370 Comparative Civilization 3 hours

Prerequisite: Junior status

A comparative study of selected world civilizations with attention to the interaction with the West and the dynamics of cultural change. (Formerly HIWD 470) *(Both Resident and Online)*

HIWD 371 Latin American Civilization: Colonial Period 3 hours

Iberian and Amerindian backgrounds with special emphasis on Aztec, Maya and Inca cultures; the epoch of European conquest and colonization; a description and analysis of the development of colonial institutions; the independence movements. (Formerly HIWD 471) *(Resident)*

HIWD 372 Latin American Civilization: National Period 3 hours

The colonial inheritances which influenced national development; political, economic and religious trends of the 19th century; revolutionary trends in the 20th century. (Formerly HIWD 472) *(Resident)*

HIWD 375 Korean and Vietnam Wars 3 hours

The course examines military conflicts in Korea and Vietnam throughout history, with an emphasis on the Korean and Vietnam Wars of the 20th Century. Focus is placed on American strategy, operations and tactics in both wars. *(Both Resident and Online)*

HIWD 460 Atlantic World 3 hours

This course examines the social, cultural, political, and economic interactions of the Atlantic World from circa. 1492 – circa. 1825. *(Resident)*

HIWD 495 Directed Research 1 to 3 hours
(Resident)

HIWD 497 Special Topics in World History 1 to 3 hours
(Resident)

HEALTH

HLTH 105 Introduction to the Health Professions 3 hours

A survey of the health professions and requirements for educational, job and market demands in selected health careers, including health promotion philosophy, goals, history and development. *(Both Resident and Online)*

HLTH 205 Accident Prevention and Care (First Aid) 3 hours

Principles of accident prevention and personal safety with emphasis upon development of knowledge and skills needed for dealing with emergencies which may be faced in a variety of settings. First aid and CPR certification is included. *(Resident)*

HLTH 211 Applied Anatomy and Physiology I for Associate Programs 3 hours

An examination of the structure, function, and pathology of the various body systems and their roles, relevance, and applications in health and illness. The Course employs virtual interactive cadaver dissection technology. The following topics are covered: introduction to the human body, organization of the body, the blood, the cardiovascular system, the lymphatic system, the nervous system, the

special senses, the endocrine system, and the respiratory system. (Online)

HLTH 212 Applied Anatomy and Physiology II for Associate Programs 3 hours

A continuation of HLTH 211 that examines the structure, function, and pathology of the various body systems and their roles, relevance, and applications in health and illness. The course employs virtual interactive cadaver dissection technology. The following topics are covered: the digestive system, the urinary system, the skin, the musculoskeletal system, and the reproductive system. (Online)

HLTH 216 Personal Health 3 hours

A study of considerations and current trends in the areas of personal and community health. Emphasis is given to personal responsibility for healthy lifestyle management. (Resident)

HLTH 221 Applied Human Anatomy and Physiology I 3 hours

(Resident - Offered fall semester)

An examination of the structure, function, and pathology of the various body systems and their roles, relevance, and applications in health and illness. The course will employ virtual interactive cadaver dissection technology. The following topics are covered: introduction to the human body; the chemistry of life; the cells, tissues, and organization of the body; the blood; the cardiovascular system; the lymphatic system; the nervous system; the special senses; the endocrine system; and the respiratory system. (Formerly HLTH 201) (Both Resident and Online)

HLTH 222 Applied Human Anatomy and Physiology II 3 hours

(Resident - Offered spring semester)

Prerequisite: HLTH 221

A continuation of HLTH 221 that examines the structure, function, and pathology of the various body systems and their roles, relevance, and applications in health and illness. The course will employ virtual interactive cadaver dissection technology. The following topics are covered: introduction to nutrition; the digestive system; the urinary system; the skin; resistance and immunity; the musculoskeletal system; introduction to genetics; and the reproductive systems. (Formerly HLTH 202) (Both Resident and Online)

HLTH 252 Drugs in Society 3 hours

An examination of alcohol, tobacco and other drugs effects upon individual, school and community. (Both Resident and Online)

HLTH 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Practical work experience in an approved health agency, supervised by a qualified health specialist. Application procedures processed through the Career Center. Must apply semester prior to internship. (Resident)

HLTH 301 Foundations of Public Health 3 hours

Prerequisites: Sophomore status with declared Public Health Major or Minor

This course provides an introduction to public health concepts and practice. Beginning with the history public health, the student will learn how this profession has evolved through time, study the foundational components of public health today, and explore its future. This course will address administrative roles and responsibilities of the profession within the context of socio-ecological levels. Topics covered include public health's core functions and essential services, organizational structures, ethical issues, systems thinking, and the role of the health education specialist. (Resident)

HLTH 311 Health Promotion Methods for Global Settings 3 hours

Prerequisite: Completion of at least one academic year

This practical course applies health promotion theory through methods and materials designed for international settings. Non-formal methods are especially introduced to the learners. This course is ideal for those desiring to serve in overseas settings (the two-thirds world) for ministry and service. Non-health majors are welcome, especially those with a heart for missions and for serving the needy. (Resident)

HLTH 330 Human Nutrition 3 hours

Prerequisites: Biology or chemistry course

Chemical structure, function, digestion, metabolism and biochemical interrelationships of nutrients relating to life cycle, current issues and diet selection. (Both Resident and Online)

HLTH 333 Exercise and Sports Nutrition 3 hours

Prerequisites: EXSC 310

This course focuses on nutrition with an emphasis on its role in exercise and sport performance. Topics include: macro/micro-nutrient metabolism in relation to exercise, hydration, body composition, ergogenic aids, disordered eating, and current nutritional recommendations. (Resident)

HLTH 340 Women's Health Issues 3 hours

Prerequisites: Women only; Junior or Senior status

This course provides female students with an overview of contemporary health issues across the lifespan, within the framework of health education and health promotion. It prepares students with both knowledge and competencies to best minister to other women, in formal and informal settings, from a Christian perspective. (Resident)

HLTH 349 Public and Community Health for Business 3 hours

This course is an introduction to public and community health issues and problems at the local, state and national levels oriented toward business professionals. (Online)

HLTH 350 Introduction to Public and Community Health 3 hours

An introduction to public and community health issues or problems at the local, state and national levels. (Resident)

HLTH 370 Introduction to Environmental Hazards and Response 3 hours

Prerequisites: HLTH 350 or can be Co-requisite

This course addresses manmade and natural environmental hazards that impact human health. After a description and epidemiological survey of risk, the course focuses on prevention and disaster management. Students will learn the structure and systems involved in the response to environmental disasters, and will participate in hands-on training in disaster response skills through the resources of the American Red Cross and/or other agencies. (Resident)

HLTH 380 Health Promotion for Aging Populations 3 hours

The study of the process of aging and the interrelationships among the five dimensions of health as they relate to aging. Emphasis is placed on health promotion and disease prevention at all ages as the path to living a full life in later years. (Both Resident and Online)

HLTH 400 Contemporary Health Issues 3 hours

Prerequisite: Junior or Senior status

As an integrative study course, classes examine health trends in America. The focus is on personal health / medical decisions relevant to Christians. Topics include but are not limited to: marital choices, addictions, common infectious and chronic diseases, mental illness, aging, dying and death, and predictions of future health events of the next 50 years. (Resident)

HLTH 402 The School Health Program 3 hours

Prerequisite: Junior status

School health program philosophy and K-12 curriculum are discussed with an emphasis on policies, procedures and methods for the teaching of health education. (Resident)

HLTH 419 Wellness and Behavior Change Theories for Business 3 hours

This course includes a study of theory and practice of wellness behavioral change that can be translated into the business arena. Organizational and individual intervention techniques for health promotion, marketing and general communication campaigns will be emphasized. *(Online)*

HLTH 420 Principles of Behavior Change and Health Counseling 3 hours

Prerequisite: Junior status

A study of theory and practice of behavioral change or verification that leads to a healthy lifestyle. Group and individual intervention techniques with follow-up health counseling theory and application will be emphasized. *(Resident)*

HLTH 440 Methods and Resources in Teaching Applied Sciences in Schools 2 hours

Prerequisite: HLTH 402

A study of classroom related instruction in applied sciences with an emphasis on delivery system, student needs and materials that can be utilized. *(Resident)*

HLTH 441 Methods and Resources in Teaching Applied Sciences in School Practicum 1 hour

Prerequisite: to be taken concurrently with HLTH 440

The student will be required to prepare a unit, teach in a secondary classroom setting and evaluate the experience. *(Resident)*

HLTH 444 Principles of Epidemiology and Biostatistics 3 hours

Prerequisite: MATH 201 or consent of the instructor

A study of epidemiology, the basic science of public health. Epidemiology will be viewed as: 1) a quantitative basic science built on sound research methods; 2) a method of causal reasoning based on developing and testing hypotheses pertaining to the occurrence and prevention of morbidity (disease) and mortality (death); and 3) a tool for public health action to promote and protect the public's health. *(Resident)*

HLTH 452 Methods and Materials in Community Health Education 3 hours

Prerequisites: Junior Status

Development, usage and evaluation of print and non-print materials and methods for health educators in the community setting. *(Resident)*

HLTH 453 Program Planning and Evaluation in Health Education 3 hours

Prerequisite: HLTH 350 (HLTH 301 is also recommended), Junior Status

A study of the theories, models, and processes that reflect best practice in assessment, planning, implementation, and evaluation of health education programming. *(Resident)*

HLTH 485 Principles of Epidemiology and Biostatistics for Business 3 hours

Prerequisite: MATH 201 or consent of the instructor

A study of epidemiology, the basic science of public health. Epidemiology will be viewed as: 1) a quantitative basic science built on sound research methods; 2) a method of causal reasoning based on developing and testing hypotheses pertaining to the occurrence and prevention of morbidity (disease) and mortality (death); and 3) a tool for public health action to promote and protect the public's health. *(Online)*

HLTH 488 Chronic and Infectious Diseases 3 hours

Prerequisite: BIOL 203 or 303

This course will address the epidemiology, pathogenesis, risk factors, and prevention of major chronic diseases. Also, this course will examine infectious diseases through the epidemiology of various bacterial, viral, fungal, protozoal, and helminthic infections, with application for students interested in health promotion and disease prevention at home, overseas, and on the mission field. *(Resident)*

HLTH 491 Grantsmanship 3 hours

An introduction to the world of public, corporate and private foundations. Topic research, organizational communications, protocol, budget development and grant writing are emphasized skill areas. *(Both Resident and Online)*

HLTH 495 Directed Research 1 to 6 hours

Prerequisites: Approval of the program director.

To allow students the opportunity to expand their understanding of public health by taking part in a research-oriented project or program implementation and evaluation of a public health topic of interest. *(Resident)*

HLTH 497 Special Topics in Health 1 to 3 hours

A comprehensive study of health promotion principles and problems in selected areas of health science which may include: stress management, weight control, environment, smoking cessation, family life education, human diseases, etc. (May be repeated to a total of six hours in different content areas.) *(Resident)*

HLTH 498 Public Health Senior Seminar 2 hours

Prerequisites: HLTH 301, 350, and 444

This course provides students with the opportunity to incorporate and apply the content and competencies of public health into a culminating experience that places emphasis on a research project and presentation. *(Resident)*

HLTH 499 Professional Internship in Health Promotion 1-6 hours

Prerequisites: Consent of instructor; required cumulative GPA of 2.35; HLTH 452 and 453; CPR/First Aid Certification; Junior or Senior status

Practical work experience in an approved health agency, supervised by a qualified health specialist. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

HONORS

HONR 395 Quantitative Research Methods and Design 3 hours

Prerequisites: Junior Status

This course examines an overview of various types of quantitative research, theory and design of research problems and experiments in various subfields, communication of research proposals and results, and evaluation of current research and review of current literature. *(Resident)*

HONR 495 Senior Honors Thesis 3 hours

This individually designed thesis will be directed by a faculty member from the honor student's major department in consultation with the department chairperson and the Director of the Honors program. *(Resident)*

HUMAN SERVICES

HSER 201 Survey of Human Services 3 hours

This course explores the complexities of the Human Services field, such as, the macro-mechanics of the service delivery system, the variety of professionals within the field, and the diversified population groups receiving specialized services. It provides the student with a historical perspective and it explores the societal values that served as a catalyst for the implementation of the policies that influence the delivery of human services. *(Resident)*

HSER 301 Human Services Practices 3 hours

Prerequisite: HSER 201

The purpose of this course is to prepare students for work in human services. The focus is practical in what to expect in the work setting in terms of managing both specific population groups as well as the various entities providing services. Students will examine the dynamics of clients, agency, and the self as the representative and provider of services. The course will help students understand the complex religious, moral, economic, and political aspects of human

services practice when interacting with a variety of people. The student will be exposed to a broad range of ideas about the philosophies and practices of the various agencies and will be challenged to identify their own beliefs about the role of helping others in a professional context. *(Resident)*

HSER 499 Internship 3 hours

Prerequisite: Senior Status; Human Service Major

A course that provides students the opportunity to observe human behavior within the human services profession. Applications are processed through the department Faculty Intern Advisor. And, all applicants must apply the semester prior to starting the internship. *(Resident)*

HEATING, VENTILATION, AIR CONDITIONING

HVAC 101 Foundations of HVAC 4 hours
Co/Prerequisite: CRFT 101

Foundations of HVAC is a practical course combining lecture and hands-on instruction. Topics include: Introduction to HVAC; Trade Math; Copper and Plastic Piping Practices; Soldering and Brazing; Ferrous Metal Pipe Practices; Basic Electricity; Introduction to Cooling; Introduction to Heating; Air Distribution Systems. *(Resident)*

HVAC 201 Intermediate HVAC 4 hours
Prerequisite: HVAC 101

Intermediate HVAC is a practical course combining lecture and hands-on instruction. Topics include: Commercial Airside Systems; Chimneys, Vents and Flues; Introduction to Hydraulic Systems; Air Quality Equipment; Leak Detection, Evacuation, Recovery and Charging; Alternating Current; Basic Electronics; Introduction to Control Circuit Troubleshooting; Troubleshooting Gas Heating; Troubleshooting Cooling; Heat Pumps; Basic Installation and Maintenance Practices; Sheet Metal Duct Systems; Fiberglass and Flexible Duct Systems. *(Resident)*

HVAC 301 Advanced HVAC 4 hours
Prerequisite: HVAC 201

Advanced HVAC is a practical course combining lecture and hands-on instruction. Topics include: Refrigerants and Oils; Compressors; Metering Devices; Retail Refrigeration Systems; Commercial Hydraulic Systems; Steam Systems; Planned Maintenance; Water Treatment; Troubleshooting Electronic Controls; Troubleshooting Oil Heating; Troubleshooting Heat Pumps; Troubleshooting Accessories. *(Resident)*

HVAC 401 Special Topics in HVAC 4 hours
Prerequisite: HVAC 301

Special Topics in HVAC is a practical course combining lecture and hands-on instruction. Topics include: Construction Drawings and Specifications; System Balancing; Indoor Air Quality; Energy Conservation Equipment; Building Management Systems; System Startup and Shutdown; Heating and Cooling System Design; Commercial and Industrial Refrigeration Systems; Alternative Heating and Cooling Systems; Introduction to Supervisory Skills. *(Resident)*

INDIVIDUALIZED/INTERDISCIPLINARY STUDIES

INDS 200 Career Planning and Professional Development 1 hours

Designed to promote and strengthen early awareness of the career development process. While topics are personalized, competencies include assessing, identifying, and evaluating personal values and personality strengths for career application; conducting specific job research; and solidifying career plans using critical thinking and logic. Students will also develop a proficiency in networking and job search techniques, resume building, and effective interviewing skills for a relevant field of interest. This course also serves as a capstone requirement for the Interdisciplinary Studies AA degree program. *(Both Resident and Online)*

INDS 299 Experiential Learning and Intern/Externship 0 hour

INDS 299 provides students with hands-on practice as they complete an internship or other experience related to their coursework. Students complete all requirements for the internship or experience. Enrolling in this course documents a student's experience so they may be identified if they break enrollment or do not participate in a 499 requirement for their program of study. *Course results in 0 credit hours. (Both Resident and Online)*

INDS 400 Knowledge Synthesis for Professional and Personal Development 3 hours

Prerequisite: INDS Majors with Junior or Senior Standing

Designed to assess student mastery of content knowledge for the Interdisciplinary Studies degree programs, this capstone course requires students to produce a carefully organized summation and synthesis of accomplishments, learning, and goals related to their undergraduate degree program at Liberty University. Throughout this process, students will discover a greater understanding of transferable skills and qualifications and how these related to career opportunities and/or graduate school respectively. *(Both Resident and Online)*

INDS 499 Integration of Faith, Learning, and Disciplines 6 hours

Prerequisite: Enrollment in Washington Semester Fellowship

This course provides students with hands-on practice in faith and learning integration as they complete an internship in Washington, D.C. as part of the Washington Semester Fellowship. Students not only complete all requirements for the Washington Semester Fellowship, but they also complete a reflective project that synthesizes their on-the-job experiences with the worldview training they receive as part of the program. Course may count for a maximum of three of the six credits to be earned as Integrative courses for the Bachelor of Arts degree. *(Resident)*

INFORMATICS

INFO 305 Quality Management and Decision Support 3 hours
Prerequisite: BUSI 311 or CSIS 100

Explores the quality of patient care, quality management techniques and related decision-support practices; evaluates the impact of Computerized Provider Order Entry (CPOE) on the quality, safety, and efficiency of health care data will be explored' decision modeling techniques, incorporating comparative analysis, simulation, optimization, and decision analysis designed to increase the efficiency and effectiveness of decision support within the healthcare system. *(Both Resident and Online)*

INFO 310 Foundations of Pharmacology 3 hours
Prerequisite: NURS 105 and INFO 305

Foundational view of the relationship between pharmacologic and pharmacokinetic knowledge; safe administration of medication; emphasis on the reasoning behind the selection of route, dosage, and dosing schedules of medications provided to patients across their lifespan; legal and professional issues surrounding the safe administration of medication. *(Both Resident and Online)*

INFO 320 Healthcare Informatics 3 hours
Prerequisite: BUSI 311 or INFO 305

Evaluates the needs of end users within the healthcare system; multi-phase project planning, evaluation, adoption, and management of new technologies centered on effectively and efficiently exchanging electronic health information; evaluation of medical practice workflows and exploration of the functional needs of end-users while analyzing the fiscal and human resource commitments needed in diverse settings. *(Both Resident and Online)*

INFO 321 Healthcare Coding and Classification 3 hours
Prerequisite: INFO 305 and INFO 320

Development of coding and classification systems; analysis of the structure and organization of the medical coding functions within

the healthcare system; emphasizing the importance on ICD and CPT coding considerations, process evaluation and improvement, billing reimbursement, and related reporting issues central to effective and efficient operation and compliance. *(Both Resident and Online)*

INFO 405 Informatics Information Systems 3 hours
Prerequisite: BMIS 200

An examination of expert, bio, and clinical decision support systems and technology; management of data in database management systems; data mining; informatics systems analysis, design, and implementation. *(Both Resident and Online)*

INFO 410 Healthcare Enterprise Systems 3 hours
Prerequisite: BMIS 200 and INFO 305

Healthcare enterprise architecture planning, methodology, and frameworks; medical classification and coding systems including electronic health record system design and implementation. *(Both Resident and Online)*

INFORMATION TECHNOLOGY

INFT 102 PowerPoint® 1 hour

An introduction to the basics of Microsoft® PowerPoint which includes creating and editing presentations, slide design, layout, transitions and animation. Topics including tables, pictures, Word Art and charts will be included in the course. *(Both Resident and Online)*

INFT 103 Excel® 1 hour

An introduction to the basics of Microsoft® Excel which includes creating and analyzing data through the use of performing calculations and various formulas. Topics include entering data in a cell, constructing formulas, formatting worksheets, using the SUM function and creating charts based on data from the spreadsheet. *(Both Resident and Online)*

INFT 104 Word® 1 hour

An introduction to the basics of Microsoft® Word which includes creating professional documents, editing and formatting documents and generating reports. Topics include inserting text, graphics and tables as well as modifying text boxes, tabs and general paragraph alignment. *(Both Resident and Online)*

INFT 105 Introduction to Information Literacy 1 hour

An introduction to the information literacy skills and resources needed for academic research and lifelong learning. Students will learn to identify, assess, organize, and report information responsibly, including library print and electronic materials as well as web resources. *(Both Resident and Online)*

INFT 110 Computer Concepts and Applications 3 hours

This course will introduce the student to the operation and use of computers. Specific applications taught include operating systems, word processing, spreadsheets, and presentation software. In addition, students will learn basic terminology and concepts related to the use of computers in today's society. *(Both Resident and Online)*

INFT 111 MAC Computer Concepts and Applications 3 hours

This course will introduce the student to the operation and use of MAC computers. Specific applications taught include operating systems, word processing, spreadsheets, and presentation software. In addition, students will learn basic terminology and concepts related to the use of computers in today's society. *(Both Resident and Online)*

INFT 126 Adobe InDesign - Introductory 1 hour

This course will introduce the student to Adobe InDesign. Specific skills taught include creating, editing, and publishing a created document to various media formats. *(Both Resident and Online)*

INFT 127 Adobe Photoshop - Introductory 1 hour

This course will introduce the student to Adobe Photoshop. Specific skills taught including creating, editing, and publishing digital content, including photos, images, and effects. *(Both Resident and Online)*

INFT 151 Mobile Media Techniques 1 hour

This course will introduce students to mobile devices, concepts, and using established mobile apps. Students will use mobile devices to create and web publish mobile media content that will enhance their understanding of the tools and functions available to tell their stories, communicate content, and establish a web presence. *(Both Resident and Online)*

INFT 152 Social Media Tools – Introductory 1 hour

This course will introduce the concepts and applications of social media. Students will gain hands on experience using readily available social media tools to create a social media presence on the internet. *(Both Resident and Online)*

INFT 241 CompTIA A+: Computer Hardware and Operating Systems Certification 3 hours

This course will introduce hardware, software, operating systems, and trouble-shooting. Students will learn basic skills in building and trouble-shooting computers, installing/configuring operating systems, and basic networking. *(Both Resident and Online)*

INQUIRY

INQR 101 Inquiry 101 1 hour

An introduction to the value of research and to the role of research and scholarship in the life of an undergraduate student, including exposure to the opportunities available to participate in research and scholarship within the Liberty University undergraduate programs. *(Online)*

JOURNALISM

JOUR 220 News Writing & Reporting I 3 hours

Prerequisites: ENGL 101: Grade of C or better

This course provides a survey of media journalism formats and writing techniques for each. The course is designed to enhance the appreciation of the journalism professional as well as provide an understanding of the basic techniques used by the professional to inform for both broadcast and written forms of media. Students will write objective news stories using the inverted pyramid and complete circle, produce copy for broadcast news stories, create online news stories and be introduced to the basics of blogging. *(Resident)*

JOUR 225 Media Writing 3 hours

Prerequisites: ENGL 101 with a "C" or better

This course provides a survey of mass communication media formats and writing techniques from news for print and broadcast, to advertising and public relations. The course is designed to enhance the appreciation of the mass communication professional as well as provide an understanding of the basic techniques used by the professional to inform and/or persuade audiences. Students will write news stories, produce copy for broadcast news, create an advertising package, and develop a public service announcement. (Formerly COMS 220) *(Both Resident and Online)*

JOUR 234 Modern Copy Editing 3 hours

Prerequisites: JOUR 220 with a "C" or better OR JOUR 225 with a "C" or better

A writing course that emphasizes advanced grammar skills, copy editing across multiple platforms, and proofreading, as well as reporting and headline writing, tease and tag writing, legal and ethical considerations, and attention to layout and design. *(Resident)*

JOUR 354 News Writing and Reporting II 3 hours

Prerequisites: JOUR 220 with a "C" or better

The study and practice of news story preparation, including a step-by-step breakdown of each stage of story development for both print and electronic media. The student will concentrate on learning to write reporting style, which is different from expository writing. The student will develop responsibility for the accuracy and clarity of the work from gathering the information to assembling it into an article intended to inform and perhaps persuade. (Formerly COMS 354) *(Resident)*

JOUR 356 Social Media Writing 3 hours

Prerequisites: JOUR 220 or JOUR 225

This course explores writing for various social media platforms and how they fit into a marketing plan. Students learn practical techniques used in producing social media content that promotes audience affinity and loyalty. *(Resident)*

JOUR 358 Strategic Web Writing (Blogging) 3 hours

Prerequisites: JOUR 220 with a grade of 'C' or better OR JOUR 225 with a grade of 'C' or better.

This course covers the study and practice of writing blogs for information, promotion, persuasion, and entertainment. The students will learn to craft their writing efforts in order to reach a variety of different audiences, including writing for media, businesses, nonprofit organizations and personal platforms. This course will allow students to build a portfolio. *(Resident)*

JOUR 360 Media Convergence 3 hours

Prerequisites: ARTS 222; DIGI 225; JOUR 354

This course features a hands-on approach that allows students to develop news stories using a variety of traditional media as well as social media such as Twitter, Facebook and Instagram. The media convergence class will help the student prepare material that is suitable for a portfolio. *(Resident)*

JOUR 370 Sports Writing & Reporting 3 hours

Prerequisites: JOUR 220 or JOUR 225

This course provides a survey of sports writing styles and will examine the elements that comprise a well-written sports story or column including such elements as narrative flow, colorful detail and appropriate quotations. *(Resident)*

JOUR 373 Editorial and Opinion Writing 3 hours

Prerequisites: ENGL 101 with a "C" or better or JOUR 225

A study in presenting opinions in a persuasive manner through research and writing. Students will develop skills to produce a commentary on contemporary issues that inform, persuade and change attitudes and actions. (Formerly COMS 373) *(Resident)*

JOUR 374 Magazine Writing and Editing 3 hours

Prerequisites: ENGL 101 with a "C" or better or JOUR 225

An advanced magazine writing course focusing on writing and selling full-length magazine articles with additional emphasis on magazine article editing and knowledge of the marketplace. (Formerly COMS 374) *(Resident)*

JOUR 375 Community Reporting 3 hours

Prerequisites: JOUR 220 or JOUR 225 with a "C" or better

Examines the principles and practices of community journalism, offering students extensive hands-on experience in writing localized content. Special emphasis is given to the individual and group creation of targeted content. *(Resident)*

JOUR 390 Champion Practicum 1 hour

Prerequisites: JOUR 220 or JOUR 225 with a "C" or better

This course provides opportunities to apply what has been explored in the classroom through the operation of The Liberty Champion, our Liberty University student-run newspaper. Practicum is designed to enhance those acquired skills and knowledge and provide the student with the opportunity to build a portfolio for employment. (Ad/PR students should request a sales assignment.) (Formerly COMS 390) *(Resident)*

JOUR 391 Advertising Design and Photography Practicum 1 hour

Prerequisites: ARTS 222 with a grade of 'C' or better OR ARTS 224 with a 'C' or better, and JOUR 220 with a grade of 'C' or better OR JOUR 225 with a grade of 'C' or better.

This course provides opportunities to apply what has been explored in the classroom in the area of advertising design. Practicum is designed to enhance those acquired skills and knowledge and provide the student with the opportunity to build a portfolio for

employment, using real clients and their advertising placed in the Champion newspaper. (Formerly COMS 391) *(Resident)*

JOUR 396 Advertising Practicum 1 hour

Prerequisites: JOUR 220 or JOUR 225 with a "C" or better

While priority will be given to Advertising/PR concentration students, this course is open as an elective to students majoring in Business Administration with the Marketing Cognate or to Sport Management majors. Students will work in support of the Advertising and Public Relations agency operated in the Department of Communication Studies under the wing of the Advertising/PR concentration. Students must enroll in this class if they plan to compete in Ad Team or Public Relations Student Society of America (PRSSA) contests. This practicum gives students the experience needed prior to getting an internship or a job in advertising or public relations or marketing or management. (Formerly COMS 397) *(Resident)*

JOUR 482 Senior Projects 3 hours

Prerequisites: ARTS 222, DIGI 224 or DIGI 225, JOUR 354

This is a capstone course and a requirement for Digital Media and Communication Arts majors in the Journalism concentration. In a culminating activity, students produce three stories of professional quality designed for digital multimedia platforms. Students attend a weekly seminar and work independently under the supervision of a faculty member. Students will be required to immerse themselves in a specific beat such as education, business, medicine, sports, etc. for their news content. *(Resident)*

JOUR 485 Investigative Reporting 3 hours

Prerequisites: JOUR 354

An in-depth study of research, story development, interview techniques and writing for investigative stories in mass media. Critical thinking and analysis will be developed as students review court documents and interview witnesses of cases and seek to evaluate the evidence. Research will be developed into a news story. (Formerly COMS 485) *(Resident)*

JOUR 498 Professional Practicum 1 hour

Prerequisites: JOUR 354, DIGI 225 or DIGI 224

This is a course designed for senior who are working for an on campus media group as an editor or producer. It is meant to give academic credit for the experience that gain as a leader for media outlet. *(Resident)*

KINESIOLOGY**KINE 101 Physical Fitness** 1 hour

A basic course in fundamentals of personal physical fitness. Emphasis is given to concepts of aerobic exercise, strength and flexibility development. *(Resident)*

KINE 170 Equestrian: Horsemanship I 2 hours

This course will allow the students to learn the fundamental skills in hunt seat, western riding, according to student background or interest. The course will provide one riding lab and one lecture based class per week. *(Resident)*

KINE 207 History and Foundations of Physical Education 2 hours

An overview of the physical education teaching profession. Instructional emphasis is on the historical development, philosophical perspectives, curricular programs, and current problems and issues of physical education. *(Resident)*

KINE 208 Motor Learning 2 hours

A study of the principles involved in the development of human motor/sport skills. Instructional emphases focuses on the processes underlying skilled performance and the application of principles of skilled performance and learning in teaching, coaching, and rehabilitation settings. *(Resident)*

KINE 209 Motor Learning Lab 1 hour

Lab sessions designed to give students the opportunity to experience problem-solving situations involving motor learning research findings applicable to exercise, sport, and rehabilitation settings. *(Resident)*

KINE 210 – Pedagogical Sport/Activity Courses 1 hour
KINE 215

Prerequisites: Kinesiology Major or Minor or consent of instructor

These sport/activity courses are designed for Kinesiology majors and minors as well as other interested students. Appropriate teaching techniques and skill competencies for each sport/activity are emphasized. The fundamental skills, relevant strategies, and applicable rules of the sports and/or activities listed will be included. Each sport or activity will provide the student a means for achieving psychomotor, cognitive, and affective development. *(Resident)*

KINE 210 Softball/Volleyball 1 hour
(Resident)

KINE 211 Basketball/Soccer 1 hour
(Resident)

KINE 212 Innovative Games 1 hour
(Resident)

KINE 213 Racquet Sports 1 hour
(Resident)

KINE 214 Tumbling and Rhythmic Activities 1 hour

This professional activity course is designed primarily for Kinesiology majors as well as other interested students. Teaching techniques as well as personal skill competencies in tumbling and rhythms are emphasized. The basic steps used in fundamental tumbling skills, simple rhythmic activities, and creative activities will be included. *(Resident)*

KINE 215 Track and Field/Flag Football 1 hour
(Resident)

KINE 216 Field Hockey 1 hour

This course will allow students to develop the physical, mental, and social skills necessary for participation in the sport of field hockey. Instructional emphases will focus on the basic skills, defensive tactics, offensive strategies, rules and scoring. *(Resident)*

KINE 217 Lacrosse 1 hour

This course will allow students to develop the physical, mental, and social skills necessary for participation in the sport of lacrosse. Instructional emphases will focus on the basic skills, defensive tactics, offensive strategies, rules and scoring. *(Resident)*

KINE 218 Tennis 1 hour

This course will allow students to develop the cognitive, affective, and psychomotor skills for the beginning tennis player. Instructional emphases will focus on ground strokes, serve, volley, lob, overhead smash, return of serve, playing strategies, rules and scoring. *(Resident)*

KINE 219 Mountain Biking 1 hour

This course will introduce the sport of mountain biking to students with varying bicycling experience. The history of mountain biking, riding styles, bicycle maintenance/ repair, and the beneficial effects of the sport will be included. *(Resident)*

KINE 220 Bowling 1 hour

This course will allow students to develop the basic skills of bowling. It will also provide them with the opportunity to participate in a “handicapped” league style format for 13 weeks. *(Resident)*

KINE 221 Golf 1 hour

This course will allow students to develop the physical, mental, and social skills necessary for playing golf. Instructional emphases will focus on complete swing, driving, approach shots, putting, etiquette, rules and scoring. *(Resident)*

KINE 222 Ice Hockey 1 hour

This course will allow students to develop cognitive, affective, and psychomotor skills for the beginning ice hockey player.

Instructional emphases will focus on skating, passing, shooting, defense, playing strategies, and rules. *(Resident)*

KINE 223 Beginning Running 1 hour

This course is designed for the beginning runner to acquire knowledge of the physiological, psychological, social and mental hunger as a result of a long-term running program. Instructional emphases will focus on the effect of diet on a runner, different running styles, conditioning programs/strategies, and the positive and negative effects of running. *(Resident)*

KINE 224 Advanced Running 1 hour

This course will allow committed runners to take their level of fitness, training, and running expertise to a higher level. Requirements will be more substantial than KINE 223. *(Resident)*

KINE 225 Weight Training/Conditioning 1 hour

This course will allow students to develop knowledge in both the theoretical and practical applications of weight training and conditioning as a means of promoting physical fitness. Instructional emphases will focus on principles and techniques of properly lifting and spotting strength training exercises. *(Resident)*

KINE 226 Wrestling 1 hour

This course will allow students to develop the physical, mental, and social skills necessary for participation in American wrestling. Instructional emphases will focus on fundamental skills (stances, holds, moves), conditioning, competitive strategies, rules and scoring. *(Resident)*

KINE 228 Beginning Swimming 1 hour

This course will allow students to develop cognitive, affective and psychomotor skills for the beginning swimmer. Instructional emphases will focus on the basic skills of swimming including breath control, floating, and sculling. Additionally, students will learn the front crawl, back crawl, elementary backstroke, sidestroke, breaststroke, and basic water safety skills. *(Resident)*

KINE 229 Intermediate/Advanced Swimming 1 hour

This course will allow students to develop cognitive, affective and psychomotor skills for the intermediate swimmer. Instructional emphases will focus on the intermediate strokes of swimming including the front crawl, back crawl, elementary backstroke, sidestroke, and breaststroke as well as advanced water safety skills. Additionally, students will participate in a variety of aquatic fitness activities. *(Resident)*

KINE 230 Lifeguard Training (American Red Cross) 2 hours

Prerequisites: Intermediate level swimming competency, current adult CPR certification, and first aid course certification

The course is designed to teach emergency water safety skills as well as knowledge and performance of non-swimming and swimming assists, water entries, defenses and escapes, and rescue skills. Successful completion of this course will result in Red Cross Lifeguard Training Certification. *(Resident)*

KINE 231 Water Safety Instructor (American Red Cross) 3 hours

Prerequisites: Swimmer level swimming competency and current certificate of American Red Cross Emergency Water Safety or Lifeguard Training Course

The course will qualify participants to teach all levels of swimming in progressive swimming courses as well as how to plan, organize and conduct these classes. Health and safety and education methods are emphasized. Successful completion of this course will result in Red Cross Water Safety Instructor Certification. *(Resident)*

KINE 232 Recreational Sports 1 hour

This course will allow students to develop cognitive, affective, and psychomotor skills for a variety of recreational sports and/or activities. Instructional emphases will focus on the basic skills necessary to participate, rules and scoring (if applicable) and relevant strategies. *(Resident)*

KINE 233 Karate 1 hour

This course will allow students to develop basic self-defense in using Karate skills. Various kicking and striking techniques will be examined as related to self-defense issues. *(Resident)*

KINE 234 Hapkido 1 hour

This course will allow students to develop basic self-defense as it relates to the theories and principles of Hapkido. Various kicking and striking techniques will be examined as related to self-defense situations. *(Resident)*

KINE 245 PE Observations in Schools 1 hour

This course is designed to provide exposure to the teaching of physical education in the elementary school setting and adapted physical education for the exceptional child. The student must observe a minimum of twenty hours in an elementary program. *(Resident)*

KINE 270 Equestrian: Horsemanship II 2 hours

Prerequisites: KINE 170; or passing KINE 170 equivalent assessment based on student background

This course will allow the students to build on the fundamental skills and expand knowledge of hunt seat and western riding, according to the student background and interest. The course will provide one riding lab and one lecture based class per week. *(Resident)*

KINE 280 Equestrian: Horsemanship III 2 hours

Prerequisites: KINE 270; or passing KINE 270 equivalent assessment based on student background

This course will allow the students to build on the fundamental and intermediate skills and expand knowledge of hunt seat and western riding, according to the student background and interest. The course will provide one riding lab and one lecture based class per week. *(Resident)*

KINE 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Practical work experience in an approved exercise or fitness-related agency, physical or occupational therapy clinic, chiropractic office, or similar setting supervised by a qualified professional. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

KINE 322 PE Student Aide: Elementary 1 hour
(Offered spring semester)

Prerequisites: KINE 245; must be taken with KINE 450

A sequence of selected practicum experiences designed to involve the student with actual assisting and teaching physical education to elementary school. The student is assigned a minimum of 20 hours of practicum work under the supervision of physical educators in a local elementary school. *(Resident)*

KINE 326 PE Student Aide: Secondary 1 hour
(Offered fall semester)

Prerequisites: KINE 245; must be taken with KINE 451

An assigned practicum experience designed to involve the student actual assisting in teaching physical education classes in a middle or secondary school setting. The student must complete 20 hours of practicum work under the supervision of a physical educator in one of the local schools. *(Resident)*

KINE 333 Adapted Physical Activity 2 hours

Prerequisite: Junior status

Methods of classification of exceptional students, program planning and teaching of activities appropriate to needs of the handicapped are examined. *(Resident)*

KINE 334 Adapted Physical Activity Lab 1 hour
Prerequisite: Junior status

Teaching methods of activities appropriate to the needs of exceptional students are examined. Addresses the importance of adapting physical education programs to meet the unique needs of exceptional students. *(Resident)*

KINE 352 Teaching Physical Education in the 2 hours

Elementary School

Prerequisite: Junior status

An introduction to games and play activities which are suitable for elementary-aged students. Activity selection, planning and teaching methods are stressed. This course is designed for the elementary physical education concentration. *(Resident)*

KINE 404 Administration and Organization of Physical Education, Exercise and Fitness 3 hours

Prerequisite: Junior status

A study of the problems and considerations involved in the successful management of physical education programs. Areas considered include program planning, budgeting, facility design and organization, and current organizational trends. *(Resident)*

KINE 435 Seminar for Student Teachers 2 hours

Prerequisites: Admission to Student Teaching; taken concurrently with EDUC 476 and 477

Seminar sessions will involve discussion of topics relevant to health and physical education instruction. Students will share experiences from student teaching and gain insights from readings and professionals in the field of education. *(Resident)*

KINE 450 Elementary Physical Education Methods 3 hours
(Offered spring semester)

Prerequisites: KINE 207, 208; Junior status

This course is designed to provide instruction in the physical education curriculum for elementary school settings. Areas of emphasis include class management, curriculum development, skill progressions, teaching methods and movement activities for grades K-6. *(Resident)*

KINE 451 Secondary Physical Education Methods 3 hours
(Offered fall semester)

Prerequisites: KINE 207, 208, Junior status

The course is designed to provide the student with a thorough understanding of the teaching-learning process in middle and high school settings. The student will learn how to plan and present progressive learning tasks, develop effective teaching skills, analyze and evaluate the instructional process, and design curricular materials. *(Resident)*

KINE 495 Independent Study 1 to 3 hours

Prerequisites: Permission of the Department Chairman, Junior status and a minimum cumulative GPA of 2.50

A research-oriented project in an approved topical area or an independently-completed course of study in a specially designed area. Generally available only for Physical Education majors who have unusual and specific program needs. *(Resident)*

KINE 497 Special Topics in Kinesiology 1 to 3 hours
(Resident)

LIFE COACHING

LIFC 201 Introduction to Life Coaching 3 hours

Prerequisite: PSYC 101 or 210

Offers an introduction to professional coaching from a Christian worldview with special attention given to coaching theories, practice, skills, and various coaching specialties. This will include an overview of common client presenting issues. *(Online)*

LIFC 202 Advanced Skills in Life Coaching 3 hours

Prerequisite: PSYC 101 or 210

An examination of the requisite skills, theoretical coaching models, and goals needed to become proficient and successful as a life coach. The course offers an overview of advanced skills and their application in professional life coaching relationships. *(Online)*

LIFC 301 Health and Wellness Coaching 3 hours

Prerequisite: PSYC 101 or 210

An examination and analysis of professional coaching applications that serve health and wellness concerns. The course covers health and wellness from a Christian worldview with special

attention given to a biblical foundation of health and wellness coaching. *(Online)*

LIFC 302 Marriage Coaching 3 hours
Prerequisite: PSYC 101 or 210

An examination and analysis of professional coaching applications that serve marital relationship concerns. The course covers marital issues from a Christian worldview with special attention given to a biblical foundation of marriage coaching and differences between coaching and counseling models. *(Online)*

LIFC 303 Financial Life Coaching 3 hours
Prerequisite: PSYC 101 or 210

An examination and analysis of professional coaching strategies that serve financial concerns providing a focused overview, from a Christian worldview, of personal financial strategies addressing spending, debt, investing and taxes. *(Online)*

LIFC 304 Leadership Professional Life Coaching 3 hours
Prerequisite: PSYC 101 or 210

An examination and analysis of coaching strategies that serves professional leadership concerns. Special attention will be given to leadership strategies for navigating project management, cultural awareness, inter-generational issues, and balancing work and home life. *(Online)*

LINGUISTICS

LING 280 Field Language Learning 3 hours

A course for learning how to learn a foreign language without a teacher; especially designed for international workers. *(Resident)*

LING 300 Introduction to Cultural Anthropology 3 hours

A course designed to heighten awareness and understanding of our culturally diverse world, via the study of systems of human behavior for the purpose of improving understanding of, and relations between, people. Several case studies will be used to illustrate these systems. (Formerly MLAN 300) *(Resident)*

LING 301 Introduction to Linguistics 3 hours

Introductory, descriptive study of language, including syntactic, morphological, phonological, semantic, and pragmatic analysis of language. Students will choose one other area of the discipline of study, such as psycholinguistics, sociolinguistics, or language acquisition. (Formerly LING 213) *(Resident)*

LING 305 Linguistic Analysis 3 hours
Prerequisites: LING 301

In this course, students will learn how to analyze linguistic data in the fields of phonology, morphology, and syntax, through problem sets drawn from a wide variety of world languages. *(Resident)*

LING 451 Phonetics and Phonology 3 hours
Prerequisites: LING 301 and 305

This course concerns the analysis and voice production of sound systems that compose individual human languages. The purpose is to equip students to analyze and describe in phonological terms the inherent sound patterns and systematic variations that make up comprehensible speech. *(Resident)*

LING 452 Morphology and Syntax 3 hours
Prerequisite: LING 301 and 305

This course provides a comprehensive introduction to morphological/syntactic theory and analysis. It requires students to formulate hypotheses and test them against data from English and other languages. *(Resident)*

LING 453 World Languages 3 hours
Prerequisites: LING 301 and 305

This course is a study of the phonology, morphology, and syntax of a selection of world languages which illustrate both the similarities and the differences among languages. Syntactic and morphological features will be observed in terms of their typological implications and the question of language universals. *(Resident)*

LING 495 Directed Research 1 to 3 hours

Prerequisite: Junior or senior status

Students who qualify will pursue studies of a particular interest as approved and supervised by the instructor. Must apply semester prior to completing internship. *(Resident)*

LING 499 Internship in Linguistics 3 hours

Prerequisites: Junior or senior status, 3:00 GPA, two courses in minor above 200 level.

Professional-supervised experience in first-hand internship opportunities in Linguistics. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

MATHEMATICS

NOTE: No credit for graduation may be granted for a Math course which is prerequisite material for a course the student has already completed with a grade of "C" or better.

MATH 100 Fundamentals of Mathematics 3 hours

Prerequisite: PLMA of 40-69 OR successful completion of CLSTI 03 (Part 1 assessment score <23)

A review of basic arithmetic and elementary algebra. A grade of C or better is required in order to go on to a high-numbered mathematics course. This course may not be used in meeting General Education requirements in mathematics. (Developmental Math is a component of the Academic Success Center). *(Both Resident and Online)*

MATH 100L Fundamentals of Mathematics Companion Lab 1 hours

Corequisite: MATH 100

Optional Companion Lab for MATH 100. This course is intended to provide extra assistance to students currently enrolled in MATH 100 through synchronous lecture and questions/answer sessions. *(Online)*

MATH 108 Elementary and Intermediate Algebra 3 hours

This course is a self-paced computer-based review of rational numbers, exponents, polynomials, factoring, roots and radicals, graphing, rational expressions, equations and inequalities, systems of linear equations, and problem solving. It meets the prerequisite requirements for MATH 115, 117, 121, 125, 201, 217. Credit may not be earned for both MATH 108 and 110. This course may not be used to meet the General Education Requirements. (Developmental Math is a component of the Academic Success Center). *(Resident)*

MATH 110 Intermediate Algebra 3 hours

Prerequisite: PLMA of 70-74 OR Math 100 (minimum grade of "C") OR successful completion of CLST 103 with a Part 1 assessment score ≥ 23 and a Part 2 assessment score < 15)

Review of exponents, polynomials, factoring, roots and radicals, graphing, rational expressions, equations and inequalities, systems of linear equations and problem solving. This course may not be used to meet the General Education requirement. (Developmental Math is a component of the Academic Success Center). *(Both Resident and Online)*

MATH 110L Intermediate Algebra Companion Lab 1 hours

Corequisite: MATH 110

Optional Companion Lab for MATH 110. This course is intended to provide extra assistance to students currently enrolled in MATH 110 through synchronous lecture and question/answer sessions. *(Online)*

(NOTE: MATH 100 and 110 Developmental Math courses are components of the Academic Success Center)

MATH 112 Technical Mathematics 3 hours

Prerequisite: MATH 100, 450+ on SAT Math, or 18+ on ACT Math.

Technical Mathematics presents a review of arithmetic, elements of algebra, geometry, trigonometry, and vectors. Direct applications are made to technical study areas. Only fulfills General Education requirements for AAS degrees. *(Both Resident and Online)*

MATH 114 Quantitative Reasoning 3 hours

Prerequisite: PLMA of 70-74 OR Math 100 (minimum grade of "C") OR successful completion of CLST 103 with a Part 1 assessment score ≥ 23 and a Part 2 assessment score < 15)

Applying mathematical tools and analysis to practical context, particularly focusing on using proportions and ratios. Basic statistical tools are developed and employed, including graphs, descriptive statistics, the normal curve, the basics of inferential reasoning and investigating correlation. Financial application are particularly emphasized, as is the use of spreadsheets. (Online)

MATH 115 Mathematics for Liberal Arts 3 hours

Prerequisite: PLMA ≥ 75 OR Math 110 (minimum grade of "C") OR successful completion of CLST 103 with a Part 1 assessment score ≥ 23 and a Part 2 assessment score ≥ 15)

A survey course for liberal arts majors including a review of algebra and an introduction to logic, probability and statistics, mathematical structures, problem solving, geometry and consumer applications. (Both Resident and Online)

MATH 116 Logic and Social Reasoning 3 hours

Prerequisite: MATH 110, minimum grade of "C"

A survey course for liberal arts majors including an introduction to logic and various financial math applications. Also covers applications of mathematics to elections, measuring political power, effective ways of sharing goods and services, and apportionment of votes. (Both Resident and Online)

MATH 117 Elements of Mathematics 3 hours

Prerequisite: PLMA ≥ 75 OR Math 110 (minimum grade of "C") OR successful completion of CLST 103 with a Part 1 assessment score ≥ 23 and a Part 2 assessment score ≥ 15)

A development of basic concepts of elementary mathematics, including problem solving, logic, sets and binary operations, the natural numbers and their properties, deductive reasoning and the nature of proof, the integers, rational numbers, real numbers and their properties, relations, functions, and graphs. (Resident)

MATH 121 College Algebra 3 hours

Prerequisite: PLMA ≥ 75 OR Math 110 (minimum grade of "C") OR successful completion of CLST 103 with a Part 1 assessment score ≥ 23 and a Part 2 assessment score ≥ 15)

Fundamental concepts of college algebra including sets, equations and inequalities, functions and graphs, polynomials, rational functions, exponential and logarithmic functions, linear inequalities, and linear programming. (Both Resident and Online)

MATH 122 Trigonometry 3 hours

Prerequisite: MATH 121, minimum grade of "C"

Emphasizes the circular functions, their graphs and their inverses. A study of the trigonometric functions and their applications is included. (Resident)

MATH 125 Finite Mathematics 3 hours

Prerequisite: MATH 110, minimum grade of "C"

An introduction to symbolic logic, principles of counting, elementary probability, matrices, vector spaces, and linear programming. (Resident)

MATH 126 Elementary Calculus for Business and Science 3 hours

Prerequisite: PLMA ≥ 75 OR Math 110 (minimum grade of "C")

An introduction to differential and integral calculus with emphasis on applications in the areas of business and science. For non-mathematics majors only. (Resident)

MATH 128 Elementary Functions and Coordinate Geometry 4 hours

Prerequisite: MATH 121, minimum grade of "C"

A pre-calculus course that includes the study of elementary functions, their graphs and applications including polynomial, rational, algebraic functions, exponential, logarithmic and circular or trigonometric functions. For students with strong high school preparation in mathematics but who are not ready for calculus.

(Resident)

MATH 130 Advanced Technical Mathematics 3 hours

Prerequisite: MATH 110, minimum grade of "C" OR Placement Score of 75; AVIA 102 (may be taken concurrently)

An overview of applied mathematics related to technical fields of study. Topics include a review of the fundamentals of algebra; linear equations and inequalities, quadratic equations; variation; polynomial, rational, exponential, logarithmic and trigonometric functions, use of tables, rectangular and polar coordinates, and vectors. (Resident)

MATH 131 Calculus and Analytic Geometry I 4 hours

Prerequisites: MATH 128, minimum grade of "C"

Functions and graphs, exponential, logarithmic, inverse trigonometric, limits, the derivative, techniques of differentiation, continuity, applications of differentiation, L'Hospital's Rule, the integral, the fundamental theorem of calculus and u-substitution. (MATH 133 is required for mathematics major or minors.) (Resident)

MATH 132 Calculus and Analytic Geometry II 4 hours

Prerequisite: MATH 131 or ENGR 131, minimum grade of "C" and basic proficiency in a computer algebra system

A continuation of MATH 131. Techniques of integration, improper integrals, applications of integration, introduction to differential equations, sequences, infinite series, parameterizations of curves. (Resident)

MATH 133 Calculus with Mathematica Lab 1 hour

Prerequisite: MATH 131 or ENGR 131 (may be taken concurrently)

This is intended to be an introductory Mathematica lab in which the topics of arithmetic, algebra, plotting, preparation of notebooks, limits, derivatives, related rates, optimization, integration, and other topics will be investigated. (Resident)

MATH 200 Introduction to Mathematical Reasoning 3 hours

Prerequisite: MATH 132, minimum grade of "C"

This is a course in the principles of mathematical reasoning and the construction of proofs. It begins with symbolic logic and then studies direct and indirect methods and proof by induction. Examples from set theory, discrete structures, axiomatic systems, recursion, and basic algebraic structures (groups, rings, fields) are used to illustrate the methods. (Resident)

NOTE: Only one of MATH 201 or 311 may be taken for credit. MATH 201 may not be substituted for MATH 311 degree completion program requirement.

MATH 201/ Introduction to Probability and Statistics 3 hours
BUSI 230

Prerequisite: PLMA ≥ 75 OR Math 110 (minimum grade of "C") OR successful completion of CLST 103 with a Part 1 assessment score ≥ 23 and a Part 2 assessment score ≥ 15)

Introduction to descriptive statistics and probability, probability distributions, estimation, tests of hypotheses, chi-square tests, regression analysis, and correlation with applications in business and science. (Both Resident and Online)

MATH 217 Elementary Geometry 3 hours

Prerequisite: PLMA ≥ 75 OR Math 110 (minimum grade of "C") OR successful completion of CLST 103 with a Part 1 assessment score ≥ 23 and a Part 2 assessment score ≥ 15)

A development of basic concepts of elementary geometry including area, volume, compass and straight-edge constructions, polyhedra, tessellations, motions in the physical world, transformations, congruence and similarity. (Resident)

MATH 221 Applied Linear Algebra 3 hours

Prerequisites: MATH 132 and ENGR 133, minimum grade of "C"

An elementary introduction to the essentials of linear algebra for SECS majors. Systems of linear equations and matrices, determinants, Euclidean vector spaces, eigenvectors, least-squares data fitting, diagonalization and numerical methods. (Resident)

MATH 231 Calculus and Analytical Geometry III 4 hours

Prerequisite: MATH 132, minimum grade of “C”
 Continuation of MATH 132. Geometry of vectors, paths, curvature, functions of several variables, graphs and parametric surfaces, partial derivatives, optimization, multiple integrals, curl, divergence, gradient, line and surface integrals, Theorems of Green, and Stokes, and Gauss. *(Resident)*

MATH 250 Introduction to Discrete Mathematics 3 hours
 Prerequisite: MATH 121 or 128 or MATH 131 or ENGR 131, minimum grade of “C”
 Logic and proofs, set theory, Boolean algebra, functions, sequences, matrices, algorithms, modular arithmetic, mathematical induction and combinatorics. *(Resident)*

MATH 301 Methods of Operations Research 3 hours
 Prerequisite: MATH 311 or ENGR 210, minimum grade of “C”
 Optimization (linear programming, Lagrange multipliers, etc.), transportation problems, applied probability (queuing theory, Markov chains, elementary theory of simulations), theory of games, decisions under uncertainty. *(Resident)*

MATH 302 Introduction to Experimental Design in Statistics 3 hours
 Prerequisite: MATH 311 or ENGR 210, minimum grade of “C”
 Analysis of variance and block designs; simple linear regression, correlation and multiple regression; nonparametric statistics, chi-square tests. *(Resident)*

MATH 305 Modern Geometry 3 hours
 Prerequisite: MATH 200 or 250, minimum grade of “C”
 A treatment of the foundations of modern Euclidean geometry and an introduction to non-Euclidean geometry with emphasis on hyperbolic geometry. Especially recommended for prospective high school mathematics teachers. Required for Virginia Licensure. *(Resident)*

MATH 307 Introductory Number Theory 3 hours
 Prerequisite: MATH 200 or 250, minimum grade of “C”
 Divisibility, Division Algorithm, Euclidean algorithm, primes, greatest common divisor, Diophantine equations, congruencies, Chinese Remainder Theorem, number-theoretic functions, cryptology and other applications. *(Resident)*

MATH 311 Probability and Statistics I 3 hours
 Prerequisite: MATH 231, “C” or better
 Probability concepts, moment generating functions, discrete and continuous distributions, bivariate distributions, distributions of functions of random variables *(Resident)*

MATH 321 Linear Algebra 3 hours
 Prerequisite: MATH 200 or 250, minimum grade of “C”
 A beginning course in linear algebra and its applications. Includes systems of linear equations, linear programming, nullspace and rank of matrices, determinants, abstract vector spaces, bases, linear independence, spanning sets, linear transformations, characteristics and minimal polynomials, eigenvalues and eigenvectors, diagonalization, similarity, coordinate change, orthogonality, and matrix factorizations. Applications are added as time permits. *(Resident)*

MATH 331 Complex Analysis 3 hours
 Prerequisite: MATH 231, minimum grade of “C”
 Field of complex numbers, polar representation and DeMoivre formula, complex functions, limits, continuity, differentiation, analytic and harmonic functions, elementary functions, contour integration, Taylor and Laurent series, residues, and applications. *(Resident)*

MATH 332 Advanced Calculus 3 hours
 Prerequisites: MATH 200 or 250 and MATH 231, minimum grades of “C”
 Euclidean topology for n-dimensions, continuity and differentiability for vector-valued functions of several variables, the differential and derivative, Jacobian, applications of inverse and

implicit function theorems, method of Lagrange multipliers, introduction to differential forms, generalized Stokes’ Theorem and applications. *(Resident)*

MATH 334 Differential Equations 3 hours
 Prerequisites: MATH 231 and PHYS 231, minimum grades of “C”
 Differential equations of the first order and first degree, linear equations, variation of parameters, methods of undetermined coefficients, inverse operators, Laplace transforms, systems of differential equations, and applications. *(Resident)*

MATH 350 Discrete Mathematics 3 hours
 Prerequisite: MATH 200 or 250, minimum grade of “C”
 Recurrence relations, relations, graph theory, languages, grammars, and finite-state machines. *(Resident)*

MATH 352 Numerical Analysis 3 hours
 Prerequisite: MATH 221 or MATH 321, minimum grade of “C”
 Introduction to numerical techniques for problems such as interpolation, approximation, numerical differentiation and integration, differential equations, zeros of functions, solutions of linear systems, and error analysis. *(Resident)*

MATH 400 History of Mathematics 3 hours
 Prerequisite: At least one upper-level mathematics course with a minimum grade of “C”
 The development of mathematics from ancient to modern times (19th century BC-19th century AD). Special emphasis is given to the period of the Greeks (600 BC - 200 AD), the development of the calculus (17th century), and the “modern” period (19th century). *(Resident)*

MATH 401 Introduction to Mathematical Statistics 3 hours
 Prerequisites: MATH 311 and 231, minimum grades of “C”
 Probability concepts, moment generating functions, discrete and continuous distributions, bivariate distributions, distributions of functions of random variables, estimation. *(Resident)*

MATH 411 Probability and Statistics II 3 hours
 Prerequisite: MATH 311, “C” or better
 Descriptive statistics, point and interval estimation, sample size, regression, hypothesis testing, goodness of fit, analysis of variance. *(Resident)*

MATH 419 Teaching Mathematics in Secondary Schools 2 hours
 Prerequisite: At least one upper level mathematics course with a minimum grade of “C” and admission to the Educator Preparation Program. Must be taken the semester prior to student teaching in mathematics.
 Special readings in the field of Mathematics Education, planning for mathematics instruction, and evaluation components of this course. May not be counted toward the Mathematics major. *(Resident)*

MATH 420 Teaching Mathematics in Secondary Schools Practicum 1 hour
 Prerequisite: Concurrent enrollment in MATH 419
 As the students are developing proficiency in planning for mathematics instruction, evaluating and learning, they will also gain practical experiences by delivering instruction in a peer setting and/or regular school setting with videotaping. Each presentation is to be critiqued by the “teacher,” the course instructor and the student peers. *(Resident)*

MATH 421 Elementary Abstract Algebra I 3 hours
 Prerequisite: MATH 321, minimum grade of “C”
 Elementary number theory, the theory of groups, sets and mappings, isomorphisms and homomorphisms of groups, the first isomorphism theorem, and a brief introduction to rings. *(Resident)*

MATH 422 Elementary Abstract Algebra II 3 hours
 Prerequisite: MATH 421, minimum grade of “C”
 A continuation of MATH 421. The theory of rings and fields, integral domains, and the theory of polynomials.

MATH 431 Real Analysis 3 hours

Prerequisite: MATH 231 and 321, minimum grades of “C”

The real number system, sets and cardinality, topology of the real numbers, sequences and series, limits, continuity, uniform continuity and convergence, differentiation, and Riemann integration. *(Resident)*

MATH 450 Mathematics Capstone Seminar 1 hour

Prerequisite: MATH 421 and MATH 431 (may be concurrently enrolled)

Integrate previous mathematical coursework and prepare and present mathematical research, both orally and in written form. Consider the relevance of the Christian worldview and a biblical ethical approach to the fields of science, mathematics and technology. Introduction to professional and graduate opportunities available to mathematics graduates. *(Resident)*

MATH 495 Directed Research 1 to 3 hours

Prerequisite: Approval by department chairman

Exploration of a topic beyond that covered in any core course as preparation for graduate level mathematics or a professional career. It may be taken for credit more than once. *(Resident)*

MATH 497 Special Topics in Mathematics 1 to 3 hours
(Resident)

MENTORING

MENT 100 Foundations for Academic Success 3 hours

This course is designed to assist students in their academic adjustment to college. There is a focus on learning and application of study strategies and self-management skills. In addition, emphasis is placed on community and accountability which provide the foundation for academic success. *(Resident)*

MENT 101 Mentoring for University Transition 1 hour

Prerequisite: Freshmen only

This course is designed to provide instruction in study strategies and life skills basic to the successful transition to the university. Within a small group setting, instructors will mentor students in their understanding and application of these concepts. *(Resident)*

MILITARY RESILIENCY

MILT 275 The Resilient Warrior 3 hours

Prerequisite: PSYC 101 or 210

This course will examine in depth the reality of tribulation and trauma in the lives of military warriors (as well as “warriors” in other marketplaces of life), key definitions and factors related to resilience, and the Resilience Life Cycle™ which addresses the Before, During, After, and Learn & Adapt (feedback) phases of personal resilience and Comprehensive Personal Fitness™. *(Online)*

MILT 325 Resilient Military Marriage and Family 3 hours

Prerequisite: MILT 275

This course addresses precepts essential to the development of healthy and resilient military marriages and families. Topics include pre-deployment preparation, deployment, and post-deployment reintegration. Special emphasis is given to the stresses, challenges, and therapeutic needs of military families. *(Online)*

MILT 375 Military Career and Community Transition 3 hours

Prerequisite: MILT 275

This course is designed to introduce undergraduate students to the needs and issues facing our veterans as they seek to reintegrate back into family, community, church and career transitions. Students in this class will be challenged to examine these needs and explore avenues of services for veterans. Students will also develop a faith-based program to help meet needs presented by our military veterans. *(Online)*

MILT 475 Military Mental Health and Behavioral Health 3 hours

Prerequisite: MILT 275

This course will present an introduction to the assessment and treatment of military mental and behavioral health issues, including Post-traumatic Stress Disorder (PTSD), Traumatic Brain Injury (TBI), and related stressors. Topics to be covered include “best practices” for treating depression, suicidal ideation, addictions, and other prevalent mental and behavioral disorders. *(Online)*

MILITARY SCIENCE – ARMY ROTC

MISC 001 Introduction to Applied Military Leadership I 1 hour

Learn the basic military skills of land navigation, communication, and individual movement techniques. Understand the principles of followership as a member of a team. *(Resident)*

MISC 002 Introduction to Applied Military Leadership II 1 hour

Apply the basic military skills as a member of a squad and platoon in situationally based training exercises. *(Resident)*

MISC 003 Intermediate Applied Military Leadership I 1 hour

Learn advanced military skills of land navigation, communications and collective movement techniques. *(Resident)*

MISC 004 Intermediate Applied Military Leadership II 1 hour

Apply advanced military skills as a member of a squad or platoon, serving as team leaders whenever possible in situationally based training exercises. Upon completion, each student is prepared to assume junior leadership positions within the battalion; training, mentoring and developing the first year cadets. *(Resident)*

MISC 005 Advanced Applied Military Leadership I 1 hour

Learn the basics of planning and executing individual and collective training as team, squad and platoon leaders. Serve as the junior leadership of the cadet battalion. *(Resident)*

MISC 006 Advanced Applied Military Leadership II 1 hour

Learn the basics of planning and executing situationally based training exercises as the squad, platoon, and company level leaders. Serve as the junior leadership of the cadet battalion. Upon completion, each student is prepared to successfully complete the leadership Development and Assessment Course at Fort Knox Kentucky and to assume primary leadership positions within the battalion; training, mentoring and developing the second year cadets. *(Resident)*

MISC 007 Advanced Applied Military Leadership III 1 hour

Apply advanced planning and executing skills, attributes and knowledge; assess and critique individual military performance. Serve as the senior leadership of the cadet battalion. *(Resident)*

MISC 008 Introduction to Applied Military Leadership II 1 hour

Apply advanced planning and executing techniques and procedures in the development, executing and evaluation of situationally based training exercises. Serve as the senior leadership of the cadet battalion. Upon completion, each student is prepared for Army’s Basic Leadership Officer Course 2. *(Resident)*

MISC 101 Introduction to the Army and Critical Thinking 1 hour

MISC 101 introduces you to the personal challenges and competencies that are critical for effective leadership and communication. You will learn how the personal development of life skills such as cultural understanding, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession. *(Resident)*

MISC 102 Basic Leadership 1 hour

This course builds upon the fundamentals introduced in the previous semester by focusing on leadership theory and decision-making. Lessons in this semester include: problem solving; critical thinking; leadership theory; followership; group interaction; goal setting; and feedback mechanisms. Upon completion of this semester, cadets should be prepared to advance to more complex leadership instruction concerning the dynamics of organizations. *(Resident)*

MISC 201 Leadership & Decision Making 1 hour

This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development and

small unit tactics. You will be required to demonstrate writing skills and present information briefings as preparation for development in becoming a successful future officer. The Army profession is also stressed through leadership forum and a leadership self-assessment. *(Resident)*

MISC 202 Army Doctrine & Team Development 1 hour

This is an academically challenging course where you will study, practice, and apply the fundamentals of Leadership, Officer Skills, Army Values and Ethics, Personal Development, and Tactics. This course focuses on leadership by providing an extensive examination of the unique purpose, roles, and obligation of commissioned officers. It provides a look at our organizational values and their application to the decision-making process and leadership. *(Resident)*

MISC 301 Training Management & the Warfighting Functions 2 hours

This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a squad in the execution of a mission during a classroom PE, a leadership Lab, or during a Leader Training Exercise (ITX). *(Resident)*

MISC 302 Applied Leadership in Small Unit Operations 2 hours

This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. *(Resident)*

MISC 401 The Army Officer 2 hours

This course is the first of two designed to prepare cadets for the transition to lieutenant. The course emphasizes a continuation of leadership and management exercises intended to synthesize and integrate the principles of leadership learned in previous courses. Topics addressed include staff coordination, fundamental counseling methods, the Army Training Management System, ethical imperatives for the junior officer, and battlefield ethics. *(Resident)*

MISC 402 Company Grade Leadership 2 hours

This course is the culmination of officership training. The course emphasizes the skills required of newly commissioned officers and concludes with a capstone practical exercise entitled "Platoon Leader." Topics include: military justice and leadership; operational law; organizing for military operations; and administrative management and logistics. At the conclusion of this course, newly commissioned officers are prepared to meet the physical, moral, emotional, and intellectual leadership challenges facing the evolving Army in the 21st century. *(Resident)*

MISC 497 Special Topics in Military Science 1–3 hours
(Resident)

MODERN LANGUAGES

MLAN 301 Instructional Design in Teaching Modern Languages 3 hours

This is a foundational course in the profession of TESL emphasizing proficiency in planning, instruction, and curriculum and design, and exposure to educational challenges particular to TESL. *(Resident)*

MUSIC

MUSIC 100 Fundamental Harmony and Musicianship 3 hours

A preparatory course in the rudiments of music, stressing the reading and writing of music notation. This course is an elective and may not be used to meet requirements in general studies or for any major. Preparation for MUSC 105. *(Resident)*

MUSIC 103 Music Appreciation 3 hours

An introduction to major musical styles (including representative composers and compositions) from Antiquity through the 21st century. *(Resident)*

MUSC 105 Harmonic Practices and Theory I 3 hours
Co-requisite: must be taken concurrently with MUSC 107

A practical introduction to harmonic, melodic, and rhythmic principles of music. Musical elements including key signatures, scales, intervals, chords, chord construction and chord progression are introduced as the foundation for harmonic analysis of traditional, contemporary Christian, popular, and jazz music. In addition to the study of common practice theory, special attention is given to the Nashville number system and jazz harmony practices as accepted methodology for music analysis. In-class Praxis provides students opportunity to reinforce learned concepts through collaborative group performance-based learning projects. (Formerly WMUS 103) *(Resident)*

MUSC 106 Harmonic Practices and Theory II 3 hours
Prerequisite: MUSC 105

Co-requisites: must be taken concurrently with MUSC 108; Group or private piano instruction for students needing to successfully pass the Piano Proficiency Examination (PPE)

Continuation of MUSC 105. Harmonic analysis, part-writing techniques, and chord construction are taught in conjunction with the Nashville Number System, jazz analysis, and traditional figured bass. Principles of tonal music are explored including major-minor seventh chords, major-major seventh chords, minor seventh chords, secondary dominant and leading tone chords, and altered or borrowed chords. Harmonic analysis, part-writing, and construction of rhythm charts are emphasized. In-class Praxis provides students opportunity to reinforce learned concepts through collaborative group performance-based learning projects. (Formerly WMUS 104) *(Resident)*

MUSC 107 Musicianship I 1 hour
Co-requisite: must be taken concurrently with MUSC 105.

Listening skills are developed through rhythmic, harmonic, and melodic dictation. Skills are refined through daily sight singing and rhythm exercises from a variety of styles. Special attention is given to tonal center referencing. The ability to identify harmonic rhythm while listening to a variety of musical styles. (Formerly WMUS 105) *(Resident)*

MUSC 108 Musicianship II 1 hour
Prerequisites: MUSC 105 and 107

Co-requisite: must be taken concurrently with MUSC 106
A continuation of MUSC 107. Further study of harmonic, rhythmic, and melodic dictation and continued development of tonal center referencing technique. Students continue to sharpen listening skills by identifying the harmonic rhythm of a variety of music genre. (Formerly WMUS 106) *(Resident)*

MUSC 111 Group Piano I 1 hour
(Classes meet two hours each week)

Enrollment by audition with Keyboard Instructor. A beginning course in piano for students with little or no experience in piano and for students needing remedial study to support MUSC 105, 120 or 121. Strategies for keyboard playing are realized through group instruction, communication of principles for good musicianship, practice room techniques, physical aspects of playing piano, and care of the instrument. MUSC 111 does not satisfy program requirements. *(Resident)*

MUSC 112 Group Piano II 1 hour
(Classes meet two hours each week)

Prerequisite: MUSC 111 or equivalent, or enrollment by permission of Instructor

A group course for students having limited but developing keyboard experience. Instruction includes technical exercises, chords and chord progressions, and development of music reading and performance skills. Fulfills the secondary instrumental requirement in

keyboard. PPE preparation for one approved repertoire selection and *My Country, 'Tis of Thee*. (Formerly WMUS 140) (*Resident*)

NOTE: MUSC 111 and 112 taken consecutively are considered as equivalent to one semester of MUSC 141 by the School of Music.

MUSC 120 Group Voice I 1 hour
(Classes meet two hours each week)

Studies in vocal technique and the performance of various musical styles. Includes instruction in musicianship, and performance techniques. Fulfills the secondary vocal requirement. (Formerly WMUS 120) (*Resident*)

MUSC 121 Voice (Freshman) 1 or 3 hours
Private lessons in singing, based on department policies. Admission by audition. (Formerly WMUS 125) (*Resident*)

MUSC 122 Voice (Freshman) 1 or 3 hours
Prerequisite: MUSC 121
Continuation of MUSC 121, private lessons in singing, based on department policies. (*Resident*)

MUSC 133 Contemporary Techniques in Composition I 1 to 3 hours
Prerequisite: Permission of instructor

This course focuses on the new musical and technological techniques and aesthetics of contemporary film composing. Development of rudimentary skill in traditional and non-traditional composition practices using technology. Creation of short works emphasized. (*Resident*)

MUSC 139 Contemporary Techniques in Composition II 1 to 3 hours
Prerequisite: MUSC 133 or permission of instructor

Continuation of MUSC 133. This course focuses on continued investigation of the new musical and technological techniques and aesthetics of contemporary film composing. Continued development of skill in traditional and non-traditional composition practices using technology. Creation of short works reflecting diverse dramatic styles is emphasized. (*Resident*)

MUSC 141 Private Piano (Freshman) 1 or 3 hours
Prerequisite: Audition and/or permission of instructor.

Private lessons in piano, organ or harpsichord performance, based on department policies. Admission by audition. (Formerly WMUS 145) (*Resident*)

MUSC 142 Private Piano (Freshman) 1 or 3 hours
Prerequisite: MUSC 141

Continuation of MUSC 141, private lessons in piano or organ, based on department policies. (*Resident*)

MUSC 143 Jazz Improvisation and Lab I 3 hours

The development of instrumental and vocal improvisation skills incorporating harmony, melody, rhythm and form. Musical styles include traditional and contemporary jazz. Class structure is performance based. Each semester will culminate in a public performance featuring large and small groups. (*Resident*)

MUSC 150 Group Guitar I 1 hour
(Classes meet two hours each week)

A group guitar course designed for students with limited experience with the instrument. Instruction includes technical exercises, chords and chord progressions, and development of music reading and performance skills in classical, contemporary, gospel, and jazz styles. Fulfills the need for secondary instrumental requirement in guitar. (Formerly WMUS 150) (*Resident*)

MUSC 151 Guitar, Strings, Brass, Woodwinds, Percussion (Freshman) 1 or 3 hours
Prerequisite: Audition and/or permission of instructor

Private lessons in the instruments of the band or orchestra based on department policies. (Formerly WMUS 155) (*Resident*)

MUSC 152 Guitar, Strings, Brass, Woodwinds, Percussion (Freshman) 1 or 3 hours

Prerequisite: MUSC 151

Continuation of MUSC 151, Private lessons in the instruments of the band or orchestra based on department policies. (*Resident*)

MUSC 178 The Worship Choir I 1 hour

This large choral ensemble provides students opportunity to experience various styles of music in the choral tradition: classical, Black Gospel, pop, traditional gospel, worship and praise, scripture song, sacred classic, Southern Gospel, and more. In addition to literature, vocal, choral blend, and group discipline are developed through vocal exercises, various performance technique, and on-campus or area concert opportunity. Special attention is given to the preparation and presentation of the annual *Christmas on the Boulevard* and spring *Night of Worship* concerts. This entry level ensemble does not require an audition. (Formerly WMUS 180) (*Resident*)

MUSC 179 Classical Guitar Ensemble I 1 hour
Prerequisite: Audition and/or permission of instructor

An ensemble comprised of guitarists; performs repertoire composed or arranged for guitar. Activities include on and off campus formal concert presentations. (*Resident*)

MUSC 180 University Chorale I 1 hour
Prerequisite: Audition and/or permission of instructor

A mixed choral ensemble that stresses the development of strong choral skills. Activities includes major concerts on and off campus. Admission by audition. (*Resident*)

MUSC 181 Concert Choir I 1 hour
Prerequisites: Audition and/or permission of instructor; satisfactory vocal and sight reading skills

A mixed choral ensemble focusing on repertoire for chorus and choral/orchestral ensembles which is drawn from literature of the Renaissance through the present, both sacred and secular. Admission by audition. (*Resident*)

MUSC 182 Chamber Singers I 1 hour
Prerequisite: Audition and/or permission of instructor

A small mixed choral ensemble that performs sacred and secular music of all historical music periods, focusing on advanced choral repertoire. Annual Spring tour. Admission by audition. (*Resident*)

MUSC 183 Jazz Ensemble I 1 hour
Prerequisite: Fall audition

An auditioned ensemble specializing in jazz ensemble repertoire. Reading and musical interpretation of jazz rhythms and notation are stressed. Improvisational and ensemble skills are developed. The ensemble performs frequently on and off campus. (*Resident*)

MUSC 184 Marching Band I 1 hour
(Fall semesters only)

Open to any student with previous experience on a woodwind, keyboard, brass or percussion instrument. No audition is necessary for Marching Band. The Spirit of the Mountain Marching Band performs at home football games, at selected away football games and in various parades and competitions. Members audition for placement.

MUSC 185 Symphony Orchestra I 1 hour

The Liberty University Symphony Orchestra is an instrumental ensemble for string, woodwind, brass, and percussion players. Special attention is given to the preparation and presentation of on and off campus concerts. Membership is by audition only, and open to all Liberty University students, faculty, and staff. Optional Spring Tour. (*Resident*)

MUSC 186 Brass Choir I 1 hour
Prerequisite: Audition and/or permission of instructor

A small brass ensemble. Repertoire includes music from the Renaissance through the present. Participation engenders performance proficiency and musical understanding through small ensemble rehearsal and performance, including appearances on

campus, presentations in schools and concerts at local churches. Admission by permission of instructor. *(Resident)*

MUSC 187 *University Band I* 1 hour

Prerequisite: Audition and/or permission of instructor

An auditioned ensemble for woodwind, brass, and percussion students. Repertoire includes original and transcribed band works from all eras. The purpose is to develop to proficiency and musical understanding of the student through large ensemble rehearsal and performance. *(Resident)*

MUSC 188 *Woodwind Choir I* 1 hour

Prerequisite: Audition and/or permission of instructor

Small ensemble experiences for woodwind players. Repertoire includes music from the Renaissance through the present. Performances may include Liberty University student recitals as well as presentations in area schools and churches. Admission by permission of instructor. *(Resident)*

MUSC 189 *Celebration Choir* 1 hour

The course involves participation with the choir and orchestra ministry of Thomas Road Baptist Church. Students experience the rigors of preparing for a weekly music ministry in a large, mega church. Attention is given to the study of choral blend, group discipline, programming, ministry through large choral ensemble, and broad literature selection unique to the various needs of the evangelical worship community. (Required for all music and worship majors during the 2nd semester of the freshman year) (Formerly WMUS 189) *(Resident)*

MUSC 192 *Percussion Ensemble I* 1 hour

Small ensemble experience for percussionists; specializing in modern percussion repertoire and world music. Reading and musical interpretation of a wide variety of musical styles are developed. The ensemble performs frequently on and off campus. Required for percussion majors in the B.M. in Music Education or the B.M. in Performance degrees. Other members admitted by permission of instructor. *(Resident)*

MUSC 193 *Chamber Music Ensemble I* 1 hour

Prerequisite: Audition and/or permission of instructor

This course is designed to provide students the opportunity to participate in various chamber formations, receive weekly coaching, attend master classes with faculty members and guests as required, and present a public performance during the term. *(Resident)*

MUSC 194 *Wind Symphony I* 1 hour

(Offered Spring semester)

Prerequisite: Audition and/or permission of instructor

An auditioned instrumental ensemble for advanced woodwind, brass and percussion students. Repertoire includes original and transcribed wind ensemble works from all eras. Wind Ensemble performs on campus and makes an extensive Spring tour annually. *(Resident)*

MUSC 200 *Music, Art, Worship and Culture* 3 hours

Prerequisite: ENGL 101

This course is a comprehensive survey of music, art, worship and culture in daily life, career choice and profession. Introductory concepts of formational, transformational, relational, missional, reproducible and biblical principles for artistic development are established. Application is made to the basic relationship between old and new testament worship in 21st century culture. Students complete a project that provides significant experience in research preparation and processes, including: developing literature review, building bibliography, thesis and outline construction, and crafting of meaningful narrative. *(Resident)*

MUSC 201 *Creative Worship* 3 hours

This course is an introductory study of the practical issues involved in planning and facilitating creative corporate worship. Application is made to worship planning, lighting design, audio and video production, presentation software, vocal and instrumental team

communication and rehearsal, staging, banners, liturgical dance, and a variety of multi-media possibilities. Students will prepare a class project that represents understanding and application of creative worship techniques. *(Resident)*

MUSC 202 *Old and New Testament Music and Worship* 3 hours

(Offered fall semester)

Prerequisites: MUSC 200 and 201

This course presents principles of Old and New Testament Music and Worship. Included is a discussion of pre-tabernacle, tabernacle, temple, and synagogue music and worship. An overview of how Jesus, the disciples, and early Christians incorporated music and worship in their daily practices. *(Resident)*

MUSC 203 *Commercial Music Theory and Harmonic Practices I* 2 hours

Prerequisites: MUSC 105 and 106

Co-requisite: must be taken concurrently with MUSC 207

A continuation of MUSC 106. This course includes the study of modulation techniques in traditional, popular and commercial music genres. Students investigate jazz and extended harmonies used in commercial music and make application of analytical techniques to various literatures. Harmonic function is taught through "praxis" methodology. *(Resident)*

MUSC 204 *Commercial Music Theory and Harmonic Practices II* 2 hours

(Offered Spring semester)

Prerequisites: MUSC 105, 106 and 203

Co-requisite: must be taken concurrently with MUSC 208.

A continuation of MUSC 203. Music structure, form, and melodic contour are studied and applied to various traditional and popular music genres. Students learn principles of 2-part counterpoint, fugue, and variation technique as related to the practice of songwriting and evaluation of commercial music. Harmonic function is taught through "praxis" methodology. *(Resident)*

MUSC 205 *Chromatic Harmony* 3 hours

Prerequisites: MUSC 105 and 106

Co-requisite: piano instruction for students who have not passed the Piano Proficiency Examination

Continuation of MUSC 106. Studies in chromatic harmony and formal procedures of the 18th and 19th century. *(Resident)*

MUSC 206 *Chromatic Harmony II* 3 hours

(Offered Spring semester)

Prerequisites: MUSC 105, 106 and 205

Co-requisite: piano instruction for students who have not passed the Piano Proficiency Examination

Continuation of MUSC 205. Studies in musical forms and procedures as well as 20th century music theory, focusing on harmonic procedures. *(Resident)*

MUSC 207 *Musicianship III* 1 hour

Prerequisite: MUSC 106 and 108

Co-requisite: must be taken concurrently with MUSC 203 or 205

A continuation of MUSC 108. Continued development of the musician's listening skills as applied to tonal center referencing, harmonic dictation, melodic identification, and rhythmic imitation. *(Resident)*

MUSC 208 *Musicianship IV* 1 hour

Prerequisites: MUSC 106, 108, 203 or 205, and 207

Co-requisite: must be taken concurrently with MUSC 204 or 206

A continuation of MUSC 207. Continued development of music-reading and listening skills as applied to tonal center referencing, harmonic dictation, melodic identification, and rhythmic imitation. *(Resident)*

MUSC 210 *Introduction to Music Education* 1 hour

Prerequisite: Audition and/or permission of instructor

Introduction and orientation to historical, philosophical, and sociological foundations of music education. Overview of ethical, legal, and contemporary trends and implications for music education are included. *(Resident)*

MUSC 213 *Survey of Popular and Jazz Music Literature* 3 hours

Prerequisite: ENGL 101

An introduction to popular and jazz music writers, influences, and trends. Emphasis is placed on a general overview of personalities and their unique influences within each of these genres. Connection to music of the evangelical culture is also considered. *(Resident)*

MUSC 218 *Fundamentals of Music Production & Audio Engineering* 3 hours

This course provides "hands-on" experience and training in studio production techniques. Students learn studio making for instruments and voice, digital audio workstations, console mixing, and general techniques for studio producing. As part of this course, students will collaborate to produce music demo recordings. *(Resident)*

MUSC 220 *Group Voice II* 1 hour
(Classes meet two hours each week)

Prerequisite: MUSC 120 or recommendation by audition.

This is a continuation of principles learned in MUSC 120, Intermediate-level Class Voice. Continued instruction in musicianship and vocal performance technique. Students study principles of vocal diction as applied to various musical style and general rules for singing in the Italian, French, and German languages. Fulfills the secondary vocal requirement. *(Resident)*

MUSC 221 *Voice (Sophomore)* 1 or 3 hours
Prerequisite: MUSC 122

Continuation of private lessons in singing, based on department policies. *(Resident)*

MUSC 222 *Voice (Sophomore)* 1 or 3 hours
Prerequisite: MUSC 221

Continuation of private lessons in singing, based on department policies. *(Resident)*

MUSC 233 *Private Composition (Sophomore)* 1 to 3 hours
Prerequisite: MUSC 139 and Audition

Continuation of MUSC 139. Private instruction in film scoring/composition based on department policies. Foundational and contemporary repertoire and techniques studied. Emphasis is on preparing for Christian artist ministry in the area of film music production and television/video game scoring. Admission by audition. *(Resident)*

MUSC 239 *Private Composition (Sophomore)* 1 to 3 hours
Prerequisite: MUSC 233 and Audition

Continuation of MUSC 233. Private instruction in film scoring/composition based on department policies. Foundational and contemporary repertoire and techniques studied. Emphasis is on preparing for Christian artist ministry in the area of film music production and television/video game scoring. *(Resident)*

MUSC 241 *Private Piano (Sophomore)* 1 or 3 hours
Prerequisite: MUSC 142

Continuation of MUSC 142, private lessons in piano or organ, based on department policies. *(Resident)*

MUSC 242 *Private Piano (Sophomore)* 1 or 3 hours
Prerequisite: MUSC 241

Continuation of MUSC 241, private lessons in piano or organ, based on department policies. *(Resident)*

MUSC 243 *Group Piano III* 1 hour
(Classes meet two hours each week)

Prerequisite: MUSC 112 or equivalent, or audition and/or permission of instructor

A continuation of MUSC 112. This is a group piano course for students wishing to develop music reading, chords and chord

progressions, performance technique, improvisational and sight reading skills. Fulfills the secondary instrumental requirement in keyboard. PPE preparation for one repertoire selection, Four part harmonization at the piano, and Scales. *(Resident)*

MUSC 244 *Group Piano IV* 1 hour
(Classes meet two hours each week)

Prerequisite: MUSC 243 or equivalent, or audition and/or permission of instructor

A continuation of MUSC 243. This course provides continued instruction in technical exercises, chords and chord progressions, music reading and development of improvisational and performance skills. Students are expected to participate in group sight-reading exercises. Fulfills the secondary instrumental requirement in keyboard. PPE preparation for one repertoire selection, four part harmonization at the piano, chord charts, and arpeggios. *(Resident)*

MUSC 247 *Jazz Piano I* 1 hour
Prerequisite: MUSC 243 or equivalent; permission of instructor

For non-piano primaries. In this course basic comping technique and harmonic continuity are emphasized. Triads, seventh chords, melody, and accompaniment are applied to standard song forms and blues. *(Resident)*

MUSC 248 *Jazz Guitar I* 1 hour
Prerequisite: MUSC 250 or equivalent; permission of instructor

For non-guitar primaries. In this course basic comping technique and harmonic continuity are emphasized. Triads, seventh chords, melody, and accompaniment are applied to standard song forms and blues. *(Resident)*

MUSC 250 *Group Guitar II* 1 hour
(Classes meet two hours each week)

Prerequisite: MUSC 150

A continuation of MUSC 150, this course provides instruction in more advanced chords and chord progressions, continued development of music reading, contemporary lead sheets, and performance in classical, Gospel, Contemporary Christian, rock and roll and jazz styles. Improvisational techniques and chord substitutions and construction are also explored. Fulfills the need for secondary instrumental requirement in guitar. *(Resident)*

MUSC 251 *Guitar, Strings, Brass, Woodwinds, Percussion (Sophomore)* 1 or 3 hours
Prerequisite: MUSC 152

Continuation of MUSC 152, private lessons in the instruments of the band and orchestra, based on department policies. *(Resident)*

MUSC 252 *Guitar, Strings, Brass, Woodwinds, Percussion (Sophomore)* 1 or 3 hours
Prerequisite: MUSC 251

Continuation of MUSC 251, private lessons in the instruments of the band and orchestra, based on department policies. *(Resident)*

MUSC 285 *The Worship Orchestra I* 1 hour
Prerequisite: Audition and/or permission of instructor

This is an instrumental ensemble that provides students opportunity to experience and perform the various styles of music used in a worship program of a large evangelical worship ministry. The ensemble usually includes rhythm section, wind, brass, string and percussion instruments. On occasion, the group may include vocals. A primary function of the group is to provide accompaniment to the choral ensembles in the School of Music. *(Resident)*

MUSC 286 *The Gospel Choir I* 1 hour
Prerequisite: Audition and/or permission of instructor

The Gospel Choir is a 25-30 member choir representing the historical and diverse traditions of African American choral music. The ensemble serves in an official public relations capacity for the University, The School of Music, and Center for Music and Worship. The Gospel Choir generally participates in Annual Christmas on University Blvd. and Spring Music Night Concerts, weekly convocations, TRBC worship services, Liberty University fundraising

events and an annual weekend tours. Up to two hours credit from Gospel Choir may be applied as "approved credit" for any music degree. *(Resident)*

MUSC 287 Jazz Guitar Ensemble I 1 hour

Prerequisite: Audition and/or permission of instructor

An auditioned guitar ensemble specializing in the study of jazz music. Reading and musical interpretation or rhythms and notation are stressed. Improvisational and accompaniment skills are developed. The ensemble performs on campus as needed during each semester. *(Resident)*

MUSC 289 The Worship Choir II 1 hour

Prerequisite: Audition and/or permission of instructor

This is a large ensemble providing students opportunity to experience the various styles of music, including: Black Gospel, traditional gospel, worship and praise, scripture song, sacred classic, Southern Gospel, and more. Special attention is given to the preparation and presentation of the Annual Christmas on University Blvd. and Spring Music Night Concerts. Optional Spring Tour. *(Resident)*

MUSC 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind

Supervised field experience at an approved site. Application procedures processed through the School of Music and Career Center. Must apply semester prior to internship. *(Resident)*

MUSC 301 Brass Pedagogy 3 hours

Prerequisite: Permission of instructor

Analysis and teaching of brass instrumental technique. Evaluation of private class teaching methods and materials. Brief survey of brass instrument history, construction and maintenance. Introduction to brass bibliography. A survey of brass literature styles and performance practices. *(Resident)*

MUSC 302 Commercial Music Techniques for Worship 3 hours

Prerequisites: MUSC 203 or MUSC 205

Principles of the development and performance practice of contemporary music ensembles for worship. Students learn the importance of building and developing the rhythm section, rock and roll type instrumental ensembles, and vocal teams. Additional time is spent on rehearsal and performance technique and the use of rhythm section with vocal ensemble. *(Resident)*

MUSC 303 Dynamics of Leading Vocal Team and Ensemble 3 hours

Prerequisites: MUSC 204, 206, and 302, or permission of instructor

This is a methods class that deals with principles and processes for building vocal teams in traditional and non-traditional settings. Attention is given to the role of the vocal musician, pedagogy for adult singers, repertoire development, and processes for nurturing large and small vocal ensembles. *(Resident)*

MUSC 304 Keyboard Pedagogy 3 hours

(Offered Spring semester)

Prerequisite: Permission of instructor

Discussion of teaching strategies and analysis of studio piano instruction. Evaluation of studio teaching methods and materials. A survey of keyboard literature, styles and performance practices. *(Resident)*

MUSC 305 Woodwind Pedagogy 3 hours

Prerequisite: Permission of instructor

Analysis and teaching of woodwind instrumental technique. Evaluation of private class teaching methods and materials. Brief survey of woodwind instrument history, construction and maintenance. Introduction to woodwind bibliography. A survey of woodwind literature styles and performance practices. *(Resident)*

MUSC 306 Form and Analysis 3 hours

(Offered fall semester)

Prerequisite: MUSC 204 or 206

Instruction in principles of the analysis of small and large musical forms and procedures, including binary, ternary, rondo, variation, sonata, fugue and imitative procedures. *(Resident)*

MUSC 308 Percussion Pedagogy 3 hours

Prerequisite: Permission of instructor

Analysis and teaching of percussion technique. Evaluation of private class teaching methods and materials. Brief survey of percussion history, construction and maintenance. Introduction to percussion bibliography. A survey of percussion literature styles and performance practices. *(Resident)*

MUSC 309 Orchestration 3 hours

(Offered Spring semester)

Prerequisites: MUSC 204 or MUSC 206

Principles of instrumental scoring for orchestra, symphonic band, wind ensemble, pop-orchestra with rhythm section or any number of other combinations. Course assignments are primarily scoring for the various instrumental sections, culminating in a setting of a select keyboard work for large ensemble. *(Resident)*

MUSC 310 Principles of Arranging 3 hours

Prerequisites: MUSC 203 or 205; MUSC 330 or permission of instructor.

This course provides basic arranging technique for various pop-music genres. Special attention is given to developing arranging technique for rhythm sections, small vocal and instrumental ensemble, studio recordings, and larger vocal and instrumental ensemble. Students complete a major arranging project for presentation in an end of the semester concert setting. *(Resident)*

MUSC 311 Music History (Antiquity – 1750) 3 hours

(Offered fall semester)

Prerequisites: MUSC 105 and 106

A survey of Western European music from Antiquity to 1750 A.D. *(Resident)*

MUSC 312 Music History (Since 1750) 3 hours

(Offered Spring semester)

Prerequisites: MUSC 105 and 106

A systematic survey of music history since the Baroque era. *(Resident)*

MUSC 313 History of Music and Worship 3 hours

This is a historical study of the changes in music and worship practice as shaped by: the Great Awakenings; the four periods of music history (Renaissance, Baroque, Classical and Romantic); and, the influences in culture, ecclesiastical norms, and various modern worship movements. *(Resident)*

MUSC 314 Music in World Cultures 3 hours

A comprehensive overview of cultural traditions, belief systems, and practices of world cultures as approached through the study and analysis of the music of ethnic groups. *(Resident)*

MUSC 315 Basic Conducting 2 hours

Prerequisites: MUSC 105, 106, or permission of instructor

Rudimentary instruction in conducting techniques for traditional and non-traditional settings. Knowledge and skill areas stressed are: basic conducting gestures and patterns; score interpretation; rehearsal management and technique; programming considerations; and special problems in vocal and instrumental situation. *(Resident)*

MUSC 316 Choral Conducting 2 hours

Prerequisite: MUSC 315

Practical training in directing choral ensembles. Development of basic conducting techniques with emphasis on musical interpretation of selected works. Includes ensemble management, score study, rehearsal techniques, and performance techniques. *(Resident)*

MUSC 317 Instrumental Conducting 2 hours

Prerequisite: MUSC 315

Practical training in directing instrumental ensembles. Development of baton and left-hand techniques with emphasis on

musical interpretation of selected works. Includes score study, rehearsal techniques and performance techniques. *(Resident)*

MUSC 318 Choral Arranging 2 hours
(Offered fall semester)

Prerequisites: MUSC 203 or 205

A study of the techniques and procedures required in arranging and composing for voices. Skills will be developed through extensive written assignments. *(Resident)*

MUSC 319 Choral Literature 2 hours
(Offered fall semester, even numbered years, on demand)

Prerequisite: MUSC 206

A survey of sacred and secular choral literature, medieval to the present; emphasis on the madrigal, oratorio, contemporary British and American music. *(Resident)*

MUSC 320 Group Voice III 1 hour
(Classes meet two hours each week)

Prerequisite: MUSC 220, or audition and/or permission of instructor

This is a continuation of principles learned in MUSC 220 including instruction in: vocal technique; various musical styles; musicianship; performance techniques; principles of vocal diction; and singing in the Italian, French and German languages. Fulfills the secondary vocal requirement. *(Resident)*

MUSC 321 Voice (Junior) 1 or 3 hours

Prerequisites: MUSC 222 and successful completion of the Junior Candidacy Performance review

Continuation of private lessons in singing, based on department policies.) *(Resident)*

MUSC 322 Voice (Junior) 1 or 3 hours
Prerequisite: MUSC 321

Continuation of MUSC 321, private lessons in singing, based on department policies. *(Resident)*

MUSC 323 Leadership, Philosophy, Music and Organization 3 hours

(Offered fall semester)

Prerequisites: MUSC 201, 313

This course addresses the practical principles of music and worship leadership including: issues of integrity and character; developing and implementing philosophy; establishing chains of command; dangers of insubordination; time management, staff relationships; administrative responsibilities for musicians; journaling; building a calendar; budgeting, and discipleship training; building staff; and family. (Formerly WRSP 321) *(Resident)*

MUSC 326 History of Jazz 3 hours
Prerequisite: MUSC 203

This course presents an overview of the development of jazz traditions during the 20th century. Key innovators from jazz' multifaceted history are discussed. As a distinctly American music form, jazz has often challenged existing distinctions between "art" and "popular" music, and today is an internationally respected art form. These distinctions are explored related to the changing roles and meanings of jazz within society. *(Resident)*

MUSC 327 Jazz Styles and Analysis 3 hours
Prerequisite: MUSC 203

Survey and analysis of jazz styles including ragtime, early jazz, swing, bebop, the cool school, hard bop, modal and contemporary styles. Repertoire, improvisation, instrumentation, role of instruments, major innovators and important groups are discussed. Includes transcription of jazz solos and their stylistic analysis. *(Resident)*

MUSC 329 Fundamentals of Sound Reinforcement 3 hours

This course provides "hands-on" experience and training in sound system setup, design, implementation and live front of house and monitor mixing for venues, tours and houses of worship. Students will apply their live production skills in sound mixing projects using digital console show files and virtual sound check. *(Resident)*

MUSC 330 Music Technology I: Notation 3 hours
(Offered Spring semester)

Prerequisites: MUSC 106, 108, or permission of instructor

The study of computer competencies for the use of Finale music notation software in a variety of settings: education; church music; worship presentation; and, Music Industry. This includes, but is not limited to, the creation of: lead sheets, piano-vocal, guitar, praise band, choral charts and full orchestrations. Musical knowledge is combined with technological skill in entering music notation and producing written music of a publishing level. *(Resident)*

MUSC 331 Composition I 2 hours

Prerequisites: MUSC 204 or 206 and 208; may be repeated.

Building on the foundations of music theory and other areas of musical training, this course is an applied study of the musical and creative process for composing original music. *(Resident)*

MUSC 332 Composition II 2 hours

Prerequisite: MUSC 331; may be repeated

A continuation of MUSC 331. This is a more advanced experience in the creative process of composing original music, building on the foundations of music theory and other areas of musical training, and including coverage of stylistic integrity and standard notation. Emphasis is on greater use of extended harmony, chromaticism and twentieth-century procedures. *(Resident)*

MUSC 333 Private Composition (Junior) 1 to 3 hours

Prerequisite: MUSC 239 and Audition

Continuation of MUSC 239. Private instruction in film scoring/composition based on department policies. Foundational and contemporary repertoire and techniques studied. Emphasis is on preparing for Christian artist ministry in the area of film music production and television/video game scoring. *(Resident)*

MUSC 334 Music Technology II: Sequencing 3 hours

Prerequisites: MUSC 106, 108 and 330; or permission of instructor

This course is the investigation of computer applications for a variety of musical purposes, including: competencies in the use of music recording software; sequencing; music programming, using loops in live and recording application; integrating midi and digital audio; capturing, editing, and storing digital audio data; multi and single tracking; Video Sound Technology (VSTs); and sound shaping. Special attention is given to the practical application of the technological use of digital, computer software to classroom instruction, weekly worship ministry, and a variety music industry applications. *(Resident)*

MUSC 335 Introduction to Film Scoring 3 hours
Prerequisites: MUSC 309, 310

This course addresses the prevalent and recurrent need in films to emulate a wide variety of stylistic scoring approaches appropriate to the period setting and or/specific ethnic locale of a screenplay. Discussion included approaches to research and adaptation of authentic musical styles. (Such styles include, for example, 17th century European, African, 1920s American, etc.). Emphasis is placed on careful attention to instrumentation, arranging, orchestration, and dramatic theme development. *(Resident)*

MUSC 336 Orchestration for Film and Media 3 hours
Prerequisites: MUSC 334 (or CINE 271), and MUSC 335

This course focuses on the exploration and application of traditional and contemporary orchestration techniques to support and achieve intended dramatic effect. Regular assignments involve the use of orchestration as an important compositional tool to successfully meet the emotional requirements of a wide variety of dramatic situations. *(Resident)*

MUSC 337 Scoring Techniques for Film and Media 3 hours
Prerequisites: MUSC 334 or CINE 271, and MUSC 335

Techniques used in composing and scoring music for television and film productions; practical writing experience. Assignments

representing realistic situations will be recorded synchronously to the specific needs of film scenes. *(Resident)*

MUSC 338 *Groove Writing* 2 hours

Prerequisite: MUSC 334 or CINE 271

Development of groove writing skills in a variety of styles. Use of technology, loop creation, and sequencing skills. *(Resident)*

MUSC 339 *Private Composition (Junior)* 1 to 3 hours

Prerequisite: MUSC 333

Continuation of MUSC 333. Private instruction in film scoring/composition based on department policies. Foundational and contemporary repertoire and techniques studied. Emphasis is on preparing for Christian artist ministry in the area of film music production and television/video game scoring. *(Resident)*

MUSC 341 *Private Piano (Junior)* 1 or 3 hours

Prerequisite: MUSC 242.

Continuation of private lessons in piano or organ, based on department policies. (Formerly WMUS 345) *(Resident)*

MUSC 342 *Private Piano (Junior)* 1 to 3 hours

Prerequisites: MUSC 341.

Continuation of MUSC 341, private lessons in piano or organ, based on department policies. *(Resident)*

MUSC 343 *Jazz Improvisation and Lab II* 3 hours

Prerequisite: MUSC 143

This course is a continuation of Jazz Improvisation I. Students will explore advanced techniques of jazz performance and improvisation. Students will also explore the process of integrating new materials and improvisation methods into their playing. Class structure is performance based. Each semester will culminate in a public performance featuring large and small groups, jazz standards or original compositions. *(Resident)*

MUSC 345 *Group Piano V* 1 hour

(Classes meet two hours each week)

Prerequisite: MUSC 244 or equivalent, or enrollment by audition and/or permission of instructor.

A continuation of MUSC 244, this is a group piano course for students continuing to broaden music experiences, develop chords and chord progressions, music reading, and improvisational and performance skills. PPE preparation for the *Star-Spangled Banner* and Sight-reading. *(Resident)*

MUSC 346 *Group Piano VI* 1 hour

(Classes meet two hours each week)

Prerequisite: MUSC 345 or equivalent, or enrollment by audition and/or permission of instructor

A continuation of MUSC 345, this course provides class instruction that helps broaden music experiences, develop chords and chord progressions, music reading, published jazz and pop band charts, and improvisational and performance skills. Additional attention is given to developing skills as a member of jazz, gospel, worship or rock and roll band. (Formerly MUSC 246) *(Resident)*

MUSC 347 *Jazz Piano II* 1 hour

Prerequisite: MUSC 247 or equivalent; permission of instructor

For non-piano primaries. Continuation of MUSC 247. In this course advanced comping technique and chord voicings are emphasized. Intermediate accompaniment techniques are applied to standard song forms and blues. *(Resident)*

MUSC 348 *Jazz Guitar II* 1 hour

Prerequisite: MUSC 248 or equivalent; permission of instructor

For non-guitar primaries. Continuation of MUSC 248. In this course advanced comping technique and chord voicings are emphasized. Intermediate accompaniment techniques are applied to standard song forms and blues. *(Resident)*

MUSC 349 *Ethnic Music Ensemble* 1 hour

An ensemble for beginning and proficient musicians that explores, through performance, some of the world's musical instruments, styles, and playing techniques. *(Resident)*

MUSC 350 *Group Guitar III* 1 hour

(Classes meet two hours each week)

Prerequisite: MUSC 250; audition and/or permission of instructor

A continuation of MUSC 250, this course provides instruction in more advanced chords and chord progressions, music reading, improvisational techniques, chord substitutions, chord construction. Contemporary lead sheets and performance in classical, Gospel, Contemporary Christian, rock and roll, and jazz styles. Scale studies and extended chords are stressed. Designed to fulfill the need for secondary instrumental requirement in guitar. *(Resident)*

MUSC 351 *Guitar, Strings, Brass, Woodwinds, Percussion (Junior)* 1 or 3 hours

Prerequisite: MUSC 252

Continuation of MUSC 252, private lessons in the instruments of the band and orchestra, based on department policies. *(Resident)*

MUSC 352 *Guitar, Strings, Brass, Woodwinds, Percussion (Junior)* 1 or 3 hours

Prerequisite: MUSC 351

Continuation of MUSC 351, private lessons in the instruments of the band and orchestra, based on department policies. *(Resident)*

MUSC 355 *Brass Techniques* 2 hours

(Offered Spring semester)

Preparation for teaching brass instruments. Emphasis on teaching technique and actual playing of brass instruments. *(Resident)*

MUSC 357 *Woodwind Techniques* 2 hours

(Offered fall semester)

Prerequisites: MUSC 105 and 106

Preparation for teaching woodwind instruments. Emphasis on teaching technique and actual playing of woodwind instruments. *(Resident)*

MUSC 360 *Commercial Improvisation Techniques* 2 hours

Prerequisites: MUSC 203 or 205

This is a praxis-based course that provides opportunity for students to develop skills in strategic areas of vocal or instrumental improvisational technique. Investigative studies include the relationship between improvisation and harmonic context in contemporary popular, rock, black gospel, and jazz idioms. *(Resident)*

MUSC 362 *Studio Producing, Mixing & Audio Engineering* 3 hours

Prerequisites: MUSC 218 and MUSC 329

This course provides the fundamentals of audio recording and producing including equipment function and application, recording console operation, microphone technique, first and second engineer skill sets, session setup, signal processing, troubleshooting, and critical listening as well as fundamentals for music production and album creation. *(Resident)*

MUSC 364 *Contemporary Styles Survey I* 1 hour

This course covers rhythm chart reading through the use of detailed transcriptions and arrangements in a wide range of styles including pop, rock, funk, country, black gospel, and contemporary instrumental. Emphasis is placed on production of rhythmic groove, management of rhythm section, and basic arranging concepts. *(Resident)*

MUSC 365 *Contemporary Styles Survey II* 1 hour

In this course, students learn contemporary rhythm chart reading through extensive use of transcriptions and professionally written arrangements. Focus is placed on sight-reading, pitch and improvisation concepts within diverse styles. *(Resident)*

MUSC 366 *Jazz Arranging* 3 hours

Prerequisite: MUSC 330

This course focuses on arranging and orchestrating music for jazz ensemble. Basic and intermediate techniques for creative writing in the jazz idiom are applied to small and large jazz ensembles. Major projects are required for the completion of this course. Computer

notation is required for all projects. Select student projects are submitted for reading session. *(Resident)*

MUSC 367 Jazz Pedagogy 3 hours

Prerequisite: MUSC 360; MUSC 364 or MUSC 365

This course introduces students to the methodologies and resources of jazz pedagogy. Students will learn appropriate literature for a variety of age levels, approaches to improvisation, and rehearsal techniques for both the large and small jazz ensemble. *(Resident)*

MUSC 368 Junior Commercial Music Program 3 hours

Prerequisite: Approval of the student's Commercial Music instructor

A faculty-supervised 30 minute program devoted to the presentation of literature representative of commercial music styles and reflective of the student's commercial music emphasis. The student must demonstrate ability to prepare, rehearse, organize, and promote their program. Use of a variety of media, Scripture, lighting, and video are expected. The student's final commercial music program must be approved by Faculty Committee. *(Resident)*

MUSC 369 Principles of Audio Mixing & Producing 1 hour

Prerequisite: MUSC 362

This course provides an in-depth study of music production, audio engineering, critical listening, and studio work-flow including complex recording scenarios such as rhythm section tracking, big band and orchestra recording. Also included is an in-depth study of music album production covering complex and sensitive production situations. *(Resident)*

MUSC 370 Private Songwriting 1-3 hours

Prerequisite: MUSC 371

Weekly private instruction in developing and crafting the skill of songwriting. The study includes principles for writing melody, harmony, rhythm, lyric, song form, building demos and producing songs suitable for publishing in a commercial market. Application will be made to contemporary worship practices. Students will perform original songs. Audition and recommendation of instructor required. (Formerly WMUS 370) *(Resident)*

MUSC 371 Survey of Songwriting Literature 3 hours

(Offered fall semester only)

An introduction to the craft, development and history of songwriting. Attention will be given to the study and evaluation of song form, both historic and contemporary. General techniques of songwriting and the specific approaches of selected songwriters will be explored in connection with biblical doctrine and theologies, music practices, and worship practices in the Evangelical community. (Formerly WMUS 371) *(Resident)*

MUSC 372 Entrepreneurship and the Christian Music Community 3 hours

(Offered Spring semester only)

Prerequisites: May be taken concurrently with MUSC 436.

An introduction to the Christian music industry, both old and new. Recent developments in this field will be emphasized, including entrepreneurship as a freelance musician. This course will specifically highlight the impact of biblical principles for a Christian working in the music industry. Basic principles of music performance, publishing and distribution will be defined and developed including copyright law, song royalties and mechanicals, booking, promoting, copyright management, performance rights organizations (ASCAP, BMI, SESAC, and CCLI), song demo creation, music producing and publishing, and market presence. (Formerly WRSP 372) *(Resident)*

MUSC 373 Artist Spiritual Formation 3 hours

Prerequisite: Admission to songwriting or artist development programs

Foundational principles for the discipleship of Christian artists and songwriters. Students define their pursuit for an identity and significance, ministry, relationships, excellence, integrity, and disciplined living. In addition, students study creativity and art,

journaling, developing communication skills, musicianship as applied to the contemporary Christian music industry. (Formerly WRSP 373) *(Resident)*

MUSC 374 String Techniques 2 hours

(Offered fall semester)

Prerequisites: MUSC 105 and 106

Preparation for the teaching of violin, cello and double bass. Study of the history, construction, maintenance and acoustical phenomena of string instruments. *(Resident)*

MUSC 375 String Pedagogy 3 hours

(Offered on demand)

Prerequisite: MUSC 374 or permission of instructor

Review of the teaching methods of Applebaum, Muller-Rusch, Rolland and Suzuki. Strongly recommended for Instrumental Teacher Licensure Students with strings as the principal performance area. *(Resident)*

MUSC 376 Principles for Songwriting I 2 hours

Prerequisites: Admission to program and permission of instructor; MUSC 371 with a grade of "B" or higher; MUSC 330 and 334, or equivalent

Principles of song writing, including elements of writing melody; melodic structure; lyric form-understanding verse/chorus /bridge structures; melodic style; lyric style – gospel to classical, southern gospel to praise and worship and country to rock 'n roll; and co-writing lyrics with other musicians. Students are required to participate in the Songwriter's Showcase presented by the Center for Worship each semester. (Formerly WMUS 332) *(Resident)*

MUSC 377 Principles for Songwriting II 2 hours

Prerequisite: MUSC 376

A continuation of MUSC 376, this course provides practical application of songwriting principles through group collaboration. (Formerly WMUS 333) *(Resident)*

MUSC 378 Artist and Business Community 3 hours

Prerequisites: Admission to program; MUSC 372

This course provides a study of recorded music production, critical listening, and recording studio terminology, techniques and work-flow as well as fundamental instruction in music copyrights, publishing, and content distribution. (Formerly WRSP 334) *(Resident)*

MUSC 379 Artist Presentation 3 hours

Prerequisites: MUSC 373

Developing strategies for musically artistic and ministry effective program presentation. Principles include reading the crowd, building live performance, developing goals and objectives for platform performance; unique features of lighting, sound reinforcement, and technology; trend awareness and commerciality. Special emphasis is placed on goals of an artist as a worshiper; song selection; audience participation; presentation of the gospel; and partnership with the local church. (Formerly WMUS 335) *(Resident)*

MUSC 380 Instrumental Overview 2 hours

(Offered fall semester)

Prerequisites: MUSC 105 and 106

A study of basic instructional techniques of woodwind, brass, string and percussion instruments for Choral Teacher Licensure students. This course is designed to prepare vocal music teachers for teaching school instrumental music at the basic skills level. *(Resident)*

MUSC 381 Guitar Literature 2 hours

Prerequisite: Permission of instructor

This course will survey guitar and lute literature from the Renaissance to the present, including solo works, chamber music, and concerti. The course will include music written for lute and guitar as well as transcriptions for guitar of music written for other instruments. Activities used to facilitate learning will include listening to recordings and music performances, score study, lectures, discussion, and selected readings. *(Resident)*

- MUSC 382 *Woodwind Literature*** 2 hours
Prerequisite: Permission of instructor
Literature for flute, clarinet, oboe, bassoon, and saxophone. Elementary and advanced exercises, etudes, methods for class and private instruction, clef and transposition studies, and orchestral repertoire are explored. Survey and evaluation of sources and materials. *(Resident)*
- MUSC 383 *Brass Literature*** 2 hours
Prerequisite: Permission of instructor
Literature for horn, trumpet, trombone, euphonium, and tuba. Elementary and advanced exercises, etudes, methods for class and private instruction, clef and transposition studies, and orchestral repertoire. Survey and evaluation of sources and materials. *(Resident)*
- MUSC 384 *Percussion Literature*** 2 hours
Prerequisite: Permission of instructor
Literature for percussion solo, ensemble and chamber groups. Elementary and advanced exercises, etudes, methods for class and private instruction are explored. Survey and evaluation of sources and materials. *(Resident)*
- MUSC 385 *The Worship Orchestra II*** 1 hour
Prerequisites: Audition and/or permission of instructor; two semesters of MUSC 285
Continuation of MUSC 285. (Formerly WMUS 385) *(Resident)*
- MUSC 386 *The Gospel Choir II*** 1 hour
Prerequisite: Audition and/or permission of instructor; two semesters of MUSC 286.
Continuation of MUSC 286. (Formerly WMUS 386) *(Resident)*
- MUSC 387 *Jazz Guitar Ensemble II*** 1 hour
Prerequisite: Audition and/or permission of instructor; two semesters of MUSC 287
Continuation of MUSC 287. (Formerly WMUS 387) *(Resident)*
- MUSC 388 *String Literature*** 2 hours
Prerequisite: Permission of instructor
This course provides a survey of string literature through the present day, including solo works, chamber music, and concerti. Special emphasis is placed on etudes, exercises, instructional, and performance literature for class and private instruction. *(Resident)*
- MUSC 389 *The Worship Choir III*** 1 hour
Prerequisites: MUSC 289; audition and/or permission of instructor
A continuation of MUSC 289. (Formerly WMUS 389) *(Resident)*
- MUSC 390 *Foundations of Vocal Technique*** 2 hours
(Offered fall semester)
Prerequisite: MUSC 106
This course provides preparation in the vocal area for Instrumental Teacher Licensure students. This course is designed to prepare instrumental teachers for teaching school vocal music at the basic skills level. *(Resident)*
- MUSC 391 *Keyboard Literature*** 2 hours
Prerequisite: Permission of instructor
This course provides a general survey of keyboard literature through the present day. Special emphasis is placed on etudes, exercises, instructional, and performance literature for class and private instruction. *(Resident)*
- MUSC 392 *Ethnic Music Program*** 1 hour
Prerequisite: Approval of student's primary faculty
A juried lecture/demonstration of student progress in ethnic music performance. The student shall provide a 25-30 minute presentation demonstrating knowledge of the selected genre and level of performing skill. Specifically designed to meet Music in World Culture curriculum expectations. (Formerly WMUS 390) *(Resident)*
- MUSC 393 *Vocal Diction*** 3 hours
(Offered fall semester)
The study of English, Italian, German and French pronunciation (enunciation and articulation) as applied to vocal texts in these languages, through use of the International Phonetic Alphabet. *(Resident)*
- MUSC 394 *Practicum I*** 1 hour
Prerequisites: MUSC 202; approval of School of Music Coordinator of Practica
Practical, supervised application of music leadership at approved publishing company, church, para-church organization, recording studio, artist group or other approved organization. Taken the first semester of student's junior year, students are placed in a supervisory role and learn principles of team building, management, planning, program presentation and more. (Formerly WRSP 311) *(Resident)*
- MUSC 395 *Practicum II*** 1 hour
Prerequisites: MUSC 394; approval of School of Music Coordinator of Practica
This is a continuation of MUSC 394. Students are placed in a supervisory role and learn principles of team building, management, planning, program presentation and more. Taken the second semester of a student's junior year, students are also required to meet with the Coordinator of Practica for instruction on resume preparation, principles of interviewing and expectations for completion of an internship. (Formerly WRSP 312) *(Resident)*
- MUSC 396 *Junior Artist or Worship Program*** 1 hour
Prerequisite: Approval of the student's primary faculty
A faculty-supervised 20-30 minute program devoted to the presentation of literature representative of contemporary Christian, worship and praise, gospel song, or hymn-style music. The student must demonstrate ability to organize a program using a variety of media, Scripture, drama, lighting, video, band and praise team. The student's final worship/artist program must be approved by Faculty Committee. *(Resident)*
- MUSC 398 *Junior Recital*** 1 hour
Prerequisites: Completion of the Sophomore Review; completion of one semester of junior level private music performance instruction.
Co-requisite: must be taken concurrently with the second semester of junior level private music performance instruction
Preparation and presentation of a solo musical performance recital under the supervision of the principal performance teacher. A requirement for B.M. (performance) and B.S. in Worship and Music degree programs. (Formerly WMUS 390) *(Resident)*
- MUSC 400 *Music Resources and Literature*** 3 hours
Prerequisites: MUSC 302, 303, or permission of instructor
A study of the materials used in program building of instrumental and choral ensembles in traditional and non-traditional music settings. Evaluation is made of select publishers to investigate musical, audio, video, and software resources availability. Application to pop music, contemporary Christian worship, public and private school, civic, patriotic and seasonal events. (Formerly WMUS 400) *(Resident)*
- MUSC 401 *Art of Accompaniment*** 2 hours
(Offered on demand)
Vocal and instrumental, solo and ensemble literature from various periods of music history will be studied from the viewpoint of the accompanist. *(Resident)*
- MUSC 402 *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. (Formerly ETHM 400) *(Resident)*
- MUSC 404 *Accompanying I*** 1 hour
Prerequisite: MUSC 401
Continuation of the development of accompanying techniques highlighted in MUSC 401. Pianists work in collaboration with one or more vocalists or instrumentalists under the supervision of applied music teachers at the School of Music. Students will perform in one or more live performance settings such as recitals, studio classes, auditions, and performance juries. *(Resident)*
- MUSC 405 *Accompanying II*** 1 hour

Prerequisite: MUSC 404

Continuation of the techniques of accompanying emphasized in MUSC 404. Pianists work in collaboration with one or more vocalists or instrumentalists under the supervision of applied music teachers at the School of Music. Three hours of weekly contact with teachers and students are expected in this course, including rehearsals, studio lessons, and coaching with course faculty. Students will perform in one or more live performance settings such as recitals, studio classes, auditions, and performance juries. *(Resident)*

MUSC 407 Solo Vocal Literature 3 hours
(Offered Spring semester, odd numbered years)

Prerequisite: MUSC 204 or MUSC 206. Required for all voice majors.

A survey of solo literature for the voice from the Baroque period to the present. Emphasis on Italian song, German Lieder, French Melodie, and English Art Song. (Recommended for all voice majors) *(Resident)*

MUSC 408 Vocal Pedagogy 3 hours
(Offered Spring semester, even numbered years)

Prerequisite: Permission of instructor

Study of the physiology of the voice and methods of voice training, with emphasis on techniques used in developing posture, breathing, phonation, resonance, articulation, and artistic interpretation of standard vocal literature. *(Resident)*

MUSC 411 Marching Band Techniques 2 hours
(Offered on demand in Fall semesters)

A study of the methods and materials employed in the development of marching band drill design. Strongly recommended for the BM in Instrumental Music with the music education concentration student. *(Resident)*

MUSC 412 Instrumental Pedagogy Lab for Instrumental Music Education 1 hour

Prerequisites: MUSC 355, MUSC 357, MUSC 363, or MUSC 374

This course will provide opportunities for instrumental music education majors to have laboratory experience in teaching beginning instrumental students individually. Students will be trained in various pedagogical skills and approaches. *(Resident)*

MUSC 413 Vocal Pedagogy Lab for Instrumental Music Education 1 hour

Prerequisite: Completion of Junior level applied studies

This course will provide opportunity for vocal music education majors to have laboratory experience in teaching beginning vocal students individually. Students will be trained in various pedagogical skills and approaches: (Formerly WMUS 420) *(Resident)*

MUSC 420 Group Voice IV 1 hour
(Meets 2 hours per week)

Prerequisite: MUSC 320

A continuation of MUSC 320, this course involves group study for advanced vocalists. Students sing on a weekly basis for one another in a "master class" setting. Significant emphasis is given to vocal quality, resonance, flexibility, articulation, dynamics, expression, performance technique, vocal health and preparation for presentation in various vocal venues. Fulfills the secondary requirement in voice. May substitute for private voice upon recommendation of vocal faculty. (Formerly WMUS 420) *(Resident)*

MUSC 421 Voice (Senior) 1 or 3 hours
Prerequisite: MUSC 322

Continuation of MUSC 322, private lessons in singing, based on department policies. May be repeated as needed. *(Resident)*

MUSC 422 Voice (Senior) 1 or 3 hours
Prerequisite: MUSC 421

Continuation of MUSC 421, private lessons in singing, based on department policies. May be repeated as needed. *(Resident)*

MUSC 423 Congregational Contextualization and Leadership 3 hours

(Offered Spring semester)

Prerequisites: MUSC 395, 323 and 499

This is a study of congregational worship practices in the evangelical traditions. Special attention is given to establishing methodology for evaluating ministry context and demographic. Attention is given to song selection, programming, conducting concepts, vocal and band rehearsal techniques and the integration of multimedia, drama, and creative movement into the congregational ministry. (Formerly WRSP 421) *(Resident)*

MUSC 424 Arts in Global Outreach 3 hours
Prerequisites: Junior or Senior Status

The course will explore important fieldwork theories, methods, and techniques that may be used to advocate for culturally relevant music and arts in a global worship setting. Students will learn how to become artistic catalysts and so assist in deep discipleship, meaningful worship, and effective outreach through music and the arts. *(Resident)*

MUSC 433 Private Composition (Senior) 1 to 3 hours
Prerequisite: MUSC 339

Continuation of MUSC 339. Private instruction in film scoring/composition based on department policies. Foundational and contemporary repertoire and techniques studied. Emphasis is on preparing for Christian artist ministry in the area of film music production and television/video game scoring. *(Resident)*

MUSC 436 Christian Music Industry Seminar 1 hour
Prerequisites: Permission of Instructor; MUSC 372 and equivalent of MUSC 220, 243 or 250

Student artists and songwriters study privately and in group settings with professionals. Students premiere their programs and songs at the conclusion of the seminar. (Formerly WRSP 436) *(Resident)*

MUSC 437 Elementary Music Methods and Materials 2 hours

(Offered Spring semester)

Prerequisite: Admission to the Music Education concentration

Co-requisite: must be taken concurrently with MUSC 438

An exploration of elementary music school methods and materials. Topics include philosophy, objectives, materials, current trends, and procedures for teaching music at the elementary grade school level. *(Resident)*

MUSC 438 Elementary Music Methods and Materials Practicum 1 hour

(Offered Spring semester)

Prerequisite: Admission to the Music Education concentration

Co-requisite: must be taken concurrently with MUSC 437

Classroom teaching observation and practice. Fifteen hours of monitored classroom observation and teaching in an elementary music school classroom; written evaluation of observing and teaching experiences required. *(Resident)*

MUSC 439 Private Composition (Senior) 1 to 3 hours
Prerequisite: MUSC 433

Continuation of MUSC 433. Private instruction in film scoring/composition based on department policies. Foundational and contemporary repertoire and techniques studied. Emphasis is on preparing for Christian artist ministry in the area of film music production and television/video game scoring. *(Resident)*

MUSC 440 Ethnic Music Seminar 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. (Formerly ETHM 440) *(Resident)*

MUSC 441 Private Piano (Senior) 1 or 3 hours
Prerequisite: MUSC 342

Continuation of private lessons in piano or organ, based on department policies. (Formerly WMUS 445) *(Resident)*

MUSC 442 Private Piano (Senior) 1 or 3 hours

Prerequisite: MUSC 441
Continuation of private lessons in piano or organ, based on department policies. May be repeated as needed. *(Resident)*

MUSC 450 *Group Guitar IV* 1 hour
(Meets 2 hours per week)
Prerequisite: MUSC 350 or permission of instructor
Continuation of MUSC 350, this is a group guitar course that further develops instruction in advanced chords, chord progressions, more advanced improvisational techniques, music reading, sight-reading of classical literature, contemporary lead sheets and performance in classical, contemporary Christian, rock and roll and jazz styles. Fulfills the need for secondary instrumental requirement in guitar. (Formerly WMUS 450) *(Resident)*

MUSC 451 *Guitar, Strings, Brass, Woodwinds Percussion (Senior)* 1 or 3 hours
Prerequisite: MUSC 352
Continuation of MUSC 352, private lessons in instrument for band or orchestra, based on department policies. (Formerly WMUS 455) *(Resident)*

MUSC 452 *Guitar, Strings, Brass, Woodwinds Percussion (Senior)* 1 or 3 hours
Prerequisite: MUSC 451
Continuation of MUSC 451, private lessons in instrument for band or orchestra, based on department policies. May be repeated as needed. *(Resident)*

MUSC 461 *Music Publishing and Entrepreneurism* 3 hours
Prerequisite: MUSC 378
This course provides an in-depth study of the music publishing business: Artist & Repertoire, ownership, music publishing, income streams, publishing in the digital age, catalogues, as well as royalty calculation, administration, advanced copyright concepts, and business planning. *(Resident)*

MUSC 462 *Advance Digital Audio Production* 3 hours
Prerequisite: CINE 272
This course provides advanced development of real-world digital audio workstation skills and techniques for digital editing: alignment, tuning, sound replacement, time stretching, pitch shifting, as well as a continued implementation of MIDI & Electronic music sound synthesis, sound samples and virtual instruments. *(Resident)*

MUSC 463 *Music Mixing and Post Production* 3 hours
Prerequisite: MUSC 368, MUSC 329
Students will learn to create polished music content with mastered, album quality mixes in stereo and surround sound using all available tools to achieve professional sound, develop a personal sonic identity and apply all techniques learned in the Audio Production program. Students will also learn to employ critical and analytical listening skills in music mixing as well as compare and contrast the attributes of differing mix processes. Students will apply their production and mixing skills in a capstone studio mixing and mastering project as well as a live digital console mixing project. *(Resident)*

MUSC 468 *Senior Commercial Music Program* 1 hours
Prerequisite: Approval of the student's Commercial Music instructor
A faculty-supervised 45 minute program devoted to the presentation of literature representative of commercial music styles and reflective of the student's commercial music emphasis. The student must demonstrate ability to prepare, rehearse, organize, and promote their program. Use of a variety of media, Scripture, lighting, and video are expected. The student's final commercial music program must be approved by Faculty Committee. *(Resident)*

MUSC 470 *Opera Workshop I: Opera Production* 1 to 3 hours
(Offered fall semester)
Prerequisite: Audition and/or permission of instructor.
A synthesis of performance practice and stage movement related to opera. The course culminates in a performance of a work rehearsed

during the semester. Entrance based on an audition. Fall semesters culminate in a full music theater production. *(Resident)*

MUSC 471 *Opera Workshop II: Opera Scenes* 1 to 3 hours
(Offered Spring semesters)
Prerequisite: Audition and/or permission of instructor.
A synthesis of performance practice and stage movement related to opera. The course culminates in a performance of a work rehearsed during the semester. Entrance based on an audition. Spring semesters culminate in a presentation of opera scenes. *(Resident)*

MUSC 477 *Guitar Pedagogy* 3 hours
Prerequisite: Permission of instructor
Analysis of the elements of classical guitar technique and development of guitar teaching skills. Students observe, evaluate and implement techniques used in guitar classes and private lessons. Students also survey proven pedagogical approaches to guitar instruction. *(Resident)*

MUSC 479 *Classical Guitar Ensemble II* 1 hour
Prerequisite: Two semesters of MUSC 179
Continuation of MUSC 179. *(Resident)*

MUSC 480 *University Chorale II* 1 hour
Prerequisite: Two semesters of MUSC 180
Continuation of MUSC 180. *(Resident)*

MUSC 481 *Concert Choir II* 1 hour
Prerequisite: Two semesters of MUSC 180, 181 and/or 182
Continuation of MUSC 181. *(Resident)*

MUSC 482 *Chamber Singers II* 1 hour
Prerequisite: Two semesters of MUSC 180, 181 and/or 182
Continuation of MUSC 182. *(Resident)*

MUSC 483 *Jazz Ensemble II* 1 hour
Prerequisites: Fall Audition; 2 semesters of MUSC 183
Continuation of MUSC 183. *(Resident)*

MUSC 484 *Marching Band II* 1 hour
Prerequisite: Two semesters of MUSC 184 and/or 185
Continuation of MUSC 184. *(Resident)*

MUSC 485 *Symphony Orchestra II* 1 hour
Prerequisite: Two semesters of MUSC 184, 194, and/or 185
Continuation of MUSC 185. *(Resident)*

MUSC 486 *Brass Choir II* 1 hour
Prerequisite: Two semesters of MUSC 186
Continuation of MUSC 186. *(Resident)*

MUSC 487 *University Band II* 1 hour
Prerequisite: Two semesters of MUSC 187 or other major instrumental ensemble, such as MUSC 184 or 194
Continuation of MUSC 187. *(Resident)*

MUSC 488 *Woodwind Choir II* 1 hour
Prerequisite: Two semesters of MUSC 188
Continuation of MUSC 188. *(Resident)*

MUSC 489 *Supervised Praise and Worship Ensemble* 1 hour
Prerequisite: Audition and/or permission of instructor
Practical experiences for the worship leader in training for mixed instrumental/vocal ensembles used in various evangelical traditions. Ensembles may include, but are not limited to: Official Department of Ministry Teams groups; Center for Worship Hand bell Ensemble; CFW House Band; E-41; and Lift. Groups provide music for various on campus events. Up to two hours credit from MUSC 489 may be applied as "approved credit" for the music and worship studies degree. (Formerly WMUS 489) *(Resident)*

MUSC 490 *Secondary Music Methods and Materials* 2 hours
(Offered Fall semester)
Prerequisite: Admission to the Music Education concentration
Co-requisite: must be taken concurrently with MUSC 491
An exploration of middle school and high school music methods and materials. The development of general music programs and choral and instrumental programs are emphasized. Topics include: methods

of assessment, communication, and classroom teaching procedures. (Resident)

MUSC 491 Secondary Music Methods and Materials Practicum 1 hour

Prerequisite: Admission to the Music Education concentration
Co-requisite: must be taken concurrently with MUSC 490

Classroom observation and teaching practice. Fifteen hours of monitored classroom observation and teaching in middle and high school music classroom situations; written evaluation of observing and teaching experiences. (Resident)

MUSC 492 Percussion Ensemble II 1 hour

Prerequisite: Two semesters in MUSC 192

Continuation of MUSC 192.

MUSC 493 Chamber Music Ensemble II 1 hour

Prerequisite: Permission of instructor

This course is designed to provide students the opportunity to participate in various chamber formations, receive weekly coaching, attend master classes with faculty members and guests as required, and present a public performance during the term. (Resident)

MUSC 494 Wind Symphony II 1 hour

(Offered Spring semester)

Prerequisite: Two semesters of MUSC 184 and/or 194

Continuation of MUSC 194. (Resident)

MUSC 495 Directed Research in Music or Music and Worship 3 hours

Directed research into musicological, ethnomusicological, or worship studies type topics. The research is presented as a completed research paper, lecture or lecture-recital. Students are directed individually or in small seminar groups, as may be appropriate. May be taken more than once, but no research topic may be repeated. (Resident)

MUSC 496 Senior Artist or Worship Program 1 hour

Prerequisite: Approval of the student's primary faculty

A faculty-supervised 35-45 minute program devoted to the presentation of literature representative of contemporary Christian, worship and praise, gospel song, or hymn-style music. The student must demonstrate ability to organize a program using a variety of media, Scripture, drama, lighting, video, band and praise team. The student's final worship/artist program must be approved by Faculty Committee. (Resident)

MUSC 497 Special Topics – Music or Music and Worship 1 to 3 hours

Topics of special interest not included in the regular School of Music offerings. May be taken more than once, but no topic may be repeated. (Resident)

MUSC 498 Senior Recital 1 hour

Prerequisites: Completion of the Sophomore Review; completion of two semesters of private music performance instruction following the completion of the Junior Candidacy Review; co-enrollment in 400 level private music instruction.

Preparation and presentation of a solo recital under the supervision of the principal performance instructor. MUSC 498 is a graduation requirement for all B.M. and B.S. in Music and Worship degree programs. (Formerly WMUS 490) (Resident)

MUSC 499 Internship 3 hours

Prerequisites: MUSC 394 and 395 or consent of instructor; Junior or Senior status and required 2.00 GPA; approval of School of Music Internship Coordinator

This is a capstone course usually completed the summer between the junior and senior year or after completing all other coursework. Special consideration is given to course completion during the last semester of a student's senior year. Internship includes a 400-hour (10 week) minimum of supervised, practical experience in an approved organization. Application procedures processed through the School of

Music. Student must make application to the Director of Practica the semester prior to completing the internship. (Resident)

NATURAL SCIENCE

NASC 210/ Science and Society 3 hours
ETHC 210

A study of biological principles of physiology, genetics and disease with emphasis on application to human life. Topics are explored from a scientific and biological standpoint through a Biblical worldview. Successful students in this course will apply scientific knowledge and learned critical thinking skills to societal issues. Meets natural science requirement. (Online)

NASC 315 Environmental Science 4 hours

(Offered fall semester)

(3 hours lecture, 3 hours lab)

Prerequisites: BIOL 101 or 102 and MATH 110, Junior or Senior status or permission of the instructor.

An integrative studies course. This course includes the integration and application of biological and physical science principles to environmental issues including biological and sociological impacts of human population growth, use and management of natural resources, sources and regulation of pollution, and biological and economic aspects of conservation. (Resident)

NURSING

NURS 101 Introduction to Nursing 1 hour

This course focuses on an introduction to nursing education, nursing process, principles of teaching and learning, the current roles of nurses in health care as well as the historical, ethical, political, social and legal aspects of nursing. This information is related to the curriculum requirements and career opportunities in nursing. Content also includes an introduction to Benner's model and nursing as a ministry. (Resident)

NURS 104 Introduction to Nursing and Medical Terminology 3 hour

This course focuses on an introduction to nursing education, nursing process, principles of teaching and learning, the current roles of nurses in health care as well as the historical, ethical, political, social and legal aspects of nursing. This information is relation to the curriculum requirements and career opportunities in nursing. Content also includes an introduction to Benner's model and nursing as a ministry. It provided basic understanding of medical terms and abbreviations. Includes study of prefixes, suffices, word stems, and technical terms with emphasis on proper spelling, pronunciation and applications. Elementary aspects of the nursing process with special emphasis on assessment are incorporated. (Online)

NURS 105 Medical Terminology 1 hour

Provides basic understanding of medical terms and abbreviations. Includes study of prefixes, suffixes, word stems, and technical terms with emphasis on proper spelling, pronunciation and applications. Elementary aspects of the nursing process with special emphasis on assessment are incorporated. (Both Resident and Online)

NURS 115 Sciences in Nursing 3 hours

Prerequisite: BIOL 213 & 214

The focus of this course is on physiological changes resulting from imbalances in the man-environment interaction throughout the life span. The emphasis is on application of general concepts of adaptation and homeostasis to each of the body's systems and on relationship of these concepts to the practice of clinical nursing. The course provides the student with a scientific knowledge base applicable to the more advanced clinical practice of nursing. (Formerly NURS 215) (Resident)

NURS 200 Nursing Process Application 2 hours

Prerequisite: Acceptance to Gate I, continuance in the school of nursing curriculum.

This course is designed to help students achieve success in the Liberty University Nursing Program. Students will learn and apply strategies for analyzing, evaluating, and researching information for clinical decision-making. Students will apply critical thinking constructs to develop and write nursing care plans and pathophysiologies for selected patients in case studies. *(Resident)*

NURS 210 Health Assessment 3 hours
(1.5 hours lecture; 4.5 hours clinical)

Prerequisite: Acceptance to Gate 1, **continuance in the school of nursing curriculum**)

This course focuses on the development of a body systems approach to health assessment of individuals emphasizing normal growth and developmental responses across the lifespan. Content includes an introduction to the knowledge and skills of health assessment through a variety of methodologies in the classroom, opportunities to practice skills in the nursing laboratory and experiences in the clinical settings. Students apply communication techniques in eliciting comprehensive health histories and perform physical examinations in evaluating health status. Note: NURS 210 is offered both as an online course and as an intensive held on the Liberty University Campus. *(Both Resident and Online)*

NURS 215 Pathophysiology 3 hours

Prerequisite: BIOL 213 and 214; NURS 220; RN License in good standing

The focus of this course is on physiological changes resulting from imbalances in the man-environment interaction throughout the life span. The emphasis is on application of general concepts of adaptation and homeostasis to each of the body's systems and on relationship of these concepts to the practice of clinical nursing. The course provides the student with a scientific knowledge base applicable to the more advanced clinical practice of nursing. *(Online)*

NURS 220 Advanced Nursing Communication 3 hours

Prerequisite: RN Licensure in good standing

It is essential that professional nurses have communication skills that are effective in promoting optimal interaction with others in a variety of situations. This course focuses on developing expert communications skills when communicating with other health care providers and patients and when communicating professional information through writing and speaking. *(Both Resident and Online)*

NURS 221 Fundamentals in Nursing 4 hours
(2 hours lecture; 6 hours clinical)

Prerequisite: Acceptance to Gate I, continuance in the school of nursing curriculum; **NURS 200, 210**

This course focuses on the provision of safe and effective care related to common nursing technologies and the basic time and self-management as well as concepts regarding the establishment of effective communication skills, adaptation techniques, patient teaching techniques and specific age related considerations in the provision of nursing care are also discussed. The nursing laboratory, acute and long-term care settings provide the opportunity for the development of basic skills including medications. *(Resident)*

NURS 225 Research in Nursing 3 hours

Resident Prerequisite: Acceptance to Gate I, continuance in the school of nursing curriculum; **NURS 200, 210**

Online Prerequisite: NURS 220; RN License in good standing

This course provides an overview of the nursing process including methodology, design and interpretation of findings. It focuses on acquiring the beginning knowledge and skills essential for critical evaluation of research reports as well as guidance in the production of a poster presentation which incorporates evidence based knowledge related to a specific clinical problem. *(Both Resident and Online)*

NURS 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

NURS 301 Strategies for Adult Health Care I 5 hours
(3 hours lecture; 6 hours clinical)

Prerequisites: NURS **200, 210, 221 and 225**

In-depth exploration of bodily system dysfunction throughout the adult lifespan provides the focus of this course. Principles of pre-, intra-, and post-operative management, infection and wound management will be discussed. Discussions of dysfunctions of the respiratory, cardiac, vascular, hematologic, gastrointestinal, genitourinary and endocrine systems will also be included in the course content. With each topic covered, principles of care designed to most effectively maintain or restore homeostatic mechanism are addressed. Aspects of patient teaching and discharge planning are incorporated into each system. Assessment, analysis, planning, implementation and evaluation are emphasized as the nursing process is applied to the clinical learning experience in the acute care setting. Legal, ethical, political and economical issues are addressed in the theoretical and clinical component of this course. The student will be responsible for the management of self and one client in the clinical setting. *(Resident)*

NURS 302 Strategies for Adult Health Care II 5 hours
(3 hours lecture; 6 hours clinical)

Prerequisites: NURS **301 and 305**

Continued in-depth exploration of bodily system dysfunction throughout the adult lifespan provides the focus of this course. Discussion of the musculoskeletal system, eye and ear, hepatobiliary and pancreatic systems, male and female reproductive systems, and neurological systems are included in the course. Cancer and therapeutic treatment of cancer, death and dying, and gerontology are also addressed in the course content. Principles of care designed to most effectively maintain or restore homeostatic mechanisms are discussed. Family involvement, coping and education are discussed with each system. Assessment, analysis, planning implementation and evaluation are emphasized as the nursing process is applied to the clinical learning experience in the acute care setting. Legal, ethical, political and economical issues are addressed in the theoretical and clinical components of the course. The student will be responsible for the management of the total patient/family needs of one or more patients each week in the clinical setting. *(Resident)*

NURS 305 Pharmacology 3 hours

Prerequisites: NURS **200, 210, 221 and 225**

Introduction to clinical drug therapy with emphasis on the knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of drugs. Major content areas include basic concepts of pharmacology, groups of therapeutic drugs, prototypes of drug groups, commonly prescribed individual drugs, drug effects on body tissue, human responses to drug therapy, and applying nursing process in relation to prescribed drug therapy regimens. *(Resident)*

NURS 306 Pharmacology II 3 hours

Prerequisites: NURS 305

Continued exploration of clinical drug therapy with emphasis on the knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of drugs. Major areas of study include groups of therapeutic drugs, their application in disease-process management, and their effects. Legal and professional issues surrounding the safe administration of medications are discussed. Human responses to drug therapy and application of the nursing process in relation to prescribed drug therapy regimens are discussed. *(Resident)*

NURS 316 Global Health Nursing Field Experience 3 hours

Prerequisite: Student must be a junior or senior in the Nursing program at Liberty. This includes being enrolled in or having

completed all junior-level classes. These classes include: NURS 210, 215, 220 and 225

This course is a nursing elective specifically developed for students that will be going overseas during or immediately after the semester they are taking this course. The student will be tested on their Cultural Intelligence and will be required to create an action plan to increase their areas of strength and grow in areas of weakness. This student will be exposed to the needs, duties, conflicts and cultural barriers of working as a professional nurse in a culture other than their home culture. This class provides the student with an opportunity to examine personal values and beliefs as they are related to health practices of people from other cultures. NURS 316 is an elective that can be utilized for both residential and online undergraduate BSN students. *(Both Resident and Online)*

NURS 325 Nursing Concepts 1 hour

Resident Prerequisite: Restricted to Registered Nurses only

Online Prerequisite: NURS 220; RN License in good standing

This course is designed to assist the registered nurse student through the transition between basic nursing preparation and a more advanced level of nursing practice. Focus is on concepts and issues related to the professional nurse, the nature and scope of professional nursing and selected theoretical models for nursing practice. *(Both Resident and Online)*

NURS 352 Caring for the Childbearing Family I 4 hours
(2 hours lecture; 6 hours clinical)

Prerequisites: NURS 210, 215, and 221

The pregnant family through early infancy will be the unit of study. Discussion of political, economic, social, religious and health care influences on reproduction and family life and the counter influences of pregnancy and the birth of children in communities and societal systems will be included. The course focuses on the pregnant family's interaction with the environment. The stages of pregnancy, fetal development and adaptation of the newborn to extra-uterine life are the major topics of discussion. Normal and minor disruptions of the physiological and psychological functioning of the mother, the newborn and various family members will be emphasized through theory and practice. *(Resident)*

NURS 353 Caring for the Childbearing Family II 4 hours
(2 hours lecture; 6 hours clinical)

Prerequisites: PSYC 210, NURS 210, 215 and 221

This course provides a comprehensive overview of child health problems from infancy to adolescence. Discussion of political, economic, social, religious and health care influences on child rearing families will be included. Study of the needs of the ill child and the hospitalized child and the resulting affects on the child's family will be emphasized through theory and practice. *(Resident)*

NURS 354 Caring for the Childbearing Family I (Lecture Component) 2 hours

Prerequisites: NURS 200, 210, 221 and 225

The pregnant family through early infancy will be the unit of study. Discussion of political, economic, social, religious and health care influences on reproduction and family life and the counter influences of pregnancy and the birth of children in communities and societal systems will be included. The course focuses on the pregnant family's interaction with the environment. The stages of pregnancy, fetal development and adaptation of the newborn to extra-uterine life are the major topics of discussion. Normal and minor disruptions of the physiological and psychological functioning of the mother, the newborn, and various family members will be emphasized through theory and practice. *(Resident)*

NURS 355 Caring for the Childbearing Family II (Lecture Component) 2 hours

Prerequisites: NURS 200, 210, 221, 225, and PSYC 210 (past or concurrent for PSYC 210)

The course provides a comprehensive overview of child health problems from infancy to adolescence. Discussion of political, economic, social, religious and health care influences on child rearing families will be included. Study of the needs of the ill child and the hospitalized child and the resulting effects on the child's family will be emphasized through theory and practice. *(Resident)*

NURS 356 Caring for the Childbearing Family I (Clinical Component) 2 hours

Prerequisites: NURS 200, 210, 221, 225

The pregnant family through early infancy will be the unit of study. Discussion of political, economic, social, religious and health care influences on reproduction and family life and the counter influences of pregnancy and the birth of children in communities and societal systems will be included. The course focuses on the pregnant family's interaction with the environment. The stages of pregnancy, fetal development and adaptation of the newborn to extra-uterine life are the major topics of discussion. Normal and minor disruptions of the physiological and psychological functioning of the mother, the newborn, and various family members will be emphasized through theory and practice. *(Resident)*

NURS 357 Caring for the Childbearing Family II (Clinical Component) 2 hours

Prerequisites: NURS 200, 210, 221, 225, and PSYC 210 (past or concurrent for PSYC 210)

The course provides a comprehensive overview of child health problems from infancy to adolescence. Discussion of political, economic, social, religious and health care influences on child rearing families will be included. Study of the needs of the ill child and the hospitalized child and the resulting effects on the child's family will be emphasized through theory and practice. *(Resident)*

NURS 415 Cross-Cultural Nursing 3 hours
(2 hours lecture; 3 hours clinical)

Prerequisite: BIOL 301 (past or concurrent)

The student utilizes the nursing process while gaining an understanding of the delivery of health care in a culture outside the United States or a subculture within the United States. The experience provides the student with an opportunity to examine personal values and beliefs as they are related to health practices of people from other cultures. It provides opportunity to experience the stress resulting from linguistic differences and the adaptation required to adjust professional and personal practices to a different cultural environment. Issues and view of health and illness are included in the student's analysis of the relationship between cultural considerations and personal and health behavior. Students develop and practice communication skills and caring as a ministry with individual and family members of another culture. *(Resident)*

NURS 416 Preceptorship in Nursing 3 hours
(1 hour lecture; 6 hours clinical)

Prerequisites: NURS 301, 302, 305, 306, 354, 355, 356 and 357

This elective course focuses on the nursing process in the care of adults and children with multiple and complex nursing problems. Secondary and tertiary health care settings will be utilized. Students will be given the opportunity to select an area of concentration and to be associated with preceptors of experience in the field of choice. The course will include 15 hours of classroom time and 90 hours of clinical experience. The clinical experience will be guided by a learning contract, the preceptor and the instructor. *(Resident)*

NURS 417 Crisis Nursing 3 hours
(2 hours lecture; 3 hours clinical)

Prerequisite: NURS 301 (past or concurrent)

This course focuses on care of individuals and families in crisis. Theories of adaptation as well as situational and maturational crisis will be discussed and applied through use of the nursing process. Students have opportunities for communication and client teaching in a variety of crisis situations. Secondary and tertiary health centers as

well as community support agencies will be utilized as clinical settings. *(Resident)*

NURS 418 Gerontological Nursing 3 hours
(2 hours lecture; 3 hours clinical)

Prerequisite: Completion of one clinical course

This course will focus on the nursing care of the elderly, with special emphasis on health and wellness. Issues surrounding the aging process will be discussed. Students will have the opportunity to utilize knowledge and skills in a variety of facilities serving older adults.

(Resident)

NURS 419 Strategies for End of Life Care 3 hours

Prerequisites: NURS 301 or permission of the instructor

This course focuses on the physical, emotional, legal and ethical issues that face nurses as they care for patients in their final days of life. Attention is paid to the lived experiences of the dying patient and their significant others. Strategies are discussed for professional intervention on behalf of the patient. *(Resident)*

NURS 420 Comprehensive Pain Management 3 hours

Prerequisites: NURS 301, 302, 305, 306 or permission of the instructor

This course emphasizes the development of the nurse as an advocate pertaining to pain management. Areas of study include societal bias, ethnic and gender bias 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. *(Resident)*

NURS 440 Strategies for Community Health Care 5 hours

(3 hours lecture; 6 hours clinical)

Resident Prerequisites: BIOL 203, NURS 301, 302, 352 and 353

Online Prerequisites: NURS 220; RN License in good standing

This course focuses on the application of the nursing process to a population or community group. Emphasis is placed on community assessment process and the development of nursing strategies to assist multi-problem families, considering health on a continuum, throughout the lifespan. Family systems theory, theories of adaptation and educational needs of various populations will be addressed. The clinical focus is on the development of a broader perspective of the nurse's role in a variety of clinical and environmental settings. In addition, the nurse's role on the community health team and an understanding of health care needs of different cultural groups will be studied. *(Both Resident and Online)*

NURS 441 Strategies for Community Health Care Lecture 3 hours

Prerequisites: NURS 301, 302, 305, 306, 354, 355, 356 and 357

This course focuses on the application of the nursing process to a population or community group. Emphasis is placed on the community assessment process and the development of nursing strategies to assist multi-problem families, considering health on a continuum, throughout the lifespan. Family systems theory, theories of adaptation and educational needs of various populations will be addressed. The clinical focus is on the development of a broader perspective of the nurse's role in a variety of clinical and environmental settings. In addition, the nurse's role on the community health team and an understanding of health care needs of different cultural groups will be studied. *(Both Resident and Online)*

NURS 442 Strategies for Community Health Care Clinical 3 hours

Prerequisites: NURS 301, 302, 305, 306, 354, 355, 356 and 357

This course focuses on the application of the nursing process to a population or community group. Emphasis is placed on the community assessment process and the development of nursing strategies to assist multi-problem families, considering health on a continuum, though the lifespan. Family systems theory, theories of adaptation and educational needs of various populations will be addressed. The clinical focus is on the development of a broader perspective of the nurse's role in a variety of clinical and

environmental settings. In addition, the nurse's role on the community health team and an understanding of health care needs of different cultural groups will be studied. *(Both Resident and Online)*

NURS 445 Population Health 3 hours

Prerequisites: NURS 301, 302, 305, 306, 354, 355, 356 and 357

Online Prerequisites: NURS 220; RN License in good standing

This seminar course provides an overview of genetics, genomics, geriatrics, end-of-life care, and cultural sensitivity from a Christian worldview. Through the use of evidence-based practice guidelines, the student will utilize knowledge and skills attained throughout his or her nursing education and apply it to a variety of educational activities. These include Senior Mentor project, interaction with a community specialist panel, evidence-based research, self-reflection, therapeutic communication and critical thinking skills. *(Both Resident and Online)*

NURS 451 Strategies for Mental Health Care 3 hours

(2 hours lecture; 3 hours clinical)

Prerequisites: NURS 301, 302, 305, 306, 354, 355, 356 and 357

This course focuses on the psychosocial needs of an individual/family. Biological, psychological and spiritual systems will be emphasized. Development of nursing knowledge and skill for intervention with social-emotional balances and imbalances in the lifespan will be explored. Stress, adaptation, communication and personality development are emphasized. Behavioral concepts and mental health theories are integrated. In- and out-patient mental health agencies will serve as practice areas. *(Resident)*

NURS 460 Advanced Strategies for Adult Health Care 4 hours

(2.5 hours lecture; 4.5 hours clinical)

Prerequisites: NURS 301, 302, 305, 306, 354, 355, 356 and 357

This course focuses on application of the nursing process in highly complex and/or life threatening situations, including the effect of crises on the patient and family systems. Knowledge from previous courses is expanded upon to provide a deeper understanding of the pathophysiology and the advanced health care needed in this highly technological setting. Clinical experiences focus on the management of total patient care of individuals with multi-system dysfunction, in collaboration with the involved nursing staff and physicians. Legal, ethical, political, historical and economic issues are addressed in the theoretical and clinical components of this course. *(Resident)*

NURS 465 Advanced Strategies for the Critically Ill 3 hours

(2 hours lecture; 3 hours clinical)

Prerequisites: NURS 460

This course focuses on application of the nursing process in highly complex and/or life threatening situations. Content builds upon knowledge gained in previous courses, with an emphasis on the integration of this knowledge in a challenging patient population. A holistic approach is utilized, with psychosocial, legal, and ethical considerations discussed. *(Resident)*

NURS 466 Advanced Critical Care II 3 hours

(2 hours lecture; 3 hours clinical)

Prerequisites: NURS 460

This course focuses on application of the nursing process in highly complex and/or life threatening situations of the high risk mother and the critically ill infant and child. Content builds upon knowledge gained in previous courses, with an emphasis on the integration of this knowledge in a challenging patient population. A holistic approach is utilized, with psychosocial, legal, and ethical considerations discussed. *(Resident)*

NURS 489 Leadership in Nursing 3 hours

Prerequisites: NURS 220; RN License in good standing

Benner's work on the novice to expert continuum and the seven domains of nursing will be explored, and students will apply concepts to their own practices, past, present, and future. The leadership roles of the nurse as an individual and a group member while utilizing the

Christian principles such as godly character, servant attitude, honesty, and commitment will be emphasized. While caring for groups of patients and individuals, students will explore a variety of content areas including systems theory, professional practice models, care delivery models, nurse sensitive quality indicators, and foundational documents that drive the nursing profession that are relevant to the support of nursing care in the practice setting, the influence of regulatory agencies on the delivery of care, and health policies that affect health care in general. Students are expected to synthesize previously learned knowledge in complex nursing situations and to expand their abilities to use the problem-solving and decision-making processes. *(Online)*

NURS 490 Leadership/Management in Nursing 5 hours
(3 hours lecture; 6 hours clinical)

Prerequisites: NURS 301, 302, 305, 306, 354, 355, 356 and 357

NOTE: Must be taken the last semester of nursing major

Benner's work on the novice to expert continuum and the seven domains of nursing will be explored and students will apply concepts to their own practices, both past, present and future. The leadership roles of the nurse as an individual and a group member while utilizing the Christian principles such as godly character, servant attitude, honest and commitment will be emphasized. While caring for groups of patients and individuals, students will explore a variety of content areas including systems theory, professional practice models, care delivery models, nurse sensitive quality indicators, foundational documents that drive the nursing profession, financial that are relevant to supporting care in the practice setting, the influence of regulatory agencies on the delivery of care and health policies that affect health care in general. Students are expected to synthesize previously learned knowledge in complex nursing situations and to expand their abilities to use the problem-solving and decision-making processes. *(Resident)*

NURS 491 Nursing Management 3 hours

Prerequisites: NURS 220; RN License in good standing

This seminar course provides an overview of organizational theory, management theory, and change theory. The course examines nursing staffing patterns, patient care technology, information management, and communication between healthcare providers. Healthcare policies, including financial and regulatory influences are also reviewed. The course uses several techniques such as evidence based research, self-reflection, therapeutic communication, and critical thinking skills to gain understanding in nursing management. *(Online)*

NURS 492 Advanced Concepts in Nursing Practice 3 hours

Prerequisites: Completion of all nursing courses; RN license in good standing

This is the capstone course for the RN-BSN program. The student engages in academic endeavors that reflect application, synthesis and evaluation of concepts and nursing issues studied throughout the completion program. Application of educational experience to professional growth and contribution to the nursing profession is emphasized. *(Online)*

NURS 495 Directed Research 1 to 3 hours
(Resident)

PHILOSOPHY

PHIL 201 Philosophy and Contemporary Ideas 3 hours
Prerequisite: ENGL 101

A survey of the major positions and figures in philosophy and the cultural worldviews and practical applications that derive from them, focusing specifically on theism, naturalism and humanism in contemporary thought. *(Both Resident and Online)*

PHIL 210 Logic 3 hours

A study of the basic laws of rational thought and their application to actual examples of verbal and written argumentation. *(Resident)*

PHIL 240 Christian Evidences 3 hours

A survey of the evidences for the central truths of Christianity; the existence of God, the deity and resurrection of Christ and the authority and truth of the Bible. *(Both Resident and Online)*

PHIL 301 History of Philosophy I 3 hours

A study of major western philosophers through Thomas Aquinas. *(Resident)*

PHIL 302 History of Philosophy II 3 hours

A study of major western philosophers from the 13th century to Kant. *(Resident)*

PHIL 303 History of Philosophy III 3 hours

A study of major western philosophers of the 19th and 20th centuries. *(Resident)*

PHIL 310 Symbolic Logic 3 hours

This course covers the essential elements of symbolic logic, including categorical, sentential, and predicate logic, both translations and proofs. This course will introduce and develop the symbolic nature of propositional and predicate logic, as well as examine such things as validity and soundness, truth tables, rules of deductive inference and replacement, formal axiomatic systems, relations, alternative notations and proof techniques. *(Resident)*

PHIL 346 Eastern Philosophies 3 hours

A study of Hindu, Buddhist and Confucian philosophical systems. The student will explore the basic logics employed in these systems, as well as the structure of their content. *(Resident)*

PHIL 350 Ethics 3 hours

A survey of central ethical issues and problems and the major philosophical approaches to their solution. *(Resident)*

PHIL 360 Philosophy of Science 3 hours

A study of the definitions, methods and presuppositions of both the natural and social sciences and their relationships to ethics and revelation. *(Resident)*

PHIL 380 Biomedical Ethics 3 hours

Online Prerequisite: Restricted to online students with an RN license pursuing a BSN.

A survey of the major ethical issues that are currently facing the medical field with the purpose of providing guidelines, especially for those planning careers in the medical field, in making critical decisions. Topics will cover ethical issues concerning birth, death, research issues, and clinical care. *(Both Resident and Online)*

PHIL 420 Epistemology 3 hours

Prerequisite: PHIL 201, 210, 240, 301, 302, 303, 310, 346, 350, 360, 380, 429, 465, or 468

A study of the major views on the basic issues of knowledge, belief, perception and certainty with special attention paid to the central historical controversies. *(Resident)*

PHIL 429 The Thought of St. Augustine 3 hours

An integrative studies course examining Augustine's life and thought within his times, culture and context, integrating disciplines such as philosophy, theology, history, and literature. Students will explore various primary texts, investigating Augustine's theories regarding free will, predestination, the inner desire for God, signs and signification as philosophical concepts, the nature of truth, just war theory, good and evil, time and eternity, the nature of God and perfection, and interpretation theory. *(Resident)*

PHIL 430 Metaphysics 3 hours

Prerequisite: PHIL 201, 210, 240, 301, 302, 303, 310, 346, 350, 360, 380, 429, 465, or 468

An introduction to the philosophical discussion of being; the nature of reality, the existence and attributes of God, and the nature of human persons, including the mind-body problem and the issue of freedom and determinism. *(Resident)*

PHIL 440 Philosophy of Religion 3 hours

Prerequisite: PHIL 201, 210, 240, 301, 302, 303, 310, 346, 350, 360, 380, 429, 465, or 468

A study of the major issues in religion: the existence of God, the problem of evil, freedom and determinism, and religious language. *(Resident)*

PHIL 465 *The Thought of C.S. Lewis* 3 hours

A study of the contributions to philosophy and Christian thought of C.S. Lewis. Special attention is given to his biography, early life and conversion, academic development, methods of critical thought, defense of the faith, arguments in favor of theism, poetry, mythopoetic literature, science fiction, as well as many contributions not usually associated with Lewis's popularity and recognition. Contemporary and recent literature on Lewis will be critically examined. *(Resident)*

PHIL 468 *The Thought of J.R.R. Tolkien* 3 hours

This is a study of the contributions to philosophy and Christian thought in the writing of J.R.R. Tolkien. The course will examine the implicit power of story in the major and minor works of J.R.R. Tolkien. In addition to exploring themes of identity, heroism, good and evil, and other moral virtues in Tolkien's mythical and short story writings, we will consider the influences of Tolkien's mythology and historical fiction in popular culture. While there will be some literary analysis throughout the course, most of the seminar will discuss the influence of mythology (i.e., the concept of eucatastrophe and sub-creation in fairy stories [i.e., fantasy], and the implicit power of language, virtue and free-will behind the worldview of Middle-earth). *(Resident)*

PHIL 495 *Directed Research* 1 to 3 hours
(Resident)

PHIL 497 *Special Topics in Philosophy* 1 to 3 hours

Prerequisite: PHIL 201, 210, 240, 301, 302, 303, 310, 346, 350, 360, 380, 429, 465, or 468

A seminar on various topics in philosophy, including current trends and figures. *(Resident)*

PHYSICAL SCIENCE

PHSC 102 *Elements of Physical Science* 3 hours

A study of the basic concepts of chemistry and physics for non-science majors. Topics covered include structure and properties of matter; physical and chemical changes; motions and forces; sources, transfer, and conservation of energy; electricity and magnetism; sound and light. *(Resident)*

PHSC 104 *Elements of Physical Science Lab* 1 hour

An optional 2-hour weekly laboratory experience to accompany PHSC 102. Attention will be given to laboratory procedures in chemistry and physics, safety, mathematics, measurement, data manipulation, and everyday uses of chemistry and physics. *(Resident)*

PHSC 121 *Introduction to Astronomy* 3 hours

An overview of the principles of astronomy as related to the Solar System for non-science majors. An optional weekly lab will be offered coincident with the course. *(Both Resident and Online)*

PHSC 122 *Elements of Astronomy Lab* 1 hour

An optional lab to accompany PHSC 121. Attention will be given to laboratory procedures of astronomy, safety, observation skills and method, astronomical science and reasoning, conclusions/learning and practical astronomy. *(Both Resident and Online)*

PHSC 210 *Elements of Earth Science* 3 hours

A study of the principles of physical and historical geology, oceanography, and meteorology for non-science majors. *(Both Resident and Online)*

PHSC 211 *Elements of Earth Science Lab* 1 hour

An optional lab experience to accompany PHSC 210. *(Both Resident and Online)*

PHSC 310 *Astronomy: An Integrated Approach* 4 hours

Prerequisite: PHYS 101 or PHSC 102 or equivalent

An integrative studies course using principles of astronomy as a framework for integrating disciplines such as mathematics, physical

sciences, history, and literature from the general education curriculum. Includes a three-hour weekly laboratory. *(Resident)*

PHYSICS

PHYS 101 *Elements of Physics* 3 hours

A study of the basic concepts of physics for non-science majors. Included topics: Mechanics (motion, energy, simple machines, momentum, gravity), heat and thermodynamics, electricity and magnetism, sound and light, history and methodology of science. *(Both Resident and Online)*

PHYS 103 *Elements of Physics Lab* 1 hour

An optional lab to accompany PHSC 101. Attention will be given to laboratory procedures of physics, safety, mathematics, measurement, and data manipulation and everyday uses of physics. *(Both Resident and Online)*

PHYS 201 *General Physics I* 4 hours

(3 hours lecture; 2 hours lab)

Prerequisites: MATH 121 and some knowledge of trigonometry

A study of mechanics, gravitation, waves, sound, heat, light, electricity and magnetism, optics and modern physics from a non-calculus perspective. *(Resident)*

PHYS 202 *General Physics II* 4 hours

(3 hours lecture; 2 hours lab)

Prerequisite: PHYS 201

A continuation of PHYS 201. *(Resident)*

PHYS 231 *University Physics I* 4 hours

(3 hours lecture; 2 hours lab)

Prerequisites: MATH 132 (may be taken concurrently) minimum grade of "C"

A calculus-based study of mechanics, gravitation, waves, and heat. *(Resident)*

PHYS 232 *University Physics II* 4 hours

(3 hours lecture; 2 hours lab)

Prerequisite: PHYS 231

A continuation of PHYS 231. Calculus-based study of electromagnetism, optics and select topics in modern physics. *(Resident)*

PHYS 320 *Thermodynamics* 3 hours

Prerequisite: MATH 231, PHYS 231 minimum grades of "C"

A study of the laws of thermodynamics, equations of state, kinetic theory, chemical equilibrium and phase changes. *(Resident)*

PHYS 495 *Directed Research* 1 to 3 hours

(Resident)

PASTORAL LEADERSHIP

PLED 201 *Foundation to Pastoral Leadership* 3 hours

Beginning with the biblical and theological foundations of Pastoral ministries, students will study the pastoral leadership qualifications, teaching/learning role of the church, and the various ministries available in the field. Special attention is given to mission statement development and program strategy. *(Resident)*

PLED 251 *Church Planting and Development* 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. Special attention is given to a study in evangelism and church growth principles, stressing the biblical and theological basis of evangelism as reflected in and through the local church. *(Resident)*

PLED 299 *Internship* 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

A supervised field experience designed for men studying for the senior or associate pastor. The site must be approved by the Department Chairman. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

PLED 301 Family Ministry in the Church 3 hours

Prerequisites: PLED 201

A comprehensive examination of the family dynamic in context of the local church. This course will not only examine the traditional home but will also investigate the non-traditional home. The role of pastor to family members will be considered including: courtship, pre-marriage counseling, and parenting. Special attention will be given to providing strategies and resources to parents consummating in the assimilation to the church. *(Resident)*

PLED 302 Staff Management and Relations in Pastoral Leadership 3 hours

Prerequisites: Sophomore status, PLED 201 (or by permission from the PLED program director)

The role of the pastor in normative interpersonal challenges of church staff will be identified and conflict resolution considered. A study of the responsibilities of different staff positions, the relationships between staff members, development of team spirit, staff planning and working with lay leadership. Special attention will be given to conflict management. A multiplicity of resources will be presented. *(Resident)*

PLED 350 Pastoral Duties 3 hours

Prerequisites: Junior status (or by permission from the PLED program director)

The call, qualifications and duties of the pastor are considered. In the areas of duties, such topics as preaching, teaching, evangelism, counseling and visitation will be taught. Instruction will be given in administering the ordinances of the church, as well as funerals and weddings. *(Resident)*

PLED 351 Church Assimilation and Development 3 hours

Prerequisites: Junior status (or by permission from the PLED program director)

The study of recruitment, training, placement, assimilation, and networking of congregates into the local church community. An overview of church growth strategy through the multi-site and church planting will be examined that incorporates laymen into the church body. Special attention will be given to the application of curriculum scope and sequence to life span life stages relevant to spiritual disciplines that facilitate church assimilation. *(Resident)*

PLED 421 Homiletics I 3 hours

Prerequisites: Junior status, PLED 201, COMS 101 and BIBL 350 (or by permission from the PLED program director)

This course is designed to introduce the student to proper methodology in organizing sermonic material into proper sermonic form. The student is introduced to proper methods of textual analysis and outline construction. A laboratory session is employed. *(Resident)*

PLED 422 Homiletics II 3 hours

Prerequisites: Junior status, PLED 201, COMS 101 and BIBL 350 and PLED 421 (or by permission from the PLED program director)

This course is designed to teach the student proper methodology in sermonic presentation. The student is alerted to his particular voice and communication problems and given the opportunity of remedying them throughout the course of the semester. A laboratory session is employed. *(Resident)*

PLED 446 Christocentric Preaching 3 hours

Prerequisites: PLED 201, PLED 421, BIBL 350 and BIBL 480 (or by permission from the PLED program director)

This course is designed to introduce students to the balanced practice of, methods for, and challenges related to responsibly and legitimately preaching expository, Christocentric sermons from all genres of Scripture. The course will emphasize a passage's place within the larger context of Scripture and prioritize evangelistic, gospel-centered preaching from both Old and New Testament. *(Resident)*

PLED 452 Critical Issues in Pastoral Leadership 3 hours

Prerequisites: Senior status, PLED 201, PLED 301 and PLED 301 (or by permission from the PLED program director)

Designed as a capstone course, this class will direct students to recognize the critical issues in contemporary pastoral ministry. Students will examine their ministry readiness by inventorying and evaluating their cumulative learning experiences. The student will be guided to compile a personal portfolio that includes a theological and experiential learning analysis of personal educational assumptions. Special attention is given to Pastoral issues in the wider cultural context by identifying ministry strategies, values, and philosophy. *(Resident)*

PLED 495 Directed Research 1 to 3 hours
(Resident)

PLED 497 Special Topics in Pastoral Ministries 1 to 3 hours
(Resident)

PLED 499 Pastoral Ministries Internship 3 hours

Prerequisites: Junior status, 15 hours in PLED courses

A supervised field experience designed for men studying for the senior or associate pastor. The site must be approved by the Department Chairman. Application procedures processed through the PLED Faculty Internship Advisor. Must apply semester prior to completing internship. *(Resident)*

PLUMBING

PLMB 101 Foundations of Plumbing 4 hours
Co/Prerequisite: CRFT 101

Foundations of Plumbing is a practical course combining lecture and hands-on instruction. Topics addressed include: Introduction to the Plumbing Profession, Plumbing Safety, Plumbing Tools, Introduction to Plumbing Math, Introduction to Plumbing Drawings, Plastic Pipe and Fittings, Copper Pipe and Fittings, Cast-Iron Pipe and Fittings, Carbon Steel Pipe and Fittings, Corrugated Stainless Steel Tubing, Fixtures and Faucets, Introduction to Drain, Waste, and Vent Systems and Introduction to Water Distribution Systems. *(Resident)*

PLMB 201 Intermediate Plumbing 4 hours

Prerequisite: PLMB 101

Intermediate Plumbing is a practical course combining lecture and hands-on instruction. Topics addressed include: Plumbing Math Two; Reading Commercial Drawings; Hangers, Supports, Structural Penetrations, and Fire Stopping; Installing and Testing DWV Piping; Installing Roof, Floor and Area Drains; Types of Valves; Installing and Testing Water Supply Piping; Installing Fixtures, Valves and Faucets; Introduction to Electricity; Installing Water Heaters; Fuel Gas Systems; Servicing of Fixtures, Valves and Faucets. *(Resident)*

PLMB 301 Advanced Plumbing 4 hours

Prerequisite: PLMB 201

Advanced Plumbing is a practical course combining lecture and hands-on instruction. Topics addressed include: Applied Math; Sizing Water Supply Piping; Potable Water Treatment; Backflow Preventers; Types of Venting; Sizing DWV and Storm Systems; Sewage Pumps and Sump Pumps; Corrosive-Resistant Waste Piping; Compressed Air. *(Resident)*

PLMB 401 Special Topics in Plumbing 4 hours

Prerequisite: PLMB 301

Special Topics in Plumbing is a practical course combining lecture and hands-on instruction. Topics addressed include: Business Principles for Plumbers; Introductory Skills for the Crew Leader; Water Pressure Booster and Recirculation Systems; Indirect and Special Waste; Hydronic and Solar Heating Systems; Codes; Servicing Piping Systems, Fixtures and Appliances; Private Water Supply Well Systems; Private Waste Disposal System; Swimming Pools and Hot Tubs; Plumbing for Mobile Homes and Travel Trailers. *(Resident)*

PARALEGAL STUDIES

PLST 200 Introduction to Paralegal Studies 3 hours

This course will provide an introduction to the paralegal profession and the role of the paralegal within the law office. This survey course will introduce the student to the American legal system, civil litigation, criminal law and procedure, the appeals process, and substantive legal topics such as tort, contract law, and property law. Students will be taught a variety of administrative skills necessary in a law practice office including legal research, legal vocabulary, critical reading and writing, client interview, investigation, law office administration, and technologies. Legal ethics, professionalism, and biblical worldview will be taught. *(Online)*

PLST 201 Legal Research 3 hours

This course will introduce students to the court system, case law, statutes, and legal research methods. Paralegals are expected to perform legal research that is both competent and cost effective. This requires an understanding of legal systems and legal research techniques. In this course, students will gain hands-on experience by employing current legal research methods. *(Online)*

PLST 202 Legal Writing 3 hours

Prerequisite: PLST 201

This course will introduce students to proper legal writing methods. The goal of legal writing is communication with the reader. During this course, students will learn legal writing techniques that will enable them to communicate effectively. *(Online)*

PLST 205 Foundations of Law 3 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. *(Online)*

PLST 206 Ethics and Professional Responsibility 3 hours

Prerequisites: PLAW 200 and 205

The course is a study of the ethical rules and professional responsibilities of the paralegal within the legal profession. Students will study the Model Rules of Professional Conduct and analyze those rules as they pertain to specific cases. *(Online)*

PLST 210 Legal Research and Writing 3 hours

An introduction to the court system, case law and statutes, legal research and bibliography, legal analysis, writing legal memoranda, and writing for readability. *(Online)*

PLST 220 Civil Practice 3 hours

This course is the study of the rules and principles governing the process by which courts adjudicate civil disputes. The subject matter covered includes study of the judicial process and the relationship between procedural and substantive law; pleadings; principles of jurisdiction, including jurisdiction over persons and subject matter; service of process and allocation of jurisdiction between state and federal court systems; and the discovery of evidence. *(Online)*

PLST 222 Real Estate Transactions and Property 3 hours

This course is a study of the fundamental precepts applicable to real property. The following aspects, among others, will be covered: biblical principles of ownership and stewardship, acquisition and discovery, landlord/tenant law and real estate transactions. Working through the mock due diligence, purchase, financing, closing, development and leasing necessary for legal representation will be taught. *(Online)*

PLST 225 Tort Law 3 hours

This course is a study of the system for compensating persons injured by others and includes principles of intentional torts and privileges thereto, and principles of negligence. *(Online)*

PLST 226 Contracts 3 hours

Prerequisites: PLAW 200 and 205

Covers the legal concepts, principles, and procedures behind contracts and contract law. Emphasis is placed on formation, interpretation, modification, and assignment of contracts with instruction on breach, remedies, and damages. *(Online)*

PLST 230 Criminal Practice and Procedures 3 hours

Prerequisites: PLAW 200 and 205

This course will introduce 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. The course will also introduce the limitations imposed on law enforcement activities by the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution as applied to the states through the Fourteenth Amendment. The course generally considers the criminal justice process from investigation through arrest and initial court appearance. *(Online)*

PLST 235 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. *(Online)*

PLST 320 Constitutional Law 3 hours

Prerequisite: PLAW 205

Constitutional Law analyzes contemporary issues to explore a number of key, constitutional principles, including: separation of powers; federalism; the role of the judiciary in deciding controversial social issues; the First Amendment Free Speech, Establishment Clause, and Free Exercise of Religion clauses; the Commerce Clause as it relates to nationalized health care; and parental rights with respect to education. Students will read judicial opinions each week relating to one of these topics. *(Online)*

PLST 340 Family Law 3 hours

This course provides a balanced introduction to the theories, doctrines, and practice of family law. Students will learn the fundamental principles of family law, discuss important policy issues, learn practical skills and consider the ethical issues confronted by those who help process legal documents in family law. *(Online)*

PLST 350 Corporate and Business Organizational Law 3 hours

An examination of agency, partnership, and corporation concepts with emphasis on the rights and obligations of partners. The formation, management, and operation of for-profit and nonprofit corporations will be taught. *(Online)*

PLST 355 Bankruptcy and Secured Transactions 3 hours

Prerequisites: PLAW 222 and 350

Covers the bankruptcy code and rules of procedure. Emphasis will be placed on the legal assistant's role in bankruptcy practice such as interviewing, preparing documents including schedules for Chapters 7, 11, and 13, legal proceedings including filing, meeting of creditors, adversarial proceedings, and the final discharge. Also included are secured and unsecured creditor priorities, preferences, and fraudulent transfers. *(Online)*

PLST 380 Law of Non-Profits 3 hours

Prerequisite: PLAW 350

Consideration of the role of the nonprofit corporation vis-à-vis the business corporation as well as fiduciary relationships and regulatory issues faced by nonprofit corporations. The class will also cover the process for organization of a nonprofit corporation and obtaining tax exempt status. *(Online)*

PLST 400 Employment Law 3 hours

Prerequisite: PLAW 350

This course is designed to assist the student in gaining a broad understanding of employment law and legal issues that impact the workplace. Various sources of employment law, including federal and state law, will be surveyed. Additionally, students will gain an

understanding of the employer and employee relationship in the workplace and the legal significance of this dynamic. Topics covered will include, but are not limited to, the hiring process, discrimination, wage and hour, benefits, freedom in the workplace, disability, discharge, and retirement. *(Online)*

PLST 405 Administrative Law 3 hours

Prerequisite: PLAW 350

This course considers the role of administrative agencies and the legal and public policy impact of agency decisions. In addition to reviewing the purpose and functions of administrative agencies, the student will also consider the role of judicial review of administrative decisions and the constitutional implications. Additional topics studied include investigatory powers, informal and formal adjudications, rulemaking, delegation of authority, and separation of powers. *(Online)*

PLST 420 Intellectual Property Law 3 hours

Prerequisite: PLAW 350

This course is designed to assist the student in gaining a broad understanding of intellectual property law and relevant legal terms. In addition to studying general principles and rules, the student will also study copyright, patents, trademarks, and trade secrets. *(Online)*

PLST 450 Negotiations 3 hours

Prerequisites: PLAW 200 and 205

This course provides a general introduction to negotiations, alternative dispute resolution, and client counseling. In addition to reviewing the general theories and practice of negotiation, students will study the various styles of negotiation. *(Online)*

PLST 460 Law Office Management 3 hours

Prerequisites: PLAW 200 and 205

This course covers the operation of a modern law office, including the legal structure of a law practice, regulation of the legal profession, law office equipment, personnel and employee issues, billing and accounting procedures, and basic management skills. *(Online)*

PSYCHOLOGY

PSYC 101 Introduction to Psychology 3 hours

Introduction to Psychology as a scientific discipline concerned with the study of behavior. Consideration will be given to such topics as human development, motivation, emotion, perception, learning, personality, intelligence, measurement and applied areas. *(Both Resident and Online)*

PSYC 150 Psychology of Relationship Development 3 hours

Since relationships form our identity and color everything we do, they are essential to living a successful and fulfilling life. This course offers healthy relationship concepts and practices and strives to remedy these deficiencies through an interactive "relationship education". *(Resident)*

PSYC 210 Developmental Psychology 3 hours

An overview of the human life span from conception through senescence. Continuity of development as well as critical periods faced by the maturing human will be emphasized using contemporary theories and research as foundation materials. *(Both Resident and Online)*

NOTE: PSYC 101 or 210, PSYC 255 are prerequisites for all other 200, 300, and 400 level Psychology courses.

PSYC 221 Psychology of Childhood 3 hours

A study of child growth and development from birth to puberty. Examination of the basic theories principles and practices of childhood training and education. *(Both Resident and Online)*

PSYC 231 Psychology of Adolescence 3 hours

An investigation of the psychological and environmental factors related to puberty, peer identification and identity conflict in the adolescent. Emphasis will be upon the development of self-identity

and the problems faced by the American adolescent. *(Both Resident and Online)*

PSYC 235 Psychology of Adulthood 3 hours

The focus will be on viewing adult development as an integrative, dynamic and continuous process terminated only at death. The whole span of adulthood will be examined, including retirement and old age. *(Both Resident and Online)*

PSYC 255 Introduction to Research 3 hours

Resident Prerequisite: PSYC 101 or 210

Online Prerequisite: PSYC 101, 201, or permission of the instructor

An introduction to psychological research techniques and methodology designed to improve students' understanding of the basic issues in the scientific methods of the social sciences. The goals of the course are: to improve students' understanding of the concepts related to research methodology; to improve the students' ability to communicate ideas about science, including a significant amount of writing; and survey of both quantitative and qualitative research methods. *(Both Resident and Online)*

PSYC 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Selected topics in psychology will be treated at an advanced level. Experience will be acquired in clinic settings and through exposure/intern opportunities. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

PSYC 305 Overview of Theory and Treatment of Substance Abuse 3 hours

Prerequisite: PSYC 101 or PSYC 210 or SOCI 201; PSYC 255

This course includes a thorough examination of the theoretical models of addiction, the introduction to the neurobiology of addiction, the addiction cycle, the evaluation and treatment of addictions, and the trauma that occurs with addictions. *(Both Resident and Online)*

PSYC 306 Advanced Theory and Treatment of Substance Abuse 3 hours

Prerequisite: PSYC 101 or PSYC 210 or SOCI 201; PSYC 255

Advanced information on the theory and treatment of substance abuse and addiction with both secular and biblical concepts of substance abuse, recovery, and the impact upon family systems and society. An appropriate integration of the sets of materials will focus on the 12-step method of recovery and methods of relapse prevention. *(Both Resident and Online)*

PSYC 307 Treatment and Recovery 3 hours

Prerequisite: PSYC 101 or PSYC 210; PSYC 255

This course examines addiction recovery process theory and treatment modes. Students will understand the theoretical basis for treatment by critically assessing treatment outcome research from various approaches and formalize a practical recovery approach plan. Students will explore treatment approaches, gain a working understanding of addictions and begin to develop a practical approach to recovery. The dynamics of addiction recovery will be examined as students consider recovery obstacles for substance and sexual addiction subsets. *(Online)*

PSYC 308 Diagnosis and Treatment of Sexual Addiction 3 hours

Prerequisite: PSYC 101 or PSYC 210; PSYC 255

An examination of the definition, neurobiology, etiology, diagnosis and treatment of sexual addiction. Students will explore, from a biblical worldview, gender issues related to sexual addiction and related topics such as marital affairs, pornography and homosexuality. *(Online)*

PSYC 309 Healthy Sexuality 3 hours

Prerequisite: PSYC 101 or PSYC 210; PSYC 255

This course provides a foundational understanding of healthy sexuality based on psychological foundations and a biblical worldview. Special attention is given to the biological foundations of sexual development, sexual enrichment, challenges, brokenness, and controversial issues surrounding healthy sexuality. *(Online)*

PSYC 311 Educational Psychology 3 hours

Acquaints the student with various learning theorists and models of learning. Focus is on the generation of practical solutions to problems associated with the teaching-learning process. *(Resident)*

PSYC 312 Social Psychology 3 hours

Prerequisite: PSYC 101, 210, or SOCI 200

Social psychology is the study of how the presence of other people affects an individual's behavior, as well as how an individual forms opinions and attitudes about others. Topics in the course include interpersonal attraction, accuracy of eye-witness testimony, impact of TV on aggression, non-verbal communication, group decision making, and the impact of advertising on beliefs and behavior. *(Both Resident and Online)*

PSYC 315 Applied Psychology 3 hours

An introduction to the wide variety of positions psychologists fill in government, industry, education and the social services. Students are given information on the various applications of psychological theories, principles and practices as they relate to different career fields. *(Resident)*

PSYC 316 Industrial and Organizational Psychology 3 hours

Industrial and Organizational (I/O) Psychology is the application of the scientific study of human behavior and mental processes to work organizations. The major areas of concern for I/O psychologists include recruitment, selection, training, evaluation, motivation, leadership and job attitudes. Additional time will be dedicated to the investigation of human factors engineering and consumer behavior. *(Resident)*

PSYC 317 Crisis Intervention 3 hours

Prerequisite: PSYC 101, 210, or SOCI 201

An examination of the various types of crises and the effect upon the individual. Coping skills and therapeutic approaches are discussed. Areas addressed include: PTSD, Chemical Dependency, Crises of Lethality, and Sexual Assault, among others. *(Both Resident and Online)*

PSYC 318 Consumer Psychology 3 hours

Consumer Psychology is the study of individuals, groups, or organizations and the processes they use to select, secure, use, and dispose of products, services, experiences, or ideas to satisfy the wants and needs of the consumer and society. *(Resident)*

PSYC 320 Behavior Management 3 hours

The application, implementation, measurement, and evaluation of behavior management techniques in various settings including hospitals, institutions, and schools. *(Both Resident and Online)*

PSYC 336 Gerontology 3 hours

The facts of demography describe the background and present status of elderly people in the United States. Then the biological, psychological and sociological factors in aging will be studied to promote an in-depth understanding of the dynamics of aging. The dying-grieving processes, as well as long term care policies and government-sponsored programs are explored. *(Both Resident and Online)*

PSYC 341 Psychology of Personality 3 hours

The major historical and contemporary theories of the origin and development of personality are explored, emphasizing the role of the dynamics of personality. *(Both Resident and Online)*

PSYC 345 Exceptional Child 3 hours

Prerequisites: PSYC 101 or PSYC 210 and PSYC 255

All major areas of exceptionality will be surveyed to provide undergraduate students with a first contact with the field of

exceptionality. The focus is cognitive content-based rather than experiential. Characteristic of children and families will be evaluated, according to theories of human development. *(Both Resident and Online)*

PSYC 350 Bibliotherapy 3 hours

Bibliotherapy is a study of the history, methodologies, and applications of the use of therapy through books and as a process of dynamic interaction between the personality of the reader and literature. Literature for children and adolescents is presented as a tool and a backdrop for counseling troubled clients with needs similar to those of characters presented in the literature. Appropriate bibliographies with assigned readings are combined with topics on issues of common concern. Students are given the opportunity to explore personal issues as well as those expected to be encountered in social service settings. *(Resident)*

PSYC 351 Multicultural Counseling and Research Issues 3 hours

Mental health counseling should assist students to take their own backgrounds into account before learning about counseling approaches which center around techniques shown to be multiculturally effective. The importance of therapist characteristics will be emphasized. Additionally, research leading to the misunderstanding of minority culture members will be critiqued as the value of objective scientific reporting is recognized to be critical to advancement in the mental health field. *(Both Resident and Online)*

PSYC 354 Statistics for the Social Sciences 3 hours

Prerequisites: MATH 115 or higher

Introduction to the descriptive statistics and probability, probability distributions, estimation, tests of hypotheses, and visual displays of data with applications in psychology and the other social sciences. *(Both Resident and Online)*

PSYC 355 Statistics in Psychology 3 hours

Prerequisites: PSYC 354

Introduction to statistical methodology in the social sciences, particularly as related to psychological measurement and development of scientific research studies involving quantitative investigation. *(Both Resident and Online)*

PSYC 356 Introduction to Qualitative Research 3 hours

An overview of qualitative research methods and qualitative data analysis. The course introduces the student to the logic and process of qualitative research, to four specific qualitative research methods—phenomenology, ethnography, case study, and grounded theory—and the basics of analyzing qualitative data. *(Resident)*

PSYC 361 Marriage and Family 3 hours

Prerequisite: PSYC 101, 210, or SOCI 201

This course examines the research from the social sciences, showing the benefits of marriage to those married and to society at large, as well as the biblical basis for marriage and family. The course also investigates the research regarding family strength, incorporates instruction relating to preparation for marriage, and offers marital and family enrichment. *(Resident)*

PSYC 365 Psychological Foundations of Learning 3 hours

Prerequisite: Nine additional hours of psychology

A study of human learning, including examination of conditioning, modeling, cognitive development, and high level thought processes. Models of behaviorism, social learning, cognitive development, memory, motivation, and attribution theories will be evaluated. *(Both Resident and Online)*

PSYC 371 Theories in Counseling and Psychotherapy 3 hours

Prerequisite: PSYC 341

The principal current theoretical approaches to counseling and psychotherapy represented and evaluated. Exploration of techniques and methods in group and individual counseling. *(Both Resident and Online)*

- PSYC 380 Physiological Psychology** 3 hours
Prerequisite: Nine additional hours of psychology
This course is designed to investigate the most recent findings in the area of physiological psychology. Topics of study will concern basic information about the nervous systems, sensory systems, physiological bases of behaviors and the development of learning and memory. *(Both Resident and Online)*
- PSYC 401 History and Systems of Psychology** 3 hours
Prerequisite: Nine additional hours of psychology
The history of psychology from its beginnings in early philosophical thought to the present. Emphasis is on the last century of developments in the field, the life, and works of historically eminent psychologists. *(Resident)*
- PSYC 405 Group Dynamics** 3 hours
The study of human personality in relationship to other persons, singularly and in groups. The application of the principles of group dynamics to business, industry, public and private life will be examined in theory and demonstrated with exercises. *(Both Resident and Online)*
- PSYC 406 Addictions and the Recovery Process** 3 hours
Prerequisite: PSYC 306 or permission of the instructor
This course provides to students knowledge of addictions and the recovery process. Students will learn about dual diagnosis, co-morbid issues, adjunctive treatment and support, addiction and special populations (women, adolescents, same-sex attraction, etc.), codependency, relapse prevention, crisis management and counseling and HIV. *(Resident)*
- PSYC 407 Addictions Groups, Ethics and the Community** 3 hours
Prerequisites: PSYC 371, 406; or permission of the instructor
This course focuses on the issues of group counseling and dynamics, client and community, education and ethics. Students will learn both didactic and psychodynamic group counseling skills. Learning groups will prepare a program of client and community education focused on substance abuse prevention. Students will also learn about ethical issues in substance abuse treatment. *(Resident)*
- PSYC 410 Psychology of Religion** 3 hours
A challenge to examine the role psychology plays in religious beliefs. Students will analyze and evaluate assigned texts and novels comparing aspects of ten religions and how psychological theories coincide with each system. *(Resident)*
- PSYC 420 Psychology and Christianity** 3 hours
Prerequisite: permission of the instructor
This course explores the relationship between Christian theology and the science of psychology. Students will focus on philosophical foundations and the major models of conceptualizing the relationship between the two disciplines. *(Both Resident and Online)*
- PSYC 421 Psychological Measurement** 3 hours
Prerequisite: PSYC 355
A study of standardized tests in psychology, counseling and education. Includes personality, aptitude, general ability, achievement, and interest tests. Elementary statistics necessary to test usage and interpretation will be a part of the course. *(Both Resident and Online)*
- PSYC 430 Abnormal Psychology** 3 hours
A study of neurotic and psychotic behavior including origin, classification, symptoms and a survey of diagnosis, therapy and prevention. *(Both Resident and Online)*
- PSYC 440 Experimental Design in Research: Application and Construction** 3 hours
Prerequisite: PSYC 355
Acquaints the prospective research experimentalist in the behavioral sciences with a number of the basic principles used in the construction of experimental designs. *(Resident)*
- PSYC 450 Children in Healthcare** 3 hours

- Prerequisites: PSYC 210 and/or PSYC 221
Children in Healthcare will provide a foundational knowledge of the impact of medical illness/injury on the developmental and psychosocial wellbeing of children, adolescents, and their families within health care. Students will gain an understanding of the therapeutic interventions utilized to help reduce the negative impact of illness and increase the child's/family's ability to cope. Core areas include psycho-education, therapeutic/supportive uses of play and expressive arts, death and dying, the healthcare environment, family centered care, developmental stressors, and cultural and spiritual Issues.
Successful completion of Children in Healthcare will meet the Child life course criteria outlined by the Child Life Council. Students interested in pursuing the Child Life Professional Certification Examination are responsible for meeting with the professor after the completion of the course to complete the verification form. *(Resident and Online)*
- PSYC 460 Counseling Processes and Techniques** 3 hours
Prerequisites: PSYC 341 and 371
Theory and practice of counseling will be treated in an experiential, group-practice manner. Students will be exposed to counseling issues at a level commensurate with senior status and entry into the community workplace. *(Resident)*
- PSYC 475 Psychology of Criminal Behavior** 3 hours
Prerequisites: PSYC 101, 210, SOCI 200; PSYC 341 and PSYC 430
An examination of the factors that contribute to criminal behavior, including various psychopathological and sociological aspects. *(Both Resident and Online)*
- PSYC 495 Directed Research** 1 to 3 hours
(Resident)
Students will engage in directed research in the field of psychology under the supervision of a faculty member.
- PSYC 497 Special Topics in Psychology** 3 hours
An examination and evaluation of moral and ethical concepts and principles as they relate to the field of psychology. A wide range of subjects will be discussed including counseling intervention systems, the exceptional child, vocational development and human development. *(Both Resident and Online)*
- PSYC 498 Senior Project** 3 hours
Prerequisite: PSYC 355 and PSYC 440
Junior or Senior majors in Psychology will engage in a formal project of research, calling upon their previous courses in statistics and research methods, to produce a detailed project as a written capstone to a Psychology education. *(Resident)*
- PSYC 499 Internship** 1 to 6 hours
Prerequisites: 2.00+ overall GPA, Senior Status, 18 credits of PSYC coursework successfully completed, suitable internship site, and completed Student Internship Agreement (SIA)
Selected topics in psychology will be treated at an advanced level. Experience will be acquired in clinical settings and through exposure/intern opportunities. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Both Resident and Online)*

RELIGION

- RLGN 104 Christian Life and Biblical Worldview** 4 hours
This is a study in the development and application of biblical worldview. This course will include an introduction and application of critical thinking skills, as well as a study of religious and philosophical worldviews. Special attention will be given to the theology and methodology of evangelism. *(Online)*
- RLGN 105 Contemporary Worldviews** 2 hours
An introduction to the biblical worldview and contemporary moral issues. *(Resident)*
- RLGN 301 Research and Writing for Religious Disciplines** 3 hours

Prerequisites: BIBL 105, 110; ENGL 101, 102; INFT 101 or UNIV 101; and THEO 201, 202

This course builds upon the basic concepts for scholarly research and writing to prepare students for completing scholarly research and writing. Specifically within the religious disciplines, tools for performing scholarly research, and the tools for writing clearly and effectively in an academic setting. As such, this course lays the foundation for future academic writing in the religious disciplines. *(Online)*

RLGN 325 *Elements of Bible Study* 3 hours

Prerequisites: BIBL 105 & BIBL 110, or BIBL 104

This course provides the student with the knowledge and abilities necessary for the lifelong habit of studying the Word of God. In this course the student will be introduced to the various methods and tools necessary for a comprehensive study of Scripture. Emphasis is placed on developing a structured approach to examining, understanding, and applying the Scriptures. *(Online)*

RLGN 330 *Principles & Practice of Teaching the Bible* 3 hours

Prerequisites: BIBL 105 & BIBL 110, or BIBL 104

This course introduces the student to strategic concepts that are foundational to the teaching-learning process as it relates to the teaching of Scripture. The student will learn how to apply a methodological approach in the preparation, presentation, and evaluation of the teaching of the Scriptures. *(Online)*

RLGN 335 *Theological Issues in the Life of the Church* 3 hours

Prerequisites: THEO 201 & 202, or THEO 104

This course allows students to study theological issues facing the modern church and presents opportunities to strengthen their biblical fidelity in belief and ministry practice. These issues are addressed from both a doctrinal and missional perspective focused on the primacy of the Great Commission. The goal is to bolster the church's ministry effectiveness in answering critical questions from contemporary culture with cogent, well-informed responses. *(Online)*

RLGN 350 *World Religions* 3 hours

The basic principles and practices of the most significant world religions are discussed and evaluated. The course goes beyond descriptions and identifies points of contact and cultural opportunities for effective communication, understanding and engagement. *(Resident)*

RLGN 360 *Practical Teaching of Scripture* 3 hours

Prerequisites: BIBL 105, BIBL 110, BIBL 360, RLG 301 & THEO 360 –OR– BIBL 104, BIBL 360, RLG 301 & THEO 360

A study of the basic principles and methods of teaching and learning as they apply to the communication of the Scriptures across various age groups. The student will combine scholarly research, proper Bible study, and suitable theological formation in order to successfully teach a passage of Scripture. Additionally, the student will engage in the process of evaluation in order to determine the strengths and weaknesses of his or her teaching. *(Online)*

RLGN 489 *Ministry Praxis Capstone* 3 hours

Prerequisites: BIBL 360 (or BIBL 350), and THEO 360 (or THEO 350), and RLG 360 (or CHMN 387); Additionally, students must be a BS in Religion major and senior status.

This course will require students to resource the knowledge acquired from coursework completed in the undergraduate religious studies program. Christian formation of leaders in the local church will be explored. Emphasis is placed on the application of the undergraduate core curriculum in discipling and leading the body of Christ to actively pursue the Great Commission mandate. Preparation for future ministry opportunities will include the development of a resume and theological person position paper and person financial plan. *(Online)*

RLGN 490 *Research and Scholarly Capstone* 3 hours

Prerequisites: BIBL 360 (or BIBL 350), and THEO 360 (or THEO 350), and RLG 360 (or CHMN 387); Additionally, students must be a BS in Religion major and senior status.

This course will require students to resource the knowledge acquired from coursework completed in the undergraduate religious studies program. Christian formation of leaders in the local church will be explored. Emphasis is placed on developing critical thinking skills as well as producing scholarly research in various areas of theological importance. It will guide students in producing scholarly writing that adds to the body of knowledge and practice to further the mission of the church of Jesus Christ. *(Online)*

RELIGIOUS STUDIES

RLST 489 *Religious Studies Capstone* 3 hours

Prerequisites: Senior Status; BIBL 350 and THEO 350

This capstone course for all Religious Studies majors seeks to integrate the major program learning outcomes for the Concentrations in the B.S. in Religious Studies. Students will grapple with some of the most difficult questions in the Bible and theology, but they will also demonstrate how their religious education applies to real life ministry situations in national and international contexts. This course is designed for final semester seniors/graduates of the B.S. in Religious Studies program. *(Resident)*

RLST 499 *Biblical and Theological Studies Internship* 3 hours

Prerequisites: Junior or Senior status (Students may see professor for prerequisite override); 3.00 GPA; BIBL 350 and THEO 350 (21 total hours in major); BTST major.

This internship will focus on both the programming and leadership aspects of ministry. It will be a supervised field experience at an approved site. Application procedures processed through the online application. *(Resident)*

RESEARCH

RSCH 201 *Research 201* 3 hours

Prerequisites: INQR 101

A survey of knowledge and skills required for the conduct of research in either the humanities, sciences, or creative arts. *(Online)*

RUSSIAN

RUSS 101 *Elementary Russian I* 3 hours

This is an introductory course designed to place emphasis on functional grammar, practical vocabulary, listening skills and conversation in Russian. This course will serve as a basis for further development of proficiency in reading, writing, understanding, and speaking the Russian language. *(Resident)*

RUSS 102 *Elementary Russian II* 3 hours

Prerequisites: Russian 101 or a satisfactory placement score

This course will further the objectives of RUSS 101 while expanding the student's knowledge of practical vocabulary and functional grammar. This course will serve as a basis for further development of proficiency in reading, writing, understanding, and speaking the Russian language. *(Resident)*

RUSS 201 *Intermediate Russian I* 3 hours

Prerequisites: Russian 101 or a satisfactory placement score

This is the first half of an intermediate course that places continued emphasis on functional grammar, practical vocabulary, listening exercises, and conversation in Russian. This course expands the basic proficiencies in speaking, listening, reading and writing the language acquired in Russian 101 and 102. This course is conducted primarily in Russian. *(Resident)*

SPEECH COMMUNICATION

SCOM 110 *Media and Culture* 3 hours

A global survey of digital communication (news, information, entertainment), including cultural impact, targeted messaging, collaborative solutions, and trust-relationships between content

producers and their participating users. Course focus is on the application of these new forms of media in personal lives, organizations and business. *(Both Resident and Online)*

SCOM 201 Public Speaking 3 hours

Explores public speaking theory and hands-on practical application of alternative organization and construction techniques beyond the basic course; students will critically examine and evaluate their personal speaking skills and those of their peers, and apply appropriate techniques according to the audience, context, and situation. *(Resident)*

SCOM 210 Communication and Popular Culture 3 hours

Prerequisite: COMS 101

As a broad-based introduction to communication theory, this course surveys scientific and interpretative approaches to the study, analysis, and explanation of communication within a variety of contexts. (Formerly COMS 210) *(Resident)*

SCOM 220 Communication and Diversity 3 hours

This course broadly examines factors and issues related to communication and diversity, such as race, nationality, regionality, gender, religion, disability, age, technological access and content, and/or other topics of interest. *(Resident)*

SCOM 226 Interpersonal and Group Communication 3 hours

Prerequisite: COMS 101

An introduction to interpersonal communication, relationships, methods of small group communication, and problem solving. Personal skills in becoming team players and resolving conflict are examined and developed. *(Resident)*

SCOM 315 Narrative, Story Telling and Performance 3 hours

Study and practice of the art of using speech to communicate literature to an audience. *(Resident)*

SCOM 325 Interpersonal Communication 3 hours

A study of the nature of interpersonal communication and relationships. Attention is focused upon personal responsibilities, interactive factors, and message and contextual variables in relationships. Personal skills in stimulating friendships and resolving conflict are examined through exposure to theory, practical exercises, and analysis of personal relationships. (Formerly COMS 325) *(Resident)*

SCOM 330 Creative Problem Solving in Teams 3 hours

Study and practice of the theories and methods of group communication. (Formerly COMS 330) *(Resident)*

SCOM 335 Argumentation 3 hours

Prerequisites: COMS 101

Study and practice of principles of analysis, reasoning, evidence, organization and speaking needed to logically demonstrate and defend a position before an audience. (Formerly COMS 335) *(Resident)*

SCOM 345 Persuasion 3 hours

Prerequisites: COMS 101

Analysis and practice of techniques used to change attitudes, beliefs, and behavior in various communication contexts. (Formerly COMS 345) *(Both Resident and Online)*

SCOM 355 Organizational Communication 3 hours

Prerequisites: COMS 101

A theoretical overview of communication functions and issues in a variety of contexts within organizations. Study and development of effective communication skills within the challenging, diverse workplace, and other organizational settings. (Formerly COMS 355) *(Resident)*

SCOM 358 Essentials of Customer Service 3 hours

This course examines customer relationship management (CRM) as a key strategic process within all organizations. CRM is defined as the overall process of building and maintaining profitable customer relationships by delivering value and satisfaction to the customer. Focusing on process, strategy and technology, this course

leads students from understanding the fundamentals of CRM through the implementation of CRM systems and analysis of customer data. It discusses the CRM philosophy as well as the systems in place that incorporate and integrate information from sales, marketing and service. *(Resident)*

SCOM 360 Leadership and Organizational Communication 3 hours

Prerequisites: COMS 101

Students will learn how communication styles strategically enhance the ability of individuals to lead organizations. Students will study leadership traits and communication patterns and, through a hands-on process, develop personal leadership styles. *(Resident)*

SCOM 365 Communication and Christian Ministry 3 hours

This course teaches students effective communication skills practiced in the Christian ministry setting, including: communication and accountability dyads, study groups, problem solving committee work, teaching various age groups, prayer, witnessing, testimonies, giving devotionals and recruiting for ministry events. *(Resident)*

SCOM 370 Motivational Speaking 3 hours

An advanced public speaking course that aims to develop and polish public speaking skills through the use of contemporary speech construction and delivery methods. Special emphasis will be placed on understanding of audience needs and the development of oral communication strategies for effective inspiration and motivation in the contexts of ministry, business and various professions. *(Resident)*

SCOM 380 Vendor Communication and Strategic Relations 3 hours

This course is designed to apply the principles of strategic communication and public relations to the specialized area of developing sound relationships with the vendors, suppliers, and other specialized affiliates of an organization. *(Resident)*

SCOM 387 Forensics Practicum 3 hours

Introduction, theory, training, and instruction necessary to develop speech performance skills required for success on a competitive forensic speaking team. Students participate in multiple intercollegiate speaking events on campus and at other schools. Emphasis is on individual speaking events including platform, limited preparation, and oral interpretation events. Students must attend weekly coaching sessions and travel or present their work on a regular basis to receive credit. These credits may be repeated. (Formerly COMS 387) *(Resident)*

SCOM 388 King's Players Practicum 1 hour

Practical application of dramatic and ministry principles. Student activities include acting, costuming, publicity/ promotion, set construction, sound reinforcement, and stage lighting. (Formerly COMS 388) *(Resident)*

SCOM 410 Communication in a Technological Age 3 hours

Prerequisite: JR/SR status

This course focuses on designing theoretical communicative approaches for implementation in specific contexts such as conferences, professional meetings, celebratory events and programs for community outreach. Working from a praxis approach, students engage the development marketplace through professional, interpersonal, and organization coordination of information and people. *(Resident)*

SCOM 420 Advanced Public Communication 3 hours

Prerequisite: JR/SR status

This performance driven course is designed to provide an overview of basic presentational skills and expand presentational poise, adaptability and performance, across a broad variety of speaking scenarios. *(Resident)*

SCOM 430 Event Planning and Communicative Coordination 3 hours

Prerequisite: JR/SR status

This course frames event planning from a communication-centered, theory-informed, integrative approach-applicable in the contemporary marketplace. Students will learn to ethically negotiate external and internal stakeholders, coordinate information and people, while attending to unanticipated 'rhetorical interruptions' in a constructive, creative manner. *(Resident)*

SCOM 440 *Communication in the Family* 3 hours

Prerequisite: JR/SR status

This course examines the role of communication within the family, exploring current academic research and applying communication theory to the study of family dynamics and interactions, including decision-making, management of conflict, and changes and stresses within the family. *(Resident)*

SCOM 450 *Political Rhetoric* 3 hours

Prerequisite: JR/SR status

This course will examine the connections and relationships between human communication and political communication including aspects of: rhetorical theory, the role of Christians in political activism, political advertising, media coverage in elections, and political campaigns. *(Resident)*

SCOM 455 *Communication Theory* 3 hours

Prerequisite: JR/SR status

A study of modern theories of communication with application to various contexts of speech communication. (Formerly COMS 455) *(Resident)*

SCOM 460/ *Communication in the Marketplace* 3 hours

STCO 460

Prerequisite: JR/SR status

Students research and explore the types of Strategic Communications opportunities available to them upon graduation. This course emphasizes jump-starting careers by undertaking a professional job search and awareness of current job market conditions. (Formerly COMS 360) *(Resident)*

SCOM 465 *Rhetorical Theory and Criticism* 3 hours

Prerequisite: JR/SR status

A historical survey and study of rhetorical theory in the past and present. Attention is given to Greek and Roman rhetorical theory, theories prevalent in the Middle Ages and Renaissance, and modern rhetorical theory. (Formerly COMS 465) *(Resident)*

SCOM 475 *Criticism of Public Address* 3 hours

Prerequisite: JR/SR status

The investigation of public address through historical and rhetorical critical methods. Focus on the development of competent critics through oral and written presentations. (Formerly COMS 475) *(Resident)*

SCOM 490 *Crisis Communication and Negotiation* 3 hours

Prerequisite: JR/SR status

This course will examine modern crisis communication, and provide the students with exposure to and practice in organizational communication, gathering information and providing analysis, and oral and written communication skills, essential for handling crisis situations. (Formerly COMS 490) *(Resident)*

SPORT MANAGEMENT

NOTE: All students must maintain a "C" or higher for all Sport Management courses.

SMGT 200 *Introduction to Sport Management* 3 hours

This course is designed to provide students with an introduction to the skills and competencies required to pursue career opportunities in the sport industry. *(Resident)*

SMGT 201 *History of Sport* 3 hours

This course investigates the historical development of sport and recreational activities practiced in North America. Major influences on the development of sport are examined including religious beliefs,

social and cultural values, economics, politics, and technological advances. *(Resident)*

SMGT 205 *Practicum* 3 hours

Prerequisite: SMGT 200 and 201 or concurrent enrollment

Supervised work experience in a sport administration area by the student with approval of advisor. *(Resident)*

SMGT 300 *Introduction to Coaching* 3 hours

Prerequisite: Sophomore status

An overview of the roles, qualifications, responsibilities, and skills required of coaches during the season and off season. Issues affecting coaches both on and off the field will be addressed. *(Resident)*

SMGT 302 *Sport Facilities and Events* 3 hours

Prerequisites: Completion of all 200-level SMGT courses, BUSI 201 or consent of instructor

This course is designed to provide students with an overview of facility planning and design, facility operations, and event management. *(Resident)*

SMGT 304 *Coaching Football* 3 hours

(Offered in the fall semester)

Prerequisite: Junior status

An examination of the theories, techniques, and styles of coaching football. Multiple offensive and defensive strategies are explored. *(Resident)*

SMGT 305 *Sport Law* 3 hours

Prerequisites: Completion of all 200-level SMGT courses, BUSI 201 or consent of instructor

With a managerial approach to legal issues, this course will examine the influences of current state and federal legislation, collective bargaining agreements, regulation agencies, employee-employer relations, contracts and educational enterprises in relation to sport management. *(Resident)*

SMGT 306 *Coaching Basketball* 3 hours

(Offered in the spring semester)

Prerequisite: Junior status

A study of the theories, methods, organization, and techniques of teaching and coaching of basketball skills and team play. *(Resident)*

SMGT 307 *Coaching Fall Sports* 3 hours

(Offered in the fall semester)

Prerequisites: Coaching minors must have completed SMGT 300. All non-coaching minors must obtain the consent of the instructor.

This course will function as an orientation to the coaching of specific individual and team sports. Furthermore, the course is designed to evaluate the knowledge and skill proficiencies (competencies) of coaching minors in selected sport and activities. The sports covered in this course are: volleyball, cross country/track and field and soccer. *(Resident)*

SMGT 308 *Coaching Spring Sports* 3 hours

(Offered in the spring semester)

Prerequisites: Coaching minors must have completed SMGT 300. All non-coaching minors must obtain the consent of the instructor.

This course will function as an orientation to the coaching of specific individual and team sports. Furthermore, the course is designed to evaluate the knowledge and skill proficiencies (competencies) of coaching minors in selected sport and activities. The sports covered in this course are: tennis, baseball/softball, and golf. *(Resident)*

SMGT 310 *Communication in Sport* 3 hours

Prerequisites: Completion of all 200-level SMGT courses; BUSI 201, ENGL 101, ENGL 102 or MUSC 200, COMS 101

This course is a macro analysis of the field from personal, organizational, and external perspectives. Special attention is given to historical and theoretical features of the field, personal and

organizational process, sport media, services and support systems, and sociological and legal aspects of sport. *(Resident)*

SMGT 312 *Introduction to Sport Ministry Outreach* 3 hours
Resident Prerequisites: Sport Management majors must have completed SMGT 200, 201; BUSI 201; ENGL 101, ENGL 102 or MUSC 200; COMS 101; SMGT 302

This course will explain the inter-relationships between sport and religion while examining the impact of muscular Christianity and sport ministry in North America. Tools and guidelines for preparing, organizing and administering a sport ministry program will also be examined. *(Both Resident and Online)*

SMGT 314 *Coaching Dynamics* 3 hours
(Offered in spring semester)

A study of rules, game procedures, methods, and practices in officiating athletic activities as well as instruction on video editing technology and film breakdown for a variety of sports. Students will also acquire certification in CPR, AED, and First Aid related to Coaching. *(Resident)*

SMGT 315 *Concepts and Practices in Sport Outreach* 3 hours

This course introduces the student to the broad spectrum of Christian concepts and practices with sport camp operation and leadership. The student will be equipped to plan, fund, program, direct, evaluate and assess a camp's effectiveness with an emphasis on outreach to athletes or high school and college campuses, in the local church, and with community organizations. *(Both Resident and Online)*

SMGT 317 *Mentoring in Sport* 3 hours

A residency whereby the student is assigned to a ministry outreach setting for the purpose of receiving hands-on experience and guidance in the day-to-day functions of sport outreach. *(Both Resident and Online)*

SMGT 321 *Global Sport Outreach* 3 hours

This course will examine global strategy issues within the context of sport outreach. Nation, region, and outreach specific factors that determine outreach effectiveness will be analyzed. Key global sport outreach organizations will be examined to deepen students' understanding of effective sport outreach theories and strategies. Students will develop a basic conceptual framework to formulate a strategy for undertaking sport outreach in a global setting. *(Both Resident and Online)*

SMGT 399 *Interim Internship* 3 hours

Prerequisites: Completion of all 200-level SMGT courses or consent of the instructor

A SMGT directed elective that will consist of supervised work experience approved in advance by the professor in a sport administration and/or management cognate (administration, aquatics, promotion, marketing, directing, fitness). Application procedures processed through the Sport Management Department Faculty Internship Advisor (FIA). *(Resident)*

SMGT 400 *Sport and Exercise Psychology* 3 hours
(Offered in the spring semester)

Prerequisite: Completion of all 300-level SMGT courses, or consent of instructor. Open to all non-SMGT majors.

Coaching Minors: This is a required course.

This course is designed to provide students with an in-depth view of the theoretical and applied aspects of the psychology of sport and exercise. The emphasis is on providing knowledge and skills necessary to improve athletic performance, enhance health and well-being, and understand personal and situation variables in the exercise environment as related to the psychological development of the individual. *(Resident)*

SMGT 401 *Sport Methodology, Methods and Practices* 3 hours

An introductory class to the psychological and emotional aspects of sport. Topics include mental preparation, goal setting, extrinsic vs.

intrinsic reward, stress, anxiety, relaxation and coping within the context of sport participation. The topic of competition and the concepts of success and failure are discussed from a biblical perspective. *(Both Resident and Online)*

SMGT 402 *Outreach in Organized Sport* 3 hours

This course will provide a foundational view of character coaches and related personnel within organized sport. The content will focus on learning how to pray for, to serve, to challenge and to invest in lives and being on the journey of faith for those who serve. *(Both Resident and Online)*

SMGT 404 *Administration and Organization in Sport and Recreation* 3 hours

Prerequisites: Junior status, completion of all 200-level SMGT courses, SMGT 302 and 305, or consent of the instructor

A study of the problems and considerations involved in the successful management of sport and recreation programs. Areas considered include program planning, organization, leadership and evaluation, and current organizational trends. *(Resident)*

SMGT 405 *Sport Finance* 3 hours

Prerequisite: Completion of all 200- and 300-level SMGT courses

Economic marketing and finance theories applied to sport organizations, with special emphasis on the impact of sport upon the proximate community, and general development of cities and sport facilities. *(Resident)*

SMGT 406 *Issues and Trends in Sport* 3 hours

Prerequisite: Completion of all 200- and 300-level SMGT courses

A basic understanding of the developments, trends and social processes that explain the widely popular sporting experiences of society today. *(Resident)*

SMGT 410 *Sport Marketing* 3 hours

Prerequisite: Completion of all 200- and 300-level SMGT courses

The relevant areas of marketing are applied to sport applications for spectator and participative sport organizations are given. Special emphasis is placed on strategic planning, product analysis, and the development and presentation of marketing packages to secure sponsorship. *(Resident)*

SMGT 495 *Directed Research* 1 to 3 hours
(Resident)

SMGT 497 *Special Topics in Sport Management* 1 to 3 hours
Prerequisite: Completion of all SMGT 200-level courses

(Resident)

SMGT 499 *Internship* 1 to 12 hours

Prerequisite: 2.25 GPA; enrolled in 110 credit hours; or consent of instructor

Placement with a sport organization for a controlled learning experience with the student's career specialization area. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

SOCIOLOGY

SOCI 200 *Introduction to Sociology* 3 hours

A study of social theories, their histories, social structures, functions, and conflict emphasizing human, institutional, and group interactions. The course provides an overview of political, economic and other cultural phenomena and methodologies of the results of scientific social research. In addition, it seeks to expand ideas, concepts, theoretical, and practical orientations by utilizing a comparative perspective. *(Both Resident and Online)*

SOCI 201 *Social Problems* 3 hours

A study of social dilemmas such as crime, pollution, war, poverty, drug addiction, and racial discrimination. Course content is both theoretical and practical. *(Both Resident and Online)*

NOTE: SOCI 200 or 201 is a prerequisite for all other Sociology courses.

SOCI 313 Social Organizations 3 hours
(Offered fall semester)

Prerequisite: SOCI 200 or consent of the instructor

This course investigates the organizational culture and its impact on professionals, clients and service provision. Topics range from handling the day-to-day issues that characterize every workplace to understanding the larger sociopolitical context in which organizations function. The distinctive dynamics of communities, organizations, and change are emphasized. The cognitive, assessment, and evaluation components or practice and the skills essential for networking and case management in the human services professions are addressed. *(Resident)*

SOCI 340 Human Societies: A Global View 3 hours
(Offered spring semester)

The sociological perspective will be applied to the study of population, culture, education, religion, hunger, and community outreach. We presently live in a world divided by societal stress and persecution. It is imperative as Christians that we develop a world view that promotes the cause of Christ. Education for the profession requires foundational understanding of human needs, social problems, and all welfare responses. *(Resident)*

SOCI 349 Sociology of Disability 3 hours
Prerequisite: SOCI 200 or 210

The course will examine the social implications of disability, exploring its impact on the individual and on society. Students will be exposed to the many ways a disability can affect the lives of individuals, the processes by which people with disabilities adapt to their limitations, along with the influence society has in promoting both independence and dependence among people with disabilities. Major theories, research findings and biblical accounts will be used to analyze methods of understanding the challenges faced by people with disabilities and of developing a pragmatic approach to serving them effectively. *(Resident)*

SOCI 495 Directed Research 1 to 3 hours
(Resident)

SOCI 497 Special Topics in Sociology 1 to 3 hours
(Resident)

SOCIAL WORK

SOWK 101 Introduction to Social Work 3 hours

Introduction to Social Work and Social Welfare is a course that gives an overview of the field of social work practice. Topics regarding the ecclesiastical beginnings of the profession, additional historical components, the integration of faith and practice, as well as social work values and ethics will be explored. (Formerly SOWK 210) *(Both Resident and Online)*

SOWK 120 Social Work Field Exploration 2 hours

Social Work Field Exploration is the study of social work practice and settings of practice. Topics in the course are centered on social work practice in places such as child welfare, schools, domestic violence shelters, hospice, hospitals, mental health clinics, assisted living facilities, and early intervention programs. (Formerly SOWK 220) *(Resident)*

SOWK 135 Social Work Field Exploration and Observation 3 hours

Social Work Field Exploration and Observation is the study of social work practice and settings of practice. Topics in the course are centered on social work practice in places such as child welfare, schools, domestic violence shelters, hospice, hospitals, mental health clinics, assisted living facilities, and early intervention programs. Participatory observation of a professional social worker for a full

work week is also included in this course. (Formerly SOWK 235) *(Online)*

SOWK 150 Intensive Social Work Field Observation 1 hour

Social Work Field Observation is the study of social work practice within one particular setting of practice. The topic of this course centers on the participatory observation of a professional social worker for a full work week. Settings may include, but are not limited to places such as child welfare agencies, schools, domestic violence shelters, hospice facilities, hospitals, mental health clinics, assisted living facilities, and early intervention programs. *(Resident)*

SOWK 200 Introduction to Social Work and Human Services 3 hours

An introduction to the field of Social Work and Human Services. Consideration will be given to such topics as the history and current development of social welfare programs, methods of influencing social change, professional values and ethics, the particular needs of at-risk populations, theories of human behavior, and family, group, community and organizational functioning. *(Resident)*

SOWK 250 Health of the Social Worker 3 hours

This course emphasizes the personal health and self-care of the social worker. *(Online)*

SOWK 260 Chemical Dependency 3 hours
Prerequisites: SOWK 210

Chemical Dependency is a course that presents an overview of the concepts associated with the use and abuse of alcohol and other drugs. Topics in the course are the various perspectives on treatment prevention options; each topic is evaluated through a biblical worldview. *(Both Resident and Online)*

SOWK 270 Ethics in Professional Helping 3 hours
Prerequisites: SOWK 101 or PSYC 101 or SOCI 200

Ethics in Professional Helping is the study of values and principles of ethical decision making. Topics in the course are ethical dilemmas, critical thinking, professional codes of ethics, and common morality; each topic is evaluated through a biblical worldview. *(Both Resident and Online)*

SOWK 300 Human Behavior and the Social Environment 3 hours

Prerequisites: SOWK 101, Provisional Acceptance into the Social Work Program

Human Behavior and the Social Environment is a course that utilizes a life course perspective and additional theoretical perspectives as tools for understanding human behavior and its development across the life span. Particular focus is placed on the inter-relatedness of the biological, psychological, social, and spiritual aspects with a "person in the environment" framework. *(Both Resident and Online)*

SOWK 325 Social Welfare and Policy 3 hours

Prerequisites: SOWK 101, Provisional Acceptance into the Social Work Program

This course studies the historical and contemporary issues surrounding social welfare and policy in the U.S. Particular focus is placed on analyzing, formulating, and advocating for policies that advance social well-being. *(Both Resident and Online)*

SOWK 350 Social Work Practice with Individuals and Families 3 hours

Prerequisites: SOWK 101, SOWK 270, Provisional Acceptance into the Social Work Program

Social Work Practice with Individuals and Families is the study of practice from a generalist social work point of view. Particular emphasis is placed on the practice behaviors associated with engagement, assessment, and intervention. *(Both Resident and Online)*

SOWK 355 Social Work Practice with Groups 3 hours

Prerequisites: SOWK 101, and Provisional Acceptance into the Social Work Program

This course provides the student with the opportunity to develop an understanding of theories, methods and skills in relation to

generalist practice with social work groups. This course also provides the forum for students to gain an understanding of cultural values of individuals and the impact of those values on the group process. Emphasis will be placed on the importance of being a culturally sensitive group leader. *(Both Resident and Online)*

SOWK 370 Junior Field Experience and Seminar 3 hours

Resident Prerequisites: SOWK 101, SOWK 120, SOWK 150, SOWK 270, SOWK 355, and Provisional Acceptance into the Social Work Program.

Online Prerequisites: SOWK 101, SOWK 135, SOWK 270, SOWK 355

Junior field experience provides students with the opportunity to perform in the role of a social work practitioner under the supervision of an experienced social worker. In one semester, students will have experienced a minimum of 100 field hours in a setting, which employs social workers. Students will meet for one hour weekly to discuss the theoretical and conceptual concepts learned in the classroom with the practical experiences in field placement. *(Both Resident and Online)*

SOWK 410 Social Work Macro Practice 3 hours

Prerequisites: SOWK 101, SOWK 270, and Provisional Acceptance into the Social Work Program

This course provides a generalist social work perspective of social work communities and organizations. Topics include engagement, assessment, intervention, and evaluation as well as advocacy in regards to social and economic justice. *(Both Resident and Online)*

SOWK 425 International Social Work 3 hours

Prerequisites: SOWK 101, SOWK 270, GLST 220, and Full acceptance into the social work program

This course is designed to introduce students to the theoretical perspectives, values, and skills associated with the contemporary international social work. Social, political, cultural, economic, organizational, religious, and technological advances that affect societal dynamics in various regions of the world will be explored. *(Both Resident and Online)*

SOWK 431 Social Work in Mental Health 3 hours

Prerequisites: SOWK 101, SOWK 270, Full acceptance into the social work program

This course is designed to introduce students to the knowledge, values, and skills necessary for social work practice in mental health settings. Topics will include roles and functions of social workers, diagnoses, and assessment. *(Both Resident and Online)*

SOWK 432 Geriatric Social Work 3 hours

Prerequisites: SOWK 101, SOWK 270, and Full acceptance into the social work program

This course is designed to introduce students to the knowledge, values, and skills associated with working with an older population of clients. Topics will include the effects of aging on physical, mental, and emotional processes as well as socio-cultural, spiritual, and environmental considerations. *(Both Resident and Online)*

SOWK 435 Social Work in the Military 3 hours

Prerequisites: SOWK 101, SOWK 270, Full acceptance into the social work program

This course is designed to introduce students to the knowledge, values, and skills associated with working with individuals, families, and communities impacted by military operations. Topics will include the effects of multiple deployments, experiencing traumatic events, and military culture. *(Both Resident and Online)*

SOWK 439 International Social Work Field Experience 3 hours

Prerequisites: Instructor Approval

International Social Work Field Experience provides students with the opportunity to participate in international social work practice under the supervision of an experienced social worker. *(Both Resident and Online)*

SOWK 450 Social Work Practice with Diverse Populations 3 hours

Prerequisites: SOWK 101, SOWK 270, GLST 220, Full acceptance into the Social Work Program

This course provides the student with the opportunity to develop an understanding of theories, knowledge, values, and skills in relation to generalist practice with diverse populations. This course also provides the forum for students to gain an understanding of cultural values of individuals and the impact of those values on human relationships. Emphasis will be placed on the importance of respecting and valuing diversity. *(Both Resident and Online)*

SOWK 470 Senior Field Experience and Seminar 9 hours

Prerequisites: SOWK 370, and Full Acceptance into the Program

Senior field experience provides students with the opportunity to perform in the role of a social work practitioner under the supervision of an experienced master's level social worker. In one semester, students will have experienced a minimum of 400 field hours in a setting, which employs social workers. Students will meet for two hours weekly to discuss the theoretical and conceptual concepts learned in the classroom with the practical experiences in field placement. *(Both Resident and Online)*

SOWK 475 Senior Field Experience and Seminar A 6 hours

Prerequisites: SOWK 370, and Full Acceptance into the Program

Senior field experience provides students with the opportunity to perform in the role of a social work practitioner under the supervision of an experienced master's level social worker. In one semester, students will have experienced a minimum of 300 field hours in a setting, which employs social workers. Student will meet for two hours weekly to discuss the theoretical and conceptual concepts learned in the classroom with the practical experiences in field placement. *(Online)*

SOWK 477 Senior Field Experience and Seminar B 6 hours

Prerequisites: SOWK 370, and Full Acceptance into the Program

Senior field experience provides students with the opportunity to perform in the role of a social work practitioner under the supervision of an experienced master's level social worker. In one semester, students will have experienced a minimum of 150 Field hours in a setting, which employs social workers. Students will meet for one hour weekly to discuss the theoretical and conceptual concepts learned in the classroom with the practical experiences in field placement. *(Online)*

SOWK 495 Directed Social Work Research 3 hours

Prerequisites: PSYC 255, PSYC 354 SOWK 101, Full Admission into the Social Work Program

An independent study agreed upon between the instructor and the student regarding an area of specific research. *(Both Resident and Online)*

SOWK 497 Special Topics in Social Work 3 hours

Prerequisites: Instructor approval and full admission into the social work program

An in depth study of a specific aspect of social work practice. *(Both Resident and Online)*

SPANISH

NOTE: All students with one or more years of high school Spanish are encouraged to consider CLEP for lower level language credits. All course enrollments are based on placement. The appropriate online assessment test must be taken prior to enrollment. Contact the Department of English and Modern Languages for more information.

SPAN 101 Elementary Spanish I 3 hours

This is an introductory course designed to place emphasis on functional grammar, practical vocabulary, listening skills and conversation in Spanish. This course will serve as a basis for further development of fluency in reading, writing, understanding, and speaking the language. *(Resident)*

SPAN 102 Elementary Spanish II 3 hours

Prerequisite: SPAN 101, or placement score

This is a continuation of the beginning course, Spanish 101, emphasizing the development of functional grammar, practical vocabulary, listening, reading and writing skills in Spanish. This course is designed to further develop fluency in reading, writing, listening comprehension and speaking in the language. *(Resident)*

SPAN 201 Intermediate Spanish I 3 hours

Prerequisite: SPAN 102, or placement score

This is an intermediate course designed to place continued emphasis on functional grammar, practical vocabulary, listening exercises and conversation in Spanish. This course expands the basic proficiencies in speaking, listening, reading and writing the language acquired in Spanish 101 and 102. This course is conducted primarily in Spanish. *(Resident)*

SPAN 202 Intermediate Spanish II 3 hours

Prerequisite: SPAN 201, or placement score

Readings in Spanish literature as the starting point for written and orally interactive activities in Spanish, with special emphasis on Spanish grammar, vocabulary and idioms. *(Resident)*

SPAN 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

NOTE: Except for Spanish 324, all 300- and 400-level classes are conducted in Spanish.

SPAN 301 Advanced Spanish Grammar and Composition 3 hours

Prerequisite: SPAN 202

This course features in-depth study of advanced Spanish grammar critical to increased proficiency. This course should be taken with or prior to courses in Spanish translation. *(Resident)*

SPAN 302 Advanced Spanish Composition and Conversation 3 hours

Prerequisite: SPAN 202

Development of practical vocabulary and fluency in speaking and writing. *(Resident)*

SPAN 304 Civilization and Culture of Latin America 3 hours

Prerequisite: SPAN 202

Through lectures, oral presentations and selected readings in Spanish, this course will survey Latin American culture, from the conquest to the present and examine socio-economic problems and relationships with the United States. *(Resident)*

SPAN 305 Civilization and Culture of Spain 3 hours

Prerequisite: SPAN 202

Starting in the pre-Roman era and ending with present-day Spain, this course will chronologically analyze Spanish Culture through different artistic, sociological, and political manifestations. Emphasis will be given to historical events which have shaped modern Spanish culture for the purpose of oral and written discussion in Spanish. *(Resident)*

SPAN 310 Introduction to Translation: Spanish-English 3 hours

Prerequisite: SPAN 202 and ENGL 102

This course will provide an introductory comparison of linguistic traits of both languages, enable students to apply grammatical rules, perform textual analyses, and use a number of translation procedures while translating a variety of texts from Spanish to English: newspaper editorials, magazine articles, business reports, articles in the social sciences, advertisements etc. *(Resident)*

SPAN 320 Cinema and Dramatic Literature 3 hours

Prerequisite: SPAN 202

This course will use both film and dramatic literature to stimulate conversation in Spanish while fostering an in-depth knowledge of some of the dramatic masterpieces of Peninsular literature. *(Resident)*

SPAN 321 Modern Spanish Literature 3 hours

Prerequisite: SPAN 202

Through lectures, oral presentations and selected readings in Spanish, this course will provide a survey of modern Hispanic literature. *(Resident)*

SPAN 322 Peninsular Literature 3 hours

Prerequisite: SPAN 202

Through lectures, oral presentations and selected readings in Spanish, this course will provide a survey of modern Spanish Peninsular literature. *(Resident)*

SPAN 323 Latin American Literature 3 hours

Prerequisite: SPAN 202

Through lectures, oral presentations and selected readings in Spanish, this course will provide a survey of Latin American literature since pre-Columbian times. *(Resident)*

SPAN 324 Christianity in Latin America 3 hours

Prerequisite: 200-level English survey class

Features Christianity in Latin American Culture from an historical and literary perspective that will include indigenous religions, the Catholic Church, and the recent explosive growth of Protestantism. **(For Spanish majors and minors, this course may be taken for integrative credit only – not for the purpose of fulfilling core requirements within the major or minor).** *Class conducted in English. (Resident)*

SPAN 325 Modern Spanish Short Stories 3 hours

Prerequisite: SPAN 202

Through lectures, oral presentations and discussion in Spanish, this course will provide an overview of Spanish short stories from the mid-nineteenth century to the present, for the purpose of equipping students with some of the values and knowledge necessary to impact the Spanish-speaking world. *(Resident)*

SPAN 330 Introduction to Hispanic Linguistics 3 hours

Prerequisite: SPAN 202

This course serves as an introduction to phonetics, phonology, morphology and syntax as applied to Spanish, and includes a study of the history of the language in its development from Latin into modern dialects. This course is conducted entirely in Spanish and is required for Spanish Teacher Licensure. *(Resident)*

SPAN 403 Second Language Acquisition 3 hours

Prerequisite: SPAN 101 (or the equivalent) and either LING 213 or SPAN 330

A study of strategies for second-language acquisition and assessment. An historical approach to perspectives on second language-acquisition and proficiency. *(Resident)*

SPAN 410 Advanced Translation 3 hours

Prerequisite: SPAN 301, 310

This course will require students to examine more advanced modern translation theory and perform translation, primarily from Spanish to English, in various technical fields such as: sport, business, medicine, psychiatry, marketing, fashion, law, current affairs and political journalism. *(Resident)*

SPAN 419 Methodology and Curriculum in Teaching Modern Languages 2 hours

Prerequisites: Admission to Educator Preparation Program, SPAN 403, and 6 hours of an accredited modern foreign language course, junior/senior status. Must be taken before student teaching. May not be counted toward the Modern Language Major.

The application and assessment of basic methodologies, curriculum, and activities for teaching second languages. Practicum: At least 20 hours of reflective classroom observation of pre K-12 and the teaching of two to three consecutive lessons. This is a capstone course. *(Resident)*

SPAN/ 420 Methods Teaching Practicum 1 hour
TESL

Prerequisite: To be taken concurrently with TESL/SPAN 419

At least 20 hours of reflective classroom observation of pre K-12 and the teaching of two to three consecutive lessons. *(Resident)*

SPAN 421 *Masterpieces of Spanish Literature* 3 hours

Prerequisite: Any 300-level Spanish course except SPAN 324
Selected masterpieces of Spanish literature to be studied in depth.

(Resident)

SPAN 450 *Senior Seminar: Comparison Between Spanish and Latin American Literature* 3 hours

Prerequisite: Senior status; SPAN literature course, and SPAN civilization and culture course

In this capstone course, students will study works of Peninsular and Latin American literature for the purpose of discussing orally and in writing the culture and civilization in which they developed.

(Resident)

SPAN 495 *Directed Research* 1 to 3 hours

(Resident)

SPAN 497 *Special Topics in Spanish* 1 to 3 hours

(Resident)

SPAN 499 *Internship* 1 to 6 hours

Prerequisites: Junior or Senior status and required GPA

Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

STRATEGIC COMMUNICATION

STCO 289 *Digital Promotion Technologies and Application* 3 hours

Learn and work with the software & hardware tools used in the creation of promotional audio and video. Students will be introduced to best practices in the creation of digital messages, and how to deploy these messages through channels used by professionals in the field.

(Resident)

STCO 307 *Strategic Communication* 3 hours

Examines the principles and practices of impacting markets through Strategic Communications. Special emphasis is given to team problem-solving. (Formerly COMS 307) *(Both Resident and Online)*

STCO 346 *Persuasive Advertising & Storytelling* 3 hours

Prerequisite: Junior/Senior Status

This course focuses on the communication principles and communication strategies that augment growing the image of an organization, its products and services. Emphasizes the persuasive application of story-telling and narrative communication techniques.

(Formerly COMS 346) *(Resident)*

STCO 348 *Strategic Social Media* 3 hours

Prerequisites: Junior/Senior Status

This course connects students to organizational growth objectives with social media strategy, platforms and tactics. Extensive focus is given to, interactive sessions, and team problem-solving exercises. *(Resident)*

STCO 356 *Digital/Social/Mobile Marketing* 3 hours

Prerequisite: Junior/Senior Status

This course explores the successful design, development and execution of targeted marketing campaigns for news, information and entertainment. Special emphasis is given to team problem-solving. (Formerly COMS 356) *(Both Resident and Online)*

STCO 357 *Public Relations and Promotion Tactics* 3 hours

Prerequisite: Junior/Senior Status

This course provides students with a broad understanding of and ability to apply promotional and public relations techniques in a digitally mediated world. Emphasis is on experiential application of specific techniques across multiple media and channels. (Formerly COMS 357) *(Resident)*

STCO 367 *Best Practices: Strategic Communications Management* 3 hours

Prerequisite: Junior/Senior Status

This course is designed to give students hands-on experience in creating collaborative integrated marketing communication campaigns, guided by the lessons learned from organizations that have used strategic communications to drive growth. (Formerly COMS 367) *(Resident)*

STCO 372 *Employee and Organizational Communication* 3 hours

Prerequisites: Junior/Senior Status

This course in organizational public relations provides students with the strategic ability to communicate with the affiliated parts of an organization critical to successful relationships and image-making. *(Resident)*

STCO 422 *Social Media Development* 3 hours

Prerequisites: Junior/Senior Status

Through a mentor-driven approach, students gain experience in organizing, integrating and operating the school's social media channels. Their experiences are transferable to other organizations, both corporate and non-profit. *(Resident)*

STCO 426 *Creating Affiliate Loyalty in a Digital Age* 3 hours

Prerequisites: Senior Status

This course is designed to familiarize students with the principles of customer relationship strategies and the means by which organizations develop loyal customers and/or affiliates. *(Resident)*

STCO 460/ *Communication in the Marketplace* 3 hours

SCOM 460

Prerequisite: Senior Standing Only

Students research and explore the types of Strategic Communications opportunities available to them upon graduation. This course emphasizes jump-starting careers by undertaking a professional job search and awareness of current job market conditions. *(Resident)*

STCO 462 *Using the Social and Digital Future* 3 hours

Prerequisites: SR Standing Only

This course will demystify the emerging social, digital and technology trends, and help students apply these trends in a dramatically changing marketplace. *(Resident)*

STCO 487 *Agency/Field Projects* 1 to 3 hours

Prerequisites: SR Standing Only

Students, individually or in groups, work in a variety of strategic communication roles with real-world organizations under the mentorship of faculty and other professionals. Organizations include corporate and non-profits. *(Resident)*

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH

STEM 499 *STEM Internship* 3 hours

This course will explore some aspect of pure or applied STEM in a clinical, industrial, research, or educational setting. In most cases, students will be required to find their own internship opportunity and apply for approval through the CGS Student Resource Center. Application must be made during the semester prior to the internship. Examples of appropriate internship options include powerplant intern, STEM teaching assistant/intern, science lab assistant/intern, and summer forestry technician. *(Online)*

TEACHING ENGLISH AS A SECOND LANGUAGE

TESL 333 *Modern Grammar* 3 hours

Prerequisites: ENGL 101, ENGL 102 or MUSC 200; ENGL 201, 202, 215, 216, 221 or 222

A course emphasizing the nature, structure and modifications of the English language with emphasis upon traditional, structural, and generative-transformational grammars. *(Resident)*

TESL 373 *Applied Grammar* 3 hours

Prerequisites: ENGL 333

A course examining form, structure, meaning, and use in English grammar, with particular application to English language instruction. *(Resident)*

TESL 403 Second Language Acquisition 3 hours
Prerequisites: FREN/SPAN 101; LING 213

A study of strategies for second-language acquisition and assessment. An historical approach to perspectives on second language-acquisition and proficiency. *(Resident)*

TESL 405 Issues and Practices in TES/FL 3 hours
Prerequisite: TESL 403

This is a course in classroom practices in Teaching English as a Second or Foreign Language, focusing on: assessment; error analysis; interlanguage; and teaching in the four language areas of speaking, listening, reading, and writing for a broad variety of TES/FL contexts, as well as on global context issues which inform these practices. *(Resident)*

TESL 419 Methodology and Curriculum in Teaching Modern Languages 2 hours

Prerequisites: Admission to Educator Preparation Program, TESL 403, and 6 hours of an accredited modern foreign language course, junior/senior status. Must be taken before student teaching. May not be counted toward the Modern Language Major.

The application and assessment of basic methodologies, curriculum, and activities for teaching second languages. Practicum: At least 20 hours of reflective classroom observation of pre K-12 and the teaching of two to three consecutive lessons. This is a capstone course. *(Resident)*

TESL 420 Methods Teaching Practicum 1 hour
Prerequisite: To be taken concurrently with TESL/SPAN 419

At least 20 hours of reflective classroom observation of pre K-12 and the teaching of two to three consecutive lessons. *(Resident)*

TESL 495 Directed Research 3 hours
Prerequisite: Junior or Senior status

Students who qualify will pursue studies of a particular interest as approved and supervised by the instructor. Must apply semester prior to completing internship. *(Resident)*

TESL 497 Special Topics in TES/FL 1 to 3 hours

TESL 499 TES/FL Internship 1 to 6 hours

Prerequisite: Junior or Senior status
Professorial-supervised experience in first-hand internship opportunities in Teaching English as a Second/Foreign Language. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

THEATRE ARTS

THEA 101 Theater Appreciation 3 hours

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

THEA 200 Play Production I 1 hour
Prerequisites: Audition or consent of the instructor

A theatre practicum focusing on managerial, performance, or technical aspects of major productions under the guidance of appropriate members of the Theatre Arts faculty. Students are required to take two THEA 200 sections for the major and/or minor. Five out of seven production credits must be in the student's chosen concentration. *(Resident)*

THEA 211 Foundations of Theatre History I 3 hours
(Offered fall semester)

A historical survey of the development of drama from the Ancient Greeks through the 18th century, AD emphasizing classic works. *(Resident)*

THEA 212 Foundations of Theatre History II 3 hours

(Offered spring semester)

A historical survey of the development of drama from the 18th century, AD through contemporary theatre emphasizing classic works. *(Resident)*

THEA 220 Acting I 3 hours

A workshop in which the student builds a foundation of skills and applied concepts in acting. *(Resident)*

THEA 250 Voice for the Stage 3 hours

A workshop in which the student studies and applies vocal technique peculiar to the theatrical stage. *(Resident)*

THEA 260 Introduction to Theatrical Design 3 hours
(Offered fall semester)

An introductory study of costume, lighting, scenic and sound design techniques specific to the theatrical stage. This should be the first class a Production major student takes. *(Resident)*

THEA 299 Internship 0 hours

Prerequisites: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.

Practical application of knowledge under the supervision of a practicing theatre professional approved by the Chair of Theatre. Application procedures processed through the Career Center. Must apply semester prior to internship. *(Resident)*

THEA 300 Play Production II 1 hour
Prerequisites: THEA 200, audition, or consent of the instructor

A theatre practicum focusing on managerial, performance, or technical aspects of major production under the guidance of the Chair of Theatre or appropriate members of the Theatre Arts faculty. Students are required to take two THEA 300 sections for the major. Five out of seven production credits must be in the student's chosen concentration. *(Resident)*

THEA 310 Acting II 3 hours
Prerequisite: THEA 220

A workshop in which the student builds upon skills and concepts learned in THEA 220, and advances these concepts to the next level of application, prior to courses in more stylized acting. *(Resident)*

THEA 312 Script Analysis 3 hours
(Offered fall semester)

Prerequisite: THEA 211 or 212
A study in basic critical analysis of a script as performance text as used by actors, stage managers, directors, and playwrights for production purposes. *(Resident)*

THEA 320 Directing 3 hours
(Offered spring semester, odd-numbered years)

Prerequisites: THEA 211 or 212, 220, 310, 312, successful completion of Sophomore Hearing

A study of the various theories and methodologies of play direction. *(Resident)*

THEA 340 Makeup Design 3 hours
(Offered fall semester, odd-numbered years)

Prerequisites: THEA 211, 212, 260, 312; successful completion of Sophomore hearing

A study of makeup design techniques peculiar to the stage. *(Resident)*

THEA 350 Writing for the Stage 3 hours
(Offered fall semester)

Prerequisites: THEA 211 or 212
Tutorials and group workshops emphasizing the techniques of writing and rewriting for a stage performance, with the goal of developing a one-act play. *(Resident)*

THEA 352 Writing for Church Drama 3 hours
(Offered spring semester, odd-numbered years)

Prerequisites: THEA 211 or 212, 312 or 350
A workshop of playwriting techniques and development of a one-act play meant for church performance. *(Resident)*

THEA 360 Costume Design 3 hours

(Offered fall semester, even-numbered years)
Prerequisites: THEA 211, 212, 260, 312, successful completion of Sophomore Hearing

A study of costume design techniques peculiar to the stage.
(Resident)

THEA 370 Scenic Design 3 hours
(Offered spring semester, even-numbered years)

Prerequisites: THEA 211, 212, 260, 312; successful completion of Sophomore hearing

A study of scenic design techniques peculiar to the stage.
(Resident)

THEA 380 Lighting Design 3 hours
(Offered spring semester, odd-numbered years)

Prerequisites: THEA 211, 212, 260, 312, successful completion of Sophomore Hearing

A study of lighting design techniques peculiar to the stage.
(Resident)

THEA 390 Stage Accents 3 hours
(Offered fall semester)

Prerequisites: THEA 220, 250, 310, successful completion of Sophomore Hearing

A workshop in which the student builds upon vocal techniques studied in THEA 250 by adding the study of various accents and dialects most commonly performed on the stage. (Resident)

THEA 400 Play Production III 1 hour

Prerequisites: THEA 200, 300; audition or consent of the instructor

A theatre practicum focusing on managerial, performance, or technical aspects of major productions under the guidance of the Chair of Theater or appropriate members of the Theatre Arts faculty. Students are required to take three THEA 400 sections for the major. Five out of seven production credits must be in the student's chosen concentration. (Resident)

THEA 410 Drama in the Church: History and Practice 3 hours

(Offered spring semester)

The student learns of the conception of theatre, its relationship to the church, and how to make theatre applicable to today's church, specifically through craft and management skills. This chronological survey of theatre covers drama from the Greeks to the present.
(Resident)

THEA 411 Stage and Theater Management 3 hours
(Offered spring semester, even-numbered years)

Prerequisites: THEA 211, 212, 220, 260, 312, successful completion of Sophomore Hearing

A study of management techniques peculiar to the stage.
(Resident)

THEA 420 Acting III 3 hours
(Offered spring semester)

Prerequisites: THEA 212, 220, 310, successful completion of Sophomore Hearing

A workshop in which the student builds upon skills and concepts learned in THEA 220 and THEA 310, and advances these concepts to the next level of application. (Resident)

THEA 422 Classical Acting 3 hours
(Offered spring semester, odd-numbered years)

Prerequisites: THEA 211, 220, 250, 310, successful completion of Sophomore Hearing

A study of the major classical tragedies and comedies which emphasize the historical development of production and performance concepts. (Resident)

THEA 440 Stage Movement 3 hours
(Offered fall semester)

Prerequisites: THEA 220, 310, successful completion of Sophomore Hearing

An advanced acting workshop concentrating on the actor's physical expression to create a character, diagnose the actor's patterns of tension, and apply principles of stylized movement. (Resident)

THEA 450 Musical Theatre Performance 3 hours
(Offered fall semester)

Prerequisites: THEA 211 or 212, 220, 250, 310, successful completion of Sophomore Hearing

The history, development, and performance of musical theatre as an art form from the late 19th century to the present. (Resident)

THEA 460 Advanced Musical Theatre Performance 3 hours
(Offered spring semester, even-numbered years)

Prerequisites: THEA 211 or 212, 220, 250, 310, 420, 450, successful completion of Sophomore Hearing

An advanced acting workshop for musical theater acting techniques peculiar to this genre. THEA 460 is a continuation of the techniques and skills gained in THEA 450. (Resident)

THEA 490 Senior Project 3 hours
(Offered spring semester)

Prerequisites: Consent of Chair of Theatre, must be last spring semester of study, successful completion of Sophomore Hearing

THEA 490 is a theater practicum focusing on production or performance skills mastered within the student's individual concentration (Performance or Production) under the guidance of the Chair of Theatre or appropriate members of the Theatre Arts faculty. A student is required to take THEA 490 the last spring semester of his/her study as culmination of his/her theatre education and training.
(Resident)

THEA 495 Directed Research 1 to 3 hours
(Offered on demand) (Resident)

THEA 497 Special Topics in Theatre 3 hours
Prerequisites: **Instructor permission only**

A seminar course focusing on a subject not covered extensively in other Theatre Arts courses. Topics will vary. (Resident)

THEA 499 Theatre Internship 3 to 9 hours

Prerequisites: THEA 200, 211 or 212; successful completion of Sophomore Hearing; Junior or Senior status and required GPA

Practical application of knowledge under the supervision of a practicing theatre professional approved by the Chair of Theatre. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. (Resident)

THEOLOGY

THEO 104 Introduction to Theology Survey 4 hours
This course is an introduction to the basic tenets of Christianity.
(Online)

THEO 201 Theology Survey I 2 hours

This is a general survey of Bible doctrine designed to synthesize and outline each of ten major areas of systematic theology, including prolegomena, bibliology, theology proper, Christology, angelology, and pneumatology. (Both Resident and Online)

THEO 202 Theology Survey II 2 hours

This is a continuation of general survey of Bible doctrine designed to synthesize and outline each of the ten major areas of systematic theology. Survey II includes anthropology, hamartiology, soteriology, ecclesiology and eschatology. (Both Resident and Online)

THEO 311 Revelation, Authority and Reason 3 hours

This course is designed to acquaint the student with fundamental issues in theological prolegomena, i.e., introductory questions concerning the Word as revealed in apologetics, hermeneutics and dogmatics, and the sources of authority (the Bible, the Church, the World, etc.). (Resident)

THEO 313 The Person and Work of Christ 3 hours

A study of the Person and work of Christ as revealed through Messianic prophecy, the Incarnation and His ministry as Prophet, Priest, and King. Special attention is given to the contributions of John and Paul to a full understanding of this doctrine. *(Both Resident and Online)* *(Both Resident and Online)*

THEO 324 *A Theology of Suffering and Disability* 3 hours
Prerequisites: BIBL 105, 110; ENGL 101, 102; THEO 201, 202

This course explores the theological understanding of the image of God, the problem of evil, as well as suffering as it relates to a biblical understanding of physical and mental disability. Students will incorporate this understanding into a theology of inclusion for the Church and Christian Ministry. Thus, the student will be equipped to evaluate various methods and strategies for disability ministry. *(Resident)*

THEO 330 *Theology of the Family* 3 hours
Prerequisites: THEO 201 and 202, or THEO 104

This course is designed to equip students with an understanding of God's original design for the home, the primary purposes of family life, and a biblical method for facilitating transformation. Students will establish the ground work for fostering healthy family relationships and strong generational legacy. This study begins with a "big picture" view of the home, clarifies doctrinal misunderstandings of the family role, outlines a history of the modern family, and offers a scriptural vision for long-term family blessing. *(Both Resident and Online)*

THEO 340 *Theology and Politics* 3 hours

This course is designed to relate Christian thought to societal ethics and responsibility through the auspices of important theological mentors and movements. The relation between the church and state will also be studied in scripture, as well as in church history. Specific ethical issues of ecclesiastical and societal concerns (abortion, capital punishment, nuclear war, etc.) will be addressed. *(Resident)*

THEO 350 *Fundamental Theological Issues* 3 hours
Prerequisites: THEO 201 and 202

A study of the major theological questions which arise in the defense of biblical inerrancy, scriptural separation, creationism and dispensationalism. It also deals with such contemporary issues as the charismatic movement, feminism, situation ethics and other vital concerns to the fundamentalist in today's world. (Formerly THEO 250) *(Both Resident and Online)*

THEO 360 *Theological Interpretation of Scripture* 3 hours
Prerequisites: BIBL 105, BIBL 110, BIBL 360 & RLG 301 – OR– BIBL 104, BIBL 360 & RLG 301

This course is a survey of biblical theology with specific attention given to the primary theological themes of the Old and New Testament. It explores how each testament informs the redemptive storyline of the Bible. Various soteriological themes and theological systems such as dispensationalism and covenant theology are addressed. This is to lay a foundation for understanding the relationship between biblical theology and current theological issues. *(Online)*

THEO 362 *Historical Theology* 3 hours
Prerequisites: THEO 201 and 202

A study of doctrinal development within the history of the Christian church. An emphasis is placed on the identification, analysis, and evaluation of significant theological methodologies and systems, which have affected the doctrinal perspectives of evangelicals. The theological methods and systems to be evaluated and compared include but are not limited to the following: biblical theology, natural theology, covenant theology, dispensationalism, and philosophical theology. *(Resident)*

THEO 387 *Theological Interpretation of Scripture* 3 hours
Prerequisites: BIBL 105, 110, 387; THEO 201, 202; RLG 301

This course is a survey of biblical theology with specific attention given to the primary theological themes of the Old and New Testament. It explores how each testament informs the redemptive

storyline of the Bible. Various soteriological themes and theological systems such as dispensationalist and covenant theology are addressed. This is to lay a foundation for understanding the relationship between biblical theology and current theological issues. *(Online)*

THEO 412 *The Church: Its Mission and Hope* 3 hours
Prerequisites: THEO 201 and 202

An examination of the New Testament Church with particular concern given to its origin, its distinctive nature, its mission, its function, its government, its offices, its ordinances and its destiny. *(Resident)*

THEO 415 *Examining and Applying Biblical and Theological Concepts* 3 hours

Prerequisites: THEO 201, 202

This course is designed to allow the student better understand and put into practice key theological ideas. A wide range of biblical and theological concepts are presented, and the student is challenged to apply these concepts in real world situations and to understand wide-ranging viewpoints. This course builds on basic theological coursework, encouraging students to deepen their understanding, while at the same time, gaining experience by living out biblical truths in ministry settings. *(Online)*

THEO 430 *Modern and Contemporary Theology* 3 hours

This course will analyze and interpret the theology of major thinkers in the 19th and 20th centuries. In light of past enlightenment trends in Western religious thought, study will be done of the background of such theological trends both for understanding and critical assessment. Representatives of classical liberalism, neo-orthodoxy, existentialism and post-existential schools will be stressed. *(Resident)*

THEO 450/ *Middle East Conflict in Biblical* 3 hours
GOVT 450 *Perspective*

Prerequisite: BIBL 105 and BIBL 110

This course traces the causes, development, consequences and outcome of the Middle East conflict from a biblical and Christian Zionist perspective. The relevant historical and biblical texts will be examined with respect to Israel's conflict with the nation's past, present and future and the contemporary interpretation of the conflict within Christianity. *(Resident)*

THEO 495 *Directed Research* 1 to 3 hours
(Resident)

UNIVERSITY CORE COMPETENCIES

UNIV 101 *University Core Competencies* 1 hour

University 101 provides students with an introduction to Liberty University and to the academic core competencies that students attain by the point of graduation. Students receive practices in the various competencies and skills necessary to succeed in the University and beyond. NOTE: Requirement is waived for students transferring in 60 or more hours. *(Resident)*

UNIV 104 *Instructional Technology for Successful Online Learning* 3 hours

Designed to equip students for success as they transition into the online classroom, this course offers strategic information tailored to ensure academic excellence in this unique learning environment; this information includes Liberty University's foundations and beliefs, Liberty University Online resources for success, Blackboard navigation techniques, time management strategies, the adult learner's responsibilities, methods for identifying and avoiding academic misconduct, scholarly research tactics, and approaches for selecting the appropriate courses towards completion of the preferred degree program. *(Online)*

NOTE: Waived without appeal/exception for all students when one or more of the following are met:

1. Accredited college transcript on file indicating a conferred AA or higher.
2. 60 official transfer hours.
3. Resident LU student transferring to LUO without breaking enrollment (resident breaking enrollment rules not LUO) and has taken GNED. [/BWVW 101](#).
4. 90+ credits on unofficial transcripts.
5. Student has broken enrollment from LUO within the last three catalog years.

WELDING

WELD 101 Foundations of Welding 4 hours
Co/Prerequisite: CRFT 101

Foundations of Welding is a practical course combining lecture and hands-on instruction. Topics addressed include: Welding Safety, Oxyfuel Cutting, Plasma Arc Cutting, Air Carbon Arc Cutting and Gouging, Base Metal Preparation, Weld Quality, SMAW – Equipment and Setup, Shielded Metal Arc Electrodes, SMAW – Beads and Fillet Welds, Joint Fit-Up and Alignment, SMAW – Groove Welds with Backing, and SMAW – Open V-Groove Welds. *(Resident)*

WELD 201 Intermediate Welding 4 hours
Prerequisite: WELD 101

Intermediate Welding is a practical course combining lecture and hands-on instruction. Topics addressed include: Welding Symbols, Reading Welding Detail Drawings, Physical Characteristics and Mechanical Properties of Metals, Preheating and Postheating of Metals, GMAW and FCAW – Equipment and Filler Metals, GMAW and FCAW – Plate, GTAW – Equipment and Filler Materials, and GTAW Plate. *(Resident)*

WELD 301 Advanced Welding 4 hours
Prerequisite: WELD 201

Advanced Welding is a practical course combining lecture and hands-on instruction. Topics addressed include techniques with: SMAW – Open-Root Pipe Welds, GMAW – Pipe, FCAW – Pipe, GTAW – Carbon Steel Pipe, GTAW – Low Alloy and Stainless Pipe, and SMAW: Stainless Steel Groove Welds. *(Resident)*

WELD 401 Special Topics in Welding 4 hours
Prerequisite: WELD 301

Special Topics in Welding is a practical course combining lecture and hands-on instruction. Topics addressed include techniques with: GMAW – Aluminum Plate, GTAW – Aluminum Plate, GTAW – Aluminum Pipe, GMAW – Aluminum Pipe. *(Resident)*

WOMEN'S LEADERSHIP

WLED 220 Survey of Women's Ministries 3 hours

A survey of women's ministries from a complementarian perspective, including an overview of secular feminism, and a survey of women's roles in the home, in the church, and in society. *(Resident)*

WLED 320 Spiritual Formation and Development for Women in Leadership 3 hours

Prerequisite: WLED 220 (or in conjunction with)

A study of God's Word as it specifically relates to women today and God's plan and purposes for them in every sphere of life as women, wives, homemakers, and mothers. *(Resident)*

WLED 330 The Role of Christian Women in Ministry 3 hours
Prerequisite: WLED 220

A biblical perspective on the place of women in ministry. Emphasis is placed upon theological aspects, ministry positions available, and exposure to women who are in ministry. *(Resident)*

WLED 387 Methods of Teaching the Bible and Communications Skills for Women 3 hours

Prerequisite: WLED 220 (or in conjunction with)

A study of the laws of teaching and learning as they apply to women in various situations in which the student has an opportunity

to observe and apply the principles and art of effective teaching. *(Resident)*

WLED 410 Leadership Development and Strategies for Women in Ministry 3 hours

Prerequisite: WLED 220

A study of the skills necessary to be an effective leader to women with emphasis on strategies to evangelize and disciple women in the local church and parachurch. *(Resident)*

WLED 499 Leadership Development and Strategies for Women in Ministry 3 hours

Prerequisite: Junior status; 21 hours in the major including CHMN 447 and WLED 387

A supervised field experience designed for women preparing for a position in the field of women's ministries such as women's ministry director, women's ministry coordinator in a local church or a women's director in a parachurch organization. This internship will focus on the organization, teaching, and leadership components of women's ministry. The site must be approved by the Director of Women's Ministries. Applications are processed through the department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

WORSHIP MUSIC

WMUS 103 Basic Music Skills for Worship Leading 3 hours

A practical introduction to harmonic, melodic, and rhythmic principles of music for the worship leader. Musical elements including key signatures, scales, intervals, chords, chord construction and chord progression are introduced as the foundation for harmonic analysis of traditional, contemporary Christian, popular, and jazz music. Special attention is given to the Nashville Number System and jazz harmony practices as an accepted methodology for music analysis. Examination of contemporary Christian music genres provides resource for practical application of harmonic principles. *(Online)*

WMUS 303 Dynamics of Worship Leading 3 hours

This is a worship methods class that deals with principles and processes of building a music program for the non-traditional worship service. Attention is given to pedagogy of vocal groups for adult singers. Students also learn the development, role, and repertoire of large and small ensembles in the worship service. *(Online)*

WMUS 315 Basic Conducting for the Worship Leader 3 hours

Rudimentary instruction in conducting techniques for worship leaders in non-traditional worship settings. Knowledge and skill areas stressed are: basic conducting gestures and patterns; score interpretation; rehearsal management and technique; programming considerations; and special problems in vocal and instrumental situation. *(Online)*

WMUS 400 Tools, Techniques and Literature for Worship 3 hours

A study of the materials used in program building of instrumental and vocal ensembles in non-traditional worship settings. Evaluation is made of select publishers to investigate musical, audio, video, and software resources availability with application to contemporary Christian worship ensemble. *(Online)*

WRITING

WRIT 201 Introduction to Creative Writing 3 hours

Prerequisite: ENGL 101

Students will learn the literary components, complexity, and craft of creative writing. *(Both Resident and Online)*

WRIT 305 Introduction to Inspirational Writing 3 hours

A study of the history and practice of inspirational writing. *(Both Resident and Online)*

WRIT 400 Editing, Layout, and Publishing 3 hours

Prerequisite: ENGL 101

This course provides students with a practical working knowledge of the fundamentals of editing, layout, and publishing for creative writing venues and audiences. *(Both Resident and Online)*

WRIT 402 *Methods and Materials of Research* 3 hours

Prerequisite: ENGL 101

An introduction to the research and bibliographic methods necessary for successful creative writing. *(Both Resident and Online)*

WORSHIP STUDIES

WRSP 101 *Introduction to Worship Studies* 3 hours

Designed to provide an understanding of music and worship in the local church and para-church ministries, this course provides an overview of a professional worship leader's responsibility to the evangelical church. Emphasis is given to the reasons for studying worship, the impact of old and new testament worship; the relationship between music and worship; the principles for Biblical worship; the tasks of teaching and training worshipers; congregational worship leading; principles of evangelism through worship; and, the use of worship in promoting the mission and purpose of the local church. *(Online)*

WRSP 102 *Introduction to Creative Worship* 3 hours

This course is an introductory study of worship as related to the five senses. Application is made to lighting design, audio and video production, presentation software, banners, choreography and movement, staging, and a variety of multi-media possibilities. Students will prepare a class project that represents understanding and application of creative worship. *(Online)*

WRSP 201 *Old and New Testament* 3 hours

Principles of Worship

This course presents principles of Old and New Testament Worship. Included is a discussion of pre-tabernacle, tabernacle, temple, and synagogue worship. An overview of how Jesus, the disciples, and the early Christians worshipped is made in light of how believers will practice Worship in eternity. *(Online)*

WRSP 320 *History and Philosophy of Worship* 3 hours

This is the study of the Revival Movement, overview of British and American hymnology, the Great Awakenings, and Evangelical Worship practices as compared to biblical principles through church history. A study is made of the modern worship movements and practices, including: Liturgical; traditional; blended; and modern publishers of contemporary Christian music: Integrity, Vineyard, Passion, and Maranatha worship models. *(Online)*

WRSP 321 *Principles of Worship Leadership* 3 hours

This course is about the worship leader's responsibility to build relationships with Christ, the family, people inside and outside the church, the pastoral staff, praise team ministry, the profession, and the congregation. Practical principles of Church ministry including time management, budgeting, and discipleship training are part of this course. *(Online)*

WRSP 410 *The Mission and Mandate for Worship* 3 hours

This is a study of the biblical purposes and mandate for worship according to the principles of Romans 12:1-21. Using materials and research gathered from this study, students are required to construct a series of Sunday School Lessons that articulate a biblical purpose and mandate for worship. *(Online)*

WRSP 420 *A Biblical Model for 21st Century Worship* 3 hours

This is a worship methods course that makes application of formational, transformational, relational, missional, and reproducible worship to daily living. Using materials and research from this study, students will be required to design a six-week discipleship-Bible study manual for worship leaders. *(Online)*

WRSP 421 *Congregational Ministry* 3 hours

This is a study of congregational worship practices in the evangelical traditions. Special attention is given to song selection,

programming, conducting concepts, vocal and band rehearsal techniques and the integration of multimedia, drama, and creative movement into the worship ministry. *(Online)*

WRSP 430 *Building Relationships through Worship* 3 hours

This is a course that deals with the Bible principle of relationship. Attention is given to the worship leader developing relationship the pastor, worship team, choir and orchestra, and media team. Students will participate in an interview/research project with select worship pastors and musicians. *(Online)*

WRSP 440 *Strategies for Worship Leading* 3 hours

Prerequisite: WRSP 430

This is a methods course that deals with strategic planning for worship ministry. Attention is given to principles for developing traditional, blended, and contemporary models for worship. Students will be required to organize and develop worship strategy for small, medium and large worship ministry. *(Online)*

YOUTH MINISTRIES

YOUT 201 *Survey of Youth Ministries* 3 hours

A study of biblical principles in establishing and maintaining a ministry to adolescents. Emphasis is placed upon a system of philosophy and general principles for adolescent ministry. Special attention is given to developing a youth ministry mission statement, objectives and strategy. *(Both Resident and Online)*

YOUT 220 *Global Youth Culture* 3 hours

This course will begin by exploring the cultural practices, behavioral norms, and core values of youth in North America and will expand to global youth culture. It will examine methods for effective ethnographic studies of youth in their host culture and identify areas that create barriers to effective intercultural communication and ministry. Special attention will be given to the anthropological and social issues critical to engaging global adolescents within the context of their culture. *(Resident)*

YOUT 301 *Foundations of Youth Ministry* 3 hours

Prerequisite: YOUT 201

An investigation of specific elements that are building blocks for the biblical education of adolescents. Foundational issues, principles of teaching and curriculum development will be studied. *(Online)*

YOUT 310 *Strategies for Student Outreach* 3 hours

Prerequisite: YOUT 201, 220 (Student may see professor for prerequisite override)

A study of various strategies in building bridges to the local adolescent community in order to effectively communicate the gospel of Jesus Christ. Special attention will be given to the role of the local church in training its own adolescents to reach their peers, creating a culture of outreach within the church, and having each student develop an effective outreach strategy. *(Resident)*

YOUT 340 *Current Issues in Youth Ministry* 3 hours

Prerequisites: YOUT 201, 220

This course will take a comprehensive examination of contemporary issues related to Youth Ministry. Areas of emphasis will include adolescent behavioral issues, ministerial models and trends that are being practiced among youth ministries, vocational issues among youth ministers/workers, and technological issues that will enhance youth ministry. *(Resident)*

YOUT 350 *Campus Ministry* 3 hours

Prerequisites: YOUT 201, 301

A study of the history and strategy of reaching youth through the campus structure. Attention is given to the basic workings of the campus social system and the methods used in reaching it with the gospel. (Formerly YOUT 403) *(Online)*

YOUT 360 *Camping Ministry* 3 hours

Prerequisites: YOUT 201, 301

This course will investigate specific elements and issues that are building blocks for camping ministry. Such elements and issues will

include starting a camp, programming, recreation, staffing, budgeting, legal issues, promotional methods, camp counseling, camping options and management principles will be addressed. The course will include a full day of on-site training in order to get a hands-on look and feel of the significant ministry of camping. *(Resident)*

YOUT 370 *Managing the Christian Organization* 3 hours

Prerequisites: YOUT 201, 220

This course will take a comprehensive examination of critical areas for the individual who gives or is considering leadership in a Christian youth organization. An exposition of biblical passages supporting the establishment and function of Christian youth organizations and their supportive relationship to the local church will be presented. After which, pragmatic applications to effectively direct/manage a Christian youth organization will be examined. *(Resident)*

YOUT 380 *Ministering to Adolescents in Crisis* 3 hours

Prerequisites: YOUT 201, 220

An examination of both contemporary and re-occurring generational behaviors confronting today's youth that have escalated to crises. These issues are relevant to adolescents both physically, emotionally, socially, and spiritually. The problem-solving technique of case studies will be juxtaposed with the safety and well-being of the teenager, as well as an emphasis on biblical applications to these problems. *(Resident)*

YOUT 447 *Discipleship in Youth Ministry* 3 hours

Prerequisites: Junior status; CHMN 201, 205, 300, 360

This course is an investigation of the factors which influence spiritual development. Attention is given to exploring the biblical and theological foundations for discipleship and making application to the discipleship process. (Available Fall 2015) *(Resident)*

YOUT 448 *Contemporary Youth Communication* 3 hours

Prerequisites: YOUT 201, YOUT 220, YOUT 310, YOUT 340, YOUT 380 and BIBL 350

A study focusing on communicating biblical and spiritual truths to the youth culture. The course equips the student with the specific knowledge, skills, and practice necessary to prepare and deliver effective oral communications. *(Resident)*

YOUT 450/ *Leadership and Management in Ministry* 3 hours
CHMN 450

Prerequisites: Junior status, CHMN 201, 205, 300, 360, 447

This course is designed to teach the student the basic organization necessary for an effective local church and Christian ministry. Emphasis is placed on the development of biblical management and leadership skills. Attention is given to the student's spiritual life, personal life, and ministry life. Topics addressed include the call to ministry, stages of ministry, finding the right church or ministry, personal piety, and staff relations and development. *(Resident)*

YOUT 460 *Programs for Youth Ministry* 3 hours

Prerequisites: Senior status; CHMN 201, 300, 305, 360 and YOUT 201, 220, 310, 340, 380, 447, 448

A study of the planning and implementation of the ministry vehicle. Specific programming aspects of the large meeting, small group meeting, activities, camping and missions projects will be examined. Attention will be given to annual calendar planning and organization skills. *(Resident)*

YOUT 495 *Directed Research* 1 to 3 hours
(Resident)

YOUT 497 *Special Topics in Youth Ministry* 1 to 3 hours
(Resident)

YOUT 499 *Youth Ministry Internship* 3 hours

Prerequisites: Junior status, 21 hours in the major, including CHMN 447 and YOUT 448

This internship will focus on both the programming and leadership aspects of youth ministry. It will be a supervised field experience at an approved site. Applications are processed through the

department Faculty Intern Advisor. Applicants must apply the semester prior to starting the internship. *(Resident)*

Board of Trustees

Board of Trustees

Board of Trustees Members

The Board of Trustees is the governing board of Liberty University, responsible for the financial interest in the institution, legal authority, and functions as an active policy-making body.

To see the official Board of Trustees member listing visit <http://www.liberty.edu/trustees/index.cfm?PID=5313>.

Board of Trustees Committees

The Board of Trustees has four standing committees chaired by Trustees and composed of both Board members and non-members.

To see the official listing of the Board of Trustees Committee, Chairmen and Staff Liaisons for the Committees please visit <http://www.liberty.edu/trustees/index.cfm?PID=5654>.

Board of Trustees Terms

To see the official listing of the Board of Trustees Term Expiration Dates please visit <http://www.liberty.edu/trustees/index.cfm?PID=29312>.

Administration and Staff

University Administration

Jerry L. Falwell, B.A., J.D.

President

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

Provost and Chief Academic Officer

Tom Arnold

Vice President for Development

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

Senior Vice President for Auxiliary Services

Kristin Conrad

Vice President of Marketing and Communications

Christos Carroll, B.S., M.B.A.

Vice President of Business Administration

David M. Corry, B.A., J.D.

General Counsel

Jerry Falwell III

Vice President of University Operations

John Gauger, B.S., M.B.A.

Chief Information Officer

Vice President for Analytics

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

Co-Provost and Vice President for Academic Affairs

Professor of Religion

Mark Hine, B.S., M.Div., D.Min.

Senior Vice President for Student Affairs

Chris E. Johnson, B.S., M.B.A.

Executive Vice President for Resident Enrollment

Ronald Kennedy, B.S., M.B.A.

Executive Vice President for Online Enrollment

Kirk Handy, B.S.

Vice President and Director of Athletics – Club Sports

Scott Hicks

Vice Provost for Graduate Education

Robert Hurt

Vice President and Executive Director – Center of Law and Government

Richard A. Martin, B.S., M.B.A.

Vice President of Financial Analytics

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

Vice President of Campus Recreation

Don Moon, B.S.

Senior Vice President of Finance and Investment Management

David Nasser

Senior Vice President for Spiritual Development

Robert Ritz, B.S., M.Ed., Ph.D.

Senior Vice President of Student Financial Services

Josh Rutledge, B.S.

Vice President of Spiritual Development

Randy Smith, B.A.

Executive Vice President

Chief Operating Officer

Brian Soistmann

Vice President of University Research and Analysis

Charles Spence

Senior Vice President of Facilities Management

Scott Starnes

Vice President of Off Campus Facilities

Laura J. Wallace

Executive Vice President for Human Resources

Jonathan Whitt

Vice President of Special Projects

Academic Affairs

Shanna Akers, R.N., AD.N., B.S.N., M.S.N./M.B.A., Ed.S., Ed.D., CNE

Interim Dean, School of Nursing

Administrative Dean for Undergraduate Programs

Assistant Professor of Nursing

Shawn D. Akers, B.A., M.A., J.D.

Dean, Helms School of Government

Professor of Government

Sean Beavers, B.M., M.M., D.M.

Associate Dean, Center for Music and the Performing Arts,

School of Music

Professor of Music and Guitar

Bruce Bell, B.A., M.A., Ph.D.

Associate Dean, College of General Studies

Professor of Business and Communication

Peter Bell, B.A., M.A., Ph.D.

*Dean, College of Osteopathic Medicine
Professor of Family and Emergency Medicine*

Jeffery D. Boatner, B.A., M.A., Ph.D.

*Associate Dean, Department of Counselor Education and Family Studies, School of Behavioral Sciences
Associate Professor of Counseling*

Joseph Brewer, B.S., Ph.D.

*Associate Dean, Research, College of Osteopathic Medicine
Chair of Molecular and Cellular Sciences*

David Calland, B.S., M.B.A., Ph.D.

*Interim Dean, School of Business
Associate Professor of Business*

Suzanne Caruso, B.S., M.B.A., J.D.

Associate Dean for Online Operations, School of Government

John Cartwright, B.S., M.A.R., M.Div., Ed.D.

*Associate Dean, Residential Programs, School of Divinity
Associate Professor of Religion*

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

*Senior Associate Dean of Operations and External Affairs,
LUCOM
Professor of Counseling*

Marlene Corsini, B.S., M.A., Ed.S., Ed.D.

*Associate Dean, School of Behavioral Sciences
Assistant Professor of Psychology*

David Donahoo, B.S., M.S.

*Dean, School of Engineering & Computational Sciences
Associate Professor of Management Information Systems*

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

*Vice Provost for Undergraduate Education
Professor of Theology & Christian Leadership*

B. Keith Faulkner, B.S., M.B.A., J.D.

*Dean, School of Law
Professor of Law*

Benjamin K. Forrest, B.S., M.A.R., MRE, Ed.S., Ed.D.

*Associate Dean, College of General Studies
Professor of Christian Education*

Michelle Goodwin, B.S., M.Ed., Ed.D.

*Senior Assistant Dean, Teacher Education/Licensure, School of Education
Professor of Education*

Craig Hammond, B.S., M.S.A.

*Associate Dean, College of General Studies
Assistant Professor of Accounting*

Scott M. Hayes, B.F.A., M.F.A.

*Dean, School of Visual and Performing Arts
Associate Professor of Theatre Arts*

**Edward E. Hindson, B.A., M.A., Th.M., Th.D., D.Min.,
D.Phil., F.I.B.A.**

*Dean, School of Divinity
Distinguished Professor of Biblical Studies and Religion*

David Hirschman, B.S., M.A.R., M.Div., D.Min.

*Associate Dean, Department of Community Care and Counseling,
School of Behavioral Sciences
Associate Professor of Religion*

Skip Kastroll, Ed.D

Associate Vice Provost for Institutional Effectiveness

John D. Kinchen, III, B.M., M.M., D.M.A.

*Associate Dean, Center for Music and Worship, School of Music
Professor of Music and Education*

Bruce Kirk, B.G.S., M.A., Ed.D.

*Dean, School of Communication & Digital Content
Associate Professor of Digital Media and Communication Arts*

Timothy O. Leonard, M.D., Ph.D., FCAP

*Senior Associate Dean of Medical Education, College of
Osteopathic Medicine
Associate Professor of Pathology*

Ralph F. Linstra, B.S., M.Ed., Ed.D., C.H.E.S.

*Dean, School of Health Sciences
Professor of Public Health*

Mary Lowe, B.S., M.Ed., Ed.D.

*Associate Dean, Undergraduate Programs, School of Divinity
Professor of Christian Education*

**Beverly S. Mahoney, R.N., B.S., MS, Ph.D., M.C.H.E.S., F.A.S.H.A.,
F.A.A.H.E**

*Associate Dean, School of Health Sciences
Professor of Health Professions*

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

*Dean of the Graduate School
Administrative Dean for Graduate Programs
Associate Professor of History*

Dwayne K. Melton, B.S., M.B.A.

*Associate Dean, College of Applied Studies and Academic Success
Assistant Professor of Education*

Ronald Miller, B.A., M.S.

*Associate Dean, Helms School of Government
Assistant Professor of Government*

**James P. Molloy, B.S., M.A.S., FAA COMM, INST, CFI,
CFII**

Dean, School of Aeronautics

Stephen M. Parke, B.S., J.D., LL.M.

*Associate Dean, Helms School of Government
Associate Professor of Criminal Justice*

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

*Associate Dean, Planning, Administration and Operations
Jerry Falwell Library*

Kevin Rawls, B.S., M.A.R., M.B.A., Ph.D.

Associate Dean Online for School of Visual and Performing Arts

Angela M. Rice, B.A., M.L.S.

Dean, Jerry Falwell Library

Carey Roberts, B.A., M.A., Ph.D.

*Associate Dean, College of Arts & Sciences
Professor of History*

Sara Rollins, B.A., M.A., M.L.I.S.

*Director, Center for Research and Scholarship
Assistant Vice Provost for Quality Enhancement of
Undergraduate Education*

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

*Associate Dean, School of Business
Professor of Business*

Roger Schultz, B.A., M.A., Ph.D.

*Dean, College of Arts & Sciences
Professor of History*

Heather Schoffstall, B.S., M.S., Ed.D.

*Dean, School of Education
Associate Professor of Education*

Michael Shenke, B.S., M.B.A., Ed.D.

*Associate Dean, School of Education
Instructor of Education*

Nina M. Shenke, B.S., M.Ed.

*Associate Dean, College of Applied Studies & Academic Success
Assistant Professor*

Kevin D. Struble, B.S., M.A., Ed.S., Ed.D.

*Associate Dean, School of Education
Assistant Professor of Education*

Troy Temple, B.S., M.A., Ph.D.

*Associate Dean, Graduate Programs, School of Divinity
Professor of Theology and Family Ministries*

Timothy M. Todd, B.S., M.S., C.P.A., ChFC®, J.D.

*Associate Dean for Academic Affairs, School of Law
Associate Professor of Law*

Ester Warren

*Dean, College of General Studies
Assistant Professor of Psychology*

Steve E. Warren, B.A., M.A., M.A., Ph.D.

*Dean, School of Behavioral Sciences
Professor of Counseling*

Michael Weigner, B.A., M.D.

*Associate Dean for Clinical Affairs, College of Osteopathic
Medicine
Associate Professor of Emergency Medicine*

Vernon M. Whaley, B.A., M.C.M., M.A., D.Min., Ph.D.

*Dean, School of Music
Professor of Music and Worship*

Brian C. Yates, B.S., M.Ed., Ed.D.

*Dean, College of Applied Studies & Academic Success
Professor of Education*

Matthew Zealand, B.S.

Associate Vice Provost for Academic Planning

Distinguished Professorships

James Dobson, Ph.D.

September 2016

Distinguished Visiting Professor of Child Development and Family Studies

Gary Habermas, B.R.E., M.A., Ph.D.

May 1994

Distinguished Research Professor of Apologetics and Philosophy

**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

C. Daniel Kim, B.A., B.D., S.T.M., Th.D.

October 2010

Distinguished Professor of Church History and Intercultural Studies

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. (Deceased)

May 2003

Distinguished Professor of History

Elmer Towns, B.A., M.A., Th.M., M.R.E., D.Min.

May 1999

Distinguished Professor of Systematic Theology

Emeriti

Robert T. Adkins, B.B.A., M.B.A., Ph.D.

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

John M. Borek, Jr., B.B.A., M.B.A., Ph.D.

President Emeritus

B.B.A., M.B.A., Ph.D., Georgia State University. 1997–2004

Lois B. Borek, A.A., B.S., M.Ed., Ed.D.

Professor Emeritus

B.S., M.Ed., Georgia State University; Ed.D., Liberty University. 1999–2004

Ruth L. Chamberlin, A.B., B.S., M.A., Ph.D. (Deceased)

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

Paul R. Fink, B.A., Th.M., Adv. M.Ed., Th.D. (Deceased)

Professor Emeritus of Biblical Studies and Pastoral Ministries

B.A., Columbia Bible College; Th.M., Dallas Theological Seminary; Adv. M.Ed., University of Southern California; Th.D., Dallas Theological Seminary; additional graduate work at Purdue University. 1979–2013

John George, B.S., M.A., M.B.A., Ph.D.

Professor Emeritus of Business

B.S., U.S. Military Academy, West Point; M.A., Liberty University; M.B.A., Ph.D., University of Alabama. 1990–2014

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. (Deceased)

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

Mark B. Lloyd, A.B., M.A., Ph.D. (Deceased)

Professor Emeritus of Speech

A.B., The College of Idaho; M.A., University of Southern California; Ph.D., Michigan State University. 1974–1993

Earl S. Mills, B.S., M.A., Ed.D. (Deceased)

Provost Emeritus

Professor Emeritus of Education

B.S., M.A., Western Michigan University; Ed.D., Wayne State University. 1978–1985, 1988–1995

Karen L. Parker, B.A., M.S., Ed.D.

Dean Emeritus, School of Education

Professor of Education

Richard D. Patterson, A.B., M.Div., Th.M., M.A., Ph.D.

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

Milton K. Reimer, B.A., M.Ed., Ph.D.

Professor Emeritus of Education and Social Studies

Diploma, Prairie Bible Institute; B.A., Trinity College; M.Ed., Ph.D., University of North Dakota; additional graduate work at Claremont Graduate School, Kent State University and Virginia Commonwealth University. 1981–1996

Boyd C. Rist, B.A., M.A., Ph.D. (Deceased)

Provost Emeritus

B.A., University of South Dakota; M.A., University of Minnesota; Ph.D., University of Virginia; additional graduate study at the University of Minnesota. 1973–2010

Hila J. Spear, R.N., B.S.N., M.S.N., Ph.D. (Deceased)

Professor Emeritus of Nursing

A.D.N., Kellogg Community College; B.S.N., Liberty University; M.S.N., Ph.D., University of Virginia. 1989–2010

Sharon L. Wheeler, B.A., M.A., M.F.A., M.Ed.

Director Emerita of the Center for Teaching Excellence

B.A., University of Maryland; M.A., M.F.A., University of Virginia; M.Ed., Mississippi College. 1982–1989, 2009–2017.

Financing the University

The Office of Development is 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, this office helps 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.

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. Tom Arnold
Vice President for Development
1971 University Blvd.
Lynchburg, Virginia 24515
(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.

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 24515, ___% of my estate to be used for its general purposes.

Charitable Gift Annuity

Gift Annuities provide assured fixed income for the lives of one or two qualified individuals by transferring \$5,000 or more in cash and/or securities to Liberty University. An annuity agreement established during your lifetime is a good way to increase after-tax income. Your gift allows you to claim a charitable deduction on your tax return to reduce your tax liability.

Life Insurance, IRAs, and Pension Plans

A *paid-up life insurance policy* makes an excellent gift to Liberty University. 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.

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. This is called a "Life Estate." 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 endowment scholarship with the University. Each year the interest earned from the investment will provide tuition help for worthy students.

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:

Wyatt W. Wilson III
Associate Director of Planned Giving
1971 University Boulevard
Lynchburg, Virginia 24515
(800) 543-5309

Faculty Roster

Full-Time Faculty are indicated with (FT), and Part-Time Faculty are indicated with (PT). Faculty who teach primarily in the Resident Education program are indicated with (R), and primarily in the Distance Education program are indicated with (D)

Abraham, David; B.A.S, M.S., Th.M., Ph.D.

Adjunct Faculty

B.A.S., University of Madras; M.S., Reg Engineering Clg-Trichy; Th.M., Dallas Theological Seminary; Ph.D., Walden University. (PT-D)

Abrams, Joshua; B.S., M.A.

Adjunct Faculty

B.S., University of New Mexico; M.A., University of New Mexico. (PT-D)

Ackerman, Margaret Elizabeth; B.S., M.Ed., Ed.D.

Chair, Special Education; Professor of Education

B.S., Liberty University; M.Ed., Lynchburg College; Ed.D., University of Virginia. (FT-R)

Adams, April; B.S., M.S.

Adjunct Faculty

B.S., Auburn University; M.S., Auburn University. (FT-D)

Adams, David Earl; B.D., B.S., M.Ed., Ed.S., Th.M., D.Min.

Director of Experiential Learning, School of Religion; Professor of Church Ministries

B.D., Arlington Baptist College, B.S. Lynchburg Baptist College, M.Ed., Ed.S., Lynchburg College, Th.M., The Southern Baptist Theological Seminary, D.Min., Liberty Baptist Theological Seminary. (FT-R)

Adams, Omar; B.S.

Adjunct Faculty

B.S., Liberty University. (PT-R)

Adams, William L; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., M.B.A., Campbellsville College; Ph.D., Capella University. (FT-D)

Adkins, Matthew Ray; B.S., M.S.

Adjunct Instructor of Business

B.S., Liberty University; M.S., Regis University. (PT-D)

Adkins, Michele Rene; B.S., M.Ed.

Adjunct Instructor of Psychology

B.S., Liberty University; M.Ed., Lynchburg College. (PT-D)

Adler, Mark Edmund; B.S., M.A., Ph.D.

Adjunct Instructor of Religion

B.S., Cairn University; M.A., Ph.D., Talbot Theological Seminary. (PT-D)

Adu-Gyamfi, Yaw; B.A., M.A., Ph.D.

Chair, College of General Studies; Professor of English

B.A., Kwame Nkrumah Univ Sci&Tech; M.A., University of Saskatchewan; Ph.D., University of Saskatchewan. (FT-R)

Ahmed, Nauri Dean; B.S., B.S., M.S., MBA

Instructor of Business

B.S., VA Polytech Inst State Univ; B.S., Univ of Maryland University Co; M.S., Liberty University; M.B.A., American Sentinel University. (FT-D)

Aidoo, Kwame; M.A.R., M.Div.

Instructor of Religion

M.A.R., M.Div., Liberty University. (FT-D)

Akers, Shanna K; R.N., A.D.N., B.S.N., M.S.N./M.B.A., Ed.S., Ed.D., CNE

Associate Dean, School of Nursing; Associate Professor of Nursing

B.S.N., Virginia Commonwealth University; M.S.N./M.B.A. HC, University of Phoenix; Ed.S., Ed.D., Liberty University. (FT-R)

Akers, Shawn David; B.A., M.A., J.D.

Dean, Helms School of Government; Professor of Government

B.A., Northeast Louisiana University; M.A., J.D., Regent University. (FT-R)

Aki, Charles; B.A., M.S., Ph.D.

Adjunct Faculty

B.A., Southern Illinois University; M.S., Southern Illinois University; Ph.D., Ohio State University. (PT-D)

Akpati, Frank Uche; B.S.N., M.S.N., D.N.P.

Adjunct Faculty

B.S.N., Liberty University; M.S.N., Medical Univ South Carolina; D.N.P., Medical Univ South Carolina. (PT-D)

Alban, Evangeline F; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., Liberty University; M.A., Towson University. (FT-D)

Alban, Jr., Donald H.; B.A., M.A., Ph.D.

Professor of Communication Studies

B.A., Appalachian Bible College; M.A., Ph.D., Regent University. (FT-R)

Alban, Sr., Donald; B.A., M.A., D.Min.

Associate Professor of Global Studies

B.A., Washington Bible College; M.A., D.Min., Grace Theological Seminary College. (FT-R)

Albareda, Jose; B.A., M.S.

Adjunct Instructor of Business

B.A., Luther Rice Seminary & University; M.S., University of Phoenix. (PT-D)

Alcindor, Esther; B.S., M.Ed., Ph.D.

Chair, Early and Elementary Education; Assistant Professor of Education

B.S., M.Ed., Liberty University. Ph.D. Regent University. (FT-R)

Alderman, Stephen; B.S., J.D., M.B.A.

Adjunct Faculty

B.S., Houghton College; J.D., University of Denver; M.B.A., University of Denver. (PT-D)

Aleshire, William D; B.M., Th.M., M.Div.

Instructor of Religion

B.M., Stetson University; Th.M., M.Div., Southeastern Baptist Theological Seminary. (PT-D)

Alexson, Andrew Tait; B.S., M.S., M.Div., Ed.S., Ed.D., D.Min.

Adjunct Instructor of Religion

B.S., University Of Idaho; M.S., University of Maine at Orono; M.Div., Columbia International University; Ed.S., Ed.D., Liberty University; D.Min., Covington Theological Seminary. (FT-D)

Alford, Mary Paula; B.S., M.B.A.

Adjunct Faculty

B.S., Liberty University; M.B.A., Liberty University. (FT-R)

Allanson, Patricia; B.S.E., M.Ed., Ed.S., Ed.D.

Adjunct Instructor of College of General Studies

B.S.E., M.Ed., University of Central Florida; Ed.S., Ed.D., Liberty University. (PT-D)

Allard, Donald L.; B.S., M.A.

Instructor of Religion

B.S., State University of New York; M.A., Denver Seminary. (FT-D)

Allen, Christina; B.S., M.A.

Adjunct Instructor of Psychology

B.S., M.A., Liberty University. (PT-D)

Allen, Danny E; B.A., M.R.E., D.Ed.Min.

Assistant Professor of Religion

B.A., University of New Orleans; M.R.E., New Orleans Bapt Theo Seminary; D.Ed.Min., New Orleans Bapt Theo Seminary. (FT-D)

Allen, Joshua M.; B.S., M.Div.

Instructor of Religion

B.S., Liberty University; M.Div., Liberty Baptist Theological Seminary. (FT-D)

Allen, Mark D; B.A., Th.M., D.Min., Ph.D.

Chair, Department of Biblical and Theological Studies; Associate Professor of Religion

B.A., Tennessee Temple; Th.M., Dallas Theological Seminary; D.Min., Gordon-Conwell Theological Seminary; Ph.D., University of Notre Dame. (FT-R)

Allen, Robert A; B.A., M.A., M.Div., D.Min.

Assistant Professor of Religion

B.A., Pillsbury Baptist Bible Col; M.A., Minnesota State Univ Mankato; M.Div., Central Baptist Theo Sem; D.Min., Baptist Bible College. (FT-D)

Allen, Todd M; B.S., Ph.D.

Associate Professor of Chemistry

B.S., Gordon College; Ph.D., University of California at Davis. (FT-R)

Allen, William E; B.S., M.B.A., J.D., Ph.D.

Adjunct Faculty

B.S., Indiana Univ/Purdue University; M.B.A., Victoria University of Tech; J.D., Indiana Univ/Purdue University; Ph.D., Southern Bapt Theo Sem. (FT-D)

Allen, William A; B.S., M.A., M.F.A.

Adjunct Instructor of College of General Studies

B.S., M.A., Pensacola Christian College; M.F.A., Academy of Arts Int Program. (PT-D)

Alley, Chris Gerald; B.A., M.Div.

Adjunct Instructor of Religion

B.A., Lenoir Rhyne University; M.Div., Southwestern Baptist Theological Seminary. (PT-D)

Allison, Connie Dowell; B.M.E., M.B.A.

Adjunct Instructor of Business

B.M.E., M.B.A., Liberty University. (FT-D)

Allison, David D; B.A., M.Div., M.A., Ed.D.

Associate Professor of Digital Media and Communication Arts

B.A., Asbury College; M.Div., M.A., Methodist Theological School in Ohio; Ed.D., Nova University. (FT-R)

Alvarez, Guillermo; B.A., M.S.

Adjunct Faculty

B.A., San Diego State University; M.S., San Diego State University. (PT-D)

Alvis, Jason Wesley; B.S., M.A., Ph.D.

Instructor of Philosophy; Adjunct Instructor of College of General Studies

B.S., Liberty University; M.A., Liberty University; Ph.D., University of Denver. (FT-D)

Amos, Christopher Michael; B.S., M.S.

Assistant Professor of Sport Management

B.S., M.S., Liberty University. (FT-R)

Anand, Lila; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Willamette University; M.A., University of Oregon. (PT-D)

Anders, Pamela A; B.S., M.Ed., Ed.S., Ed.D.

Adjunct Instructor of College of General Studies

B.S., M.Ed., Ed.S., Columbus State University; Ed.D., Argosy University-Sarasota, FL. (PT-D)

Anderson, Bailey Patricia; B.S., M.Ed., Ed.S.

Adjunct Instructor of College of General Studies

B.S., M.Ed., Ed.S., Liberty University. (FT-D)

Anderson, Barbara; B.S.W, M.S.W., Ph.D.

Adjunct Faculty

B.S.W., Radford University; M.S.W., Radford University; Ph.D., Univ of Tennessee Knoxville. (PT-D)

Anderson, George; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., Roosevelt University; M.B.A., Chaminade University; Ph.D., Walden University. (PT-D)

Anderson, Nancy A; B.S., Ph.D.

Adjunct Instructor of Psychology

B.S., Ph.D., Texas Tech University. (PT-D)

Anderson, Robyn; B.S., M.S., Ph.D., M.P.H.

Professor of Public Health

B.S., Indiana University of Penn; M.S., Indiana University of Penn; Ph.D., Univ of Pittsburgh Pittsburgh; M.P.H., Univ of Pittsburgh Pittsburgh. (FT-R)

Anderson, Trisha Marie; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., Liberty University. (FT-D)

Andrew, Lane; B.S., M.S., Ph.D.

Assistant Professor of Mathematics

B.S., University of Colorado-Denver; M.S., University of Denver; Ph.D. University of Northern Colorado. (FT-D)

Andrews, Alexandra Roxana; B.A., M.A.T, M.A.

Adjunct Faculty

B.A., Liberty University; M.A.T., Liberty University; M.A., Liberty University. (PT-R)

Angle, Michelle Antoinette; B.S., M.S.

Adjunct Instructor of Education

B.S., Concord University; M.S., Longwood University. (PT-D)

Anthony, Joby Milo; B.S., M.A.

Adjunct Instructor of Psychology

B.S., M.A., Liberty University. (PT-D)

Anthony, Joey Todd; B.A., M.Div., D.Min.

Assistant Professor of Religion

B.A., Bluefield College; M.Div., Southeastern Baptist Theological Seminary; D.Min., Liberty Baptist Theological Seminary. (FT-D)

Anthony, Kimberly R; B.S., M.A., Ph.D.

Instructor of Business

B.S., East Carolina University; M.A., Mary Baldwin College; Ph.D., Capella University. (FT-D)

Anthony, Sharon L; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Virginia State University; M.A., Liberty University. (PT-D)

Anthony, Tamatha Anne; B.A., M.A.

Adjunct Faculty

B.A., Palm Beach Atlantic University; M.A., Liberty University. (PT-R)

Arbo, Ashli S.; B.A., J.D.

Adjunct Instructor of Government

B.A., Union University; J.D., Liberty University Law School. (FT-D)

Arbo, Matthew Bryant; B.A., M.A., M.Th., Ph.D.

Assistant Professor of Philosophy; Adjunct Instructor of College of General Studies

B.A., M.A., Liberty University; M.Th., Ph.D., University of Edinburgh (UK). (FT-D)

Armstrong, Clifton D; B.M., M.A., M.A., Ph.D.

Adjunct Instructor of College of General Studies

B.M., Roberts Wesleyan College; M.A., Florida State University; M.A., University of Puerto Rico; Ph.D., University of Puerto Rico Rio Piedras. (PT-D)

Armstrong, Stephen; B.S., M.A.T., Ed.D.

Adjunct Instructor of College of General Studies

B.S., University of Minnesota; M.A.T., Bowling Green State University; Ed.D., Texas A&M University-Commerce. (PT-D)

Arnold, Miranda Lynn; B.S.E., M.Ed., Ed.S.

Adjunct Instructor of Education

B.S.E., M.Ed., Ed.S., Liberty University. (PT-D)

Arnone, Bonnie S; B.B.E., M.S., M.S., Ed.D.

Adjunct Instructor of Education

B.B.E., Lancaster Bible College; M.S., Pensacola Christian College; M.S., Ed.D., Nova Southeastern University. (PT-D)

Arrigon, James R; B.S., M.S.

Adjunct Faculty

B.S., University of Kentucky; M.S., Murray State University. (PT-R)

Arthur, Kristi Mae; B.S., M.Ed.

Adjunct Instructor of Education

B.S., Liberty University; M.Ed., University of Virginia. (PT-D)

Arthur, Rebecca A; B.A., M.A.

Instructor of College of General Studies

B.A., Connecticut College; M.A., University of Bristol. (PT-R)

Asare-Nkansah, Ernest; M.A.C.

Adjunct Instructor of Business

M.A.C., University of West Georgia. (PT-D)

Askew, Alan Anthony; B.S., M.B.A.

Adjunct Faculty

B.S., Liberty University; M.B.A., Liberty University. (PT-D)

Atchley, Jacob Britt; B.S., M.A.R., M.Div., D.Min.

Adjunct Instructor of Religion

B.S., M.A.R., M.Div., Liberty University; D.Min., Southeastern Baptist Theological Seminary. (PT-D)

Attin, Gladys P; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-D)

Atwell, William Richard; BAS, M.A., Ed.D.

Instructor of American Sign Language

BAS, Tennessee Temple University; M.A., Lamar University; Ed.D., Lamar University. (FT-R)

Aucoin, Brent J; B.A., M.A., Ph.D.

Assistant Professor of History; Adjunct Instructor of College of General Studies

B.A., Louisiana State University; M.A., Miami University - Ohio; Ph.D., University of Arkansas Fayetteville. (FT-D)

Aucoin, James Bradley; B.S., Th.M., J.D.

Instructor of Religion

Th.M., Dallas Theological Seminary; B.S., J.D., Louisiana State University - Baton R. (PT-D)

Austin, Gerald; M.A., M.A., M.A.

Adjunct Instructor of Business

M.A., M.A., M.A., Webster University. (FT-D)

Austin-Moore, Shante; B.A., M.Ed., Ph.D.

Assistant Professor of Education

B.A., University of Virginia; M.Ed., Regent University; Ph.D., Capella University. (FT-D)

Autry, Jason Everett; B.A., M.A.R., M.Div.

Adjunct Instructor of Religion

B.A., University of South Carolina; M.A.R., M.Div., Liberty University. (PT-D)

Autry, Rodney Franklin; B.A., M.Div., D.Min.

Adjunct Instructor of Religion

B.A., Shorter College; M.Div., Southwestern Baptist Theological Seminary; D.Min., Southern Baptist Theological Seminary. (PT-D)

Ayodeji, Sunday; M.A.

Adjunct Instructor of Psychology

M.A., Liberty University. (PT-D)

Ayres, Brenda A; B.A., M.A., Ph.D.

Professor of English

B.A., University of South Alabama; M.A., University of South Alabama; Ph.D., Univ of Southern Mississippi. (FT-R)

Babbitt, David; B.S., Th.M., Ed.D.

Assistant Professor of Religion

B.S., Texas A&M University; Th.M., Dallas Theological Seminary; Ed.D., University of South Dakota. (FT-D)

Babcock, John David; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., Liberty University; M.S., Longwood University. (PT-D)

Backert, Christopher J.; B.S., M.Div.

Instructor of Religion

B.S., Philadelphia Biblical University; M.Div., Liberty Baptist Theological Seminary. (FT-D)

Backherms, Dennis; B.S., M.S.

Adjunct Instructor of Business

B.S., M.S., University of Phoenix. (PT-D)

Bae, Kyung K.; B.S., M.S., Ph.D.

Associate Professor of Engineering

B.S., Yonsei University, Seoul, South Korea; M.S., Ph.D., Virginia Polytechnic Institute and State University. (FT-R)

Baeza, Ralph; B.S., M.A.R., M.B.A., M.Div., D.Min.

Adjunct Instructor of Religion

B.S., M.B.A., Uni Nacional Auton De Honduras; M.A.R., Trinity International University FL; M.Div., D.Min, Liberty University. (FT-D)

Baggett, David James; B.A., M.Div., Ph.D.

Professor of Apologetics

B.A., University of Michigan, Dearborn; M.Div., Asbury Theological Seminary; Ph.D., Wayne State University. (FT-R)

Baggett, Mary Elizabeth; B.S., M.A., Ph.D.

Associate Professor of English

B.S., Liberty University; M.A. Longwood University; Ph.D. Indiana University of Penn. (FT-R)

Bailess, Shelly D.; B.S., M.A.

Instructor of History

B.S., M.A., Liberty University. (FT-D)

Bailey, C. Nelson; M.A.C.

Adjunct Instructor of Business

M.A.C., University of Alabama. (PT-D)

Bailey, Joseph H; B.A., M.A., Ph.D.

Adjunct Instructor of College of General Studies

B.A., Hardin Simmons University; M.A., Abilene Christian University; Ph.D., Texas A&M University. (PT-D)

Bailey, Kiley D; B.S., M.S.

Adjunct Faculty

B.S., Virginia Commonwealth Univ; M.S., Virginia Commonwealth Univ. (PT-D)

Bailey, Kyle Charles; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (FT-R)

Bailey, Shiela; B.S.E., M.Ed.

Adjunct Instructor of Education

B.S.E., Troy University; M.Ed., Troy State University Dothan. (PT-D)

Baird, James; B.S., Th.M.

Instructor of Religion

B.S., University of Oklahoma; Th.M., Dallas Theological Seminary. (FT-D)

Baker, Laura; B.S., M.S.

Instructor of Business

B.S., Missouri State University; M.S., Regis University. (FT-D)

Baker, Stanley Dean; B.R.E., Th.M.

Adjunct Instructor of Religion

B.R.E., Davis College; Th.M., Dallas Theological Seminary. (PT-D)

Baker, Steven E; B.S., M.A.

Instructor of Psychology

B.S., University of Maryland; M.A., Liberty University. (FT-D)

Baldrige, Terry; B.M., M.M.

Assistant Professor of Ethnomusicology

B.M., Olivet Nazarene College; M.M. Crown College. (PT-D)

Ballard, Jordan P.; B.S., M.Div., Th.M.

Instructor of Religion

B.S., Liberty University; M.Div., Liberty Baptist Theological Seminary; Th.M., Dallas Theological Seminary. (FT-D)

Ballard, Randolph; B.S.

Adjunct Instructor of Government

B.S., Liberty University. (PT-D)

Ballard, Rod J; B.S., M.A.

Adjunct Instructor of Business

B.S., Maryville University of Saint Louis; M.A., Webster University. (FT-D)

Bandy, Alan S.; B.A., M.Div.

Instructor of Religion

B.A., Clear Creek Baptist Bible College; M.Div., Mid-America Baptist Theological Seminary. (FT-D)

Banks, Bertina S; B.S., Ph.D.

Adjunct Instructor of College of General Studies

B.S., Florida A&M University; Ph.D., Purdue University at West Lafayette. (FT-D)

Banks, Johnetta; B.A., M.S., M.A.T.

Adjunct Instructor of Government

B.A., M.S., M.A.T., Grambling State University. (PT-D)

Bannister, George Benjamin; B.A., S.T.M., D.Min.

Adjunct Instructor of Religion

B.A., Louisiana College; S.T.M., Liberty University; D.Min., Southern Baptist School for Biblical Studies. (PT-D)

Bannister, Morris Daniel; B.S., M.A.R., M.R.E., Th.M., M.Div.

Adjunct Instructor of Religion

B.S., M.A.R., M.R.E., Th.M., M.Div., Liberty University. (PT-D)

Bansley, Charla Faye; B.A., M.A.

Adjunct Faculty

B.A., George Mason University; M.A., Liberty University. (PT-D)

Bansley, Richard H; B.S., M.S.

Adjunct Faculty

B.S., Husson University; M.S., Norwich University. (PT-D)

Banta, Amy S; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., Ohio University - Athens; M.B.A., Central Michigan University; Ph.D., Capella University. (PT-D)

Baranzini, Richard; B.A., M.A., M.P.A., M.B.A.

Adjunct Instructor of Government

B.A., M.A., University Of Washington - Seattle; M.P.A., M.B.A., University of Puget Sound. (FT-D)

Barbee, Kristen; B.S.N., M.S.N., Ph.D.

Adjunct Instructor of Nursing

B.S.N., Gardner-Webb University; M.S.N., East Carolina University; Ph.D., University of NC Greensboro. (PT-D)

Barber, J. Matt; B.S., M.A., J.D.

Associate Dean for Online Programs, School of Law; Adjunct Assistant Professor of Law

B.S., Colorado Christian University; M.A., J.D., Regent University. (FT-R)

Barber, Jared David; B.A., M.A.

Professor

B.A., University of Colorado Boulder; M.A., University of Colorado Boulder. (FT-R)

Barber, Sarah; B.A., M.A.

Instructor of Government

B.A., Loyola University; M.A., Regent University. (FT-D)

Barclay, Timothy; B.S., M.A., Ph.D.

Associate Professor of Psychology

B.S., M.A., Liberty University; Ph.D., Walden University. (FT-R)

Barksdale, William K; B.B.A., Ph.D.

Adjunct Instructor of Business

B.B.A., Ph.D., Georgia State University. (FT-D)

Barlowe, Patricia Jean; B.S.N

Adjunct Faculty

B.S.N., Liberty University. (PT-R)

Barnes, Jesse; B.S., M.A.C.

Adjunct Instructor of Business

B.S., M.A.C., University of Montana. (PT-D)

Barnes, Terry N; B.A., M.A.

Instructor

B.A., Rockhurst College; M.A., Calvary Theological Seminary. (FT-D)

Barnes, Terry; B.A., M.A.

Instructor of Religion

B.A., Rockhurst University; M.A., Calvin Theological Seminary. (FT-D)

Barnett, Alexandra Michaela; B.S.E, M.Ed., Ed.S.

Adjunct Faculty

B.S.E., Northeastern State University; M.Ed., Lynchburg College; Ed.S., Liberty University. (FT-D)

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

Instructor of Religion

Th.B., Piedmont Bible College; M.L.S., Indiana University; M.S., University of Virginia; M.Div., Grace Theological Seminary; D.Min., Liberty University. (PT-D)

Barnett, David Glenn; B.B.A., B.S., M.H.R.

Adjunct Instructor of Government

B.B.A., University of Tulsa; B.S., Oklahoma Wesleyan University; M.H.R., University of Oklahoma. (FT-D)

Barnett, Susan Yvonne; B.S.N, M.S.N

Adjunct Faculty

B.S.N., Liberty University; M.S.N., University of Phoenix. (PT-D)

Barnett, William L.; B.A., M.A.R., D.Min., Ph.D.

Assistant Professor of Religion

B.A., Belmont University; M.A.R., Life Bible College; D.Min., Liberty Baptist Theological Seminary; Ph.D., New Orleans Baptist Theological Seminary. (FT-D)

Barnhart, Karen H; B.S., M.A.T.

Adjunct Faculty

B.S., Piedmont International Unvers; M.A.T., Liberty University. (PT-R)

Barrett, Aarika; B.A., M.A., M.A.T

Adjunct Instructor of Psychology

B.A., Anderson University; M.A., Liberty University; M.A.T, David Lipscomb University. (PT-D)

Barrett, Perry Thomas; B.S., M.Ed.

Adjunct Faculty

B.S., Florida State University; M.Ed., Delta St University. (FT-D)

Barrett, Perry; B.S., M.Ed.

Instructor of Business

B.S., The Florida State University; M.Ed., Delta State University. (FT-D)

Bartlow, Derek Jaden; B.S., M.A.

Instructor of Religion

B.S., M.A., Liberty University. (PT-D)

Basie, John David; B.A., M.A., M.A., Ph.D.

Adjunct Instructor of Government

B.A., Erskine College; M.A., Erskine Seminary; M.A., Biola University; Ph.D., Baylor University. (PT-D)

Baxter, David; B.S., M.Ed.

Adjunct Instructor of College of General Studies

B.S., Tennessee Temple University; M.Ed., Liberty University. (PT-D)

Beam, Andrea P; B.S., M.A.T., Ed.S., Ed.D.

Chair, Middle Grades and Secondary Education; Associate Professor of Education

B.S., Old Dominion University; M.A.T., Norfolk State University; Ed.S., Ed.D., George Washington University. (FT-R)

Beasley, Rebekah Martha Jean; B.S., M.B.A.

Adjunct Instructor of College of General Studies

B.S., M.B.A., Liberty University. (PT-D)

Beauchamp, Lance T.; B.A., M.Div.

Instructor of Religion

B.A., Stetson University; M.Div., New Orleans Baptist Theological Seminary. (FT-D)

Beavers, Lynnda S.; B.A., M.A., Ph.D.

Associate Professor of Communication Studies

B.A., Emory & Henry College; M.A., Ph.D., University of Kentucky. (FT-R)

Beavers, Sean; B.M., M.M., D.M.

Associate Dean, Center for Music and the Performing Arts; Professor of Music and Guitar

B.M., University of Texas at Austin; M.M., D.M., Florida State University. (FT-R)

Bebernitz, Holly; B.A., M.A.

Instructor of History

B.A., Bob Jones University; M.A., University of North Florida. (FT-D)

Beck, Jennifer; B.S., M.Acc.

Instructor of Business

B.S., University of West Florida; M.Acc., University of South Florida. (FT-D)

Becker, Matthew; B.S., M.S., Ph.D.

Assistant Professor

B.S., University Of Mary Washington; M.S., James Madison University; Ph.D., VA Polytech Inst State Univ. (PT-R)

Beckles, Bernette; B.S., M.Ed.

Adjunct Instructor of College of General Studies

B.S., Liberty University; M.Ed., Kent State University. (PT-D)

Beckwith, Louis Thomas; B.A., M.A.R., M.Div.

Adjunct Instructor of Religion

B.A., M.A.R., M.Div., Liberty University. (PT-D)

Beitz, Kristin Marie; M.S.

Senior Associate Athletics Director for Academic Affairs

M.S., Radford University. (FT-R)

Bell, Barron; M.A.

Adjunct Instructor of College of General Studies

M.A., Regent University. (PT-D)

Bell, Bruce K.; B.A., M.A., Ph.D.

Associate Dean, College of General Studies; Professor of Business and Communication Studies

B.A., M.A., Penn State; Ph.D., Walden University. (FT-R)

Bell, James A.; B.S., M.S.A.

Instructor of Business

B.S., M.S.A., University of South Alabama. (FT-D)

Bell, Kevin; B.S., M.B.A.

Instructor of Business

B.S., York College of the City; M.B.A., Southeastern University. (FT-D)

Bell, Lonnie David; B.A., M.Div.

Adjunct Instructor of Religion

B.A., University of NC Chapel Hill; M.Div., Southeastern Baptist Theological Seminary. (PT-D)

Bell, Stephen J.; B.A., M.A.

Associate Professor of English

B.A., Wheaton College; M.A., University of Virginia; doctoral studies at Indiana University of Pennsylvania. (FT-R)

Bellamy, James; B.B.A., M.B.A., M.B.A.

Adjunct Instructor of Business

B.B.A., Northwood University; M.B.A., Amberton University; M.B.A., Northcentral University. (PT-D)

Bello, David Anders; B.G.S., M.Div.

Adjunct Instructor of Religion

B.G.S., M.Div., New Orleans Baptist Theological Seminary. (PT-D)

Bello, Jessica E; B.A., M.A.

Adjunct Faculty

B.A., Moody Bible Institute; M.A., Richmond Graduate University. (PT-D)

Bellows, David D.; B.S., M.A.R.

Assistant Director, Academic Success Center; Assistant Professor

B.S., Liberty University; M.A.R., Liberty Baptist Theological Seminary. (FT-R)

Bender, Cole Andrew; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., M.A., Liberty University. (PT-D)

Bendler, Bruce A; B.A., M.A., Ph.D.

Adjunct Instructor of College of General Studies

B.A., M.A., Ph.D., University of Delaware. (PT-D)

Bengds, Melissa D.; B.S., M.Ed.

Instructor of Education

B.S., Winthrop University; M.Ed., University of Virginia. (FT-D)

Benham, John L.; B.M., M.A., Ed.D.

Professor of Worship and Ethnomusicology

B.M., Northwestern College - St. Paul; M.A., Ed.D., University of Northern Colorado - Greeley County. (FT-R)

Benham, Stephen; B.S., M.M., Ph.D.

Assistant Professor of Ethnomusicology

B.S., University of Minnesota; M.M. University of Michigan Ann Arbor; PHD Eastman School of Music University Rochester. (PT-D)

Benkert, Todd A.; B.M., M.Div., Ph.D.

Assistant Professor of Religion

B.M., Belmont University; M.Div., Ph.D., Southern Baptist Theological Seminary. (FT-D)

Bennett, Jeannine B; M.B.A., Ph.D.

Adjunct Faculty

M.B.A., Regent University; Ph.D., Capella University . (PT-D)

Bennett, Stewart L; B.S., M.A., Ph.D.

Adjunct Faculty

B.S., Grace College and Seminary; M.A., Youngstown State University; Ph.D., University of Maine Orono. (PT-D)

Bennett, Stuart; B.A., M.F.A.

Associate Professor

B.A., Leeds Beckett University; M.F.A., Regent University. (FT-R)

Benoit, Debra D; B.S., M.A., M.A.T.S., D.Min.

Assistant Professor of Family and Consumer Sciences

B.S., Liberty University; M.A., Liberty University; M.A., Liberty University; D.Min., Liberty University. (FT-R)

Benson, Paula R; B.S.N

Adjunct Faculty

B.S.N., Western Kentucky University. (PT-R)

Berkenkemper, Daniel Matthew; B.S., M.A.R.

Instructor

B.S., Liberty University; M.A.R., Liberty University. (FT-R)

Berkenkemper, Karen Janette; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., Liberty University. (PT-D)

Bernard, Justin Phillip; M.A.R., M.R.E.

Instructor

M.A.R., Liberty University; M.R.E., Liberty University. (PT-D)

Bernard, Lindsay K.; B.S., M.A.R.

Instructor of Religion

B.S., Liberty University; M.A.R., Liberty Baptist Theological Seminary. (FT-D)

Berry, Elizabeth Anne Guthrie; B.S., M.Ed.

Adjunct Instructor of Education

B.S., Lynchburg College; M.Ed., University of Virginia. (PT-R)

Bettcher, Peggy A; B.M., M.Mus.

Adjunct Faculty

B.M., Northern Illinois University; M.Mus., Northern Illinois University. (PT-R)

Beveridge, Ruth; B.S., M.Ed.

Instructor of Education

B.S., M.Ed., Liberty University. (FT-D)

Bevins, Chelsea Dawson; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-R)

Bible, Seth A; B.A., M.Div., Ph.D.

Adjunct Instructor of Religion

B.A., Carson-Newman College; M.Div., Ph.D., Southeastern Baptist Theological Seminary. (PT-D)

Biddington, David Allen; B.A.

Adjunct Faculty

B.A., Liberty University. (PT-R)

Bielicki, Shawn Martin; B.S.E., M.S., Ed.D.

Associate Professor of Education

B.S.E., SUNY College at Buffalo; M.S., SUNY College at Brockport; Ed.D., Liberty University. (PT-R)

Bierly, Benjamin; B.S., M.A., M.Ed.

Adjunct Instructor of Government

B.S., U S Naval Academy; M.A., M.Ed., Regent University. (PT-D)

Billingsley, Colonel Clyde; B.S., M.Div.

Instructor of Religion

B.S., University of Tennessee; M.Div., Southwestern Baptist Theological Seminary. (FT-D)

Billingsley, Judy K.; B.A., M.R.E.

Instructor of Religion

B.A., Wayland Baptist University; M.R.E., Southwestern Baptist Theological Seminary. (FT-D)

Bird, Stephen; B.A., M.A., Ph.D.

Professor of Journalism

B.A., Averett University; M.A., University of Central Missouri; Ph.D., Regent University. (FT-R)

Bird, William D; B.A., B.S.E., M.A., Ph.D.

Instructor of Psychology

B.A., Redeemer University Coll; B.S.E., University of Ottawa; M.A., Huntington University; Ph.D., Liberty University. (FT-D)

Birgan, Latrica; B.A.S., M.S., Ed.D.

Adjunct Instructor of College of General Studies

B.A.S., Alabama Agri Mech University; M.S., University of Alabama; Ed.D., Northcentral University. (PT-D)

Bishop, James Adam; B.A., M.A.R., M.Div.

Adjunct Instructor of Religion

B.A., Carson-Newman College; M.A.R., M.Div., Liberty University. (FT-D)

Bishop, Megan Marie; B.S., M.A.

Instructor of Health Professions

B.S., Liberty University; M.A., East Carolina University. (PT-R)

Bishop, Phillip; B.S., M.S., Ed.D.

Professor

B.S., U S Naval Academy; M.S., James Madison University; Ed.D., University Of Georgia. (PT-R)

Bjerke, Juel; B.S., M.S.

Adjunct Instructor of Business

B.S., University of Michigan Flint; M.S., California State University. (PT-D)

Black, Ellen Lowrie; B.S., M.Ed., Ed.D.

Professor of Education

B.S., Eastern Mennonite University; M.Ed., East Texas State University; Ed.D. Temple University. (PT-R)

Blackburn, Susan A; M.S.

Instructor of Business

M.S., Virginia Tech. (PT-R)

Blais, Mark; B.A., B.S., D.PM.

Professor of Biology

B.A., Assumption College; D.PM., Rosalind Franklin Univ Med/Sci. (FT-R)

Blake, Randall D; B.A.

Instructor of Digital Media and Communication Arts

B.A., University of West Florida. (PT-R)

Blank, Bradley; B.S., M.B.A., FAA COMM, INST, CFI, CFII, A&P

Assistant Professor of Aeronautics

B.S., Clemson University; M.B.A., Liberty University. (FT-R)

Blankenship, Normita S; B.A., M.A.T.

Adjunct Instructor of College of General Studies

B.A., Our Lady of the Lake University; M.A.T., University of Texas Dallas. (PT-D)

Blankenship, Stephanie; B.A., M.A., Ed.D.

Chair, Department of Modern Languages; Assistant Professor of Spanish

B.A., Marshall University; M.A., Marshall University; Ed.D., Liberty University. (FT-R)

Blosser, Phillip Edwin; B.S., M.S., Ph.D.

Associate Professor of Sport Management

B.S., Liberty University; M.S., Baylor University; Ph.D., Virginia Polytechnic Institute and State University. (FT-R)

Blossom, A. Paul; B.S., M.S., Ph.D.

Adjunct Instructor of Business

B.S., M.S., Ph.D., Michigan State University. (FT-D)

Blunk, James Barton; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Mercer University; M.A., Liberty Baptist Theological Seminary. (PT-D)

Boatner, Jeffrey Douglas; B.A., M.A.

Associate Dean, Department of Counselor Education and Family Studies; Associate Professor of Counseling

B.A., San Diego Christian College; M.A., Southern California Seminary. (FT-R)

Bobo, Calvin H; B.A., B.Min., M.Div., D.Min.

Adjunct Instructor of Religion

B.A., B.Min., Brewton-Parker College; M.Div., Southeastern Baptist Theological Seminary; D.Min., Southern Baptist Theological Seminary. (PT-D)

Boettger, Jeff Kendall; B.A., M.A.

Assoc. Athletic Director

B.A., Bethel University; M.A., Liberty University. (PT-R)

Bohannon, Steven Joseph; B.S., M.Div.

Adjunct Instructor of Religion

B.S., Liberty University; M.Div., Westminster Theological Seminary. (PT-D)

Bolan, Jennifer; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Clearwater Christian College; M.A., Liberty University. (PT-D)

Bonebright, Amy E.; B.S., M.A.

Assistant Professor of Digital Media and Communication Arts

B.S., Liberty University; M.A., Regent University. (FT-R)

Borek, John M; B.B.A., M.B.A., Ph.D.

Adjunct Faculty

B.B.A., Georgia State University; M.B.A., Georgia State University; Ph.D., Georgia State University. (FT-D)

Borland, James A.; B.A., M.Div., Th.M., Th.D.

Professor of Biblical Studies and Theology

B.A., Los Angeles Baptist College; M.Div., Los Angeles Baptist Theological Seminary; Th.M., Talbot Theological Seminary; Th.D., Grace Theological Seminary. (FT-R)

Bornheimer, Mary; B.S., M.I.S., Ph.D.

Adjunct Faculty

B.S., Southern Illinois University; M.I.S., University of Phoenix; Ph.D., Northcentral University. (PT-D)

Bosak, Andrew M; B.S., M.S., Ph.D.

Professor of Exercise Science

B.S., Western Kentucky University; M.S., Western Kentucky University; Ph.D., University of Alabama. (PT-R)

Bose, Stacey; B.S., M.Ed., Ed.D.

Assistant Professor of Education

B.S. Baptist Bible College; M.Ed. East Stroudsburg University; Ed.D Lehigh University. (FT-R)

Boto, Julie E.; B.B.A., M.B.A.

Instructor of Business

B.B.A., Grand Canyon University; M.B.A., Pepperdine University. (FT-D)

Boto, Thomas Cashion; B.B.A., J.D.

Adjunct Instructor of Business

B.B.A., Baylor University; J.D., Liberty University Law School. (PT-D)

Bouchet, Frederic; M.S., Ph.D.

Adjunct Instructor of Business

M.S., Ph.D., Virginia Tech. (FT-D)

Bouchoc, Raymond Pierre; B.S., M.Div., Ph.D.

Adjunct Instructor of Religion

B.S., Florida International University; M.Div., Ph.D., Southeastern Baptist Theological Seminary. (PT-D)

Bouman, Timothy Peter; B.A., M.A.

Instructor of Psychology

B.A., M.A., Liberty University. (FT-D)

Bouvin, David D; B.A., M.B.A., D.B.A.

Adjunct Instructor of Business

B.A., Roberts Wesleyan College; M.B.A., D.B.A., Argosy University-Sarasota, FL. (FT-D)

Bowden, Andrew M; B.A., Th.M., M.Div.

Adjunct Instructor of Religion

B.A., Toccoa Falls College; Th.M., M.Div., Southeastern Baptist Theological Seminary. (PT-D)

Bowers, Stephen; B.S., M.A., Ph.D.

Professor of Government

B.S., M.A., Ph.D., University of Tennessee. (FT-R)

Bowman, Paul J.; B.A., M.A.

Instructor of History

B.A., Lee University; M.A., University of Memphis. (FT-D)

Boyce, Jeffrey; B.S., M.B.A., Ph.D.

Assistant Professor of Business

B.S., Michigan Technical University; M.B.A., Ashland University; Ph.D., Capella University. (FT-D)

Brabston, Danielle N; B.A., M.A.T.

Adjunct Instructor of Education

B.A., Grove City College; M.A.T., Spring Hill College. (PT-D)

Bradshaw, L. Daniele; B.A., M.Ed., Ph.D.

Assistant Professor of Education

B.A., M.Ed., University of Florida; Ph.D., University of North Carolina. (FT-R)

Bradshaw, Travis; B.S., M.A., Ph.D.

Adjunct Instructor of College of General Studies

B.S., James Madison University; M.A., Ph.D., University of Florida. (FT-D)

Bragg, Jack R.; B.S., M.A.

Instructor of Criminal Justice

B.S., M.A., University of Texas-Arlington. (FT-D)

Branch, Robert Allen; B.S., M.S., PhD

Adjunct Instructor of Business

B.S., Eastern Washington University; M.S., Western International University; Ph.D., Capella University. (PT-D)

Brasher, Neal; B.A., M.F.A.

Assistant Professor of Theatre Arts

B.A., Samford University; M.F.A., University of Alabama. (FT-R)

Bray, Oliver Raymond; B.S., M.S.

Adjunct Instructor of Government

B.S., Southern Illinois University; M.S., Western New England College. (FT-D)

Breeden, Joe; B.B.A., M.S., M.F.A.

Adjunct Faculty

B.B.A., Oklahoma Panhandle State Univ; M.S., University of Phoenix; M.F.A., Savannah College of Art Design. (PT-D)

Brennan, Michael S.; B.M., M.M., D.M.

Associate Professor, Center of Worship

B.M., M.M., California State University at Fullerton; D.M., Northwestern University. (FT-R)

Brennan, Monica Rose; B.S., Adv. Cert., M.A.R., D.Min.

Director, Center for Women's Ministries; Associate Professor of Women's Ministries

B.S., Wingate University; Adv. Cert., Southeastern Baptist Theological Seminary; M.A.R., D.Min., Liberty Baptist Theological Seminary. (FT-R)

Brenner, Brett Jw; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., Liberty University. (PT-D)

Breuner, Thomas; B.S., M.A.T., M.S.

Adjunct Instructor of College of General Studies

B.S., M.A.T., Pacific University; M.S., George Washington University. (FT-D)

Brewster, Paul L.; B.A., M.Div., Ph.D.

Assistant Professor of Religion

B.A., University of Arkansas; M.Div., New Orleans Baptist Theological Seminary; Ph.D., Southeastern Baptist Theological Seminary. (FT-D)

Brickhill, Cherie; B.A., B.S.N., M.S.N., Ed.D.

Assistant Professor of Nursing

B.A., B.S.N., M.S.N., University of Virginia; Ed.D., Liberty University. (FT-D)

Bridge, Dennis J; B.S., M.A.

Adjunct Instructor of Government

B.S., M.A., Liberty University. (PT-D)

Bridge, Diane; R.N., B.S.N., M.S.N.

Chair, RN to BSN Program

B.S.N., Indiana University of Pennsylvania; M.S.N., University of Phoenix. (FT-R)

Brigman, Craig Charles; B.S., M.B.A., Ed.S.

Assistant Professor of Information Technology

B.S., University of Phoenix; M.B.A., Keller Graduate School of Management; Ed.S, Liberty University. (FT-R)

Brindle, Wayne A.; B.A., Th.M., Th.D.

Professor of Biblical Studies

B.A., Kansas Wesleyan University; Th.M., Th.D., Dallas Theological Seminary. (FT-R)

Brinkley, Thomas D.; B.A., M.Div.

Instructor of Religion

B.A., University of North Carolina; M.Div., Southeastern Baptist Theological Seminary. (FT-D)

Brinly, Steven Ryan; B.S., M.A., FAA Comm, CFI, CFII

Adjunct Instructor of Aeronautics

B.S., M.A., Liberty University. (PT-D)

Britt, Deanna C.; R.N., B.S.N., M.S.N., Ph.D.

Dean, School of Nursing; Professor of Nursing

R.N., Louise Obici School of Nursing; B.S.N., Liberty University; M.S.N., University of Virginia; Ph.D., Virginia Polytechnic and State University. (FT-R)

Brooks, Mary J; B.S., M.Eng.

Adjunct Faculty

B.S., Lynchburg College; M.Eng., North Carolina State Univ. (PT-D)

Brooks, Page M.; B.S., Th.M., M.Div., Ph.D.

Assistant Professor of Religion

B.S., Auburn University; Th.M., M.Div., Ph.D., New Orleans Baptist Theological Seminary. (FT-D)

Brophy, Patricia A; B.A., M.S.

Adjunct Instructor of College of General Studies

B.A., Kean University; M.S., Montclair State University. (PT-D)

Brophy, Timothy R.; B.S., M.S., M.T.S., Ph.D.

Associate Professor of Biology

B.S., Liberty University; M.S., Marshall University; M.T.S., Liberty University; Ph.D., George Mason University. (FT-R)

Brothers, Ivy Irene; B.S., M.Ed.

Adjunct Faculty

B.S., Army Continuing Ed System; M.Ed., Regent University. (PT-R)

Brown, Anthony E; B.A., M.B.A.

Adjunct Faculty

B.A., Wittenberg University; M.B.A., Franklin University. (PT-D)

Brown, Aulton B.; B.A., M.Div.

Instructor of Religion

B.A., Free Will Baptist Bible College; M.Div., Covenant Theological Seminary. (FT-D)

Brown, Brenda P; B.A., M.A.

Adjunct Instructor of Health Professions

B.A., Mary Baldwin College; M.A., Liberty University. (PT-D)

Brown, Daniel D.; B.S., ATC

Approved Clinical Preceptor; Assistant Athletic Trainer

B.A., Western Carolina University. (FT-R)

Brown, Daniel; B.S., M.Div.

Instructor of Religion

B.S., North Carolina State University; M.Div., Southeastern Baptist Theological Seminary - Wake Forest, NC. (FT-D)

Brown, David A.; B.A., M.A.R., M.Div., D.Min.

Assistant Professor of Religion and Instructional Design

B.A., Baptist Bible College; M.A.R., M.Div., D.Min., Liberty Baptist Theological Seminary. (FT-R)

Brown, Dudley E.; B.A., M.Div.

Instructor of Religion

B.A., Colorado State University; M.Div., Trinity International University. (FT-D)

Brown, Emily Spake; B.A., B.S.E., M.Ed., Ed.S., Ed.D.

Adjunct Instructor of College of General Studies

B.A., B.S.E., University Of Georgia; M.Ed., Ed.S., Georgia College & State University; Ed.D., Liberty University. (PT-D)

Brown, Janet K; B.S., M.A.

Instructor of Psychology

B.S., M.A., Liberty University. (FT-D)

Brown, Jeffrey D; B.A., M.Div., Ph.D.

Adjunct Instructor of Religion

B.A., Hannibal Lagrange C; M.Div., Ph.D., Southern Baptist Seminaries. (PT-D)

Brown, Joshua Travis; B.S., M.Ed.

Adjunct Instructor of Psychology

B.S., Liberty University; M.Ed., Azusa Pacific University. (FT-D)

Brown, Larry V; B.S., M.A., M.Div.

Adjunct Instructor of Religion

B.S., U S Naval Academy; M.A., M.Div., Liberty University. (PT-D)

Brown, Paul Earnest; B.A., M.A., Th.M., Ph.D.

Adjunct Instructor of Religion

B.A., Mississippi College; Th.M., New Orleans Baptist Theological Seminary; M.A., Ph.D., University of Mississippi. (FT-D)

Brown, Philip G.; B.S., M.A.T.

Instructor of History

B.S., Phillips University; M.A.T., New Mexico State University. (FT-D)

Brown, Renee B; B.S., M.Ed., Ed.S.

Adjunct Instructor of Education

B.S., George Mason University; M.Ed., Ed.S., Liberty University. (PT-D)

Brown, Richard S.; B.S., M.A.R., D.Min.

Assistant Professor of Youth Ministries

B.S., Liberty University; M.A.R., D.Min, Liberty Baptist Theological Seminary. (FT-R)

Brown, Tammy K.; B.S., M.B.A.

Instructor of Business

B.S., M.B.A., Liberty University. (FT-D)

Brown, Thomas P; B.S., M.A.

Adjunct Faculty

B.S., US Merchant Marine Academy; M.A., Naval War College. (PT-D)

Brownfield, Joshua Stephen; B.A., Th.M., M.Div.

Adjunct Instructor of Religion

Th.M., Gordon-Conwell Theological Seminary; B.A., M.Div., Liberty University. (PT-D)

Brubaker, Eric V; B.S., M.S., Ed.D.

Associate Chair, Department of Health Professions; Associate Professor of Health Sciences

B.S., Liberty University; M.S., Emporia State University; Ed.D., Liberty University. (PT-D)

Bruce, Hanna Jane; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., Liberty University. (FT-D)

Bruce, Sally K; B.S., M.A.

Instructor of Psychology

B.S., Slippery Rock University; M.A., Western Seminary. (FT-D)

Bruenjes, Monica A; B.A., M.F.A.

Adjunct Faculty

B.A., San Diego State University; M.F.A., Academy Of Art University. (PT-D)

Brumfield, Ken; B.S., M.A., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., M.A., Xavier University Of Louisiana; M.B.A., University of New Orleans; Ph.D., University of Maryland. (PT-D)

Bruno, Christopher R; B.A., M.Div.

Adjunct Instructor of Religion

B.A., Northland International University; M.Div., Southern Baptist Theological Seminary. (PT-D)

Bruno, Heidi L.; B.S., M.S.A.

Instructor of Business

B.S., University of Florida; M.S.A., Florida Atlantic University. (FT-D)

Brunson, Kendrick; B.A., M.B.A., D.B.A.

Associate Professor of Business

B.A., Carson-Newman College; M.B.A., Wake Forest University; D.B.A., Northcentral University. (FT-R)

Bryan, Lisa L; B.S., M.S., D.B.A.

Adjunct Instructor of Business

B.S., M.S., University of NC Pembroke; D.B.A., University of Phoenix. (PT-D)

Bryant, William D.; B.B.A., M.Div.

Instructor of Religion

B.B.A., Valdosta State College; M.Div., Southern Baptist Theological Seminary. (FT-D)

Brynteson, Matthew D; B.S., M.S., Ph.D.

Associate Professor of Biology & Chemistry

B.S., Rockford College; M.S., University of Chicago; Ph.D., University of Chicago. (PT-R)

Bucci, Charles Dante; B.S., M.B.A.

Adjunct Instructor of College of General Studies

B.S., M.B.A., Liberty University. (FT-D)

Buchanan, Joseph Ray; M.Div., D.Min.

Assistant Professor of Religion

M.Div., Liberty University; D.Min., Liberty University. (FT-D)

Buck, Catherine; B.S., M.B.A.

Assistant Professor of Business Management Information Systems

B.S., M.B.A., Liberty University. (FT-R)

Buck, Rick; Th.G., B.S., M.A.R., M.Div.

Assistant Professor of Biblical Studies

Th.G., Liberty Bible Institute; B.S., University of Wisconsin-Stevens Point; M.A.R., M.Div., Liberty Baptist Theological Seminary. (FT-R)

Buckner, James R.; B.S., M.A., M.A., Ph.D.

Instructor of Criminal Justice

B.S., Middle Tennessee State University; M.A., Central Oklahoma State University; M.A., Liberty University; Ph.D., Argosy University-Sarasota. (FT-D)

Bullman, Kenneth Scott; B.M.

Instructor of Music and Worship

B.M., Free Will Baptist College. (PT-R)

Bulloch, Lynn; B.S., M.N, D.B.A.

Adjunct Faculty

B.S., University of South Carolina; M.N., University of South Carolina; D.B.A., University of Phoenix. (PT-D)

Bundrick, Brian Scott; B.S., M.B.A.

Adjunct Faculty

B.S., Liberty University; M.B.A., Liberty University. (PT-R)

Bundy, Melissa C; B.B.A., M.S.

Adjunct Instructor of Government

B.B.A., M.S., Eastern Kentucky University. (FT-D)

Bunker, Cindy D; B.S., D.V.M.

Chair, College of General Studies; Assistant Professor of Biology

B.S., Tennessee Technological Univ; D.V.M., Auburn University. (FT-D)

Burch, Vaughn; B.A., M.S., Ph.D.

Adjunct Faculty

B.A., California State Univ Fresno; M.S., Golden Gate University; Ph.D., Capella University. (PT-D)

Burger, Michael Scott; B.S., M.A., Th.M.

Adjunct Instructor of Religion

B.S., Liberty University; M.A., Azusa Pacific University; Th.M., Dallas Theological Seminary. (PT-D)

Burger, Rachel Melody; B.S., M.A.

Adjunct Instructor of Psychology

B.S., Liberty University; M.A., Liberty University. (PT-D)

Burgess, Bradley N.; B.S., M.B.A, M.A.R.

Instructor of Religion

B.S., M.B.A., Liberty University; M.A.R., Liberty Baptist Theological Seminary. (FT-D)

Burgess, Heather E.; B.S., M.S.

Instructor of Information Technology

B.S., Liberty University; M.S., Capella University. (FT-D)

Burgess, Jennifer R; B.A., M.S., Psy.D.

Adjunct Instructor of Psychology

B.A., Louisiana Tech University; M.S., Univ of Louisiana at Monroe; PsyD, University of Denver. (PT-D)

Burke, Joseph V; B.S., M.Ed.

Adjunct Instructor of Psychology

B.S., Liberty University; M.Ed., Lynchburg College. (PT-D)

Burnette, Jessica Niccole; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., M.A., Liberty University. (PT-D)

Burroughs, Christopher D.; B.S., Th.M.

Instructor of Religion

B.S., Indiana State University; Th.M., Dallas Theological Seminary. (FT-D)

Burrows, Shalie Irene; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., M.A., Liberty University. (PT-D)

Bussey, Charles Harold; B.B.S., M.A., M.Div.

Adjunct Instructor of Religion

B.B.S., M.A., M.Div., Liberty University. (FT-D)

Bussiere, James Thomas; B.S., M.Ed.

Adjunct Faculty

B.S., Liberty University; M.Ed., Liberty University. (PT-D)

Butler, Christopher C.; B.A., M.Div., D.Min.

Assistant Professor of Religion

B.A., Western Kentucky University; M.Div., Luther Rice College and Seminary; D.Min., Midwestern Baptist College. (FT-D)

Butler, Jennifer Nicole; B.S., M.A

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (FT-D)

Butler, Joseph E.; B.S., M.Div.

Instructor of Religion

B.S., Liberty University; M.Div., Liberty Baptist Theological Seminary. (FT-D)

Butler, Tom C; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-D)

Buzzy, George; B.B.A., J.D.

Professor of Government

B.B.A., James Madison University; J.D., George Mason University School of Law. (FT-R)

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

Adjunct Instructor of College of General Studies

B.S., M.B.A., Liberty University. (FT-D)

Byrd, Kimberly T; B.S., M.A.C.

Adjunct Instructor of Business

B.S., Nicholls State University; M.A.C., Auburn University. (PT-D)

Caballero, Betsey Marie; B.S., M.Ed.

Adjunct Instructor of College of General Studies

B.S., Liberty University; M.Ed., Regent University. (FT-D)

Cabe, Patri L; B.A., J.D.

Adjunct Instructor of Business

B.A., Western Carolina University; J.D., University of Mississippi. (FT-D)

Cade, Lacreacia; B.A., B.A.

Adjunct Instructor of Government

B.A., American University; B.A., The College of William and Mary. (PT-D)

Calderon, Dan-Eric; B.B.A., M.B.A.

Adjunct Instructor of Business

B.B.A., California State University; M.B.A., Liberty University. (PT-D)

Calfee, Daryl Wayne; B.S.

Adjunct Faculty

B.S., Liberty University. (PT-R)

Calfee, Johanna Price; B.S.

Adjunct Faculty

B.S., Liberty University. (PT-R)

Calinisan, Jan Alexie; B.S., M.A., M.Div.

Adjunct Instructor of Religion

B.S., De La Salle University; M.A., M.Div., Liberty University. (FT-D)

Calland, David R.; B.S., M.B.A., Ph.D.

Interim Dean, School of Business

Associate Professor of Business

B.S., M.B.A., Liberty University. (FT-R)

Calvert, Thomas M; B.S.

Adjunct Instructor of College of General Studies

B.S., Liberty University. (FT-D)

Campbell, Jenna Kaitbeski; B.S., M.B.A.

Adjunct Instructor of Business

B.S., M.B.A., Liberty University. (PT-D)

Campbell, John; B.B.A., M.Div., D.Min.

Assistant Professor of Religion

B.B.A., The College of William and Mary; M.Div., Southeastern Baptist Theological Seminary; D.Min., Luther Rice College and Seminary. (FT-D)

Campbell, Lisa Ann; B.S., M.F.A.

Adjunct Faculty

B.S., VA Polytech Inst State Univ; M.F.A., Academy Of Art University. (PT-R)

Campbell, Mandi D; B.B.A, J.D.

Adjunct Instructor of Law

B.B.A, Augusta State University; J.D., Liberty University Law School. (PT-D)

Campbell, Patricia; B.A., M.A.

Associate Professor of Music

B.A., Lynchburg College; M.A., University of Maryland. (FT-R)

Campbell, Randall W; B.S., Th.M., M.Div.

Instructor of Religion

B.S., Grace College and Seminary; Th.M., Trinity International University; M.Div., Grace Bible College & Seminary. (PT-D)

Campbell, Ronnie Paul; B.A., M.A., M.A.R.

Adjunct Instructor of Religion

B.A., Moody Bible Institute; M.A., M.A.R., Liberty University. (PT-D)

Campbell, Sherry F; B.S.N., M.S.

Adjunct Instructor of Nursing

B.S.N., M.S., U Maryland School Of Nursing. (PT-D)

Cannon, Christopher; B.S.

Adjunct Instructor of Government

B.S., Liberty University. (PT-D)

Cannon, Stacy V.; B.A., M.F.A.

Associate Professor of Studio and Digital Arts

B.A., Coastal Carolina University; M.F.A., Radford University. (FT-R)

Cantrell, Lisa; B.A., M.Ed., Ed.D.

Adjunct Instructor of College of General Studies

B.A., M.Ed., University of NC Charlotte; Ed.D., University of Florida. (PT-D)

Captari, Laura E; B.A., B.S., M.A.

Adjunct Faculty

B.A., Liberty University; B.S., Liberty University; M.A., Liberty University. (PT-D)

Carboneau, Ryan Andrew; B.S., M.A.

Adjunct Instructor of Psychology

B.S., M.A., Liberty University. (PT-D)

Cargin, Jeanne Marie; M.S., M.A.

Adjunct Instructor of Psychology

M.S., Iowa State University; M.A., Liberty University. (PT-D)

Cargo, Sharon E.; B.S., M.S., D.V.M.

Assistant Professor of Biology

B.S., Ohio State University; M.S., Institute for Creation Research; D.V.M., Ohio State University. (FT-D)

Carmody, Duane D.; B.S., M.A.R., M.Div.

Instructor of Religion

B.S., Liberty University; M.A.R., M.Div., Liberty Baptist Theological Seminary. (FT-D)

Carmody, Kelly Hunter; B.S.

Adjunct Faculty

B.S., Liberty University. (PT-R)

Carpenter, Wendy; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., University of NC Chapel Hill; M.S., Clemson University. (PT-D)

Carr, Dolores; B.S., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S., Montclair State University; M.Ed., Mary Baldwin College; Ed.D., Liberty University. (PT-D)

Carr, Janet K; B.S., B.S., M.S.

Adjunct Instructor of Health Professions

B.S., Bob Jones University; B.S., M.S., University of Alabama. (PT-D)

Carrales, Daniel R; B.S., M.A.

Assistant Professor

B.S., University of Texas Austin; M.A., Regent University. (PT-R)

Carraway, George W.; B.A., Th.M., M.Div., Ph.D.

Assistant Professor of Religion

B.A., Southeastern College; Th.M., M.Div., Ph.D., Southern Baptist Theological Seminary. (FT-D)

Carrera, David Ernesto; B.A.

Adjunct Instructor of Government

B.A., Liberty University. (PT-D)

Carroll, Christos Cale; B.B.A., M.B.A.

Adjunct Instructor of Business

B.B.A., Liberty University; M.B.A., Lynchburg College. (FT-D)

Carroll, Thomas L; B.S., M.A.

Adjunct Instructor of Government

B.S., M.A., University of Delaware. (PT-D)

Carter, Zackery A; B.A., M.A., Ph.D.

Adjunct Faculty

B.A., Purdue Univ at West Lafayette; M.A., Purdue Univ at West Lafayette; Ph.D., Regent University. (PT-D)

Cartwright, John Beck; B.S., M.A.R., M.Div., Ed.D.

Associate Dean, Residential Programs, School of Divinity; Associate Professor of Christian Leadership and Education

B.S., Liberty University; M.A.R., M.Div., Liberty Baptist Theological Seminary; Ed.D., Southern Bapt Theo Sem. (FT-R)

Cartwright, Timothy Lee; B.S., M.R.E.

Adjunct Instructor of Religion

B.S., M.R.E., Liberty University. (FT-D)

Caruso, Suzanne F.; B.S., M.B.A, J.D.

Associate Dean for External Affairs, School of Law; Assistant Field Instructor; Assistant Professor of Paralegal Studies

B.S., M.B.A., Liberty University; J.D., Liberty University School of Law. (FT-R)

Carvalho, Patricia Malafaia; B.S.N, B.S.

Adjunct Faculty

B.S.N., Universidade de Guarulhos; B.S., Liberty University. (PT-R)

Carver, Amanda Leanne; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., M.A., Liberty University. (FT-D)

Cary, Georgianna E; B.S.E., M.A.

Instructor

B.S.E., University Of Georgia; M.A., Liberty University. (FT-D)

Cashion, Virginia Sue; B.S., M.A.R.

Adjunct Instructor of Psychology

B.S., M.A.R., Liberty University. (FT-D)

Cashman, Kim; B.S., M.S.

Adjunct Faculty

B.S., New Mexico St Univ; M.S., New Mexico St Univ. (PT-R)

Castaneda, Alisha; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Dallas Baptist University; M.A., Liberty University. (FT-D)

Castello, Franklin L.; B.A., Th.M., M.Div.

Instructor of Religion

B.A., Appalachian Bible College; Th.M., M.Div., New Orleans Baptist Theological Seminary. (FT-D)

Catino, Martin S.; B.S., M.A., Ph.D.

Instructor of History; Adjunct Instructor of College of General Studies

B.S., United Wesleyan College; M.A., East Stroudsburg University; Ph.D., Univ of Southern Mississippi. (PT-D)

Cedeno, Leslie Marie; B.A., M.A.

Adjunct Faculty

B.A., Liberty University; M.A., Liberty University. (PT-D)

Chafin, Wanda S; B.S., M.S.N., D.N.P.

Adjunct Faculty

B.S., Virginia Commonwealth Univ; M.S.N., Virginia Commonwealth Univ; D.N.P., Old Dominion University. (PT-D)

Chamberlin, Brandi Janee; B.S., M.A.

Instructor of Psychology

B.S., Liberty University; M.A., Cincinnati Christian Univ. (FT-D)

Chandler III, William T.; B.S., M.R.E., D.Min.

Assistant Professor of Religion

B.S., Liberty Baptist College; M.R.E., D.Min., Liberty Baptist Theological Seminary. (PT-D)

Chang, Lily; M.A., Ph.D.

Adjunct Instructor of College of General Studies

M.A., Baylor University; Ph.D., University of Missouri - Columbia. (PT-D)

Chapman, William R.; B.S., M.R.E.

Instructor of Religion

B.S., Liberty Baptist College; M.R.E., Liberty Baptist Theological Seminary. (FT-D)

Chatraw, Joshua D; B.B.A., M.Div., Ph.D.

Adjunct Instructor of Religion

B.B.A., Georgia Southern University; M.Div., Southern Baptist Theological Seminary; Ph.D., Southeastern Theological Seminary. (PT-D)

Chavarria, Marlo; B.S., M.S.

Instructor of Business

B.S., M.S., University of South Florida. (FT-D)

Cheek, Elijah A; B.S., M.S., M.B.A.

Adjunct Faculty

B.S., Virginia Union University; M.S., Univ of Maryland University Co; M.B.A., Univ of Maryland University Co. (PT-D)

Cheung, Kailyn Cordell; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., M.S., Liberty University. (PT-D)

Chiarizzio, Kevin; B.M., M.M., D.M.A.

Associate Professor of Music

B.M., University of Memphis; M.M., University of Illinois; D.M.A., University of Illinois. (FT-R)

Chichester, Steven Andrew; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., Liberty University. (PT-D)

Chittum, Matthew Charles; B.S., M.A.R., M.Div.

Adjunct Instructor of Religion

B.S., M.A.R., M.Div., Liberty University. (PT-D)

Chitwood, Benjamin; B.S., M.Div.

Instructor of Religion

B.S., Liberty University; M.Div., Liberty Theological Seminary. (FT-D)

Choi, Young Shik; B.S., M.A.R., M.Div., Th.M.

Korean Program Administrator, Center for Asian Ministries

B.S., Liberty University; M.A.R., Liberty University; M.Div., Liberty University; Th.M., Liberty University. (PT-R)

Chong, Timothy Taeu; B.A., M.Div., S.T.M., Ph.D.

Dean, Center for Asian Ministries; Professor of Theology and Biblical Studies

B.A., M.Div., Liberty University; S.T.M., Ph.D., Dallas Theological Seminary. (FT-R)

Chrisman, Rodney D.; B.B.A., J.D.

Professor of Law

B.B.A., Eastern Kentucky University; J.D., University of Kentucky College of Law. (FT-R)

Christ, Timothy M; B.S., Th.M., M.Div.

Adjunct Instructor of Religion

B.S., Townson University; Th.M., Westminster Theological Seminary; M.Div., Capital Bible Seminary. (PT-D)

Christian, Jason W; B.S., M.S.

Adjunct Instructor of Business

B.S., Park University; M.S., University of North Texas. (FT-D)

Christian, Timothy Marcus; B.A.S., M.A., M.F.A.

Adjunct Instructor of College of General Studies

B.A.S., Liberty University; M.A., M.F.A., Seton Hill University. (FT-D)

Christy, Mark Wayne; B.S., Th.M., M.Div., Ph.D.

Adjunct Instructor of Religion

B.S., Louisiana Tech University; Th.M., M.Div., Ph.D., Southwestern Baptist Theological Seminary. (PT-D)

Churchill, John P.; B.S., M.B.A.

Instructor of Business

B.S., M.B.A., Indiana Wesleyan University. (FT-D)

Clark, Christopher; B.S., M.A., M.Ed., Ed.S., Ed.D.

Assistant Professor of Education

B.S., Univ of NC Pembroke; M.A., Fayetteville State University; M.Ed., Univ of NC Pembroke; Ed.S., Liberty University; Ed.D., Liberty University. (PT-D)

Clark, Joshua; B.S., M.A., FAA Comm, CFI, CFII

Adjunct Instructor of Aeronautics

B.S., M.A., Liberty University. (PT-D)

Clark, Mendy D; B.S., M.A.

Instructor of Psychology

B.S., Randolph Macon College; M.A., Liberty University. (FT-D)

Clark, Robert D; B.S., M.S.W.

Adjunct Instructor of Psychology

B.S., Middle Tenn State University; M.S.W., University of Michigan Ann Arbor. (PT-D)

Clarke, Mary; B.S.N., M.S.N.

Assistant Professor of Nursing

B.S.N., M.S.N., Liberty University. (FT-R)

Clarke, Mary Lynn Campbell; B.S.N., M.N.

Assistant Professor of Nursing

B.S.N., Liberty University; M.N., Liberty University. (FT-R)

Claxton, Bunnie Loree; B.S.E., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S.E., University Of Georgia; M.Ed., Liberty University; Ed.D., Liberty University. (PT-D)

Claxton, Russell; B.S., M.Ed., Ed.S., Ed.D.

Chair, Curriculum and Instruction; Associate Professor of Education

B.S., Liberty University; M.Ed., West Georgia University; Ed.S., University of Georgia; Ed.D., Liberty University. (FT-R)

Clunan, Megan B; B.A., M.A., Th.M., Ph.D.

Adjunct Faculty

.A., Florida State University; M.A., New Orleans Bpst Theolog Smry; Th.M., New Orleans Bpst Theolog Smry; Ph.D., New Orleans Bpst Theolog Smry. (PT-D)

Cobb, Kristi L.; B.A., M.A., M.A., Ed.S.

Instructor of Psychology

B.A., Houghton College; M.A., Liberty University; M.A., Liberty University; Ed.S., Liberty University. (FT-D)

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

Electronic Resources Librarian, Jerry Falwell Library

A.A.S., Belleville Area College; B.A., Liberty University; M.L.S., University of Illinois Champaign-Urbana; M.A., Parkland College. (FT-R)

Cobongs, Bitrus B.; B.A., M.Div., S.T.M.

Instructor of Religion

B.A., JOS Evangelical Theological Seminary (Nigeria); M.Div., Nairobi International School of Theology (Kenya); S.T.M., Dallas Theological Seminary. (FT-D)

Coffey, Peggy Garrett; B.S., M.Ed., Ed.S., Ed.D.

Assistant Professor of Education

B.S., Mercer University Atlanta; M.Ed., Ed.S., University Of Georgia; Ed.D., Liberty University. (PT-D)

Coggins, Eric D; B.A., M.B.A., Ph.D.

Adjunct Instructor of Business

B.A., California State University; M.B.A., University of Phoenix; Ph.D., Regent University. (PT-D)

Cohu, Eric K; B.A., M.Ed., Ed.S., Ed.D.

Adjunct Instructor of Sport Management

B.A., Harding University; M.Ed., Freed Hardeman College; Ed.S., Ed.D., Union University. (PT-D)

Coker, Marsha W; B.S., M.A., Ed.D.

Adjunct Instructor of Sport Management

B.S., Stephen F Austin State Univ; M.A., Spring Hill College; Ed.D., United States Sports Academy. (PT-D)

Coldren, Joshua John; B.S., M.A.R., M.R.E., M.Div., Ed.S.

Adjunct Instructor of Religion

B.S., M.A.R., M.R.E., M.Div., Ed.S., Liberty University. (PT-D)

Cole, Aileen A; B.S., M.S.

Adjunct Instructor of Business

B.S., Kenyatta University; M.S., University of Phoenix. (PT-D)

Cole, J J; B.S., M.S.W.

Assistant Professor

B.S., Liberty University; M.S.W., Florida Int'l University. (FT-R)

Coleman, Kevin; B.S., M.A., Psy.D.

Adjunct Instructor of Psychology

B.S., John Brown University; M.A., Wheaton College; Psy.D., Wheaton College. (PT-D)

Coley, Scott McGee; B.A., M.A., M.A.

Adjunct Instructor of College of General Studies

B.A., University of NC Chapel Hill; M.A., Purdue University at West Lafayette; M.A., University of Notre Dame. (PT-D)

Collins, Michael; B.S., M.Ed., Ph.D.

Adjunct Instructor of Government

B.S., The University of the State of New York (Excelsior College); M.Ed., Florida Atlantic University; Ph.D., Arizona State University. (PT-D)

Colombo, Anthony Paul; B.S., M.A.R., M.R.E., M.Div.

Adjunct Instructor of Religion

B.S., M.A.R., M.R.E., M.Div., Liberty University. (PT-D)

Colon, Lourdes Raquel; B.S., M.A.

Instructor of Psychology

B.S., Liberty University; M.A., Liberty University. (FT-D)

Colon-Rivera, Yesenia; B.A., Psy.D.

Adjunct Faculty

B.A., Antillean Adventist University; Psy.D., Ponce Health Sciences Univ. (PT-D)

Colsey, Christopher; B.A., M.P.A.

Adjunct Instructor of Government

B.A., Messiah College; M.P.A., Marist College. (FT-D)

Combs, Rebecca; B.S.W., M.S.W.

Instructor of Social Work

B.S.W., Cedarville University; M.S.W., University of Cincinnati. (FT-D)

Conley, George Kim; B.Min., M.Ed., Ed.S., Ed.D.

Adjunct Instructor of Education

B.Min., Brewton-Parker College; M.Ed., Georgia SW State University; Ed.S., Troy University; Ed.D., Liberty University. (PT-D)

Conn, David Anthony; B.S., M.S.

Adjunct Instructor of Government

B.S., University of North Carolina at Charlotte; M.S., East Carolina University. (PT-D)

Connelly, Christopher; B.A., M.A., M.A.

Adjunct Faculty

B.A., Oral Roberts University; M.A., Regent University; M.A., Naval War College. (PT-D)

Conner, Amy R; B.A., M.A.

Adjunct Instructor of Psychology

B.A., M.A., Erskine College. (PT-D)

Conner, Jamaica; B.S., M.Ed.

Chair, College of General Studies; Instructor of English

B.S., M.Ed., Liberty University. (FT-D)

Conner, Kevin W.; B.S., M.A.R., M.Div., Ph.D.

Chair, Department of Psychology; Instructor of Psychology

B.S., Liberty University; M.A.R., Liberty University; M.Div., Liberty University; Ph.D., Liberty University. (FT-R)

Conner, Terrence; B.S., M.A.

Chair, School of Business; Assistant Professor of Business

B.S., M.A., Liberty University. (FT-R)

Connor, Gloria Joy; B.S., M.A.R.

Instructor of Religion

B.S., Liberty University; M.A.R., Liberty Baptist Theological Seminary. (PT-R)

Conrad, Stephen Dean; B.A., M.S., Ph.D.

Adjunct Instructor of College of General Studies

B.A., Taylor University Upland; M.S., Ph.D., Indiana State University. (PT-D)

Cook, Ginny C.; B.S., M.S.

Instructor of Mathematics

B.S., State University of New York Stonybrook; M.S., North Carolina State University. (FT-D)

Cook, James; B.S., M.A., Ph.D.

Associate Professor of Mathematics

B.S., N.C. State University; M.A., State University of New York; Ph.D., N.C. State University. (FT-R)

Cook, Jessica Lauren; B.A., M.A., Ph.D.

Adjunct Faculty

B.A., Liberty University; M.A., Longwood University; Ph.D., University of South Florida. (PT-D)

Cook, Thomas T; B.A., M.A., Th.M., M.Div., D.Min.

Adjunct Instructor of Religion

B.A., Grand Canyon University; M.A., Th.M., M.Div., Golden Gate Baptist Theological Seminary; D.Min., Fuller Theological Seminary. (PT-D)

Cooke, Elliott; B.A., M.Div., Ph.D.

Adjunct Faculty

B.A., Eastern Nazarene College; M.Div., Gordon-Conwell Theological Sem; Ph.D., Regent University. (PT-D)

Coombe, Matthew Jeffery; B.S., M.A.R.

Adjunct Instructor of College of General Studies

B.S., Liberty University; M.A.R., Biola University. (PT-D)

Cooper, Jessica A.; B.A., M.A.

Instructor of Psychology

B.A., Meredith College; M.A., Southeastern Baptist Theological Seminary; graduate studies at Liberty University. (FT-D)

Cooper, Juan O; B.S., M.A., Ph.D.

Instructor of Psychology

B.S., Sam Houston State University; M.A., Prairie View A M U; Ph.D., Capella University. (PT-D)

Cooper, Keith; B.A., B.M., M.A.

Assistant Professor of Music, Guitar

B.A., Ocean County College; B.M., Belmont University; M.A., Criswell College. (FT-R)

Cooper, Linda Nell; B.S., M.A.

Chair, Department of Theatre Arts; Assistant Professor of Theatre Arts

B.S., Liberty University; M.A., Hollins University. (FT-R)

Coots, John G; B.S., M.Ed.

Assistant Professor of Health Professions

B.S., Houghton College; M.Ed., Frostburg State University. (FT-R)

Coplin, Sara Raquel; B.A., M.A.T.

Adjunct Instructor of College of General Studies

B.A., M.A.T., Liberty University. (PT-D)

Copp, Stefanie; B.A., M.A., M.Ed.

Adjunct Instructor of Education

B.A., M.A., University of Virginia; M.Ed., Lynchburg College. (PT-D)

Cops, Jesse G.; B.A., ATC

Approved Clinical Preceptor; Assistant Athletic Trainer

B.A., Azusa Pacific University. (FT-R)

Cornfield, Kurt D; B.A.S., M.S.

Instructor of Business

B.A.S., Taylor University Upland; M.S., College for Financial Planning. (PT-R)

Correia Neto, Leon Guedes; B.M., B.M.E., M.A.

Assistant Professor of Music & Worship

B.M., Sem Teol Batista Norte Brasil; B.M.E., Univ Federal de Pernambuco; M.A., Campbellsville College. (FT-R)

Corsini, Georgianna; B.S., M.A.

Instructor of Psychology

B.S., University of Georgia; M.A., Liberty University. (FT-D)

Corsini, Marlene; B.S., M.A., Ed.S., Ed.D.

Associate Dean, Psychology & Social Work; Assistant Professor of Psychology

B.S., Liberty University; M.A., Liberty University; Ed.S., Liberty University; Ed.D., Liberty University. (FT-R)

Corum, Richard; B.A., M.S., D.B.A.

Assistant Professor of Business

B.A., College of St. Francis; M.S., National Louis University; D.B.A., Nova Southeastern University. (FT-D)

Cote-Glander, Deborah Ann; B.S., M.Ed.

Adjunct Instructor of College of General Studies

B.S., M.Ed., Shippensburg University. (PT-D)

Counselman, Phillip T; B.A., B.F.A., M.F.A.

Adjunct Faculty

B.A., University of Mobile; B.F.A., University of South Alabama; M.F.A., Univ of NC Greensboro. (PT-D)

Courter, Marcie; B.S., M.A., M.A., Psy.D.

Instructor of Psychology

B.S., George Fox University; M.A., George Fox University; M.A., George Fox University; Psy.D., George Fox University. (FT-D)

Covey, Kristen; B.A., M.A.

Instructor of English and Modern Language

B.A., James Madison University; M.A., University of Virginia. (PT-R)

Cowsert, Keena Kimberly; B.A., M.A., Ed.D.

Adjunct Instructor of Psychology

B.A., Wright State University-Dayton; M.A., Miami University Oxford; Ed.D., Argosy University-Sarasota, FL. (PT-D)

Cox, Courtney A; B.S., M.B.A.

Adjunct Instructor of College of General Studies

B.S., M.B.A., Liberty University. (PT-D)

Cox, Elke E; B.A., M.S.W.

Instructor of Social Work

B.A., Univ of NC Chapel Hill; M.S.W., Univ of NC Chapel Hill. (FT-D)

Cox, Joan; B.A., M.A., Ph.D.

Assistant Professor of Education

B.A., M.A., Ph.D., Northern Arizona University. (FT-D)

Cox, Joel; A.S., B.S., M.S., Ed.D.

Assistant Professor of Criminal Justice

A.S., B.S., Old Dominion University; M.S., Troy University; Ed.D., Nova Southeastern University. (FT-R)

Cox, Laura Lee; B.S., M.A., FAA Instrument Rating, CFI, CFII

Adjunct Instructor of Aeronautics

B.S., Liberty University; M.A., Delta State University. (PT-D)

Cox, Stuart; B.S., M.A.R., M.Div., D.Min.

Assistant Professor of Religion

B.S., Liberty University; M.A.R., M.Div., D.Min., Liberty Baptist Theological Seminary. (FT-D)

Cox, Trilby L; B.S., M.A.

Instructor of Psychology

B.S., Mississippi College; M.A., University of California, Los Angeles. (FT-D)

Cox, William Hunter; B.S., M.C.A.

Adjunct Faculty

B.S., Liberty University; M.C.A., Delta State University. (PT-D)

Cramer, Gary; B.S., Th.M., D.Min.

Assistant Professor of Religion

B.S., Liberty University; Th.M., D.Min., Dallas Theological Seminary. (FT-D)

Crawford, Arthur R; B.S., M.S., Ph.D.

Assistant Professor of Psychology

B.S., University of Oklahoma; M.S., University of Nebraska; Ph.D., Colorado State University. (FT-D)

Crawford, Laurie L; B.S., M.B.A., M.S.

Adjunct Faculty

B.S., Ohio State University; M.B.A., Ashland University; M.S., University of Illinois-Urbana. (PT-D)

Creason, Linda; B.A., M.A., Ph.D.

Adjunct Instructor of Psychology

B.A., Avila College; M.A., Avila College; Ph.D., Univ of Missouri Kansas City. (PT-D)

Crickenberger, Tamela Lynn; B.S., M.S.

Adjunct Instructor of Health Professions

B.S., Liberty University; M.S., Capella University. (PT-D)

Crisp, Michael Wade; B.A., M.Div.

Adjunct Instructor of Religion

B.A., University of Tennessee Martin; M.Div., Southeastern Baptist Theological Seminary. (PT-D)

Cubbage, Katie Robin; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-D)

Cullipher, David; B.B.A., M.B.A.

Adjunct Instructor of Business

B.B.A., University Of Memphis; M.B.A., Arkansas State University. (PT-D)

Culpepper, Kenneth S; B.A., M.A., M.Div., Ph.D.

Adjunct Instructor of College of General Studies

B.A., Louisiana College; M.A., Northwestern State University; M.Div., New Orleans Baptist Theological Seminary; Ph.D., Baylor University. (PT-D)

Curlee, Scotty; B.S., M.B.A.

Assistant Professor of Cinematic Arts

B.S., Liberty University; M.B.A., Averett University. (FT-R)

Curley, Marc Allen; B.S., M.B.A.

Associate Director of Flied Operations

B.S., Geneva College; M.B.A., Liberty University. (PT-D)

Curran, Bonnie Sue; B.S., M.A.

Instructor of Psychology

B.S., Liberty University; M.A., Liberty University. (FT-D)

Curran, Shaun D; A.A., B.A., M.A.

Instructor of English and Information Technology

A.A., Bunker Hill Community College; B.A., University of Massachusetts, Boston; M.A., National University. (FT-D)

Currie, Keith A; B.M.E., B.M.E., M.M.E., Ed.D.

Adjunct Instructor of College of General Studies

B.M.E., Moody Bible Institute; B.M.E., Grace College and Seminary; M.M.E., Indiana University of Penn; Ed.D., Virginia Tech. (PT-D)

Curtis, Braden J; B.A., J.D.

Adjunct Instructor of Law

B.A., Judson University; J.D., Liberty University Law School. (PT-D)

Curtis, Carl C; B.A., M.A., Ph.D.

Professor of English

B.A., Texas A & M University; M.A., University of Dallas; Ph.D., University of Dallas. (FT-R)

Curtis, Tammy; B.S., M.S., Ph.D.

Adjunct Instructor of Health Professions

B.S., Northwestern State University; M.S., Midwestern State University; Ph.D., Texas Womans University. (PT-D)

Daisley, Sandra; M.S.

Adjunct Faculty

M.S., Indiana University of Penn. (PT-D)

Damon, Betty Melinda; B.S., M.A., Ed.S.

Associate Professor of Voice and Commercial Music

B.S., Liberty University; M.A., Winthrop University; Ed.S., Liberty University. (FT-R)

Daniels, Scott E; B.S., M.Div., M.A., Ph.D.

Adjunct Instructor of Government

B.S., Nebraska Wesleyan University; M.A., M.Div., Trinity Evangelical Divinity School; Ph.D., University of Tennessee Knoxville. (PT-R)

Dantas, Timoteo; B.S., M.B.A.

Instructor of Business

B.S., M.B.A., Liberty University. (FT-D)

Darling, Daniel John; B.A., M.A.

Adjunct Instructor of Religion

B.A., M.A., Piedmont International University. (PT-D)

Daubert, Russell; B.A., M.A., Ed.D.

Assistant Professor of Religion

B.A., Cedarville College; M.A., University of Arkansas; Ed.D., Nova Southeastern University. (FT-D)

Davidson, Brian Kyle; B.A., M.A.C.M.

Adjunct Instructor of Sport Management

B.A., Houghton College; M.A.C.M., Liberty University. (FT-R)

Davies, Carol Elaine; B.S., M.Ed.

Adjunct Instructor of Education

B.S., M.Ed., Liberty University. (PT-D)

Davis, Don Cameron; B.F.A., M.F.A.

Associate Professor of Studio and Digital Arts

B.F.A., Marshall University; M.F.A., Radford University. (FT-R)

Davis, Jack Steven; B.S., S.T.M., M.A.R., M.Div.

Adjunct Instructor of Religion

B.S., Wayne State University; S.T.M., M.A.R., M.Div., Liberty University. (PT-D)

Davis, Michael A.; B.A., M.A., Ph.D.

Professor of History

B.A., University of Central Arkansas; M.A., University of Central Arkansas; Ph.D., University of Arkansas. (FT-R)

Davis, Thomas N.; B.S., M.Div., Ed.D.

Assistant Professor of Religion

B.S., Lancaster Bible College; M.Div., Grace Theological Seminary; Ed.D., Nova Southeastern University. (FT-D)

Davy, Randall D.; B.S., M.S., Ph.D.

Professor of Chemistry

B.S., Case Western Reserve University; M.S., Bowling Green State University; Ph.D., Texas A&M University. (FT-R)

Dawson, G Ed; B.A., M.S.

Adjunct Instructor of Psychology

B.A., Tennessee Temple University; M.S., University of Tennessee Chattanooga. (PT-D)

Day, Kimberly J.; B.S., M.L.S.

Resource Sharing Librarian, Jerry Falwell Library

B.S., Liberty University; M.L.S., Southern Connecticut State University. (FT-R)

Day, Oscar W.; B.A., M.Div.

Instructor of Religion

B.A., Park University; M.Div., New Orleans Baptist Theological Seminary. (FT-D)

Dea, John; B.S., M.S., Ph.D.

Adjunct Faculty

B.S., Baylor University; M.S., Creighton University; Ph.D., Naval Postgraduate School. (PT-D)

Deal, Sabrena Carter; B.A., M.A., M.F.A.

Adjunct Faculty

B.A., Liberty University; M.A., Liberty University; M.F.A., Academy Of Art University. (PT-D)

Dean, Cendoria; B.A., M.A.R., J.D.

Adjunct Instructor of Business

B.A., Sojourner-Douglass College; M.A.R., Liberty University; J.D., University of Baltimore. (FT-D)

DeBoer, Jennifer L.; B.A., M.A., J.D.

Assistant Professor of Criminal Justice

B.A., Hope College; M.A., University of Colorado; J.D., Valparaiso University School of Law. (FT-D)

Debolt, Elizabeth Catherine; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-D)

Deemer, Holly N; B.A., M.A., M.P.H., Ph.D.

Instructor of Psychology

B.A., University of South Alabama; M.A., University of Alabama; M.P.H., University of Alabama; Ph.D., University of Alabama. (FT-D)

Dees, Robert Frank; B.S., M.S.

Consultant, Army ROTC

B.S., United States Military Academy; M.S., Naval Postgraduate School. (PT-D)

Deese, Lisa Lowder; B.S., M.S.

Adjunct Instructor of Government

B.S., M.S., University of North Carolina at Charlotte. (PT-D)

Degenkolb, Ray Ross; B.S., Th.M., M.Div., Ph.D.

Adjunct Instructor of Religion

B.S., Asbury University; M.Div., Asbury Theological Seminary; Th.M., Ph.D., Trinity International University. (PT-D)

Delaney, Deborah K; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., Chapman University; M.A., Liberty University. (PT-D)

DeLatte, Ginger L; B.B.A., M.A.C.

Adjunct Faculty

B.B.A., Baylor University; M.A.C., Baylor University. (PT-D)

Demaline, Christopher J; B.A., M.B.A.

Adjunct Instructor of Business

B.A., Ottawa University; M.B.A., Grand Canyon University. (PT-D)

Demmitt, John; B.A., M.P.A.

Adjunct Instructor of Government

B.A., Saint Leo University; M.P.A., Columbus State University. (FT-D)

Dempsey, Claudia Eayres; B.S., M.A., D.Min.

Department Chair, School of Divinity; Associate Professor of Religion

B.S., Liberty University; M.A., D.Min., Regent University. (FT-D)

Deneen, Susan C; B.S., M.A., Ed.S.

Instructor of Psychology

B.S., Rhodes College; M.A., Ed.S., University of Memphis. (FT-D)

Denham, Christine; B.S., M.B.A.

Adjunct Instructor of Business

B.S., M.B.A., University of Tulsa. (PT-D)

Denney, Elizabeth Angel; B.A., M.A.

Adjunct Faculty

B.A., Liberty University; M.A., Liberty University. (PT-R)

Dennis, Carl P; B.S., M.B.A., J.D.

Adjunct Instructor of Business

B.S., U S Naval Academy; M.B.A., Oral Roberts University; J.D., Baylor University. (PT-D)

Dennis, Carolyn B; B.A., M.C.J., Ph.D.

Adjunct Instructor of Government

B.A., Meredith College; M.C.J., New Mexico State University; Ph.D., Capella University. (FT-D)

Dent, Chesed; B.S., M.A.

Instructor of Religion

B.S., Mississippi College; M.A., Southeastern Baptist Theological Seminary. (PT-R)

Dent, Laurieanne; B.S., M.S., Ph.D.

Associate Professor of Biology & Chemistry

B.S., Texas Christian University; M.S., Sam Houston State University; Ph.D., Cornell University. (FT-R)

DeShane, Kenneth; B.A., M.A., Ph.D.

Adjunct Faculty

B.A., NW Oklahoma State Univ; M.A., Univ of Missouri - Columbia; Ph.D., Univ of Missouri - Columbia. (PT-D)

Detwiler, Charles R.; B.S., M.S., Ph.D.

Professor of Biology

B.S., Houghton College; M.S., Bucknell University; Ph.D., Cornell University. (FT-D)

DeVan, Benjamin; B.S., M.A., M.Div., Th.M., Ph.D.

Adjunct Faculty

B.S., Berry College; M.A., Asbury Theological Seminary; M.Div., Duke University; Th.M., Harvard University; Ph.D., Durham University. (PT-D)

DeVold, Blake Douglas; B.S., M.S., M.S.

Adjunct Instructor of Government

B.S., The Citadel; M.S., University of Southern California; M.S., National Intelligence University. (FT-D)

Dew, James K; B.S., M.Div., Ph.D.

Adjunct Instructor of College of General Studies

B.S., Toccoa Falls College; M.Div., Ph.D., Southeastern Baptist Theological Seminary. (FT-D)

Dewhurst, Bob; B.S., M.A., Ed.D.

Adjunct Instructor of Business

B.S., University of Maryland ColPark; M.A., Central Michigan University; Ed.D., Nova Southeastern University. (PT-D)

DeWitt, Glen C; B.A., M.A.

Adjunct Instructor of Education

B.A., Fairmont State University; M.A., University Of Mary Washington. (PT-D)

DeWitt, Kristina L; B.S., M.Ed., Ed.D.

Associate Professor of Education

B.S., Mary Washington College; M.Ed., University of Mary Washington; Ed.D., George Mason University. (FT-R)

Dick, Jeanette; B.A., B.A., M.Ed.

Adjunct Instructor of College of General Studies

B.A., B.A., University of California Davis; M.Ed., University of North Florida. (PT-D)

Dickenson, Kevin S; B.A., M.B.A., M.S., M.S., M.S., Ph.D.

Adjunct Instructor of Business

B.A., M.B.A., M.S., M.S., Eastern Kentucky University; M.S., Southern Polytechnic State University; Ph.D., Indiana State University. (FT-D)

Dickerson, Christopher Neal; B.S., M.Div., D.Min.

Adjunct Instructor of Religion

B.S., University of NC Chapel Hill; M.Div., D.Min., Southeastern Baptist Theological Seminary. (PT-D)

Dickerson, Sherry M; B.A., M.Ed.

Adjunct Instructor of College of General Studies

B.A., M.Ed., University of Oregon. (PT-D)

Dickson, Jeffrey Ryan; B.S., M.Div.

Adjunct Instructor of Religion

B.S., M.Div., Liberty University. (PT-D)

Diffey, Daniel S; B.A., M.Div., Ph.D.

Instructor of Religion

B.A., University of Central Missouri; M.Div., Southern Bapt Theo Sem; Ph.D., Southern Bapt Theo Sem. (FT-R)

DiGregorio, Frank Peter; B.B.S., M.A.R.

Adjunct Instructor of College of General Studies; Adjunct Instructor of College of Applied Studies and Academic Success

B.B.S., M.A.R., Liberty University. (PT-D)

Dinsmore, David R; B.S., M.E., Ed.D.

Professor of Mathematics/Physics

B.S., U.S. Military Academy, West Point; M.E., University of California at Berkeley; Ed.D., Liberty University. (FT-R)

Dixon, Angela; J.D.

Adjunct Instructor of Business

J.D., Vanderbilt University. (PT-D)

Dixon, Audrey Kristen; B.S.N

Adjunct Faculty

B.S.N., Liberty University. (PT-R)

Dixon, David Caldwell; B.A., M.A., Ph.D.

Adjunct Instructor of Psychology

B.A., North Carolina State Univ; M.A., Gordon College; Ph.D., Liberty University. (PT-D)

Dixon, Mary M.; B.A., M.A., M.A., M.F.A.

Assistant Professor of English

B.A., Hastings College; M.A., University of Nebraska Lincoln; M.A., Univ of Notre Dame; M.F.A., Univ of Notre Dame. (FT-D)

Dixon, Roger L; B.S., M.Div., Th.M., Ph.D.

Adjunct Faculty

B.S., Randolph Macon College; M.Div., Drew University; Th.M., Fuller Theological Seminary; Ph.D., Biola. (PT-R)

Dodrill, Courtney Suzanne; B.S.N., M.S.N.

Adjunct Faculty

B.S.N., Liberty University; M.S.N., Vanderbilt University. (FT-D)

Dodson, Nicholas Adam; B.A., M.A.R., M.Div.

Adjunct Instructor of Religion

B.A., University of Tennessee Knoxville; M.A.R., M.Div., Liberty University. (FT-D)

Dolan, Richard Patrick; B.S., M.S., Ed.S., Ed.D.

Assistant Professor of Education

B.S., Excelsior College; M.S., Auburn University Montgomery; Ed.S., Ed.D., Liberty University. (PT-D)

Donahoo, David; B.S., M.S.

Dean, School of Engineering & Computational Sciences; Associate Professor of Management Information Systems

B.S., Wayland Baptist University; M.S., Air Force Institute of Technology. (FT-R)

Donahou, James; B.B.A., M.B.A., M.S.

Adjunct Instructor of Business

B.B.A., M.B.A., M.S., Mississippi State University. (PT-D)

Donald, Donna Davis; B.A., M.A.

Assistant Professor of History

B.A., Liberty University; M.A., University of North Carolina, Greensboro. (FT-R)

Donald, Ryan James; B.S., M.A.R.

Adjunct Instructor of Religion

B.S., M.A.R., Liberty University. (PT-D)

Donley, Patrick; B.S., M.A., M.S.S, Ph.D.

Adjunct Faculty

B.S., United States Air Force Acad; M.A., University of Denver; M.S.S., Air University; Ph.D., University of London. (PT-R)

Donovan, Sundi Lea; B.S., M.A.

Assistant Professor

B.S., Liberty University; M.A., Liberty University. (PT-R)

Donovan, Thomas W.; B.S., M.Div.

Instructor of Humanities

B.S., Liberty University; M.Div., Liberty Baptist Theological Seminary. (FT-D)

Doran, Nicole E.; B.A., D.M.A.

Assistant Professor of Humanities

B.A., D.M.A., Cincinnati College. (FT-D)

Dosio, Misty Cordell; B.S.N., J.D.

Adjunct Instructor of Law

B.S.N., Liberty University; J.D., Liberty University Law School. (FT-D)

Doss, Thomas Wayne; B.S., M.A.R.

Adjunct Faculty

B.S., Liberty University; M.A.R., Liberty University. (PT-R)

Douglass, Michelle D.; B.S., M.S.

Instructor of Biology

B.S., Liberty University; M.S., University of Nebraska. (FT-D)

Dovgalyuk, Yevgeniy; B.M., M.Mus., D.M.A.

Adjunct Faculty

B.M., George Mason University; M.Mus., George Mason University; D.M.A., University of Maryland ColPark. (PT-R)

Dow, Virginia; B.A., M.A.

Assistant Professor of English

B.A., Cedarville University; M.A. Liberty University. (FT-R)

Dowdy, Jeffrey L; B.S., M.Div., D.Min.

Adjunct Instructor of Religion

B.S., Houston Baptist University; M.Div., Southwestern Baptist Theological Seminary; D.Min., New Orleans Baptist Theological Seminary. (PT-D)

Dowell, Mary Virginia; B.S.N., M.S.N.

Adjunct Instructor of Nursing

B.S.N., M.S.N., Liberty University. (PT-D)

Downie, Rachel A.; B.A., M.A.

Instructor of English

B.A., B.A., St. Vincent College; M.A., California University of Pennsylvania. (FT-D)

Dowty, Robert; B.B.A., M.B.A.

Adjunct Instructor of Business

B.B.A., Oklahoma Baptist University; M.B.A., Dallas Baptist University. (PT-D)

Dozier, Aaron; B.S., M.I.T.

Adjunct Instructor of Business

B.S., Excelsior College; M.I.T., Trident University International. (PT-D)

Dragseth, Carolyn; B.A., J.D., M.B.A.

Adjunct Faculty

B.A., University of Colorado Boulder; J.D., Loyola University; M.B.A., Kaplan University-Online. (PT-D)

Drambi, Amy; B.A., M.S.

Assistant Professor

B.A., Bluffton University; M.S., Indiana University. (PT-R)

Drohn, Lucinda; A.B.A., B.S.N., M.S.N.

Assistant Professor of Nursing

A.B.A., Cleary College; B.S.N., Liberty University; M.S.N., University of Texas Health Science Center. (FT-R)

Duby, David; B.S., M.S., Ph.D., PMP

Associate Professor of Business

B.S., M.S., Pensacola Christian College; Ph.D., Regent University. (FT-R)

Duck, Brandon M.; B.A., M.S., Ph.D.

Assistant Professor of Business

B.A., University of Miami (Florida); M.S., Syracuse University; Ph.D., University of Central Florida. (FT-D)

Dudley, Elisha L; B.S., M.S.

Adjunct Faculty

B.S., Liberty University; M.S., Liberty University. (PT-R)

Dudley, Karen J; B.S., M.A.

Adjunct Instructor of Psychology

B.S., Liberty University; M.A., Western Michigan University. (PT-D)

Dudley, Stephen J.; B.S., M.A.

Instructor of Mathematics

B.S., Liberty University; M.A., Western Governor's University. (FT-D)

Duff, Herbert W.; B.A., M.S.

Instructor of Criminal Justice

B.A., Hampden Sydney College; M.S., Longwood University. (FT-D)

Dugan, Joshua Robert; B.S., M.A.R.

Adjunct Instructor of Religion

B.S., M.A.R., Liberty University. (FT-D)

Dunaetz, David R; B.S., M.S., M.Div., Th.M., Ph.D.

Adjunct Instructor of Psychology

B.S., Harvey Mudd College; M.S., Univ of Southern California; M.Div., Denver Seminary; Th.M., Fuller Theological Seminary; Ph.D., Claremont Graduate University. (PT-D)

Dunaway, Robert L; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., US Military Academy; M.A., Kansas State University. (PT-D)

Duncan, Angel W; B.S., M.S.

Adjunct Instructor of Business

B.S., M.S., Roberts Wesleyan College. (PT-D)

Dunlap, Zach A; B.S., M.B.A.

Adjunct Instructor of Business

B.S., M.B.A., Murray State University. (PT-D)

Dunlow, Jacob Tyler; B.S., M.Div., Ed.D.

Instructor of Religion

B.S., Old Dominion University; M.Div., Ed.D., Southeastern Baptist Theological Seminary. (FT-R)

Dunn, Randall S; B.A., M.Ed., Ed.D.

Chair, Technology and Innovation; Associate Professor of Education

B.A., M.Ed., James Madison University; Ed.D., University of Bath, United Kingdom. (FT-R)

Dunnagan, Amanda J.; B.A., M.A., Ed.D.

Assistant Professor of English

B.A., University of Kentucky; M.A., Western Kentucky University; Ed.D., Argosy University. (FT-D)

Durost, Jennifer Lynne; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Eastern Nazarene College; M.A., Worcester Polytechnic Institute. (PT-D)

Dyer, Miranda; B.S., M.S.

Adjunct Instructor of Business

B.S., M.S., University of Florida. (PT-D)

Dynes, Doug; B.S., M.B.A.

Adjunct Instructor of Business

B.S., US Merchant Marine Academy; M.B.A., University of Tennessee Knoxville. (PT-D)

Eakin, Stephen W; B.S., M.D.

Assistant Professor of Exercise Science

B.S., Geneva College; M.D., Temple Univ Sch of Medicine. (FT-R)

Eans, Marvin; B.F.A., M.F.A.

Adjunct Faculty

B.F.A., Ball State University; M.F.A., Savannah College of Art Design. (FT-D)

Earley, Cathy Smith; B.S., M.A.

Instructor of Psychology

B.A., Liberty University; M.A., Liberty Baptist Theological Seminary. (FT-D)

Earley, Chris; A.A., B.A., M.A.R., M.Div.

Instructor of Religion

A.A., Campbell University; B.A., Saint Leo University; M.A.R., Liberty Baptist Theological Seminary, M.Div., Liberty Baptist Theological Seminary. (FT-D)

Earley, David B.; B.S., M.Div., D.Min.

Assistant Professor of Practical Studies

B.S., Liberty University; M.Div., D.Min., Liberty Baptist Theological Seminary. (FT-D)

Earls, Joshua R.; B.S., M.A.

Instructor of Religion

B.S., Liberty University; M.A., Liberty Baptist Theological Seminary. (FT-D)

Easterling, Joe Mack; B.A., M.A., M.Div., Ed.D.

Adjunct Instructor of Religion

B.A., Wingate University; M.A., M.Div., Ed.D., Southeastern Baptist Theological Seminary. (PT-D)

Edgell, David M.; B.A., M.Div.

Instructor of Religion

B.A., Criswell College; M.Div., Southeastern Baptist Theological Seminary. (FT-D)

Edgerton, Angela; B.A., M.A.

Instructor of Psychology

B.A., University of North Carolina, Wilmington; M.A., Liberty University. (PT-D)

Edginton, Vilma; B.S., M.S., Ph.D.

Assistant Professor of Business

B.S., University of Guelph; M.S., Wayne State University; Ph.D., Claremont Graduate University. (FT-D)

Edgmon, Kelly L; B.S.E., M.Ed., Ed.S.

Adjunct Instructor of Education

B.S.E., University of Tennessee Chattanooga; M.Ed., Ed.S., Tennessee Technological University. (PT-D)

Edins, Cynthia A; B.A., M.S., Ph.D.

Adjunct Instructor of Psychology

B.A., Piedmont College; M.S., Capella University; Ph.D., Capella University. (PT-D)

Edman, Edward; B.F.A., M.A.

Associate Professor of Studio and Digital Arts

B.F.A., University of Connecticut-Storrs; M.A., University of Baltimore. (FT-R)

Edmond, Laurence Bernard; B.S., M.S., M.S.

Adjunct Instructor of Business

B.S., Georgia Institute of Technology; M.S., American University; M.S., Colorado Technical University. (PT-D)

Edwards, Juanita S; B.S., M.A.C.

Adjunct Instructor of Business

B.S., M.A.C., DeVry University. (FT-D)

Edwards, Patricia Ann; M.Ed.

Adjunct Instructor of Education

M.Ed., Liberty University. (PT-D)

Edwards, Paul S; B.S., M.A.C., M.B.A.

Adjunct Instructor of Business

B.S., M.A.C., University of South Florida; M.B.A., Virginia Tech. (FT-D)

Edwards, Richard A; B.S.E., M.A.

Adjunct Faculty

B.S.E., Ashland University; M.A., Cleveland State University. (PT-D)

Ehrhorn, Scott; B.S., M.B.A.

Assistant Professor of Business

B.S., United States Coast Guard Academy; M.B.A., University of Maryland. (FT-R)

Eichner, Timothy R; B.A.S., M.F.A.

Instructor

B.A.S., Pensacola Christian College; M.F.A., Florida Atlantic University. (PT-D)

Eiras, Michael; B.A., M.R.E., D.Min.

Assistant Professor of Religion

B.A., Tennessee Temple University; M.R.E., Grand Rapids Theological Seminary; D.Min., Grand Rapids Theological Seminary. (FT-D)

Elder, Nicole; B.S., M.A.C.

Adjunct Instructor of Business

B.S., M.A.C., Virginia Tech. (PT-D)

Elder, William R; M.S.

Adjunct Instructor of Business

M.S., Liberty University. (PT-D)

Eldredge, Thomas V; B.S., M.S., Ph.D.

Associate Professor

B.S., Univ of Tennessee Knoxville; M.S., Univ of Tennessee Chattanooga; Ph.D., Univ of Tennessee Knoxville. (PT-R)

Ellenburg, Hannah Louise; B.S., M.A.

Adjunct Instructor of Religion

B.S., M.A., Liberty University. (PT-D)

Ellett, Tracy T.; M.A.

Instructor of Communication Studies

M.A., Duquesne University. (FT-D)

Elliott, Caitlin Elizabeth; B.A., M.A.

Instructor

B.A., Liberty University; M.A., Liberty University. (PT-R)

Ellis, Mark J; M.B.A., Ph.D.

Adjunct Instructor of Business

M.B.A., Regent University; Ph.D., Capella University. (FT-D)

Ellis, Raquel; B.A., M.S.W., Ph.D.

Director of Social Work Field Education; Assistant Professor of Social Work

B.A., Pepperdine University; M.S.W., California State University Long Beach; Ph.D., University of Illinois-Chicago. (FT-R)

Ellis, Renita; B.S., M.S., Ph.D.

Adjunct Faculty

B.S., University of Maryland ColPark; M.S., University of Maryland ColPark; Ph.D., Capella University. (FT-D)

Ellis, Stephen Earl; B.S., M.Div., D.Min.

Adjunct Instructor of Religion

B.S., University of The Cumberland; M.Div., Southern Baptist Theological Seminary; D.Min., Gordon-Conwell Theological Seminary. (PT-D)

Elmore, Floyd S; B.A., Th.M., Th.D.

Adjunct Instructor of Religion

B.A., Cedarville University; Th.M., Th.D., Dallas Theological Seminary. (PT-D)

Emadi, Samuel C; B.S., M.Div.

Adjunct Instructor of Religion

B.S., Weber State University; M.Div., Southern Baptist Theological Seminary. (PT-D)

Emerson, James D; A.A.

Instructor of Health Professions

A.A., Guilford Tech Community Col. (PT-R)

Emery, Bethany Lynn; B.A., M.A.R., M.F.A.

Adjunct Instructor of Religion

B.A., Alma College; M.A.R., Liberty University; M.F.A., Virginia Commonwealth University. (FT-D)

Emery, Cornelia Grace; B.A., M.Ed.

Adjunct Faculty

B.A., Liberty University; M.Ed., Liberty University. (PT-R)

English, Kathleen; B.A., M.A., Ed.D.

Adjunct Instructor of Psychology

B.A., Wesleyan College; M.A., Argosy University-Atlanta; Ed.D., Argosy University-Sarasota, FL. (PT-D)

Eppard, Lisa H; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Mary Baldwin College; M.A., James Madison University. (FT-D)

Eppling, David S; B.A., Th.M., M.Div.

Adjunct Instructor of Religion

B.A., Luther Rice Seminary & University; Th.M., M.Div., Southeastern Baptist Theological Seminary. (FT-D)

Epps, Jason; B.S., B.S., M.Div., D.Min.

Assistant Professor of Religion

B.S., Lee University; B.S., University of Utah; M.Div., Golden Gate Baptist Theological Seminary; D.Min., Midwestern Baptist Theological Seminary. (FT-D)

Erickson, Robert; B.S., M.B.A., Ph.D.

Assistant Professor of Business

B.S., Embry-Riddle Aeronautical University; M.B.A., Baker College; Ph.D., Regent University. (FT-D)

Erickson, Rol D; B.B.A., M.T.S., Ph.D.

Adjunct Instructor of Business

B.B.A., Warner University; M.T.S., Reformed Theological Seminary; Ph.D., Regent University. (FT-D)

Erwin, Martin C; B.S., J.D.

Adjunct Instructor of Business

B.S., J.D., Indiana University. (PT-D)

Essien, Bassey; B.S., M.B.A.

Adjunct Instructor of Business

B.S., University of Nigeria; M.B.A., University of Phoenix. (PT-D)

Esswein, Benjamin Thomas; B.A., M.A., Ph.D.

Assistant Professor of History

B.A., Lipscomb University; M.A., Univ of California Riverside; Ph.D., Univ of California Riverside. (FT-R)

Estes, Jon L.; B.A., M.Div.

Instructor of Religion

B.A., Dallas Baptist University; M.Div., Southeastern Baptist Theological Seminary. (FT-D)

Estes, Shaquita Nichole; B.S.N., M.P.A., M.S.N.

Adjunct Faculty

B.S.N., University of Alabama; M.P.A., Troy University Atlanta; M.S.N., Georgia State University. (PT-D)

Estwick, Tara; B.S., J.D.

Adjunct Faculty

B.S., Colorado Technical University; J.D., University of South Dakota. (PT-D)

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

Associate Dean, School of Religion; Associate Professor of Religion

B.S., Indiana Wesleyan University; M.A.R., M.Div., D.Min., Liberty Baptist Theological Seminary. (FT-R)

Eubank, Denise R; B.A., M.S.W.

Adjunct Faculty

B.A., Wheaton College; M.S.W., Washington University. (PT-R)

Eubank, Terri; B.S., M.S.

Assistant Professor

B.S., Liberty University, M.S., Longwood University. (FT-R)

Evans, Cynthia Marie; B.A., M.A.

Instructor of Psychology

B.A., Ohio State University; M.A., Liberty University. (FT-D)

Evans, Robert Baker; B.A., Th.M., M.Div.

Adjunct Instructor of Religion

B.A., University of Tennessee Knoxville; Th.M., M.Div., Southeastern Baptist Theological Seminary. (PT-D)

Ezzo, John A.; Captain, US Army (USAR); B.S.

Senior Military Science Instructor

B.S., Liberty University. (FT-R)

Faber, Timothy T.; B.A., M.Div., D.Min.

Assistant Professor of Religion

B.A., Southwest Baptist University; M.Div., Luther Rice College and Seminary; D.Min., Liberty Baptist Theological Seminary. (FT-D)

Fabritiis, Edward; B.A., M.S.

Adjunct Faculty

B.A., University of South Florida; M.S., Nazareth College. (PT-D)

Fail, Russell Eugene; M.Div., Ph.D.

Adjunct Instructor of Business

M.Div., New Orleans Baptist Theological Seminary; Ph.D., Capella University. (FT-D)

Fairchild, James D; B.S., J.D.

Adjunct Faculty

B.S., Liberty University; J.D., Liberty University Law School. (PT-R)

Falce, Jasaphra Dacey; B.S., M.A.

Adjunct Instructor of Psychology

B.S., M.A., Liberty University. (PT-D)

Falce, Kyle Andrew; B.B.A., M.B.A.

Adjunct Instructor of College of General Studies

B.B.A., M.B.A., Liberty University. (PT-D)

Falwell, Lauren McKee; B.S., M.Ed.

Adjunct Instructor of Education

B.S., Liberty University; M.Ed., Lynchburg College. (PT-D)

Faretta, Rhonda; B.S.N., M.S.N.

Adjunct Faculty

B.S.N., Indiana University; M.S.N., University of Phoenix. (PT-D)

Farley, William H; B.A., Th.M., M.Div.

Adjunct Instructor of Religion

B.A., St. Paul Bible College; Th.M., Southern Baptist Seminaries; M.Div., Bethel Seminary. (PT-D)

Farmer, Rebecca K; B.S., M.S.

Adjunct Faculty

B.S., Northwestern State University; M.S., Midwestern State University. (PT-D)

Farnham, Mark Jordan; B.A., Th.M., M.Div.

Adjunct Instructor of Religion

B.A., Maranatha Baptist Bible Col; Th.M., Gordon-Conwell Theological Seminary; M.Div., Calvary Baptist Seminary. (PT-D)

Farrell, Andrew J; B.S., M.A., Ph.D.

Adjunct Instructor of Psychology

B.S., Hardin Simmons University; M.A., Univ of Mary Hardin Baylor; Ph.D., Capella University. (PT-D)

Farris, Michael; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., M.S., Liberty University. (PT-D)

Farris, Shannon Lacey; B.S.

Adjunct Faculty

B.S., Liberty University. (PT-D)

Farver, Linda L; B.S., M.Ed., D.A.

Professor of Health Sciences

B.S., Frostburg State University; M.Ed., Middle Tenn State University; D.A., Middle Tenn State University. (FT-R)

Fast, Kristin; B.S., M.A.T.

Adjunct Instructor of College of General Studies

B.S., M.A.T., Liberty University. (PT-D)

Faugl, Rebekah; B.A., M.A.

Adjunct Faculty

B.A., University of Vermont; M.A., Syracuse University. (PT-D)

Federico, Joy M; B.S., M.B.A.

Adjunct Faculty

B.S., Liberty University; M.B.A., Liberty University. (PT-R)

Feigel, Amy Sue; B.S., M.A.

Adjunct Instructor of Psychology

B.S., M.A., Liberty University. (PT-D)

Feldman, David; B.M., M.M.

Instructor of Music

B.M., Roanoke College; M.M., Boise State University. (PT-R)

Felipe, Roger R; B.A., M.A.R., D.Min.

Adjunct Instructor of Religion

B.A., Miami Christian University; M.A.R., Trinity Evangelical Divinity School; D.Min., Gordon-Conwell Theological Seminary. (PT-D)

Ferdon, Gai; B.A., M.A., Ph.D.

Associate Professor of Government

B.A., Indiana Wesleyan University; M.A., Regent University; Ph.D., University of Leicester. (FT-R)

Ferrell, William Bryan; B.B.A., M.Div., D.Min.

Instructor of Religion

B.B.A., Marshall University; M.Div., Liberty Baptist Theological Seminary; D.Min., Master's College & Seminary. (PT-R)

Ferrin, Patricia Ann; B.S.E., Ed.S., Ed.S.

Adjunct Instructor of Education

B.S.E., Ed.S., Liberty University; Ed.S., National University. (PT-D)

Ferris, Keren Giselle; B.S., M.P.H.

Nutrition Professor

B.S., Winston Salem State University; M.P.H., Liberty University. (PT-D)

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

Head, Cataloging and Metadata Services, Jerry Falwell Library

B.A., Wheaton College; M.A., Wheaton Graduate School; M.L.I.S., University of North Carolina. (FT-R)

Fider, Carlene O; B.S., M.S., Ph.D.

Adjunct Instructor of Psychology

B.S., Northern Caribbean University; M.S., Loma Linda University; Ph.D., Loma Linda University. (PT-D)

Figley, Steve C; B.A., M.A., M.Ed., Ed.S., Ph.D.

Adjunct Instructor of Psychology

B.A., Florida Bible College; M.A., Grace College and Seminary; M.Ed., Ed.S., Ph.D., University of Florida. (PT-D)

Figuroa, Yalitzia; B.S., D.Sc.

Adjunct Faculty

B.S., Universidad de Carabobo; D.Sc., Universidad de Carabobo. (PT-R)

Finch, Kristina Elizabeth; B.A., M.A.

Adjunct Instructor of Psychology

B.A., M.A., Liberty University. (PT-D)

Finch, Peter William; B.S., M.A.R.

Adjunct Instructor of Religion

B.S., M.A.R., Liberty University. (PT-D)

Finke, Barry; B.S., M.S., ATC

Approved Clinical Preceptor; Senior Assistant Athletic Trainer

B.S., M.S., University of Tennessee-Chattanooga. (FT-R)

Fiorenza, Stephanie; B.S., Ph.D.

Adjunct Faculty

B.S., Pennsylvania State Univ; Ph.D., Graduate School & University. (PT-D)

Firebaugh, Kim; B.S.N., M.N.

Adjunct Faculty

B.S.N., Radford University; M.N., Walden University. (PT-R)

Fischer, Kahlib J.; B.A., M.A., Ph.D.

Associate Professor of Government

B.A., Oral Roberts University; M.A., Ph.D., Regent University. (FT-R)

Fisher, Eric; B.B.A., M.B.A.

Adjunct Faculty

B.B.A., Northwood University; M.B.A., Concordia University-Wisconsin. (PT-D)

Fisher, Terry Anthony; B.A., M.B.A.

Adjunct Faculty

B.A., Hawaii Pacific University; M.B.A., Trident Univ. International. (PT-D)

Fiscaro, Robert Joseph; Ed.D.

Adjunct Instructor of Education

Ed.D., Liberty University. (PT-D)

Fleet, Leslie; B.S., J.D.

Adjunct Faculty

B.S., Utica College; J.D., Regent University. (PT-D)

Flesher, Van Michael; B.A., M.A., M.F.A.

Associate Professor of Cinematic Arts

B.A., Marshall University; M.A., Marshall University; M.F.A., Florida State University. (FT-R)

Florence, Annette M.; B.S., M.P.H., Dr.P.H.

Chair, Department of Public & Community Health; Associate Professor of Public & Community Health

B.S., Michigan State University; M.P.H., Loma Linda University; Dr.P.H., Loma Linda University. (FT-R)

Florence, James Edgar; B.S., M.A., M.P.H., Dr.P.H., M.A.T.S.

Professor of Health Sciences

B.S., California Baptist University; M.A., M.P.H., Dr.P.H., Loma Linda University; M.A.T.S., Southern Baptist Theological Seminary. (FT-R)

Floyd, Kendra; B.S., M.S.A.

Instructor of Business

B.S., M.S.A., Liberty University. (FT-D)

Floyd, William Michael; B.S., M.A.R.

Instructor of Religion

B.S., M.A.R., Liberty University. (FT-R)

Flynn, Shannon James; B.S., M.A., FAA Comm, CFI, CFII

Adjunct Instructor of Aeronautics

B.S., M.A., Liberty University. (PT-R)

Foley, Chris; B.A., B.S.Ed., M.A., M.A., Ph.D.

Associate Professor of Modern Languages

B.A., University of Saskatchewan; B.S.Ed., University of Manitoba; M.A., George Mason University; M.A., University of Manitoba; Ph.D., University of Manitoba. (FT-R)

Foley, Ruth; B.A., B.Ed., M.M., D.M.A

Associate Professor of Music

A.R.C.T., University of Toronto; A.M.S., University of Saskatchewan; L.M.M., University of Manitoba; B.A., B.Ed., University of Winnipeg; M.M., University of North Dakota; D.M.A., University of Nebraska-Lincoln. (FT-R)

Fontanella, Sharon Kay; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Texas A&M University; M.A., Michigan State University. (PT-D)

Forcey, Amber Marie; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., M.A., Liberty University. (PT-D)

Foreman, Mark Wesley; B.M.Ed., M.A.B.S., M.A., Ph.D.

Professor of Philosophy and Religion

B.M.Ed., Westminster Choir College; M.A.B.S., Dallas Theological Seminary; M.A., Ph.D., University of Virginia. (FT-R)

Fornari, Shawn C; B.S., M.F.A., D.M.

Adjunct Instructor of College of General Studies

B.S., Indiana University of Penn; M.F.A., Chapman University; D.M., University of Phoenix. (PT-D)

Fortier, Lucien E; B.A., M.Div., D.Min.

Adjunct Instructor of Religion

B.A., Palm Beach Atlantic University; M.Div., D.Min., Southwestern Baptist Theological Seminary. (PT-D)

Fortune, Tammy Lynn; B.S., M.B.A.

Adjunct Faculty

B.S., Liberty University; M.B.A., Liberty University. (PT-R)

Foster, Lisa Hall; B.A., M.Ed., Ph.D.

Associate Professor of Education

B.A., VA Polytech Inst State Univ; M.Ed., Liberty University; Ph.D., University of Virginia. (FT-R)

Foster, Richard N.; B.S., M.A.R., M.Div., D.Min.

Instructor of Religion

B.S., Liberty University; M.A.R., M.Div., D.Min., Liberty Baptist Theological Seminary. (FT-D)

Fountain, JoEllyn; B.A., M.A., Ph.D.

Adjunct Instructor of Government

B.A., University of Oregon; M.A., Ph.D., University of North Carolina. (PT-D)

Foust, Anne; B.S., M.L.S.

Cataloging Librarian, Jerry Falwell Library

B.S., Baptist Bible College; M.L.S., State University of New York. (FT-R)

Fowler, Bobby Earl; M.A., Ed.S.

Adjunct Instructor of Psychology

M.A., Webster University; Ed.S., Liberty University. (FT-D)

Fowler, Donald L.; B.A., M.Div., Th.M., Th.D.

Professor of Biblical Studies

B.A., Pillsbury Baptist Bible College; M.Div., Th.M., Th.D., Grace Theological Seminary. (FT-R)

Fowler, Erica L.; B.S., M.A.

Instructor of Religion

B.S., Liberty University; M.A., Liberty Baptist Theological Seminary. (FT-D)

Fox, Frampton; B.A., M.Div., D.Min., Ph.D.

Professor

B.A., Columbia Bible College; M.Div., Columbia Int'l University; D.Min., Columbia Int'l University; Ph.D., Trinity Int'l University. (FT-R)

Fox, Jeffrey C; B.L.S., M.S., M.B.A., Ph.D.

Assistant Professor of Criminal Justice

B.L.S., Mary Washington College; M.S., Virginia Commonwealth University; M.B.A., Ph.D., Northcentral University. (FT-D)

Francis, Joseph W.; B.S., Ph.D.

Assistant Professor for the College of General Studies

B.S., Michigan State University; Ph.D., Wayne State University. (FT-D)

Francis, Solomon; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., Cuny Brooklyn College. (PT-D)

Frankland, Julia A; B.A., M.A., Ph.D.

Adjunct Instructor of Business

B.A., Westminster College; M.A., University Of Akron; Ph.D., Kent State University. (FT-D)

Franz, Gerald P.; B.A., M.Div., M.L.I.S., M.A., D.Min., Ph.D.

Assistant Professor of History

B.A., Citadel Bible College; M.Div., Capital Bible Seminary; M.L.I.S., Univ of Arkansas - Little Rock; M.A., SUNY College at Cortland; D.Min., Faith Evangelical Lutheran Sem; Ph.D., Regent University. (FT-D)

Frawley, Jason; B.A., M.A., Ph.D.

Adjunct Faculty

B.A., Georgia Southern University; M.A., Georgia Southern University; Ph.D., Texas Christian University. (PT-D)

Fredrich, Rorie; B.S., M.L.I.S.

Associate Librarian

B.S., Appalachian State University; M.L.I.S., University of Alabama. (PT-R)

Fredrich, Rorie; B.S., M.L.I.S.

Associate Dean, Research and Customer Service, Jerry Falwell Library

B.S., Appalachian State University; M.L.I.S., University of Alabama. (FT-R)

Freeman, Craig Seven; B.A., B.S., M.A., M.MUS., M.Div., Ed.D.

Instructor of Religion

B.A., B.S., University of North Carolina at Pembroke; M.MUS., University of North Carolina at Greensboro; M.A., M.Div., Ed.D., Southeastern Baptist Theological Seminary. (PT-D)

Freshwater, Linda; B.A., M.A., M.F.A.

Adjunct Instructor of College of General Studies

B.A., University of California Irvine; M.A., M.F.A., Chapman University. (FT-D)

Freyre, Fabio; B.S., M.A., Ed.D., D.Min.

Associate Professor of Psychology

B.S., M.A., Liberty University; Ed.D., Argosy University; D.Min., Liberty Baptist Theological Seminary. (FT-R)

Freyre, Sue B; B.S., M.A.

Adjunct Instructor of Psychology

B.S., Liberty University; M.A., Liberty University. (PT-D)

Friberg, Brianne L; B.S., M.S., Ph.D.

Associate Professor of Psychology

B.S., Mary Washington College; M.S., Ph.D., University of Wisconsin. (FT-R)

Friberg, Robert J; M.Ed., M.A., Ph.D.

Adjunct Instructor of Psychology

M.Ed., Hardin Simmons University; M.A., Ph.D., University of Iowa. (FT-D)

Fridde, Collins Reed; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-R)

Fritz, Sara; B.S., M.Ed.

Adjunct Instructor of Education

B.S., Liberty University; M.Ed., Lynchburg College. (PT-D)

Frymire, Eric; B.S., M.S., M.S.

Adjunct Faculty

B.S., University of Illinois-Urbana; M.S., Southern Illinois University; M.S., University of Phoenix. (FT-D)

Fuhr, Jessil B.; B.S., M.A.R.

Instructor of Religion

B.S., Universidad Dr. Rafael Beloso Chacin (Venezuela); M.A.R., Liberty Baptist Theological Seminary. (FT-D)

Fuhr, Richard Alan; B.A., M.A., M.Div., Th.M.

Associate Professor of Religion

B.A., Appalachian Bible College; M.A., Multnomah Biblical Seminary; M.Div., Th.M., Liberty Baptist Theological Seminary. (FT-R)

Fuhrmann, Jacques P; B.A.S., M.A., M.Div.

Adjunct Faculty

B.A.S., Embry-Riddle Aeronautical Univ; M.A., Southeastern College; M.Div., Southeastern Baptist Theo Sem. (PT-D)

Fulmer, Christine; B.S., M.S.W., Ph.D. in process

Social Work Chair and Associate Professor of Social Work

B.S. Bible Baptist Bible College of Pennsylvania; MSW Marywood University; Ph.D. student at University of Kentucky. (FT-R)

Fulmer, Jeffrey; B.S., M.S.W.

Adjunct Faculty

B.S., Pennsylvania State Univ; M.S.W., Marywood College. (PT-D)

Fulp, Alan Bradley; B.S., M.A.R., Ph.D.

Associate Professor of Chemistry

B.S., Western Carolina University; M.A.R., Liberty Baptist Theological Seminary; Ph.D., North Carolina State University. (FT-R)

Funderburk, Crystal; B.S., M.Ed.

Adjunct Instructor of Education

B.S. Liberty University; M.Ed. Lynchburg College. (PT-D)

Furbush, Tiffany Erin; B.S., M.A.

Instructor of Psychology

B.S., Husson University; M.A., Liberty University. (FT-D)

Fyock, James; B.A., M.A., Ed.D.

Assistant Professor of Education

B.A., Texas A&M University; M.A., Central Michigan University; Ed.D., Liberty University. (FT-D)

Gadomski, Marilyn L; A.B., M.A., Ph.D.

Professor of Psychology

A.B., Marshall University; M.A., West Virginia College of Graduate Studies; Ph.D., Virginia Polytechnic Institute and State University. (FT-R)

Gage, Matthew Jo; B.S., M.S., Ph.D., ATC

Clinical Coordinator, Athletic Training Program; Associate Professor for Health Professions

B.S., University of Northern Iowa; M.S., Eastern Kentucky University; Ph.D., Brigham Young University. (FT-R)

Gage, Michel; B.A., M.S.

Instructor of Health Professions

B.A., University of Northern Iowa; M.S., Eastern Kentucky University. (PT-R)

Gage, Tyson W; B.A., M.S., Ph.D.

Adjunct Instructor of Government

B.A., Portland State University; M.S., Kaplan University; Ph.D., Regent University. (PT-D)

Galley, Benjamin; B.S., M.S., ATC, PES

Approved Clinical Preceptor; Assistant Athletic Trainer

B.S., Liberty University; M.S., California University (PA). (FT-R)

Gallup, Sarah E; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Pacific University; M.A., Oregon St University. (PT-D)

Gammon, Shana B; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., Liberty University; M.A., Fort Hays State University. (PT-D)

Garber, Christine J; B.S., M.Ed.

Instructor of Mathematics

B.S., M.Ed., Liberty University. (FT-D)

Garber, Paul Kevin; B.S., M.A.R., M.Div.

Instructor of Humanities

B.S., Liberty University; M.A.R., M.Div., Liberty Baptist Theological Seminary. (FT-D)

Gardner, Latoshia; B.S., M.S., M.Ed.

Adjunct Faculty

B.S., University of Phoenix; M.S., University of Phoenix; M.Ed., Northcentral University. (PT-D)

Gardner, Sarah Ann; B.A., M.Ed., Ed.D.

Adjunct Instructor of Education

B.A., Charleston Southern University; M.Ed., Liberty University; Ed.D., Northcentral University. (PT-D)

Gaston, Aaron M.; B.S., M.Div.

Instructor of Religion

B.S., Liberty University; M.Div., Liberty Baptist Theological Seminary. (FT-D)

Gattis, Frances L; B.S., M.S.

Adjunct Instructor of Government

B.S., M.S., Sam Houston State University. (FT-D)

Gauthier, Alessandra; B.S., M.B.A.

Adjunct Faculty

B.S., Liberty University; M.B.A., Liberty University. (PT-D)

Gawinski, Barry; B.A., M.F.A.

Assistant Professor of Theatre Arts

B.A., College of St. Scholastica; M.F.A., University of Wisconsin-Madison. (FT-R)

Gay, Bruce; B.A., TH.G., M.A., Ph.D.

Adjunct Instructor of Government

B.A., TH.G., Tennessee Temple University; M.A., University of Texas Dallas; Ph.D., Sam Houston State University. (PT-D)

Gay, Robert; B.S., M.A., D.B.A.

Adjunct Instructor of Business

B.S., Lipscomb University; M.A., University of Oklahoma; D.B.A., Nova Southeastern University. (PT-D)

Geffken, Andrew; B.S., M.F.A.

Assistant Professor of Theatre Arts

B.A., Liberty University; M.F.A., Regent University. (FT-R)

Gentry, Heather Patterson; B.S., M.A.

Instructor

B.S., Liberty University; M.A., Liberty University. (FT-D)

Gentry, Timothy M.; B.S., M.Div., D.Min.

Assistant Professor of Religion

B.S., East Central University; M.Div., Southwestern Baptist Theological Seminary; D.Min., Golden Gate Baptist Theological Seminary. (FT-D)

George, Cara; B.S., M.A.

Instructor of Psychology

B.S., Liberty University; M.A., Liberty University. (FT-D)

George, John; B.S., M.A., M.B.A., Ph.D.

Professor of Business

B.S., U.S. Military Academy, West Point; M.A., Liberty University; M.B.A., Ph.D., University of Alabama. (FT-R)

George, Pamela J; B.S., B.A.S, M.P.H., Ed.D.

Adjunct Faculty

B.S., University of Toronto; B.A.S., Ryerson University; M.P.H., Loma Linda University; Ed.D., La Sierra University. (PT-D)

George, Shawn Michael; B.S., M.A.

Adjunct Instructor of Psychology

B.S., Liberty University; M.A., Liberty University. (FT-D)

Georgiades, Alexander; B.A., M.A.

Instructor of Government

B.A., University of Pittsburgh; M.A., Mercyhurst University. (PT-R)

Gerstner, Josh Ehren; B.A.S., M.B.A.

Adjunct Instructor of College of General Studies

B.A.S., M.B.A., Liberty University. (PT-D)

Gerstner, Kornel; B.A., M.A., M.F.A.

Assistant Professor of Digital Media and Communication Arts

B.A., Moody Bible Institute; M.A., Liberty University; M.F.A., Academy Of Art University. (FT-R)

Geukgeuzian, Jonathan Allen; B.S., M.R.E., D.Ed.Min.

Chair, Department of Christian Leadership and Church Ministries; Executive Director, Center for Youth Ministries; Associate Professor of Youth Ministries

B.S., Liberty University; M.R.E., Liberty Baptist Theological Seminary; D.Ed.Min., Southern Bapt Theo Sem. (FT-R)

Geyer, Jennifer S.; B.S., M.A., Ph.D.

Assistant Professor of Psychology

B.S., Liberty University; M.A., Bowling Green State University; Ph.D., Northcentral University. (FT-D)

Geyer, Richard A; B.S., M.B.A., D.B.A.

Adjunct Instructor of Business

B.S., Ohio University - Athens; M.B.A., Tiffin University; D.B.A., Nova Southeastern University. (PT-D)

Gianopulos, John; B.Ed., M.A.T.S., M.Ed., Ed.D.

Adjunct Professor of Religion

B.Ed., Chicago State University; M.A.T.S., North Park Seminary; M.Ed., Ed.D., Loyola University. (PT-R)

Gibson, Linda D; B.S.N., M.S.N.

Adjunct Instructor of Nursing

B.S.N., Baylor University; M.S.N., Drexel University. (PT-D)

Gibson, Michael; B.S., M.S.

Assistant Professor of Mathematics

B.S., M.S., Ohio State University. (FT-R)

Gibson, Rebecca S.; B.S., M.A.

Instructor of Psychology

B.S., M.A., Liberty University. (FT-D)

Giese, Benjamin David; B.S., M.B.A.

Adjunct Instructor of College of General Studies

B.S., Liberty University; M.B.A., Lynchburg College. (PT-D)

Giese, Ronald L.; B.S., M.A., Ph.D.

Assistant Professor of Religion

B.S., Liberty University; M.A., Ph.D., University of Wisconsin-Madison. (FT-D)

Gifford, Gerald Dean; B.A., M.A.R.

Adjunct Instructor of Religion

B.A., Western Kentucky University; M.A.R., Liberty Baptist Theological Seminary. (PT-D)

Gifford, Gregory Philip; B.B.S., M.Div.

Adjunct Instructor of Religion

B.B.S., M.Div., Liberty University. (PT-D)

Gifford, Gregory P; B.A., M.Div., D.Min., D.Min.

Adjunct Instructor of Religion

B.A., Northeastern Bible College; M.Div., Grace Theological Seminary; D.Min., Trinity Theological Seminary; D.Min., Baptist Bible College & Seminary. (PT-D)

Gifford, James D.; B.A., M.A., M.Div.

Instructor of Religion

B.A., West Virginia University; M.A., M.Div., Liberty Baptist Theological Seminary. (FT-D)

Gift, Kevin E; B.A., M.A.R., Th.M., M.Div.

Adjunct Instructor of Religion

B.A., Eastern Mennonite University; M.A.R., Th.M., M.Div., Liberty University. (PT-D)

Giles, Jonathan Alexander; B.S., M.P.H.

Adjunct Instructor of Health Professions

B.S., Liberty University; M.P.H., Liberty University. (PT-D)

Gilhousen, David; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., Pennsylvania State University; M.S., Florida State University. (PT-D)

Gillen, Alan L; B.A., M.S., Ed.D.

Professor of Biology

B.A., Washington and Jefferson College; M.S., Ohio State University; Ed.D., University of Houston. (FT-R)

Gillen, Patrick S.; B.S., M.A., M.A.R.

Instructor of Religion

B.S., Liberty University; M.A., Southeastern Baptist Theological Seminary; M.A.R., Liberty Baptist Theological Seminary. (FT-D)

Gilmer, Douglas G; B.S., M.A., M.A.B.C.

Adjunct Professor

B.S., Liberty University, M.A., Virginia Polytechnic Institute and State University, M.A.B.C., Luther Rice College and Seminary. (PT-R)

Gipson, James W.; B.A., M.Div., Th.M., Th.D.

Assistant Professor of Religion

B.A., Tennessee Temple University; M.Div., New Orleans Baptist Theological Seminary; Th.M., Th.D., North Florida Theological Seminary. (FT-D)

Givens, Charity L.; B.A., M.A.

Instructor of English

B.A., M.A., Liberty University. (FT-D)

Glass, Richard James; M.B.A.

Adjunct Faculty

M.B.A., Liberty University. (PT-R)

Glaze, Michael Stephen; B.A., M.A., Ph.D.

Professor of Studio and Digital Arts

B.A., M.A., Mississippi College; Ph.D., Florida State University. (FT-R)

Glaze, Ruth; B.S., M.Ed., Ph.D.

Professor of Family and Consumer Sciences

B.S., Southwest Baptist University; M.Ed., Mississippi College; Ph.D., Florida State University. (FT-R)

Glinski, Jerry Allan; B.S., M.A.R.

Adjunct Instructor of Religion

B.S., M.A.R., Liberty University. (PT-D)

Gnanakan, Christopher; B.A., Th.M., D.Min., Ph.D.

Professor of Theology & Global Studies

B.A., Tennessee Temple University; Th.M., South Asia Institute of Advanc; D.Min., South Asia Institute of Advanc; Ph.D., University of Leeds. (PT-R)

Goad, Keith; B.S., M.A.R., M.Div.

Assistant Professor of Religion

B.S., Liberty University; M.A.R., Liberty Baptist Theological Seminary; M.Div., Southern Baptist Theological Seminary - Wake Forest, NC. (FT-D)

Goard, Brian L.; B.B.A., M.Div., M.A.R., Ph.D.

Assistant Professor of Religion

B.B.A., Radford University; M.Div., M.A.R., Liberty Baptist Theological Seminary; Ph.D., The Southern Baptist Seminary. (FT-D)

Godwin, Jeffrey L.; B.S., M.S.

Instructor of Criminal Justice

B.S., University of North Carolina; M.S., Capella University. (FT-D)

Gomes, Ruth U; B.S., M.S.

Assistant Professor of Family and Consumer Sciences

B.S., Framingham State University; M.S., Indiana State University. (FT-R)

Gomez, Ascencion; M.A., M.A., M.A., Ph.D.

Adjunct Instructor of College of General Studies

M.A., Southern Illinois University; M.A., Webster University; Ph.D., Regent University. (PT-D)

Gomez, Gregory; B.A., M.A.

Adjunct Instructor of Business

B.A., University of Houston-Victoria; M.A., Webster University. (FT-D)

Gonzales, Alexander; B.S., S.T.M., M.Div.

Adjunct Instructor of Religion

B.S., University of California Los Angeles; S.T.M., Dallas Theological Seminary; M.Div., Western Conservative Baptist Seminary. (PT-D)

Good, Doug L; B.A., M.A., M.P.A.

Adjunct Instructor of Government

B.A., Grove City College; M.A., California State University, Stanislaus; M.P.A., Golden Gate University. (PT-D)

Good, Tracey G; B.S., M.A.

Adjunct Instructor of Academic Success Center; Instructor of College of General Studies

B.S., M.A., Liberty University. (PT-R)

Goodier, Rachel Louise; B.S., M.A.

Adjunct Instructor of Psychology

B.S., M.A., Liberty University. (FT-D)

Goodrich, Cynthia; R.N., B.S.N. M.S.N., Ed.D.

Professor of Nursing

B.S.N., Russell Sage College; M.S.N., University of Virginia; Ed.D., Sarasota University; Gerontology Graduate Certificate, Lynchburg College. (FT-R)

Goodwin, Michelle; B.S., M.Ed., Ed.D.

Senior Assistant Dean, Teacher Education/Licensure

Professor of Education

B.S., Liberty University; M.Ed., Ed.D., University of Virginia. (FT-R)

Gordon, Grace Renee; B.S., M.B.A.

Adjunct Instructor of Business

B.S., M.B.A., Liberty University. (PT-D)

Gorman, James L; B.S., M.B.A.

Adjunct Instructor of Business

B.S., U S Naval Academy; M.B.A., Keller Graduate School of Management. (PT-D)

Gradel, Dale L; B.S., M.S., Ed.D.

Adjunct Faculty

B.S., SUNY Stony Brook University; M.S., SUNY Stony Brook University; Ed.D., Walden University. (PT-D)

Graham, Douglas; B.B.A., M.B.A., J.D.

Adjunct Instructor of Business

M.B.A., Mississippi State University; B.B.A., J.D., University of Mississippi. (PT-D)

Graham, Michael T.; B.S., M.Div., S.T.M.

Instructor of Religion

B.S., Liberty University; M.Div., S.T.M., Liberty Baptist Theological Seminary. (FT-D)

Graham, Russell Van; B.A., J.D.

Adjunct Instructor of Business

B.A., Asbury University; J.D., Baylor University. (PT-D)

Graham, Silvia G.; B.A., M.A., Ed.D.

Assistant Professor of Spanish

B.A., University of Texas at San Antonio; M.A., Ed.D., Texas A & M University. (FT-D)

Granger, Linda; B.A., M.M.

Vocal Area Coordinator; Associate Professor of Music

B.A., Hollins College; M.M., James Madison University. (FT-R)

Grannell, Matthew; B.A., M.L.I.S.

Head, Collection Management, Jerry Falwell Library

B.A., Liberty University; M.L.I.S., Kent State University. (FT-R)

Grant, Alexander; B.S., M.F.A.

Assistant Professor of English; Instructor

B.S., Middle Tenn State University; M.F.A., University of Minnesota. (FT-R)

Grant, James; B.A., M.A., M.B.A.

Instructor of Modern Languages

B.A., University of Georgia; M.A., New York University, Madrid, Spain; M.B.A., Liberty University. (FT-D)

Gravatt, Christian Michael; B.S., M.B.A., M.S.

Adjunct Faculty

B.S., Liberty University; M.B.A., Liberty University; M.S., Liberty University. (PT-R)

Graves, Alesha; M.S.

Adjunct Instructor of Business

M.S., University of Connecticut. (PT-D)

Graves, Darlene; B.A., M.A., Ed.D.

Adjunct Faculty

B.A., Biola University; M.A., California State University; Ed.D., Portland State University. (PT-D)

Graves, David E; Th.B., Ph.D.

Adjunct Instructor of Religion

Th.B., Tyndale University College; Ph.D., University of Aberdeen. (FT-D)

Gray, L. Lavon; B.S., M.C.M., Ph.D.

Associate Professor of Worship Studies

B.S., University of Southern Mississippi; M.C.M., New Orleans Baptist Theological Seminary; Ph.D., Southwestern Baptist Theological Seminary. (PT-R)

Grayson, Mary Beth; B.S., M.A.

Assistant Professor of Mathematics

B.S., Liberty University; M.A., University of Pittsburgh. (FT-R)

Green, Edward E; B.A.S., M.F.A.

Adjunct Faculty

B.A.S., The Art Inst of Pittsburgh; M.F.A., Miami Int'l Univ of Art & Desi. (PT-D)

Green, S. Denise; B.S., M.A.

Assistant Director, Academic Success Center; Assistant Professor

B.S., University of Tennessee, Martin; M.A., Liberty University. (FT-R)

Green, Zachary; B.B.A., M.B.A.

Adjunct Instructor of Business

B.B.A., University of West Georgia; M.B.A., Kennesaw State University. (PT-D)

Greenawalt, Mark; B.M., B.M.E., M.M., D.M.A.

Chair, Department of Applied Music Studies; Associate Professor of Worship and Voice

B.M., B.M.E., Baldwin-Wallace College-Conservatory; M.M., University of Illinois at Champaign; D.M.A., Shenandoah University Conservatory of Music. (FT-R)

Greene, William V.; B.A., Th.M., M.Div.

Instructor of Religion

B.A., Columbia Bible College; Th.M., Southeastern Baptist Theological Seminary; M.Div., The Master's College. (FT-D)

Greer, Brenda; B.A.S., M.B.A., D.B.A.

Adjunct Instructor of Business

B.A.S., Excelsior College; M.B.A., Liberty University; D.B.A., Northcentral University. (PT-D)

Greer, Clark F; B.A., M.Div., M.A., Ph.D.

Professor of Digital Media & Communication Studies

B.A., Los Angeles Baptist College; M.Div., Northwest Baptist Seminary; M.A., Univ of Southern California; Ph.D., Bowling Green State University. (FT-R)

Greer, Robert; M.A., Ph.D.

Adjunct Instructor of Religion

M.A., Wheaton College; Ph.D., Marquette University. (PT-D)

Greever, Joshua; B.A., M.Div.

Adjunct Instructor of Religion

B.A., Oklahoma Baptist University; M.Div., Southern Baptist Theological Seminary. (PT-D)

Gregorio, Sergio; B.A., J.D.

Assistant Professor of Business

B.A., Syracuse University; J.D., Howard University School of Law. (FT-D)

Gregory, Linda; R.N., A.D.N., B.S.N., M.S.N.

Assistant Professor of Nursing

A.D.N., St. Clair Community College; B.S.N., Liberty University; M.S.N., University of Virginia. (FT-R)

Greiner, Connie; B.S., M.S., Ed.D.

Assistant Professor of Education

B.S., Indiana University of Pennsylvania; M.S., Texas A&M University; Ed.D., Indiana University of Pennsylvania. (PT-D)

Grenon, Sarah F; B.A., B.S.N., M.S.N.

Adjunct Instructor of Nursing

B.S.N., Winston Salem State University; B.A., M.S.N., East Carolina University. (PT-D)

Gribbin, Mary; B.S., M.P.H., M.S.

Associate Professor

B.S., Vanderbilt University; M.P.H., Univ of NC Chapel Hill; M.S., Creighton University. (PT-R)

Gribbin, William G.; B.S., M.Ed., Ph.D.

Professor of English

B.S., Edinboro Univ of Pennsylvania; M.Ed., Edinboro Univ of Pennsylvania; Ph.D., Pennsylvania State Univ. (FT-R)

Griffin, Jennifer Onalee; B.S., M.A.

Instructor of Psychology

B.S., M.A., Liberty University. (PT-D)

Griffin, Pamela Corbett; B.S.E., M.Ed.

Adjunct Instructor of Education

B.S.E., Liberty University; M.Ed., Liberty University. (PT-D)

Grooms, Nathan P.; B.S., M.A.R., M.Div.

Instructor of Religion

B.S., Liberty University; M.A.R., M.Div., Liberty Baptist Theological Seminary. (FT-D)

Gross, Justen J; B.A., M.S.W.

Adjunct Faculty

B.A., Cleveland State University; M.S.W., Cleveland State University. (PT-D)

Grubbs, Gay U; B.A., M.Ed.

Adjunct Instructor of College of General Studies

B.A., Lagrange College; M.Ed., University of West Georgia. (PT-D)

Grubbs, Joshua Briggs; B.S., M.A., Ph.D.

Adjunct Instructor of Psychology

B.S., Liberty University; M.A., Case Western Reserve Univ; Ph.D., Case Western Reserve Univ. (PT-D)

Gunn, Stephen M; B.A., M.Div.

Adjunct Instructor of Religion

B.A., Moody Bible Institute; M.Div., Trinity International University. (PT-D)

Gunzelman, Willard; B.A.S., M.B.A.

Adjunct Faculty

B.A.S., Excelsior College; M.B.A., Liberty University. (PT-D)

Guthrie, David Charles; B.A.S., M.A.R., M.R.E.

Adjunct Instructor of College of General Studies

B.A.S., Liberty University; M.A.R., M.R.E., Liberty Baptist Theological Seminary. (PT-D)

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

Vice Provost for Academic Administration; Administrative Dean for Undergraduate Programs; Professor of Religion

A.A., B.S., Liberty University; M.A.R., M.Div., Liberty Baptist Theological Seminary; Ph.D., Regent University. (FT-R)

Gutierrez, Tammy L.; B.S., M.Div.

Instructor of Religion

B.S., Liberty University; M.Div., Liberty Baptist Theological Seminary. (FT-D)

Guy, James C; B.A., M.A., Ph.D.

Adjunct Instructor of Psychology

B.A., Heritage Christian University; M.A., Liberty University; Ph.D., Capella University. (FT-D)

Habermas, Gary R.; B.R.E., M.A., Ph.D.

Chair, Department of Philosophy; Distinguished Research Professor of Apologetics and Philosophy

B.R.E., William Tyndale College; M.A., University of Detroit; Ph.D., Michigan State University. (FT-R)

Hackmann, Allen; B.S., M.Ed.

Adjunct Instructor of Education

B.S., Old Dominion University; M.Ed., Liberty University. (PT-D)

Haddad, Diana K; B.A., M.A.

Adjunct Instructor of Psychology

B.A., Haigazian College; M.A., Liberty University. (PT-D)

Hahn, Amanda; B.S., M.S.L.S.

Research Assistance Librarian, Jerry Falwell Library

B.S., Bridgewater College; M.S.L.S., University of Kentucky. (FT-R)

Hahn, David M.; B.M.Ed., M.M., D.M.A.

Chair, Department of Commercial Music; Assistant Professor of Worship and Technology

B.M.Ed., Nyack College; M.M., Temple University. (FT-R)

Hahnlen, Sharon B.; B.S., M.A., Ed.D.

International Student Advisor; Associate Professor of Modern Languages

B.S., Iowa State University; M.A., University of Neuchatel; Ed.D., Liberty University. (FT-R)

Hain, Frank E; B.B.A., M.B.A., M.A.R., M.Div., J.D., D.Min.

Adjunct Instructor of Psychology

B.B.A., University of Wisconsin Exten; M.B.A., University of Wisconsin Exten; M.A.R., Liberty University; M.Div., Liberty University; J.D., Marquette University; D.Min., Liberty Baptist Theo Seminary. (PT-D)

Haley, D Randall; B.A., M.S.W., Ph.D.

Adjunct Faculty

B.A., Louisiana State Univ - Baton R; M.S.W., Louisiana State Univ - Baton R; Ph.D., Louisiana State Univ - Baton R. (PT-D)

Halford, Tiffany B; M.B.A., M.Ed.

Instructor of Business

M.B.A., Liberty University; M.Ed., Campbell University. (PT-R)

Hall, Brandy M; B.S., M.B.A.

Adjunct Instructor of Business

B.S., Angelo State University; M.B.A., Tarleton State University. (PT-D)

Hall, Jerry D.; B.S., M.A.R., S.T.D., Ph.D.

Assistant Professor of Religion

B.S., Liberty Baptist College; M.A.R., Liberty Baptist Theological Seminary; S.T.D., Bethany Bible College and Theological Seminary; Ph.D., Regent University. (FT-D)

Hall, Michael Preston; B.S.

Instructor of Digital Media and Communication Arts

B.S., Liberty University. (PT-R)

Ham, Andy Myoungsoo; B.S., M.S., Ph.D.

Associate Professor of Engineering

B.S., Kyonggi University at Suwon, South Korea; M.S., University of Texas; Ph.D., Arizona State University. (FT-R)

Hama, Joseph P; B.A., M.A., M.Div., Ph.D.

Adjunct Instructor of Religion

B.A., Louisiana College; M.A., M.Div., Ph.D., Southwestern Baptist Theological Seminary. (PT-D)

Hamill, Amy Elizabeth; B.S., M.S.

Instructor

B.S., Liberty University; M.S., University Of Idaho. (FT-D)

Hamilton, Bret M; B.S., M.Ed.

ROTC Instructor

B.S., Morehead State University; M.Ed., Kansas State University. (PT-R)

Hamm, Billy R.; B.A., M.S., D.Min.

Adjunct Instructor of Religion

B.A., Baptist Bible College West; M.S., Evangelical Theological Seminary; D.Min., Liberty University. (PT-D)

Hammersmith, William Kyle; B.S., M.Ed.

Lecturer in English

B.S., Liberty University; M.Ed., Ohio State University. (FT-R)

Hammet, Beverlin; B.S., M.B.A., Ph.D.

Assistant Professor of Business

B.S., Hunter College of the City University of New York; M.B.A., University of Durham; Ph.D., Capella University. (FT-D)

Hammett, Beverlin M; B.A., B.A., M.A., Ph.D.

Adjunct Instructor of Business

B.A., Cuny Hunter College; B.A., Liberty University; M.A., Durham College; Ph.D., Capella University. (FT-D)

Hammond, Craig; B.S., M.S.A.

Associate Dean, College of General Studies; Assistant Professor of Accounting

B.S., Liberty University; M.S.A., Liberty University. (FT-R)

Hammond, Kevin Peter; B.B.A., M.S.

Adjunct Faculty

B.B.A., Liberty University; M.S., Liberty University. (PT-D)

Hamren, Kelly; B.A., M.A.

Instructor of English

B.A., M.A., Liberty University. (FT-R)

Hamrick, Kari J; B.S., M.S., Ph.D.

Adjunct Instructor of Health Professions

B.S., Baylor University; M.S., Texas Womans University; Ph.D., Texas Womans University. (PT-D)

Han, Yan; B.A., M.A.

Adjunct Faculty

B.A., Sichuan University; M.A., Jinan University. (PT-R)

Hancock Skiles, Amanda; B.A., M.A.

Adjunct Faculty

B.A., Cedarville University; M.A., Villanova University. (PT-D)

Handy, Wesley L; B.A., M.A., M.Div.

Adjunct Instructor of Religion

B.A., M.A., M.Div., Southeastern Baptist Theological Seminary. (PT-D)

Hannity, Jill; B.A., M.A.R.

Adjunct Faculty

B.A., University of Alabama; M.A.R., Liberty University. (PT-D)

Hansen, Connie; B.S., M.Ed., M.Ed.

Assistant Professor

B.S., Liberty University; M.Ed., Lynchburg College; M.Ed., Lynchburg College. (FT-R)

Hanson, Nehemiah P.; B.A., M.R.E., M.Div.

Instructor of Religion

B.A., Liberty University; M.R.E., M.Div., Liberty Baptist Theological Seminary. (FT-D)

Haralu, Mego; B.A., M.Div., Ph.D.

Instructor of Religion

B.A., Roberts Wesleyan College; M.Div., Ph.D., Trinity International University. (PT-R)

Harclerode, Tina; B.S., M.S.

Adjunct Instructor of Business

B.S., Saint Francis University; M.S., Nova Southeastern University. (PT-D)

Harcup, Blake Michael; B.A., M.A.R., M.Div.

Adjunct Instructor of Religion

B.A., M.A.R., Liberty University; M.Div., Liberty Baptist Theological Seminary. (FT-D)

Hardin, Philip Tad; B.M., M.MUS., D.M.

Assistant Professor of Music & Worship

B.M., Ouachita Baptist University; M.MUS., D.M., Florida State University. (FT-R)

Hardy, Roy A; B.S.E., M.A.T., Ph.D.

Adjunct Instructor of College of General Studies

B.S.E., University Of Memphis; M.A.T., Stanford University; Ph.D., Florida State University. (PT-D)

Hark, Kristen; B.S., M.A., Ph.D.

Professor of Communication Studies

B.S., Ohio University - Athens; M.A., Marshall University; Ph.D., Duquesne University. (FT-R)

Harker, Emilee; R.N., B.S.N., M.S.N.

Assistant Professor of Nursing

B.S.N., Radford University; M.S.N., Duke University. (FT-R)

Harland, Michael; B.M., M.C.M.

Assistant Professor of Worship and Songwriting

B.A., Delta State University; M.C.M., Southwestern Southern Baptist Theological Seminary. (PT-D)

Harman, Keith A; M.A., M.Ed., Ph.D.

Adjunct Instructor of Business

M.A., Webster University; M.Ed., Ph.D., University of Oklahoma. (PT-D)

Harper, Ashley; B.S., M.S.

Instructor of Business

B.S., Southeastern Louisiana University; M.S., Louisiana State University. (FT-D)

Harper, Daniel L; B.A., B.S.E., M.A.

Adjunct Instructor of College of General Studies

B.A., B.S.E., M.A., Jacksonville State University. (PT-D)

Harper, Melody; B.A., M.S.W., M.A.

Chair, Department of Global Studies; Assistant Professor of Global Studies

B.A., Samford University; M.S.W., University of Alabama - Tuscaloosa; M.A., Union University. (FT-R)

Harris, Anastasia H; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., M.S., University of Florida. (FT-D)

Harris, Kyle James; B.S., M.S., M.Ed.

Instructor of Biology

B.S., Liberty University; M.S., University of Nebraska Kearney; M.Ed., Liberty University. (FT-D)

Harris, Mark R.; B.A., M.A., Ph.D.

Professor of English

B.A., M.A., Kutztown University of Pennsylvania; Ph.D., Lehigh University. (FT-R)

Harris, Marvin Christopher; B.A., M.Div.

Adjunct Instructor of Religion

B.A., Mid-continent Baptist Bible Col; M.Div., Southern Baptist Theological Seminary. (PT-D)

Harris, Rhonda G; B.S., M.A.

Instructor of Psychology

B.S., Lynchburg College; M.A., Liberty University. (PT-D)

Harrison, April; B.A., M.S., Ed.D.

Adjunct Faculty

B.A., Barton College; M.S., North Carolina Central Univ; Ed.D., Capella University. (PT-D)

Harrison, Bethany A; B.A., J.D.

Adjunct Instructor of Government

B.A., University of Virginia; J.D., University of Alabama. (PT-D)

Harrison, William Tim; B.B.S., M.Ed., M.Div., Ed.D.

Adjunct Instructor of Religion

B.B.S., Emmanuel College; M.Div., Erskine College; M.Ed., Ed.D., University Of Georgia. (PT-D)

Harriss, Craig A.; B.A., , M.Div., M.A.

Instructor of Religion

B.A., Mid-South Bible College; M.Div., Mid-America Baptist Theological Seminary; M.A., Grace Theological Seminary. (FT-D)

Hart, David; B.S., M.A.R.

Director of Residential Advising; Assistant Professor

B.S., M.A.R., Liberty University. (FT-R)

Hart, Michael J.; B.S., M.S., M.A.R., Ed.D.

Chair, Information Technology, Informatics, Information Systems; Associate Professor of Business Management Information Technology

B.S., M.A.R., Ed.D., Liberty University; M.S., Minot State University. (FT-R)

Hartfield, Tiffany; B.A., M.A.

Adjunct Instructor of Government

B.A., Biola University; M.A., Regent University. (PT-D)

Hartl, Susanne D; M.B.A., Ph.D.

Adjunct Instructor of Business

M.B.A., University of New Orleans; Ph.D., Capella University. (PT-D)

Hartless, Kevin W; B.S., M.B.A., M.Ed.

Adjunct Instructor of College of General Studies

B.S., M.B.A., Liberty University; M.Ed., Lynchburg College. (FT-D)

Hartley, Clifford Todd; M.A.R., M.Div., D.Min.

Adjunct Instructor of Religion

M.A.R., M.Div., D.Min., Liberty University. (PT-D)

Hartman, Harvey D.; B.A., M.Div., Th.M., Th.D.

Professor of Biblical Studies

B.A., Calvary Bible College; M.Div., Th.M., Th.D., Grace Theological Seminary. (FT-R)

Harvey, Carol A; B.S.N.

Adjunct Faculty

B.S.N., Valparaiso University. (PT-R)

Harvey, Caroline Fay; B.S., M.B.A.

Adjunct Faculty

B.S., Aston University; M.B.A., The Open University UK. (PT-D)

Harvey, Jerry; R.N., B.S., M.S.N.

Assistant Professor of Nursing

B.S., University of Southern Mississippi; M.S.N., Wright State University. (FT-R)

Haskell, Brian; B.S., M.B.A., M.S., M.S.

Adjunct Instructor of Business

B.S., Clark-Atlanta University; M.B.A., University Of Kansas; M.S., M.S., University of Maryland Baltimore Cnt. (PT-D)

Haslet, Susan L; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Old Dominion University; M.A., Longwood University. (PT-D)

Hassenpflug, Amy S; B.A., M.Ed.

Chair, College of General Studies; Assistant Professor of General Studies

B.A., College of William and Mary; M.Ed., University of Virginia. (FT-D)

Haste, Matthew; B.A., M.Div.

Adjunct Instructor of Religion

B.A., Western Kentucky University; M.Div., Southern Baptist Theological Seminary. (PT-D)

Hastings, Kouri E; B.B.A., M.B.A.

Adjunct Instructor of Business

B.B.A., M.B.A., Dallas Baptist University. (PT-D)

Hasty, Kristin D; B.S.

Instructor of Developmental Mathematics

B.S., Liberty University. (FT-D)

Hatchel, Boyd; B.S., M.Div., D.Min.

Adjunct Instructor of Religion

B.S., University of North Texas; M.Div., Southwestern Baptist University; D.Min., Mid-America Baptist Theological Seminary. (PT-D)

Hatfield, Lance; B.S., M.S., Ed.D.

Assistant Professor of Sport Management

B.S., Liberty University, M.S. University of Southern Mississippi, Ed.D. Texas A&M University. (FT-R)

Havens, Brandy Miller; B.S., M.B.A.

Adjunct Instructor of Business

B.S., M.B.A., High Point University. (PT-D)

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

Vice President for Academic Affairs and Provost; Founding Dean, School of Behavioral Sciences; Professor of Counseling and Practical Theology

B.A., Barrington College; M.Div., Gordon-Conwell Theological Seminary; Ed.S., Lynchburg College; D.Min., Westminster Theological Seminary; Ed.D., Virginia Polytechnic Institute and State University. (FT-R)

Hawley, Karri S; B.S., M.Ed., M.A., Ph.D.

Adjunct Instructor of Psychology

B.S., Georgia Southern University; M.Ed., University of North Florida; M.A., Louisiana State Univ - Baton R; Ph.D., Louisiana State Univ - Baton R. (FT-D)

Hayes, Corey Lee; B.A., M.A.

Adjunct Faculty

B.A., Liberty University; M.A., Liberty University. (PT-R)

Hayes, Scott M.; B.F.A., M.F.A.

Dean, School of Visual & Performing Arts; Associate Professor of Theatre Arts

B.F.A., University of California, Santa Barbara; M.F.A., Florida State University. (FT-R)

Haynes, Stacy Yvette; B.S., M.A., Ed.D.

Adjunct Instructor of Psychology

B.S., Liberty University; M.A., Bowie State University; Ed.D., Argosy University-Phoenix. (PT-D)

Haynes, William C; B.S., M.A., M.A., Psy.D.

Instructor of Psychology

B.S., Liberty University; M.A., Liberty University; M.A., Wheaton College; Psy.D., Wheaton College. (FT-D)

Heckman, Merle; B.S., M.B.A.

Instructor of Business

B.S., Hyles-Anderson College; M.B.A., Keller Graduate School of Management. (FT-D)

Hedrick, Marc; B.S., M.S.Ed., J.D.

Assistant Professor of Criminal Justice

B.S., M.S.Ed., Southern Illinois University; J.D., Regent University School of Law. (FT-D)

Heideman, Mark N; B.A., M.A.R.

Adjunct Instructor of College of General Studies

B.A., M.A.R., Liberty University. (FT-D)

Heidt, Philip R.; B.A., Th.M.

Instructor of Religion

B.A., Liberty University; Th.M., Dallas Theological Seminary. (FT-D)

Heller-Rector, Melissa; B.A., M.B.A.

Adjunct Instructor of Business

B.A., M.B.A., Lynchburg College. (PT-D)

Henderson, Catharine Anna; B.S., M.S., Ph.D.

Associate Professor of Health Sciences

B.S., Albright College; M.S., Pennsylvania State Univ; Ph.D., Pennsylvania State Univ. (FT-R)

Henderson, Kenneth Scott; B.A.S., M.S.

Adjunct Faculty

B.A.S., Liberty University; M.S., Liberty University. (PT-D)

Hendricksen, Charles Keese; B.S., M.B.A.

Adjunct Instructor of Business

B.S., M.B.A., Liberty University. (FT-D)

Henegar, Justin; M.B.A.

Adjunct Instructor of Business

M.B.A., Oklahoma Christian University. (PT-D)

Henricksen, Kristin; B.A.S., M.S.W.

Adjunct Instructor of Psychology

B.A.S., Montana State University; M.S.W., Eastern Washington University. (PT-D)

Hensley, Mark R.; B.S., M.A.R., Ed.D.

Assistant Professor of Religion

B.S., Hardin Simmons University; M.A.R., Ed.D., Southwestern Baptist Theological Seminary. (FT-D)

Hensley, Michael; B.S., M.Div.

Adjunct Instructor of Religion

B.S., Colorado Christian University; M.Div., Southwestern Baptist Theological Seminary. (PT-D)

Hensley, Thomas Sanford; B.A., M.Div., D.Min.

Adjunct Instructor of Religion

M.Div., Southeastern Baptist Theological Seminary; B.A., D.Min., Liberty University. (PT-D)

Heppling, William Fred; B.A., M.A., M.S.

Instructor of History

B.A., Mars Hill University; M.A., James Madison University; M.S., Kansas State University. (FT-D)

Herbert, Michael William; B.S., M.Div.

Adjunct Instructor of Religion

B.S., M.Div., Liberty University. (FT-D)

Hereford, Vicki; A.S., B.A., M.B.A.

Instructor of Business

A.S., Florida State College at Jacksonville; M.A., M.B.A., University of North Florida. (FT-D)

Hernandez, Brittany; B.A., M.A., Ph.D.

Adjunct Instructor of Psychology

B.A., Loyola University; M.A., Ph.D., Louisiana State University - Baton R. (FT-D)

Hernandez, Damarys; M.B.A.

Adjunct Instructor of Business

M.B.A., Liberty University. (PT-D)

Hernandez, Enuel; M.A.R., M.Div.

Adjunct Instructor of Religion

M.A.R., M.Div., Liberty Baptist Theological Seminary. (PT-D)

Hernandez, Jose Gabriel; B.S., M.A.T.S.

Adjunct Faculty

B.S., Liberty University; M.A.T.S., Liberty University. (PT-R)

Hester, Stacey Lee; B.S., M.Ed.

Adjunct Instructor of College of General Studies

B.S., Liberty University; M.Ed., Sweet Briar College. (PT-D)

Hetrick, Amy Elizabeth; B.S., M.S.

Instructor of Biology

B.S., Liberty University; M.S., University of Idaho. (FT-D)

Hiatt, Rebekah; B.A., M.A.C.

Adjunct Instructor of Business

B.A., Gardner-Webb University; M.A.C., Lenoir Rhyne University. (PT-D)

Hibbard, Cassandra; B.M., M.MUS., D.M.

Assistant Professor of Music, Clarinet

B.M., Western Michigan University; M.MUS., Michigan State University; D.M., Michigan State University. (FT-R)

Hicks, Christopher; B.B.A., M.B.A.

Adjunct Instructor of Business

B.B.A., U of North Georgia-Gainesville; M.B.A., Mercer University Atlanta. (PT-D)

Hicks, Melanie A.; B.S., M.B.A., D.B.A.

Director of Accreditation; Chair, Department of Accounting, Finance, and Economics; Professor of Accounting

B.S., Liberty University; M.B.A., Brenau University; D.B.A., Argosy University. (FT-R)

Hicks, Scott; B.S., M.B.A., Ph.D.

Dean, School of Business; Professor of Business

B.S., Liberty University; M.B.A., Liberty University; Ph.D. Northcentral University. (FT-R)

Highton, Mary; R.N., B.S.N., M.S.N.

Assistant Professor of Nursing

B.S.N., M.S.N., Liberty University. (FT-R)

Hildebrand, Matthew Sean; B.S., M.Ed., M.Ed.

Adjunct Instructor of Psychology

B.S., M.Ed., Liberty University; M.Ed., Lynchburg College. (PT-D)

Hilgeman, Jason Michael; B.B.S., M.Div., D.Min.

Adjunct Instructor of Religion

B.B.S., Cedarville University; M.Div., D.Min., Liberty University. (PT-D)

Hill, Christy E; B.S., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S., Liberty University; M.Ed., Liberty University; Ed.D., Liberty University. (PT-D)

Hill, Dawne L; B.A.S., M.Ed., Ph.D.

Adjunct Instructor of Education

B.A.S., Texas Tech University; M.Ed., University of North Texas; Ph.D., Capella University. (PT-D)

Hill, Heather; B.S., M.A., Ed.D.

Adjunct Instructor of College of General Studies

B.S., Pfeiffer College; M.A., University of NC Charlotte; Ed.D., Liberty University. (PT-D)

Hill, Matthew S.; B.S., M.A., Ph.D.

Assistant Professor of History

B.S., Columbia International University; M.A., Ph.D., Georgia State University. (FT-D)

Hindson, Edward E.; B.A., M.A., Th.M., Th.D., D.Min., D.Phil., F.I.B.A.

Dean, School of Religion; Distinguished Professor of Biblical Studies & Religion

B.A., William Tyndale Col.; M.A., Trinity Evangelical Divinity Sch.; Th.M., Grace Theological Sem.; Th.D., Trinity Grad. School of Theology; D.Min., Westminster Theological Sem.; D.Phil., Univ. of South Africa; Fellow of the International Biographical As (FT-R)

Hines, Charles Robert; B.A., M.A., M.Ed.

Instructor

B.A., Baptist Bible College; M.A., Old Dominion University; M.Ed., Virginia Commonwealth Univ. (FT-D)

Hines, Charles R.; B.A., M.A., M.Ed.

Instructor of Humanities

B.A., Baptist Bible College; M.A., Old Dominion University; M.Ed., Virginia Commonwealth University. (FT-D)

Hinkley, Thomas Patrick; B.S., M.B.A.

Adjunct Instructor of College of General Studies

B.S., M.B.A., Liberty University. (FT-D)

Hinkson, Craig Quentin; B.S., M.A.T.S., M.A., Ph.D.

Professor of Theology and Philosophy

B.S., Kansas State University; M.A.T.S., Bethel Seminary; M.A., Ph.D., University of Chicago Divinity School. (FT-R)

Hinton, Jimmy; B.S., M.B.A., D.B.A.

Assistant Professor of Business

B.S., Jacksonville State University, M.B.A., Georgia State University; D.B.A., Argosy University. (FT-D)

Hirschman, David; Th.B., M.A.R., M.Div., D.Min.

Department Chair, Counseling; Associate Professor of Religion

Th.B., Baptist International Bible College; M.A.R., M.Div., D.Min., Liberty Baptist Theological Seminary. (FT-R)

Hiss, Steven T.; B.S., M.S., M.S.S.

Professor of Air Science

B.S., Purdue Univ at West Lafayette; M.S., Univ of Michigan Ann Arbor; M.S.S. Air University. (PT-R)

Hite, Jessica May; B.S., M.Ed., Ed.S.

Adjunct Instructor of Education

B.S., M.Ed., Ed.S., Liberty University. (PT-D)

Hobson, Stephanie A; B.A., M.A.

Instructor of English

B.A., Liberty University; M.A., Liberty University. (FT-D)

Hockema, Bruce A; B.S., M.A.T., Ed.D.

Adjunct Instructor of College of General Studies

B.S., Pensacola Christian College; M.A.T., Ed.D., University of West Florida. (PT-D)

Hogan, Mary B; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., Virginia Tech; M.S., University of Alaska Fairbanks. (PT-D)

Hohman, Ann Marie; B.S., M.Ed., M.B.A.

Adjunct Faculty

B.S., Messiah College; M.Ed., Regent University; M.B.A., Regent University. (PT-D)

Holder, Christine Jan; B.S., M.A.T.

Adjunct Instructor of Education

B.S., SW Assemblies of God University; M.A.T., Liberty University. (PT-D)

Holder, David; B.S., M.Ed., Ph.D.

Assistant Professor of Education

B.S., Liberty University; M.Ed., Ph.D., University of North Texas. (FT-R)

Holdstock, Lynn Marie; B.A., M.A.

Adjunct Instructor of Psychology

B.A., M.A., Liberty University. (PT-D)

Hollingsworth, David Andrew; B.A., Th.M.

Adjunct Instructor of Religion

B.A., University of Texas Austin; Th.M., Dallas Theological Seminary. (PT-D)

Hollis, Jennifer Anne; B.S., M.S.

Instructor of Mathematics

B.S., M.S., Syracuse University. (FT-D)

Holloway, Hope Lynn; B.S., M.Ed.

Adjunct Faculty

B.S., Liberty University; M.Ed., Ashford University. (PT-D)

Holmes, Rayshad; B.B.A., Ph.D.

Adjunct Instructor of Business

B.B.A., Georgetown University; Ph.D., George Washington University. (PT-D)

Holmquist, Jennifer; B.S., M.B.A

Instructor of Government

B.A., University of Texas at San Antonio; M.P.A., Texas State University. (FT-D)

Holt, Angela; B.S., M.B.A.

Assistant Professor of Information Technology

B.S., M.B.A., Liberty University. (FT-R)

Holt, John Gary; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., Liberty University. (PT-D)

Holt, Travis; B.A., M.A.

Instructor of English

B.A., M.A., Liberty University. (FT-R)

Honeycutt, Willie Edgar; B.S., M. Div., D.Min.

Assistant Director of Christian/Community Service; Assistant Professor of Biblical Worldview

B.S., Liberty University; M. Div. Liberty Baptist Theological Seminary; D.Min., Trinity Evangelical Divinity School. (FT-R)

Hong, Richard; B.A., M.Ed., M.S.

Assistant Professor in Developmental Math

B.A., Rutgers Univ - The StateUniver; M.Ed., Rutgers Univ - The StateUniver; M.S., Univ Of Washington - Seattle. (FT-R)

Hood, Kenneth; B.A., M.Div., D.Min.

Assistant Professor of Religion

B.A., Central Wesleyan College; M.Div., New Orleans Baptist Theological Seminary; D.Min., Erskine College. (FT-D)

Hooks, Joshua Lee; B.S., J.D.

Adjunct Faculty

B.S., Liberty University; J.D., Liberty University. (PT-D)

Hopper, Lauren; B.S., M.S.

Assistant Professor

B.S., Univ of Michigan Dearborn; M.S., Wayne State University. (PT-R)

Horne, Sarah E.; B.A., M.A., M.S., Ed.S., Ed.D.

Instructor of English

B.A., Longwood University; M.A., Longwood University; M.S., Longwood University; Ed.S., Liberty University; Ed.D., Liberty University. (FT-D)

Hornsby, Jared H; B.S., M.S., Ph.D.

Assistant Professor

B.S., University of North Alabama; M.S., University of North Alabama; Ph.D., University of Alabama. (FT-R)

Horton, David; B.S.E., M.S.E., Ed.D.

Professor of Health Sciences

B.S.E., M.S.E., University of Central Arkansas; Ed.D. University of Arkansas. (FT-R)

House, Jon Justin; B.S., M.Ed., Ed.D.

Associate Professor of Health Sciences

B.S., Liberty University; M.Ed., Temple University. Ed.D., Argosy University. (FT-R)

Houston, Christina K; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Southeastern University; M.A., University of South Florida. (PT-D)

Houston, Mark C; B.S., M.B.A.

Adjunct Faculty

B.S., United States Military Academy; M.B.A., Texas A&M University. (PT-R)

Hout, Jonathan C; B.A., M.F.A., B.A., M.Div.

Assistant Professor of Cinematic Arts

B.A., Palm Beach Atlantic University; M.F.A., Regent University; B.A., Los Angeles Baptist College; M.Div., Northwest Baptist Seminary. (FT-R)

Houts, Timothy D; M.A.

Adjunct Instructor of Psychology
M.A., Liberty University. (PT-D)

Howard, Matalie Morgan; B.S., M.S.

Assistant Professor of Family and Consumer Sciences
B.S., Liberty University; M.S., Univ of NC Greensboro. (FT-R)

Howell, Adam; B.S., M.Div.

Adjunct Instructor of Religion
B.S., East Tennessee State University; M.Div., Southern Baptist Theological Seminary. (PT-D)

Howell, Larry Daniel; B.S., Ph.D.

Professor of Biology
B.S., Old Dominion University; Ph.D., VA Polytech Inst State Univ. (FT-R)

Hubal, Jennifer M.; B.S., M.M.

Assistant Professor of Air Science
B.S., Colorado Christian University; M.M., University of Management and Technology. (PT-R)

Huband, Monica; B.A., M.A.T., Ed.D.

Assistant Professor of Education
B.A., Virginia Commonwealth University; M.A.T. Virginia Commonwealth University; Ed.D., Grand Canyon. (FT-R)

Hubbard, Barbara Neres; B.A., M.A.

Adjunct Instructor of Religion
B.A., North Carolina State University; M.A., Liberty University. (PT-D)

Hubbard, Randall; B.S., M.S., Ph.D.

Professor of Biology
B.S., Iowa State University; M.S., Iowa State University; Ph.D., Iowa State University. (FT-R)

Huber, Carol Ann Bonner; B.S.E., M.A., M.R.E.

Adjunct Instructor of College of General Studies
B.S.E., M.A., Delta State University; M.R.E., New Orleans Baptist Theological Seminary. (PT-D)

Huber, Stephen; B.S., M.S., Ph.D.

Adjunct Instructor of Business
B.S., University of Alabama; M.S., Florida Institute of Technology; Ph.D., Nova Southeastern University. (FT-D)

Hudson, Brieah; B.S., M.P.H., D.P.H.

Adjunct Instructor of Health Professions
B.S., Univ of Southern Mississippi; M.P.H., Jackson State University; D.P.H., Jackson State University. (PT-D)

Hudson, Courtney Elizabeth; B.S., M.Ed.

Adjunct Instructor of Education
B.S., M.Ed., Liberty University. (PT-D)

Hudson, Jill; B.B.A., J.D.

Adjunct Instructor of Business
B.B.A., University Of Arizona; J.D., Regent University. (FT-D)

Hudson, Robert Louis; B.A., M.A.

Instructor
B.A., VA Polytech Inst State Univ; M.A., Liberty University. (FT-R)

Hudson, Stephen Allan; B.A., M.A.

Adjunct Instructor of College of General Studies
B.A., Liberty University; M.A., Boston College. (PT-D)

Hudson, Thomas; B.S.

Adjunct Faculty
B.S., VA Polytech Inst State Univ. (PT-R)

Huff, Deborah W; B.A., M.B.A.

Advisor to Champion; Associate Professor of Digital Media and Communication Arts
B.A., Morehead State University; M.B.A., Xavier University. (FT-R)

Hughes, Anthony W; B.S., M.A., Ph.D.

Adjunct Instructor of Government
B.S., Missouri State University; M.A., Wichita State University; Ph.D., Regent University. (PT-D)

Hughes, William; B.A., M.Div., Th.M.

Instructor of Religion
B.A., Leavell College; M.Div., New Orleans Baptist Theological Seminary; Th.M., New Orleans Baptist Theological Seminary. (FT-D)

Hugo, Alycia; B.M., M.M.

Instructor of Music
B.M., New England Conservatory; M.M., Arizona State University. (PT-R)

Hugo, John W; B.M., M.M., M.M., D.M.A.

Chair, Department of Music Theory and History; Professor of Music
B.Mus., Houghton College; M.M., New England Conservatory; M.M., D.M.A., Arizona State University. (FT-R)

Hulshof, Chris H.; B.S., M.A.R., M.R.E., M.Div.

Assistant to the Associate Dean, School of Religion; Assistant Professor of Religion
B.S., Liberty University; M.A.R., M.R.E., M.Div., Liberty Baptist Theological Seminary. (FT-R)

Humphreys, Heather; B.S.N., M.S.N.

Adjunct Instructor of Nursing
B.S.N., M.S.N., Liberty University. (PT-R)

Hundt, Travis Lee; B.S., M.Ed.

Adjunct Instructor of College of General Studies
B.S., Liberty University; M.Ed., University of Virginia. (PT-D)

Hunt, Julia C; B.A., M.A., Ph.D.

Adjunct Faculty
B.A., Oral Roberts University; M.A., Wheaton College; Ph.D., Regent University. (PT-D)

Hunt, Tanya Marie; B.A., M.A.

Adjunct Instructor of Psychology
B.A., West Virginia University; M.A., Liberty University. (PT-D)

Hunter, Robert; B.A., M.A.R

Instructor of Religion
B.A., M.A.R., Liberty University. (FT-D)

Hunter, Trent; B.A., M.Div.

Adjunct Instructor of Religion
B.A., Moody Bible Institute; M.Div., Southern Baptist Theological Seminary. (PT-D)

Husband, Pamela; B.S., M.S., Ed.D.

Adjunct Faculty
B.S., Jackson State University; M.S., Univ of Houston - ClearLake; Ed.D., University of Phoenix. (PT-D)

Hussey, David; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., Corban University; M.B.A., Ph.D., Capella University. (PT-D)

Hutchings, Erika A; B.F.A., M.F.A.

Adjunct Faculty

B.F.A., Rochester Institute of Technol; M.F.A., Rochester Institute of Technol. (PT-D)

Hutchinson, Jennifer; B.S.N., M.S.N.

Assistant Professor of Nursing

B.S.N., M.S.N., University of Virginia. (FT-R)

Huttemann, Karen D; B.A., M.A., Ph.D.

Adjunct Instructor of Psychology

B.A., Baylor University; M.A., Kent State University; Ph.D., Kent State University. (PT-D)

Hyatt, Sandra T; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., University of Central Missouri. (PT-D)

Ibe, James G; B.S., M.A., M.B.A., M.S., Ph.D.

Adjunct Instructor of Business

B.S., Northern Michigan University; M.B.A., M.S., Amberton University; M.A., Ph.D., University of Texas Dallas. (FT-D)

Ijeoma, Frances C; B.S., M.S.

Instructor of Business

B.S., University of Florida; M.S., University of Illinois - Springfield. (PT-R)

Iluzada, Christina; B.A., Ph.D.

Adjunct Faculty

B.A., Wofford College; Ph.D., Baylor University. (PT-D)

Imel, Phillip W.; B.S., M.B.A.

Instructor of Business

B.S., M.B.A., Morehead State University. (FT-D)

Inscore, Abreena Walker; B.A., M.Ed., Ed.S., Ed.D.

Assistant Professor of Education

B.A., Salem College; M.Ed., Salem College; Ed.S., Liberty University; Ed.D., Liberty University. (PT-D)

Ioimo, Chris C; B.A., M.S.

Adjunct Instructor of Psychology

B.A., San Diego State University; M.S., Vanguard University. (PT-D)

Ireland, Rachyl; B.S.N., M.S.N.

Adjunct Instructor of Nursing

B.S.N., M.S.N., SUNY Stony Brook University. (PT-D)

Ireland, Susan; B.S., M.S., M.S.

Adjunct Faculty

B.S., Embry-Riddle Aeronautical Univ; M.S., Central Michigan University; M.S., Army Command and Gen Staff. (PT-D)

Isaac, C. Samuel; B.A., M.A., Ph.D.

Assistant Professor of English

B.A., Madurai Kamaraj University; M.A., Madurai Kamaraj University; Ph.D., Banaras Hindu University. (FT-D)

Isaac, Lily S.; B.A., M.A., Ph.D.

Assistant Professor of English

B.A., M.A., Bangalore University (India); Ph.D., Banarast Hindu University (India). (FT-D)

Isaac, Shirley; M.S.

Adjunct Instructor of College of General Studies

M.S., California State University LA. (PT-D)

Isaacs, Gary David; B.S., Ph.D.

Associate Professor of Biology

B.S., Liberty University; Ph.D. Cornell University. (FT-R)

Isaacson, Joshua David; B.S., M.Eng.

Adjunct Faculty

B.S., Liberty University; M.Eng., University of Maryland ColPark. (PT-D)

Isaacson, Timothy; B.S., M.A.

Instructor of Studio and Digital Arts

B.S., Liberty University; M.A., Savannah College of Art and Design. (FT-R)

Ivins, Mark Patrick; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., M.S., Mississippi State University. (PT-D)

Jackson, Andrew T; B.B.A., M.S.

Adjunct Instructor of Business

B.B.A., Augusta State University; M.S., University of Connecticut. (PT-D)

Jackson, Charles; M.Div., Ph.D.

Adjunct Instructor of Religion

M.Div., Westminster Theological Seminary; Ph.D., Southern Baptist Theological Seminary. (PT-D)

Jackson, Glenn C.; B.S., M.Ed., M.S., Ed.D.

Assistant Professor of Biology

B.S., M.Ed., M.S., George Mason University; Ed.D., University of Virginia. (FT-D)

Jackson, Marc A; B.S., M.S., D.M.

Adjunct Faculty

B.S., University of Texas Austin; M.S., Texas A&M Univ-Corpus Christi; D.M., University of Phoenix. (PT-D)

Jacobs, Douglas L; B.S., M.S., Ph.D.

Adjunct Instructor of Business

B.S., University of Phoenix; M.S., Ph.D., Nova Southeastern University. (PT-D)

James, Armelia; B.A., M.Ed.

Adjunct Instructor of Education

B.A. Elizabeth City State University, M.Ed. University of Virginia. (PT-R)

James, Christy M; B.A., M.Ed., Ed.D.

Associate Professor of Education

B.A., Grace College and Seminary; M.Ed., Indiana Wesleyan University; Ed.D., Argosy University-Tampa. (FT-R)

James, Peter Andre; B.S., M.B.A.

Adjunct Instructor of Business

B.S., Georgia State University; M.B.A., University of Phoenix. (FT-D)

James, Samantha Elaine; B.S.N.

Adjunct Faculty

B.S.N., Liberty University. (PT-R)

Jantomaso, Marc; B.S., M.Div.

Adjunct Faculty

B.S., University of Florida; M.Div., Golden Gate Baptist Theo Sem. (PT-R)

Jantz, Brad; B.S., M.B.A.

Adjunct Faculty

B.S., Emporia State University; M.B.A., Wichita State University. (PT-D)

Jantz, Ronda C; B.S., M.S.

Adjunct Instructor of Business

B.S., Kansas State University; M.S., Oklahoma State University. (FT-D)

Jarrett, Sherry; M.S., Ed.D.

Assistant Professor

M.S., CUNY City College of New York; Ed.D., A.T. Still University. (FT-R)

Jech, Alexander; M.A., Ph.D.

Adjunct Instructor of College of General Studies

M.A., Ph.D., University of Notre Dame. (PT-D)

Jellison, Anastasia; B.M., M.MUS.

Adjunct Professor of Music & Performing Arts

B.M., Cleveland Institute of Music; M.MUS., Shepherd School of Music at Rice University. (PT-R)

Jernigan, Joseph W.; B.S., M.A.R., M.Div.

Instructor of Religion

B.S., West Virginia University Institute of Technology; M.A.R., M.Div., Liberty Baptist Theological Seminary. (FT-D)

Jernigan, Ralph W; A.A., B.A., B.S., M.A., M.R.E., D.Min.

Associate Professor

A.A., Emmanuel College; B.A., Univ of NC Wilmington; B.S., Holmes Bible College; M.A., Liberty University; M.R.E., Liberty University; D.Min, Liberty University. (FT-R)

Jessee, Brenda T; B.S.N., M.S.N., D.N.P., FNP-BC, PNP-BC

Assistant Professor of Nursing

B.S.N., M.S.N., East Tennessee University; D.N.P., Old Dominion University. (FT-D)

Jewell, William; B.A., M.A.R., M.A.

Adjunct Instructor of Religion

B.A., Southeastern Free Will Bapt Co; M.A.R., Liberty University; M.A., Columbia Int'l University. (FT-D)

Jobbagy, Reka; B.M., M.M.

Instructor of Music

B.M., M.M., Franz Liszt Academy of Music. (PT-R)

Joe, Lucille; B.A., M.A., Ph.D.

Adjunct Instructor of Psychology

B.A., Benedict College; M.A., Webster University; Ph.D., Capella University. (PT-D)

Johns, Robert; B.M., M.A.

Instructor of Music

B.S., M.A., Liberty University. (PT-R)

Johnsen, Dale M; B.A., Th.M., D.Min.

Adjunct Instructor of Religion

B.A., University of California Davis; Th.M., Dallas Theological Seminary; D.Min., Bakke Graduate Universit. (PT-D)

Johnson, Amy K.; B.S., M.A.

Adjunct Instructor of Psychology

B.S., M.A., Liberty University. (PT-D)

Johnson, Amy; B.A., Ph.D., Psy.D.

Adjunct Instructor of Psychology

B.A., Spelman College; Ph.D., Psy.D., University of NC Chapel Hill. (FT-D)

Johnson, Carissa; B.A., M.A.

Adjunct Faculty

B.A., Liberty University; M.A., Liberty University. (PT-R)

Johnson, Christopher E; B.S., M.B.A.

Adjunct Instructor of Business

B.S., M.B.A., Liberty University. (PT-D)

Johnson, Galen K; M.Div., Ph.D.

Adjunct Instructor of Religion

M.Div., Princeton University; Ph.D., Baylor University. (PT-D)

Johnson, Holly; B.S., M.A., M.B.A., Ph.D.

Instructor of Psychology

B.S., Regent University; M.A., Liberty University; M.B.A., Western Governors University; Ph.D., Regent University. (FT-D)

Johnson, Jacqueline June; B.S., M.A., Ed.S., Ed.D.

Coordinator of Special Projects and New Student Seminar; Assistant Professor of Education

B.S., San Diego Christian College; M.A., Liberty University; Ed.S., Point Loma University; Ed.D., Northern Arizona University. (FT-D)

Johnson, Jessica Lyn; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-R)

Johnson, Jimmy Lee; B.S., M.B.A., Ph.D.

Adjunct Faculty

B.S., Charter Oak State College; M.B.A., Regis University; Ph.D., Walden University. (PT-D)

Johnson, John S; M.A., Ph.D.

Adjunct Instructor of Business

M.A., Azusa Pacific University; Ph.D., Biola University. (FT-D)

Johnson, Robert; B.A.S., M.S.

Adjunct Instructor of Business

B.A.S., University Of Dayton; M.S., North Carolina State University. (PT-D)

Johnson, Seth C.; B.S., Th.M.

Instructor of Religion

B.S., Liberty University; Th.M., Harvard University. (FT-D)

Johnson-Vegas, Lori A; B.A., M.S., Ph.D.

Adjunct Instructor of Business

B.A., Ph.D., Pennsylvania State University; M.S., Wilmington College. (PT-D)

Johnston, Jacob; B.A., M.A.

Lab Coordinator/Supervisor

B.A., University of Kentucky; M.A., Liberty University. (PT-R)

Johnston, Sonnet; J.D.

Adjunct Instructor of Business

J.D., Southern Illinois University. (PT-D)

Jolly, Laurant Undray; B.B.A., M.I.T., D.Mgt.

Adjunct Faculty

B.B.A., Letourneau University; M.I.T., American InterContinental Univ; D.Mgt., University of Phoenix. (PT-D)

Jones, Ashley; B.S., M.S.

Assistant Professor of Developmental Mathematics
B.S., Liberty University, M.S., Longwood University. (FT-R)

Jones, Benjamin A.; B.S., M.Div.

Instructor of Religion
B.S., Liberty University; M.Div., Liberty Baptist Theological Seminary. (FT-D)

Jones, Brandon C; B.S., M.Div., Th.M., Ph.D.

Adjunct Instructor of Religion
B.S., Baptist Bible College; M.Div., Baptist Bible Grad School of Theology; Th.M., Trinity Evangelical Divinity School; Ph.D., Calvin Theological Seminary. (PT-D)

Jones, Christopher; B.A., M.A.

Assistant Professor of History
B.A., Ashbury College; M.A., Virginia Polytechnic Institute and State University. (FT-R)

Jones, Dina L.; B.S., M.A.

Adjunct Instructor of College of General Studies
B.S., M.A., Liberty University. (PT-D)

Jones, Donna Lyerly; B.S.E., M.Ed., Ed.D.

Assistant Professor of Education
B.S.E., Ed.D., Liberty University; M.Ed., University of Illinois - Springfield. (PT-D)

Jones, James D.; B.M., M.B.A., Ph.D.

Associate Professor of Computer Science
B.M., University of Houston; M.B.A., North Texas State University; Ph.D., New Mexico State University. (FT-R)

Jones, Janet S; B.A., M.B.A., D.B.A.

Adjunct Instructor of Business
B.A., Murray State University; M.B.A., Samford University; D.B.A., Nova Southeastern University. (FT-D)

Jones, Jordan Wesley; B.A., M.A., M.A.

Adjunct Instructor of Religion
B.A., M.A., Liberty University; M.A., Hebrew Union College - OH. (PT-D)

Jones, Kimberly B; B.S., M.B.A.

Instructor
B.S., University of Mount Olive; M.B.A., Campbell University. (PT-D)

Jones, Laura E; B.S., M.Ed., Ed.S., Ed.D.

Adjunct Faculty
B.S., Maranatha Bible College; M.Ed., Liberty University; Ed.S., Liberty University; Ed.D., Liberty University. (PT-R)

Jones, Michael Scott; B.S., M.Div., M.A., Ph.D.

Associate Professor of Philosophy
B.S., Maranatha Baptist Bible College; M.Div., Calvary Baptist Theological Seminary; M.A., West Chester University; Ph.D., Temple University. (FT-R)

Jones, Paul; B.S., M.S.

Adjunct Faculty
B.S., University of Florida; M.S., Louisiana State Univ - Baton R. (PT-D)

Jones, Sarah Marcia; B.S., M.A.

Adjunct Faculty
B.S., Pensacola Christian College; M.A., Liberty University. (FT-D)

Jones-Foster, Sarah; B.A., M.S.

Adjunct Instructor of College of General Studies
B.A., University of Alaska Fairbanks; M.S., University of Nebraska Kearney. (PT-D)

Jordan, Travis; B.S., M.A., Th.M., D

Adjunct Instructor of Psychology
B.S., Methodist University; M.A., Th.M., D, Regent University. (PT-D)

Jose, Manuel; B.S., M.B.A., Ph.D.

Assistant Professor of Business
B.S., James Madison University; M.B.A., Ph.D., Virginia Polytechnic and State University. (FT-D)

Joseph, Daniel; B.S., M.S., Ph.D.

Associate Professor of Mathematics
B.S., Virginia Military Inst; M.S., VA Polytech Inst State Univ; Ph.D., VA Polytech Inst State Univ. (FT-R)

Joseph, Ronald Garvin; B.S., M.A.R., M.S., M.S., D.B.A.

Adjunct Instructor of Business
B.S., Howard University; M.A.R., Liberty University; M.S., Air University; M.S., Golden Gate University; D.B.A., University of Phoenix. (PT-D)

Joyce, Brian C; B.S., M.A.

Instructor of Psychology
B.S., Oklahoma Christian University; M.A., University of Central Oklahoma. (FT-D)

Jungels, Cameron L; B.A., Th.M., M.Div.

Adjunct Instructor of Religion
B.A., Pensacola Christian College; Th.M., Southern Baptist Theological Seminary; M.Div., Detroit Baptist Theological Seminary. (PT-D)

Jupin, Richard M.; B.M., M.M., D.M.A.

Assistant Professor of Music and Worship
B.A., SUNY-Potsdam, Crane School of Music; M.M., Boston Conservatory; D.M.A. Louisiana State University. (FT-R)

Jurls, Amy Allyson; B.S., M.A.T.

Adjunct Instructor of College of General Studies
B.S., Liberty University; M.A.T., McNeese St University. (PT-D)

Justus, Kathy; B.S.N., M.S.N.

Adjunct Instructor of Nursing
B.S.N., M.S.N., East Tennessee State University. (PT-D)

Kail, Frederick B.; A.A., B.S.N., M.S.N.

Assistant Professor of Nursing
A.A., Richard Bland College; B.S.N., M.S.N., Liberty University. (FT-R)

Kaitbenski, Jenna; B.S., M.B.A.

Adjunct Faculty
B.S., Liberty University; M.B.A., Liberty University. (FT-D)

Kalu, Amarachi; B.S., M.S., M.S.

Adjunct Faculty
B.S., Abia State Univ; M.S., Bowie State University; M.S., George Mason University. (PT-D)

Kalu, Ben N; M.D., M.S.

Assistant Professor of Biology
M.D., Abia State Univ; M.S., Catholic University of America. (FT-R)

Kamorski, Michael W.; B.S., M.B.A., M.S., Ed.D.

Assistant Professor of Aerospace Studies

B.S., University of Massachusetts; M.B.A., University of Montana; M.S., Army Command and General Staff College; Ed.D., Nova Southeastern University. (PT-R)

Kanode, Troy; B.S., M.C.J.

Adjunct Instructor of Government

B.S., Bluefield College; M.C.J., Columbia Southern University. (FT-D)

Kappler, Paige Marie; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., Liberty University. (PT-D)

Karaffa, John; B.S., M.S., D.B.A.

Assistant Professor of Business

B.S., Butler University; M.S., Schiller International University; D.B.A., University of Phoenix. (FT-D)

Karlberg, Jeffrey; B.S., M.B.A.

Adjunct Instructor of Business

B.S., Devry University; M.B.A., Keller Graduate School Of Management. (PT-D)

Karnavas, Michael; M.A., M.A.

Adjunct Instructor of Religion

M.A., Biola University; M.A., Trinity International University. (PT-D)

Kaselonis, Raymond; B.A., J.D.

Adjunct Instructor of Government

B.A., University of Texas Austin; J.D., Regent University. (FT-D)

Katsion, John R; B.S., M.A., Ph.D.

Adjunct Instructor of College of General Studies

B.S., Pillsbury Baptist Bible Col; M.A., Minnesota State University Mankato; Ph.D., Regent University. (FT-D)

Keating, Kristopher; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., M.S., Quinnipiac University. (PT-D)

Keeley, Arthur; B.S., M.A.R., M.B.A.

Adjunct Instructor of Business

B.S., University Of Tampa; M.A.R., Liberty University; M.B.A., University of Phoenix. (FT-D)

Keiser, Thomas A.; B.S., Th.M., Ph.D.

Assistant Professor of Religion

B.S., Johns Hopkins; Th.M., Ph.D., Dallas Theological Seminary. (FT-D)

Keith, Alissa R.; B.A., M.Ed., M.A.

Instructor of Spanish

B.A., Liberty University; M.Ed., Liberty University; M.A., Lynchburg College. (FT-D)

Keith, Deanna; B.A., M.Ed., Ed.S., Ed.D.

Assistant Dean, Online/Graduate Studies; Associate Professor of Education

B.A., M.Ed., Lynchburg College; Ed.S., Ed.D., University of Virginia. (FT-R)

Kellen, Kristin; B.A., M.A., Ph.D.

Adjunct Instructor of Psychology

B.A., University of NC Chapel Hill; M.A., Southeastern Baptist Theological Seminary; Ph.D., Southeastern Baptist Theological Seminary. (FT-D)

Keller, Jill E; M.A., Psy.D.

Adjunct Instructor of Psychology

M.A., Loyola Marymont University; Psy.D., Northcentral University. (FT-D)

Kelly, Brent; B.S., M.Div., Ph.D.

Assistant Professor of Religion

B.S., Multnomah Bible College; M.Div., Ph.D., The Southern Baptist Theological Seminary. (FT-D)

Kelly, Pamela R; B.A., M.B.A., D

Adjunct Faculty

B.A., University of Miami; M.B.A., University of Phoenix; D, University of Phoenix. (PT-D)

Kemp, Tammy S; B.S., M.S.N., D.N.P.

Adjunct Faculty

B.S., Radford University; M.S.N., Duke University; D.N.P., Case Western Reserve Univ. (PT-D)

Kennedy, Jeffrey Scott; B.A., M.A.R., M.R.E.

Adjunct Instructor of Religion

B.A., Northwest University; M.A.R., M.R.E., Liberty University. (PT-D)

Kennedy, Jennifer; B.S., M.Ed.

Instructor of Psychology

B.S., University of Pittsburgh; M.Ed., Lynchburg College. (FT-D)

Kennedy, Mark C; B.A.S., M.A.

Adjunct Instructor of Government

B.A.S., Southwestern Adventist University; M.A., American Military University. (PT-D)

Kennedy, Ronald S; B.B.A., M.B.A.

Adjunct Instructor of Business

B.B.A., M.B.A., Liberty University. (PT-D)

Kennedy, Tonia; B.S., M.S.N., Ed.D.

Associate Professor of Nursing

B.S., M.S.N., Liberty University; Ed.D., Argosy University. (FT-R)

Kerr, Stephen P.; B.S., M.A., Ph.D.

Chair, Department of University Bands; Professor of Music

B.S., Liberty University; M.A., Virginia Polytechnic Institute and State University; Ph.D., University of North Carolina at Greensboro. (FT-R)

Kesler, Christopher M.; B.S., M.Div., M.A.R.

Instructor of Religion

B.S., Virginia Polytechnic Institute and State University; M.Div., M.A.R., Liberty Baptist Theological Seminary. (FT-D)

Kesler, Melanie Falwell; B.S., M.Ed.

Adjunct Instructor of Education

B.S., VA Polytech Inst State Univ; M.Ed., Liberty University. (PT-D)

Kettering, Christian Thomas; B.A., M.A., M.B.A.

Adjunct Instructor of College of General Studies

B.A., M.A., Liberty University; M.B.A., Lebanon Valley College. (PT-D)

Kilbourne, Brianne Fariss; B.S., M.H.S., Ed.D.

Adjunct Instructor of Health Professions

B.S., Emory and Henry College; M.H.S., James Madison University; Ed.D., Liberty University. (PT-D)

Kilgore, William Michael; B.A., J.D.

Assistant Professor of Paralegal Studies

B.A., University of North Carolina, Greensboro; J.D., Liberty University School of Law. (FT-D)

Kilian, Benjamin Richard; B.S., Ph.D.

Instructor

B.S., Cedarville University; Ph.D., Washington State University. (PT-R)

Kilian, Justin Robert; B.S., M.Ed.

Assistant Professor of Health Professions

B.S., Liberty University; M.Ed., University of Virginia. (FT-R)

Kilian, Nina Frances; B.S.N.

Adjunct Faculty

B.S.N., Liberty University. (PT-R)

Kilpatrick, Stephen J.; B.A., M.S., Ph.D.

Associate Professor of Physics

B.A., Gordon College; M.S., University of Wisconsin-Madison; Ph.D., Lehigh University. (FT-R)

Kim, Jaeshil A.; B.A., M.A., Ph.D.

Associate Professor of English

B.A., Chungnam National University; M.A., Univ of Wisconsin-Madison; Ph.D., Univ of California Irvine. (FT-R)

Kim, Ji Chan; B.A., M.A., M.Div., M.Ed., M.S., Ph.D.

Instructor of Psychology

B.A., CUNY City College of New York; M.A., Gordon-Conwell Theological Sem; M.Div., Gordon-Conwell Theological Sem; M.Ed., Harvard University; M.S., Univ of Wisconsin-Madison; Ph.D., Univ of Wisconsin-Madison. (FT-R)

Kim, Sungtaek; B.A., Th.M., D.Min.

Director, Korean Ministries; Assistant Professor of Practical Theology

B.A., University of Texas at Arlington; Th.M., Dallas Theological Seminary; D.Min., Fuller Theological Seminary. (FT-R)

Kim, Taeseong; B.M., M.M., D.M.A.

Associate Professor of Piano

B.M., Liberty University; M.M., University of Tennessee, Knoxville; D.M.A., University of South Carolina, Columbia. (FT-R)

Kim, Woori; B.M., M.MUS., D.M.A.

Professor of Music

B.M., Seoul National University; M.MUS., Indiana University; D.M.A., University of Cincinnati. (FT-R)

Kimble, Jeremy; B.S., Th.M., M.Div., Ph.D.

Adjunct Instructor of Religion

B.S., Baptist Bible College; Th.M., Southern Baptist Theological Seminary; M.Div., Winebrenner Theological Seminary; Ph.D., Southeastern Baptist Theological Seminary. (PT-D)

Kimbrough, Pamela H; B.S., M.S., M.S.

Instructor of Mathematics

B.S., California State University; M.S., Univ of California Irvine; M.S., Texas A&M University. (FT-D)

Kimmel, Heath Jared; B.S., M.B.A.

Adjunct Faculty

B.S., Liberty University; M.B.A., Liberty University. (PT-R)

Kinchen, John Dawson; B.M., M.M., D.M.A.

Associate Dean, Center for Music and Worship; Associate Professor of Music and Worship

B.M., Eastman School of Music; M.M., Florida State University; D.M.A., Boston University. (FT-R)

King, Curtis Paul; B.S., M.Div.

Adjunct Instructor of Religion

B.S., M.Div., Liberty University. (PT-D)

King, Darren; B.S., M.A., M.Div.

Adjunct Instructor of Religion

B.S., Truman State University; M.A., Northwest Missouri State University; M.Div., Midwestern Baptist Theological Seminary. (PT-D)

King, Frank L.; B.S., M.A., M.Div., M.A.R., M.B.A., D.Min., Ph.D.

Assistant Professor of Humanities

B.S., Minnesota State University; M.A., Chapman University; M.A.R., M.Div., D.Min., Liberty Baptist Theological Seminary; M.B.A., Ph.D., Liberty University. (FT-D)

King, Rebecca L; B.A.

Adjunct Instructor of College of General Studies

B.A., Liberty University. (FT-D)

Kinzer, Todd; B.S., Th.M., M.Div.

Adjunct Instructor of Religion

B.S., Baptist Bible College; Th.M., M.Div., Capital Bible Seminary. (PT-D)

Kippenhan, Nancy; B.S., J.D.

Assistant Professor of Business

B.S., Rensselaer Polytechnic Institute; J.D., Widener University School of Law. (FT-D)

Kipreos, Mike; B.S., B.S., B.S., M.S., M.B.A., M.S.

Assistant Professor

B.S., Auburn University; B.S., Virginia Commonwealth Univ; B.S., Virginia Commonwealth Univ; M.S., George Mason University; M.B.A., Averett University; M.S., University of Tennessee Martin. (PT-R)

Kirk, Bruce Martin; B.G.S., M.A., Ed.D.

Dean, School of Communication & Digital Content; Associate Professor of Digital Media & Communication Arts

B.G.S., Kent State University; M.A., Spring Arbor University; Ed.D., Liberty University. (FT-R)

Kirk, Jonathan; B.S., M.A.R.

Adjunct Instructor of Religion

B.S., M.A.R., Liberty University. (FT-D)

Kirk, K. William; B.S., M.Ed., M.Ed.

Adjunct Instructor of Education

B.S., M.Ed., Liberty University; M.Ed., Lynchburg College. (PT-D)

Kitchel, Linda Babb; B.S., M.Ed.

Assistant Professor of Family and Consumer Sciences

B.S., Radford University; M.Ed., North Carolina State Univ. (FT-R)

Klamm, Harvey Lee; B.S., M.Ed., Ed.D.

Graduate Field Director; Assistant Professor of Education

B.S., Cedarville University; M.Ed., University of Virginia; Ed.D., Liberty University. (FT-R)

Knierim, David P; B.S., Th.M., M.Div., Ph.D.

Adjunct Instructor of Religion

B.S., Cedarville University; Th.M., M.Div., Ph.D., Southern Baptist Theological Seminary. (PT-D)

Knight, Bryan William; M.A.R., M.Div.

Adjunct Instructor of Religion

M.A.R., M.Div., Liberty University. (FT-D)

Knoblet, Jerry F; B.S., Th.M., D.Min.

Adjunct Instructor of Religion

B.S., Taylor University Fort Wayne; Th.M., Grace College and Seminary; D.Min., Luther Rice Seminary & University. (PT-D)

Knoche, Harry B; M.B.A., Ph.D.

Adjunct Instructor of Business

M.B.A., University of Chicago; Ph.D., Florida Atlantic University. (FT-D)

Knolls, Michelle; B.A., Ph.D.

Adjunct Instructor of Psychology

B.A., Salisbury Business College; Ph.D., University of Vermont. (PT-D)

Knowles, Emily Christine; B.S., M.A., D.B.A.

Chair, School of Business; Assistant Professor of Business

B.S., M.A., Liberty University; D.B.A., Walden University. (FT-R)

Kobolt, Danette; B.A., J.D.

Adjunct Faculty

B.A., University of Northern Iowa; J.D., Thomas M Cooley Law School. (PT-D)

Kompelien, Wayne; B.M.E., M.M., D.M.A.

Professor of Music

B.M.E., Oral Roberts University; M.M., D.M.A., University of Kansas. (FT-R)

Kontaxes, Benjamin Joel; B.S., J.D.

Adjunct Instructor of Law

B.S., Liberty University; J.D., Liberty University Law School. (FT-D)

Koonce, Joan C; B.S., M.S., Ph.D.

Professor of Business

B.S., North Carolina Central University; M.S., Ph.D., Ohio State University. (FT-D)

Koontz, Eric M.; B.S., M.Div.

Instructor of Religion

B.S., Liberty University; M.Div., Liberty Baptist Theological Seminary. (FT-D)

Koontz, Mary Katherine; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-D)

Kopis, Sharon; R.N., A.S., B.S.N., M.S.N., Ed.D., CNE

Chair, DNP Program; Professor of Nursing

A.S., Bluefield State College; B.S.N., Liberty University; M.S.N., Medical College of Virginia; F.N.P., Old Dominion University; Ed. D. Argosy University. (FT-R)

Korn, Michael R.; M.S., Ph.D.

Associate Professor of Chemistry

M.S., University of Freiburg; Ph.D., University of Freiburg. (FT-R)

Koshy, Lovely; B.A., M.A.

Adjunct Faculty

B.A., Liberty University; M.A., Liberty University. (PT-D)

Koss, Elizabeth; M.B.A., C.P.A.

Assistant Professor of Accounting

B.S. Liberty University; M.B.A, Liberty University. (FT-R)

Kotula, Kathryn; M.S., M.S.

Adjunct Instructor of Health Professions

M.S., M.S., University of California Berkeley. (PT-D)

Kozlowski, Jan A.; B.S., M.B.A.

Instructor of Mathematics and Information Technology

B.S., Saint Peter's College; M.B.A., Liberty University. (FT-D)

Kraeger, Shane Michael; B.S., M.A.R., Th.M., M.Div.

Adjunct Instructor of Religion

B.S., M.A.R., M.Div. ,Liberty University; Th.M., Southeastern Baptist Theological Seminary. (PT-D)

Kramer, Cecil V; B.S., M.A., M.Div., D.Min.

Professor of Communication Studies

B.S., North Dakota State University; M.A., University of North Dakota; M.Div., Liberty Baptist Theological Seminary, D.Min., Bethel Seminary. (FT-R)

Kramer, Kavin Luke; B.S., M.A.

Adjunct Instructor of Religion

B.S., Liberty University; M.A., Biola University. (FT-D)

Krasny, Amber; B.S., M.B.A.

Adjunct Instructor of Health Professions

B.S., Walden University; M.B.A., Walden University. (PT-D)

Kregenow, David S; B.S., J.D.

Adjunct Instructor of Government

B.S., J.D., Liberty University. (PT-D)

Krott, James Eugene; B.A.S., M.A., M.B.A.

Adjunct Instructor of Business

B.A.S., University of Maryland--Europe; M.A., Albany State University; M.B.A., Naval Postgraduate School. (PT-D)

Krummrey, Cynthia Ann; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-D)

Kuo, Chris C; Ph.D.

Adjunct Instructor of Business

Ph.D., SUNY Stony Brook University. (FT-D)

Kurkowski, Stuart; B.S., M.S., M.S., Ph.D.

Adjunct Instructor of Business

B.S., United States Air Force Academy; M.S., Troy University; M.S., Air Force Institute of Technology; Ph.D., Colorado School of Mines. (PT-D)

Kuykendall, Ronald D.; B.A., M.A., Ph.D.

Assistant Professor of Philosophy

B.A., Wheaton College; M.A., Reformed Theological Seminary; Ph.D., Wycliffe Hall and Oxford University (UK). (FT-D)

Kyes, Allyn; B.A., M.A., M.A.

Instructor of Philosophy

B.A., Idaho State University; M.A., Biola University; M.A., Villanova University. (FT-D)

Kyle, Ian Kenton-Lee; B.S., M.A.R., Ph.D.

Adjunct Instructor of College of General Studies
B.S., M.A.R., Ph.D., Liberty University. (PT-D)

Kyler, Brian; B.S., M.S., M.S.

Adjunct Instructor of Business
B.S., Hawaii Pacific University; M.S., M.S., Capitol College. (PT-D)

La Piana, Noreen Davis; B.A., M.A.

Adjunct Instructor of College of General Studies
B.A., M.A., University of Texas El Paso. (PT-D)

Ladner, Debora C; B.S., M.S., Ph.D.

Adjunct Instructor of College of General Studies
B.S., William Carey College; M.S., University of South Alabama; Ph.D., Jackson State University. (FT-D)

Ladner, Ryan; B.S., M.B.A., D.B.A.

Adjunct Faculty
B.S., Univ of Southern Mississippi; M.B.A., Mississippi College; D.B.A., George Fox University. (PT-D)

Lahikainen, Keith; B.A., M.S., Psy.D.

Professor
B.A., Assumption College; M.S., Fitchburg State; Psy.D., William James College. (PT-R)

Laird, Benjamin P; B.S., M.Div., Th.M., M.Litt., Ph.D.

Instructor of Religion
B.S., Liberty University; M.Div., Southeastern Baptist Theo Sem; Th.M., Southeastern Baptist Theo Sem; M.Litt., University of St. Andrews; Ph.D., University of Aberdeen. (FT-D)

Laird, John C; B.A., M.A.C.

Instructor of Business
B.A., Oberlin College; M.A.C., Cleveland State University. (PT-R)

Laird, Laura Leanne; B.M., M.A., M.Mus.

Adjunct Faculty
B.M., Liberty University; M.A., Southeastern Baptist Theo Sem; M.Mus., North Carolina State Univ. (FT-R)

Lakin, Jeff P.; B.S., M.A.

Instructor of Religion
B.S., Liberty University; M.A., Trinity International University. (FT-D)

Lamb, Laura; B.S., M.B.A.

Adjunct Instructor of Business
B.S., M.B.A., SUNY College at Oswego. (PT-D)

Lambert, Brian D.; B.S., M.Div.

Instructor of Religion
B.S., Wingate University; M.Div., Liberty Baptist Theological Seminary. (FT-D)

Lambert, Frederick; B.S., M.B.A.

Adjunct Instructor of Business
B.S., University of Maryland University Co; M.B.A., Florida State University. (PT-D)

Landa, Samuel; B.A., M.A.

Adjunct Instructor of Psychology
B.A., University of Nevada Las Vegas; M.A., Liberty University. (PT-D)

Landry, Melvin James; B.S., M.B.A., M.S.

Adjunct Instructor of Business
B.S., Southern University and A&M College; M.B.A., University of New Orleans; M.S., University of Arkansas Fayetteville. (FT-D)

Lane, Mary; B.S., M.S.

Adjunct Instructor of Health Professions
B.S., M.S., University of Central Arkansas. (FT-D)

Lane, Richard; B.S., M.P.H., M.D., F.A.C.P.M.

Professor of Public and Community Health
B.S., University of Maryland ColPark; M.P.H., Tulane University; M.D. Univ of Maryland at Baltimore. (FT-R)

Lannom, Melissa; B.S., M.S., Ed.D.

Assistant Professor of Education
B.S., Averett College; M.S., Radford University; Ed.D., Liberty University. (PT-D)

Lassetter, Jerry L; B.S., M.Div.

Instructor of Religion
B.S., University of West Georgia; M.Div., Southeastern Baptist Theological Seminary. (PT-R)

Lauffer, Sharon; B.S., M.A.C.

Adjunct Instructor of Business
B.S., M.A.C., Western Carolina University. (PT-D)

Laughlin, Bryan J.; B.S., M.Div., Th.M.

Instructor of Philosophy
B.S., Virginia Commonwealth University; M.Div., Th.M., Southeastern Baptist Theological Seminary. (FT-D)

Law, Colleen E; B.A., M.P.H., Ph.D.

Adjunct Instructor of Health Professions
B.A., Mount Holyoke College; M.P.H., Univ of Michigan Ann Arbor; Ph.D., Brandeis University. (PT-D)

Law, Thomas L; B.S.E., M.A.

Adjunct Instructor of Business
B.S.E., Hardin Simmons University; M.A., University of Texas Dallas. (FT-D)

Lawrence, Justin; B.A., M.B.A., M.A.R., M.Div., J.D.

Adjunct Instructor of Government
B.A., M.B.A., J.D. Texas Tech University; M.A.R., M.Div., Liberty Baptist Theological Seminary. (PT-D)

Lawrenson, Julie Wolff; B.S., M.A.

Adjunct Instructor of Psychology
B.S., M.A., Liberty University. (PT-D)

Lay, Bethany A.; B.S., M.A.R.

Instructor of Religion
B.S., Liberty University; M.A.R., Liberty Baptist Theological Seminary. (FT-D)

Layne, Stephen A; B.S., M.A.R.

Adjunct Instructor of Religion
B.S., Liberty University; M.A.R., Liberty University. (PT-D)

Leadem, Karen; B.A., M.Ed.

Instructor of Psychology
B.A., College of New Jersey; M.Ed., College of New Jersey. (FT-D)

Leadem, Mark; B.S., M.S.W.

Instructor of Social Work

B.S., College of New Jersey; M.S.W., Marywood University. (FT-D)

Leagans, Cecil Ellis; B.A., M.Div.

Adjunct Instructor of College of General Studies

B.A., Wake Forest University; M.Div., Southwestern Baptist Theological Seminary. (PT-D)

Lee, David; B.S., M.S.

Adjunct Faculty

B.S., Clemson University; M.S., South Dakota Sch of Mines & Te. (PT-D)

Lee, Lisa Pantana; B.G.S., M.Ed.

Adjunct Instructor of Education

B.G.S., M.Ed., Liberty University. (PT-D)

Lee, Peter D; Th.B., M.A., Ph.D.

Adjunct Instructor of College of General Studies

Th.B., Andrews University; M.A., Ph.D., University of Wales Lampeter. (PT-D)

Leitner, Sarah Marie; B.S., M.B.S.

Adjunct Instructor of Psychology

B.S., Webb Institute; M.B.S., Columbia Int'l University. (PT-D)

Lennon, Jeffrey L; B.A., M.D., M.P.H., M.S.P.H., Ph.D.

Professor of Health Professions

B.A., The King's College; M.D., CETEC University; M.P.H., Univ of Alabama Birmingham; M.S.P.H., Univ of Alabama Birmingham; Ph.D., Univ of Alabama Birmingham. (FT-R)

Lennon, Sarah Marcia; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., Pensacola Christian College; M.A., Liberty University. (FT-D)

Lenz, Abigail Joan; B.S., M.S.

Professor

B.S., Liberty University; M.S., Liberty University. (PT-R)

Leslie, Beth; D.B.A.

Adjunct Instructor of Business

D.B.A., Baker College Center for Graduate Studies Online. (PT-D)

Leusink, Mary D; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., University of Denver; M.S., University of Colorado Denver. (FT-D)

Leverett, Gaylen Paige; B.A., M.A., M.Div., M.A., Ph.D.

Professor of Theology and New Testament

B.A., Baptist Bible College; M.A., Liberty University; M.Div., Liberty University; M.A., University of Virginia; Ph.D., Southeastern Baptist Theo Sem. (FT-R)

Leverett, Jason Earl; B.S., M.A.

Assistant Professor of Digital Media & Communication Studies

B.S., Liberty University; M.A., Liberty University. (FT-D)

Lewis, Edward; B.A., M.S.I.E., Ph.D.

Professor of Engineering

B.A., M.S.I.E., Ph.D., State University of New York at Buffalo. (FT-R)

Lewis, Richard Vincent; B.A., M.A.

Assistant Professor of Guitar

B.A., Morris Harvey College; M.A., Liberty University. (FT-R)

Liakos, Marianne; B.S., M.S.

Adjunct Instructor of Health Professions

B.S., Marymount Col of Fordham Univ; M.S., California University of PA. (PT-D)

Liburd, Jeane Noel; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-D)

Light, Andrew; B.A., M.A., Ph.D.

Professor of Business

B.A., National Cheng Chi University, Taipei, Taiwan; M.A., Ph.D., Ohio State University. (FT-R)

Light, Daniel S.; B.A., M.Div., D.Min.

Assistant Professor of Religion

B.A., Wachita Baptist University; M.Div., Southwestern Baptist Theological Seminary; D.Min., Liberty Baptist Theological Seminary. (FT-D)

Light, Marty B; B.A., M.Div., Ph.D.

Adjunct Instructor of Religion

B.A., Arkansas State University; M.Div., Ph.D., Southwestern Baptist Theological Seminary. (PT-D)

Lightner, Jean K; B.S., M.S., D.V.M.

Adjunct Instructor of College of General Studies

B.S., M.S., D.V.M., Ohio State University. (PT-D)

Lilley, Stacey Custer; B.S., M.Ed., Ph.D.

Adjunct Instructor of Psychology

B.S., Longwood University; M.Ed., Ph.D., VA Polytech Inst State University. (FT-D)

Lim, Song J; B.A., M.A.

Adjunct Instructor of Government

B.A., M.A., Chapman University. (PT-D)

Lindevaldsen, Rena M.; B.A., J.D.

Associate Dean for Academic Affairs, School of Law; Associate Director, Liberty Center for Law and Policy; Associate Professor of Law

B.A., Michigan State University; J.D., Brooklyn Law School. (FT-R)

Linebach, Jared A; B.A., M.A., Ph.D.

Adjunct Instructor of Government

B.A., Clearwater Christian College; M.A., Ph.D., Alliant International University. (PT-D)

Lingley, Rebecca Jean; B.S., M.B.A.

Adjunct Instructor of Business

B.S., M.B.A., Liberty University. (FT-D)

Link, Hope; B.A., M.S., Ph.D.

Adjunct Instructor of Psychology

B.A., M.S., Ph.D., University Of Memphis. (PT-D)

Link, Pete J.; B.S., M.Div.

Instructor of Religion

B.S., The University of Texas- Austin; M.Div., Southeastern Baptist Theological Seminary. (FT-D)

Linstra, Ralph F.; B.S., M.Ed., Ed.D., C.H.E.S.

Dean, School of Health Sciences; Professor of Public and Community Health

B.S., The King's College; M.Ed., Ed.D., University of Massachusetts-Amherst. (FT-R)

Little, Kimberly; R.N., B.S.N., M.S.N., Ph.D., CNE
Chair, MSN Program; Associate Professor of Nursing
 B.S.N., Lenoir Rhyne College; M.S.N., Gardner Webb University; Ph.D., University of Nevada. (FT-R)

Livingston, Jeremy M; B.S., M.S.
Adjunct Instructor of Business
 B.S., University of Phoenix; M.S., Strayer University. (PT-D)

Lobaina, Erin Lynne; B.A.
Adjunct Instructor of Religion
 B.A., Appalachian Bible College. (FT-D)

Lobaina, Orlando; B.A., M.A.R., Ed.S., Ed.D.
Executive Director, Academic Success Center; Assistant Professor
 B.A., Appalachian Bible College; M.A.R., Ed.S., Liberty University, Ed.D., Liberty University. (FT-R)

Lockhart, Aaron; B.S., M.B.A.
Adjunct Instructor of Business
 B.S., Old Dominion University; M.B.A., Liberty University. (PT-D)

Lockhart, Guy R.; B.A., M.Div., Ph.D.
Assistant Professor of Philosophy
 B.A., University of Texas-Austin; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Trinity Theological Seminary. (FT-D)

Logan, Daniel; B.S., M.A., Ed.D.
Chair, Department of Psychology; Assistant Professor of Psychology
 B.S., M.A., Liberty University; Ed.D., University of Sarasota. (FT-R)

Long, Gregory; B.A., M.Div.
Adjunct Instructor of Religion
 B.A., M.Div., Faith Baptist Bible College & Theological Seminary. (PT-D)

Long, James; B.S., M.A., M.E.M.
Assistant Professor of Engineering & Computational Sciences
 B.S., University of Louisville; M.A., Grace University; M.E.M., Old Dominion University. (FT-R)

Long, Scott; B.S., M.S., Ph.D.
Associate Professor of Mathematics
 B.S., U.S. Air Force Academy; M.S., Ph.D., U.S. Air Force Institute of Technology. (FT-R)

Loper, Abram M; B.A., M.B.A., Ed.S.
Adjunct Faculty
 B.A., Albion College; M.B.A., Liberty University; Ed.S., Liberty University. (PT-D)

Loper, Emily Rachel; B.A.
Instructor of English Language Institute
 B.A., University Of Memphis. (PT-R)

Lopez, Priscilla; B.S., M.S.
Adjunct Instructor of Business
 B.S., University of Maryland; M.S., Western Governors University. (PT-D)

Lorick, Jon Nathaniel; B.A., M.Div., D.Min.
Adjunct Instructor of Religion
 B.A., East Texas Baptist University; M.Div., D.Min., Liberty University. (PT-D)

Love, Donald; B.S., M.A.R., M.Div., ThM., Ph.D.
Assistant Professor of Religion
 B.S., Liberty University; M.A.R., M.Div., Liberty Baptist Theological Seminary. ThM., Ph.D., Southeastern Baptist Theological Seminary. (FT-R)

Love, Jennifer Lee; B.S., M.A.R.
Adjunct Instructor of Religion
 B.S., Liberty University; M.A.R., Liberty Baptist Theological Seminary. (FT-D)

Love, Rachel M.; B.S., B.A., M.A.
Instructor of History
 B.S., B.A., M.A., Liberty University. (FT-D)

Lovett, Susan B; B.S., M.S., Ed.S., Ed.D.
Assistant Professor of Education
 B.S., M.S., University of Alabama; Ed.S., Ed.D., Liberty University. (FT-D)

Lowder, JoHannah; B.A., M.L.S.
Scholarship Librarian, Jerry Falwell Library
 B.A., Liberty University; M.L.S., University of Illinois-Urbana. (FT-R)

Lowe, Mary E; B.A., M.Ed., Ed.D.
Associate Dean, Undergraduate Programs, School of Divinity; Professor of Christian Education
 B.A., John Brown University; M.Ed., Univ of Arkansas Fayetteville; Ed.D., Nova Southeastern University. (FT-D)

Lowes, Jeffrey Nathan; B.S., D.C.
Assistant Professor of Health Sciences
 B.S., Liberty University; D.C., New York Chiropractic College. (FT-R)

Lowes, Nicole A.; B.S., M.B.A., Ph.D.
Assistant Professor of Information Technology
 B.S., M.B.A., Liberty University; Ph.D., Northcentral University. (FT-D)

Lucas, Christopher; B.A., M.A.
Adjunct Instructor of Psychology
 B.A., University of Florida; M.A., Liberty University. (FT-D)

Ludington, James N.; B.A., M.A.
Instructor of History
 B.A., California State University San Bernadino; M.A., Claremont Graduate University. (FT-D)

Luft, Cameron; B.A., M.F.A.
Instructor
 B.A., Central Washington University; M.F.A., Arizona State University. (PT-D)

Lumadue, Richard T.; B.S., Th.M.
Instructor of Religion
 B.S., New Tribes Institute; Th.M., Dallas Theological Seminary. (FT-D)

Lumpkin, Aaron Lee; B.A.
Adjunct Instructor of Religion
 B.A., Liberty University. (FT-D)

Lund, Lauren Joy; B.A., M.A.
Adjunct Instructor of College of General Studies
 B.A., M.A., Liberty University. (FT-D)

Lunde, Lauren J.; B.A., M.A.

Instructor of English

B.A., M.A., Liberty University. (FT-D)

Lunde, Rebecca M; B.S., M.A.T., Ed.S.

Adjunct Instructor of Education

B.S., M.A.T., Ed.S., Liberty University. (PT-D)

Lunsford, Sarah K; B.S., M.A., Th.M., M.Div.

Adjunct Instructor of Religion

B.S., Liberty University; M.A., Th.M., M.Div., Southeastern Baptist Theological Seminary. (PT-D)

Luper, Joanna K.; B.A., M.Ed.

Assistant Director, Academic Success Center; Instructor, English Language Institute

B.A., Liberty University; M.Ed., Liberty University. (FT-R)

Lynch, James David; B.R.E., M.G.S.

Adjunct Instructor of Religion

B.R.E., Liberty University; M.G.S., Liberty Baptist Theological Seminary. (FT-D)

Lynn, Apryl C; B.S., M.B.A., Ph.D.

Adjunct Instructor of College of General Studies

B.S., M.B.A., Florida A&M University; Ph.D., Florida State University. (PT-D)

Lynn, Elliott S; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., DeVry University; M.B.A., University of Phoenix; Ph.D., Capella University. (PT-D)

Lyon, Jeremy D; B.A., M.Div.

Adjunct Instructor of Religion

B.A., Carson-Newman College; M.Div., Southeastern Baptist Theological Seminary. (PT-D)

Lyster, Robert J; B.B.A., M.S., Ph.D.

Associate Professor of Communication Studies

B.B.A., Baylor University; M.S., Texas A&M University; Ph.D., Texas A&M University. (FT-D)

Lytle, Robert M.; B.A., M.Div.

Instructor of Religion

B.A., University of North Carolina-Asheville; M.Div., Southeastern Baptist Theological Seminary. (FT-D)

Maashe-Mengueme, Alain B.; B.S., M.A.R.

Instructor of Religion

B.S., Liberty University; M.A.R., Liberty Baptist Theological Seminary. (FT-D)

Mabry, Zachariah Benjamin; B.S., M.Div.

Adjunct Instructor of Religion

B.S., Liberty University; M.Div., Southern Baptist Theological Seminary. (PT-D)

Mackey, Roger; B.S., M.Ed., Ed.D.

Professor

B.S., Liberty University; M.Ed., Ed.D., University of Virginia. (FT-R)

MacLean, Heather; B.S., J.D.

Adjunct Instructor of Business

B.S., Palm Beach Atlantic University; J.D., Liberty University Law School. (PT-D)

MacMeekin, Maria; J.D., J.D.

Adjunct Instructor of Business

J.D., Western New England College; J.D., Western Governors University. (FT-D)

Maddox, Annyce; A.S., B.A., M.A.

Chair, Pre-licensure; Assistant Professor of Education

A.S., Central Virginia Community College; B.A., M.A., Lynchburg College. (FT-R)

Maddox, Johnny; B.S., M.B.A., Ph.D.

Assistant Professor of Business

B.S., Western Carolina University; M.B.A., Southern Wesleyan University; Ph.D. Capella University. (FT-D)

Madsen, David; B.A., B.B.S., M.A.

Instructor of College of General Studies

B.A., B.B.S., Moody Bible Institute; M.A., Liberty University. (PT-R)

Magnuson, Chad; B.A., M.Div., M.S., Ph.D.

Assistant Professor of Psychology

B.A., M.Div., Oral Roberts University; M.S., Ph.D., University of Wisconsin. (FT-R)

Magnuson, Debra; B.A., B.S.E., M.A.T.

Adjunct Instructor of College of General Studies

B.A., Cornerstone University; B.S.E., Calvin College; M.A.T., Eastern Michigan University. (PT-D)

Mahan, Stephen; B.S., Ph.D.

Adjunct Faculty

B.S., Regents College; Ph.D., Univ of Tennessee Knoxville. (PT-D)

Mahle, Rebecca E; B.S.

Adjunct Instructor of Religion

B.S., Roberts Wesleyan College. (FT-D)

Mahoney, Beverly S.; R.N., B.S., M.S., Ph.D., M.C.H.E.S., F.A.S.H.A., F.A.A.H.E.

Associate Dean, School of Health Sciences; Professor of Public and Community Health

R.N., Millard Fillmore Hospital; B.S. Johnson State College; M.S., Ph.D., Penn State University. (FT-R)

Maiuzzo, Michael; B.S.E.E., M.S.E.

Associate Professor of Engineering

B.S.E.E., University of Maryland College Park; M.S.E., The George Washington University. (FT-R)

Majcherek, Daniel Joseph; B.A., M.S., Ph.D.

Assistant Professor

B.A., California Baptist University; M.S., Univ of California Riverside; Ph.D., Univ of California Riverside. (FT-R)

Male, Sarah; B.S.W., M.S.W.

Adjunct Faculty

B.S.W., Baylor University; M.S.W., Baylor University. (PT-D)

Maloney, Monique; B.S., M.A.

Assistant Professor of Studio and Digital Arts

B.S., M.A., Pensacola Christian College. (FT-R)

Maltzie, Scott; B.B.A., M.S., M.B.A., Ph.D.

Adjunct Faculty

B.B.A., Plymouth State University; M.S., Southern New Hampshire Univ; M.B.A., Southern New Hampshire Univ; Ph.D., Northcentral University. (PT-D)

Mancil, James M; B.B.A., M.C.J.

Adjunct Instructor of Government

B.B.A., Faulkner University; M.C.J., Troy University. (FT-D)

Mangrati, Danelis Dimonah; B.A., M.A., M.H.S., M.D.

Instructor of Health Professions

B.A., Saint Cloud State University; M.A., Liberty University; M.H.S., St Josephs College; M.D., St Matthew's Univ School Med. (PT-D)

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

Vice Provost for Graduate Education; Dean of the Graduate School; Associate Professor of History

B.A., Bryan College; M.A., Trinity Evangelical Divinity School; Ph.D., University of Georgia. (FT-R)

Mann, Mary S; B.S.

Adjunct Instructor of College of General Studies

B.S., Bryan College. (PT-D)

Manor, Timothy S; B.A., M.T.S., M.T.S., Ph.D.

Adjunct Instructor of Religion

B.A., Covenant College; M.T.S., Covenant Theological Seminary; M.T.S., Ph.D., University of Edinburgh. (PT-D)

Marano, Michael A.; A.S., B.S., M.B.A., M.A.R.

Instructor of Information Technology

A.S., SUNY at Morrisville; B.S., SUNY at Oswego; M.B.A., Virginia Polytechnic and State University; M.A.R., Liberty Baptist Theological Seminary. (FT-D)

Markley, John R.; B.S., M.Div., Ph.D.

Assistant Professor of Religion

B.S., Liberty University; M.Div., Liberty Baptist Theological Seminary; Ph.D., University of Edinburgh. (FT-D)

Marks, Aaron; B.A., M.A.R., M.R.E., M.Div.

Adjunct Instructor of Religion

B.A., North Carolina State University; M.A.R., M.R.E., M.Div., Liberty Baptist Theological Seminary. (PT-D)

Marrano, Michael A; B.S., M.A.R., M.B.A.

Adjunct Instructor of College of General Studies

B.S., SUNY College at Oswego; M.A.R., Liberty Baptist Theological Seminary; M.B.A., Virginia Tech. (FT-D)

Marselus, John; B.S., M.A., M.A.R., M.Div., FAA COMM, INST, ME, MEI, CFL, CFII

Chair, Unmanned Aerial Systems; Associate Professor of Aviation

B.S., United States Air Force Academy; M.A., Air War College; M.A.R., M.Div., Liberty Baptist Theological Seminary. (FT-R)

Marsh, Don; B.M.E., M.S.

Associate Professor of Worship

B.M.E., Nyack College; M.S. Rowan University. (FT-R)

Marsh, Erik; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-R)

Marshall, Thomas Floyd; B.S., M.S., M.A.R., Th.M., Th.D.

Adjunct Instructor of Education

B.S., Liberty University; M.S., Johns Hopkins University; M.A.R., Th.M, Liberty Theological Seminary; Th.D., Andersonville Baptist Seminary. (PT-D)

Marsh-Rogers, Melissa; B.A., M.A.

Instructor of College of General Studies

B.A., M.A., Liberty University. (PT-R)

Marsico, Maria Alana; B.S.E., M.A.R., M.Div.

Instructor of Religion

B.S.E., M.A.R., M.Div., Liberty University. (PT-R)

Martin, Carey L.; B.S., M.F.A., Ph.D.

Professor of Digital Media and Communication Arts

B.S., Northwestern University, Evanston, IL; M.F.A., Ph.D., Florida State University. (FT-R)

Martin, Corey; B.S., M.Div., J.D.

Assistant Professor of Government

B.S., Liberty University; M.Div., Southeastern Baptist Theological Seminary; J.D., Liberty University School of Law. (FT-R)

Martin, Darlene Marie; B.S., M.Ed., ATC

Assistant Professor of Health Professions

B.S., Liberty University; M.Ed., Liberty University. (FT-R)

Martin, Don; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., US Military Academy; M.A., Cornell University. (PT-D)

Martin, Edward N.; B.A., M.A., Ph.D.

Co-Chair Department of Philosophy; Professor of Philosophy and Theology

B.A., Hillsdale College; M.A., Trinity Evangelical Divinity School; M.A., Ph.D., Purdue University. (FT-R)

Martin, Kristi Gossom; B.S.N., M.S.N.

Adjunct Instructor of Nursing

B.S.N., Lynchburg College; M.S.N., Jefferson Col of Health Sci. (PT-D)

Martin, Matthew A.; B.A., J.D.

Assistant Professor of Business

B.A., Piedmont College; J.D., Florida State University. (FT-D)

Martin, Melanie A; B.A., M.A.

Instructor of English and Modern Language

B.A., Grove City College; M.A., Purdue University at West Lafayette. (PT-R)

Martin, Michael Duane; B.S., M.A.

Assistant Professor

B.S., Gardner-Webb University; M.A., Gallaudet College. (FT-R)

Martin, Nathan; B.A., M.A., Ph.D.

Adjunct Instructor of History

B.A., Iowa State University; M.A., Minnesota State University Mankato; Ph.D., University of Nebraska Lincoln. (PT-D)

Martin, Oren; B.A., M.Div., Ph.D.

Adjunct Instructor of Religion

B.A., University of Houston - ClearLake; M.Div., Ph.D., Southern Baptist Theological Seminary. (PT-D)

Martin, Vicky Lynn; B.S., M.S., D.S.M.

Chair, Undergraduate Studies of Sport Management; Professor of Sport Management, School of Education

B.S., Oral Roberts University; M.S., University of Tulsa; D.S.M., United States Sports Academy. (FT-R)

Marx, Michael; B.A., M.B.A., Ed.D.

Assistant Professor of Business

B.A., Oral Roberts University; M.B.A., Louisiana State University; Ed.D., Regent University. (FT-D)

Mashburn, James; B.A., M.S., FAA COMM, INST, ME, MEI, CFI, CFII

Assistant Professor of Aviation

B.A., Baptist Bible College West; M.S., Delta State University; M.S., Cornerstone University. (FT-R)

Mason, Gregg S; B.S., M.Ed.

VTI Adjunct Faculty

B.S., SUNY College at Oswego; M.Ed., University of Virginia. (PT-R)

Mason, Ralph P.; B.A., M.A.R., Th.M., D.Min.

Assistant Professor of Religion

B.A., Wheaton College; M.A.R., Wheaton College Graduate School; Th.M., Dallas Theological Seminary; D.Min., Denver Seminary. (FT-D)

Mason, Stephen Alexander; B.S., M.A., M.Div.

Adjunct Instructor of College of General Studies

B.S., Liberty University; M.A., Southeastern Baptist Theological Sem; M.Div., Southern Baptist Theological Seminary. (PT-D)

Massey, Robert W.; B.S.Ed., M.Div., D.Min.

Assistant Professor of Religion

B.S.Ed., University of Memphis; M.Div., Mid-America Baptist Theological Seminary; D.Min., Midwestern Baptist College. (FT-D)

Masters, Ryan Lawrence; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., Liberty University. (PT-D)

Mathers, Norman W.; B.A., Th.M.

Assistant Professor of Religion

B.A., Wilfred Laurier University; Th.M., Dallas Theological Seminary. (FT-D)

Mathia, Rebecca L; M.Ed., Ed.S.

Adjunct Instructor of Education

M.Ed., Ed.S., Liberty University. (PT-D)

Matos-Serrano, Ivette; B.S., M.S., J.D.

Assistant Professor of Paralegal Studies

B.S., M.S., Liberty University; J.D., Liberty University School of Law. (FT-D)

Mattes, Kera J.; B.S., M.B.A.

Instructor of Business

B.S., Liberty University; M.B.A., University of Central Florida. (FT-D)

Matthew, Kerbawy; B.A.

Adjunct Instructor of Religion

B.A., Concord University. (PT-D)

Matthews, Alan; B.S., M.B.A., Ph.D.

Assistant Professor of Business

B.S., Southern Nazarene University; M.B.A., Central State College; Ph.D., Nova University. (FT-D)

Matthews, Norman Troy; B.A., M.R.E., Ed.D.

Associate Director of Christian/Community Service; Professor of Biblical Worldview

B.A., Baptist Bible College; M.R.E., Liberty Baptist Theological Seminary; Ed.D., Argosy University. (FT-R)

Matz, Jessica E; B.S., M.A.

Instructor of Psychology

B.S., Vanderbilt University; M.A., Southwestern Baptist Theological Seminary. (FT-D)

Mauro, William; B.A., M.A.

Instructor of Government

B.A., M.A., American Military University. (FT-D)

Mauser, Bernard J; B.S., M.A., M.A., Ph.D.

Adjunct Instructor of College of General Studies

B.S., Youngstown State University; M.A., Southern Evangelical Seminary; M.A., Ph.D., Marquette University. (PT-D)

Maxon, Scott T.; B.A., M.A.

Instructor of Humanities

B.A., University of Nebraska; M.A., American Military University. (FT-D)

May, Gary; B.B.A., M.T.S., Ph.D.

Adjunct Instructor of Religion

B.B.A., Letourneau University; M.T.S., Midwestern Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary. (PT-D)

May, Marisa R; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., University of Mary Hardin Baylor; M.A., Sam Houston State University. (PT-D)

Mayberry, Audrey; B.A. M.Ed., M.A., Ed.S.

Adjunct Instructor of Education

B.A., Lynchburg College; M.Ed., Lynchburg College; M.A., Lynchburg College; Ed.S., Liberty University. (PT-R)

Mayberry, Audrey D; B.A., M.Ed., M.A., Ed.S.

Instructor of English

B.A. Lynchburg College, M.Ed., Lynchburg College, M.A., Lynchburg College, Ed.S. Liberty University, Averett College; M.S., Radford University; Ed.D., Liberty University. (FT-D)

Mayberry, Heather Wade; B.S., M.S.N.

Adjunct Instructor of Nursing

B.S., M.S.N., Liberty University. (PT-R)

Mayfield, Jeffrey Shane; B.A., M.Div., Ph.D.

Adjunct Instructor of Religion

B.A., Liberty University; M.Div., Ph.D., Southern Baptist Theological Seminary. (PT-D)

Mayhall, C. Wayne; B.A., M.A., M.S.

Adjunct Instructor of College of General Studies

B.A., Anderson University; M.A., Bethel Seminary; M.S., Kaplan University-Davenport. (PT-D)

Mayo, Jodi Lynn; B.A., M.A.

Adjunct Faculty

B.A., Oakland University; M.A., Liberty University. (PT-D)

Mayo, Justin Thomas; B.S., M.Div.

Adjunct Faculty

B.S., Liberty University; M.Div., Liberty University. (PT-D)

Maze, Eric S; B.S., M.Div., Ph.D.

Adjunct Instructor of Religion

B.S., University of Southern Indiana; M.Div., Ph.D., Southwestern Baptist Theological Seminary. (PT-D)

McAllister, Jackie; B.S., M.B.A., M.S., M.S.

Adjunct Instructor of Business

B.S., Florida State University; M.B.A., M.S., University of Miami; M.S., College of St Rose. (FT-D)

McArthur, Teresa; B.S., M.S.

Adjunct Instructor of Health Professions

B.S., Western Michigan University; M.S., East Carolina University. (PT-D)

McCarrick, James; B.S., J.D.

Adjunct Faculty

B.S., Excelsior College; J.D., Regent University. (FT-D)

McCaskill, Angela; B.A., M.B.A., Ph.D.

Adjunct Instructor of Business

B.A., St Martins College; M.B.A., Radford University; Ph.D., Northcentral University. (PT-D)

McClain, Machica Theresa; BACC, M.I.T., Ph.D.

Instructor

BACC, American InterContinental Univ; M.I.T., American InterContinental Univ; Ph.D., Capella University. (PT-D)

McClendon, Phillip A; B.B.S., M.Div.

Adjunct Instructor of Religion

B.B.S., Southeastern Bible College; M.Div., Southern Baptist Theological Seminary. (PT-D)

McClintock, James Thomas; B.S., M.S., Ph.D.

Professor of Biology

B.S., James Madison University; M.S., Ph.D., University of Maryland College Park. (FT-R)

McClosky, Laurie A; B.B.A., M.B.A.

Adjunct Instructor of Business

B.B.A., Baylor University; M.B.A., Houston Baptist University. (PT-D)

McCombie, Ronni R; B.S., M.S.N, D.N.P.

Instructor of Nursing

B.S., Lynchburg College; M.S.N, Walden University; D.N.P., Liberty University. (FT-D)

McDaniel, Bradley Michael; B.S., M.R.E.

Adjunct Instructor of Religion

B.S., Welch College; M.R.E., Liberty Baptist Theological Seminary. (FT-D)

McDonald, John D; B.S., M.Div., Ph.D.

Adjunct Instructor of College of General Studies

B.S., University of Louisiana at Monroe; M.Div., Ph.D., Southern Baptist Theological Seminary. (PT-D)

McDonald, Mark A; B.S., M.C.J.

Adjunct Instructor of Government

B.S., M.C.J., Indiana State University. (PT-D)

McDonough, Jeffrey; B.A., M.B.A., M.S.

Adjunct Instructor of Business

B.A., M.B.A., University of Maine Orono; M.S., Kaplan University-Online. (PT-D)

McDowell, Mike E; B.S., Th.M., Ph.D.

Adjunct Instructor of College of General Studies

B.S., Dallas Baptist University; Th.M., Dallas Theological Seminary; Ph.D., Southwestern Baptist Theological Seminary. (PT-D)

McEuen, Shannon D; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., M.S., Stephen F Austin State University. (PT-D)

McFarland, Allen R; B.S., M.Div., D.Min.

Instructor of Religion

B.S., M.Div., D.Min., Liberty University. (PT-R)

McFaul, Janis L.; B.A., M.S.A., Ph.D.

Assistant Professor of Business

B.A., Walsh College; M.S.A., Central Michigan University; Ph.D., The Union Institute and University. (FT-D)

McGaha, John; B.S., M.S., Ph.D.

Adjunct Instructor of Business

B.S., Old Dominion University; M.S., Naval Postgraduate School; Ph.D., Capella University. (PT-D)

McGee, David A.; B.S., Th.M.

Instructor of Religion

B.S., State University of New York-Old Westburg; Th.M., Dallas Theological Seminary. (FT-D)

McGee, Richard P.; B.S., M.Div., M.A., D.Min.

Assistant Professor of Religion

B.S., Belknap College; M.Div., M.A., D.Min., Liberty Baptist Theological Seminary. (FT-D)

McGinn, Kevin; B.S., M.Div.

Director of Experiential Learning

B.S., Liberty University; M.Div., Liberty University. (FT-D)

McGorman, Michael P.; B.A., M.Div.

Instructor of Religion

B.A., Baptist Bible College; M.Div., Temple Baptist Seminary. (FT-D)

McGowan, Gail Moore; B.S, M.Ed., Ph.D.

Assistant Professor of Mathematics

B.S., Bob Jones University; M.Ed., Lynchburg College; Ph.D., Liberty University. (FT-R)

McGraw, Shawn M; B.A.S., M.B.A.

Adjunct Instructor of Business

B.A.S., Robert Morris University; M.B.A., Grand Canyon University. (PT-D)

McGuirt, Davis; B.S., M.Div., D.V.M.

Associate Professor of Biology

B.S., Furman University; M.Div., Southeastern Baptist Theo Sem; D.V.M., University of Georgia. (FT-R)

McHaney, Jane Sims; B.A.S., M.A.

Adjunct Instructor of Psychology

B.A.S., M.A., Liberty University. (PT-D)

McHaney, William Denton; B.S., M.Ed.

Director, Office of Disability Academic Support; Associate Professor of Education

B.S., Liberty University; M.Ed., Lynchburg College. (FT-R)

McKennett, Kimberly; B.S., M.A.

Adjunct Faculty

B.S., Bryan College; M.A., Liberty University. (FT-R)

McKenzie, Mark; B.S., M.S.A., M.A., M.A.

Adjunct Faculty

B.S., Pennsylvania State Univ; M.S.A., Embry-Riddle Aeronautical Univ; M.A., US Command & General Staff Col; M.A., The US Army War College. (PT-R)

McKerley, Brad; B.S., M.Div., D.Min.

Adjunct Faculty

B.S., Clearwater Christian College; M.Div., Calvary Theological Seminary; D.Min., Dallas Theological Seminary. (PT-D)

McLaughlin, Colleen; B.S., M.S., Ph.D., SPHR

Professor of Business

B.S., University of Central Texas; M.S. Tarleton State University; Ph.D., Capella University. (FT-R)

McLean, Kathryn E; B.A., M.A., Psy.D.

Adjunct Instructor of Psychology

B.A., Hope College; M.A., Psy.D., Wheaton College. (PT-D)

McLinden, Paul F; B.B.A., M.A.R.

Adjunct Faculty

B.B.A., Western Connecticut State Univ; M.A.R., Liberty University. (PT-R)

McMahon, Kathryn; B.S., M.A., Ph.D.

Adjunct Faculty

B.S., Dallas Baptist University; M.A., Dallas Baptist University; Ph.D., Capella University. (PT-D)

McMillan, Homer D.; B.A., M.Min., J.D.

Assistant Professor of Criminal Justice

B.A., M.Min., Trinity Baptist College; J.D., Florida Coastal School of Law. (FT-D)

McMillan, Julia; B.A., M.B.A., M.A.R., M.Div., D.Min.

Assistant Professor of Business

B.A., Virginia State University; M.B.A., Florida Metropolitan University; M.A.R., M.Div., D.Min., Liberty Baptist Theological Seminary. (FT-D)

McMillion, Scott W; B.S., M.A., M.S.F.S.

Adjunct Instructor of Government

B.S., Florida State University; M.A., University of Nebraska; M.S.F.S., Nebraska Wesleyan University. (FT-D)

McNulty, Sean; B.A., M.Th., M.L.S.

Graduate Research Assistance Librarian, Jerry Falwell Library

B.A., University at Buffalo SUNY; Grace Seminary College, M.Th.; M.L.S., Indiana University. (FT-R)

McPherson, Alistair; B.A., M.Div.

Instructor of Humanities

B.A., Moody Bible Institute; M.Div., Samford University. (FT-D)

Meadows, Linda; B.A., M.Ac.

Instructor of Business

B.A., Concord College; M.Ac., Lynchburg College. (FT-D)

Medina, Hector; B.S., M.S., Ph.D.

Assistant Professor of Engineering

B.S., Colorado School of Mines; M.S., Virginia Commonwealth Univ; Ph.D., Virginia Commonwealth Univ. (PT-R)

Medvedenko, Heather Elaine; M.A.

Instructor of Psychology

M.A., Liberty University. (PT-D)

Meek, Micah; B.A., M.A., M.Div., Ph.D.

Adjunct Instructor of Religion

B.A., Oklahoma Baptist University; M.A., M.Div., Midwestern Baptist Theological Seminary; Ph.D., Southwestern Baptist Theological Seminary. (FT-D)

Meeks, Chad; B.B.S., M.Div.

Adjunct Instructor of College of General Studies

B.B.S., Central Baptist College; M.Div., Southwestern Baptist Theological Seminary. (PT-D)

Mehorter, Scott Curtis; B.S., M.A.R.

Adjunct Instructor of College of General Studies

B.S., Liberty University; M.A.R., Liberty Baptist Theological Seminary. (PT-D)

Melendez, Ivan; B.S., M.S., M.A.

Adjunct Faculty

B.S., Uni de San Carlos de Guatemala; M.S., Galileo Universidad; M.A., University of Louisville. (PT-D)

Melendy, Robert F; B.S., M.S., M.S., Ph.D.

Associate Professor of Engineering

B.S., M.S., M.S., Ph.D., Oregon State University. (FT-R)

Melocchi, Lou D; B.B.A., M.S., D

Adjunct Faculty

B.B.A., St. Vincent College; M.S., Carnegie-Mellon University; D, Argosy University. (PT-D)

Melton, Brian; B.S., M.A., Ph.D.

Assistant Professor of History

B.S., Toccoa Falls College; M.A., Ph.D., Texas Christian University. (FT-D)

Melton, Dwayne K.; B.S., M.B.A.

Associate Dean, College of Applied Studies and Academic Success;

Assistant Professor of Education

B.S., M.B.A., Liberty University. (FT-R)

Melton-Riddle, Deanna; B.A., M.S., D.H.A.

Adjunct Instructor of Health Professions

B.A., Chicago State University; M.S., National-Louis University; D.H.A., Central Michigan University. (PT-D)

Mendoza, Michael S; M.A., Th.M., M.Div., D.Min.

Adjunct Instructor of Religion

M.A., American Public University; Th.M., Trinity Evangelical Divinity School; M.Div., D.Min., Golden Gate Baptist Theological Seminary. (PT-D)

Meraz, Aaron James; B.A., M.Div., D.Min., Ph.D.

Adjunct Instructor of Religion

B.A., Cameron University; M.Div., D.Min., Ph.D., Southern Baptist Seminaries. (PT-D)

Metallo, Thomas J.; B.A., M.A., Ph.D.

Professor of Government

B.A., Indiana Wesleyan University; M.A., Regent University; Ph.D., University of Miami. (FT-R)

Metzgar, Terry; B.S., Ph.D.

Associate Professor of Computer Science

B.S., Bob Jones University; Ph.D., University of Tennessee. (FT-R)

Meulemans, Patricia Mariel; M.A.T.

Adjunct Instructor of Education

M.A.T., Liberty University. (PT-D)

Mewborn, James; B.S., M.B.A.

Adjunct Instructor of Business

B.S., Southeastern University; M.B.A., Webster University. (PT-D)

Meyer, David Wayne; B.S., M.F.A.

Assistant Professor of Studio & Digital Arts

B.S., Liberty University; M.F.A., Savannah College of Art Design. (FT-R)

Michael, Kurt; B.A., M.S., Ph.D.

Assistant Dean, Doctoral Programs and Research; Associate Professor of Education

B.A., M.S., East Carolina University; Ph.D., Virginia Polytechnic Institute and State University. (FT-R)

Michael-Chadwell, Sharon; B.S., M.A., M.B.A., Ed.D.

Assistant Professor of Education

B.S., University of Texas; M.A., M.B.A., Webster University; Ed.D., University of Texas. (PT-D)

Michalski, Barbara Lee; B.A., M.A.

Adjunct Instructor of Psychology

B.A., Lourdes College; M.A., Liberty University. (PT-D)

Mihaila, Corin; M.Div.

Adjunct Instructor of Religion

M.Div., Southeastern Baptist Theological Seminary. (FT-D)

Mihelic, Matthew Lee; B.A.S., J.D.

Adjunct Instructor of Government

B.A.S., J.D., Liberty University. (PT-D)

Mikkelsen, Douglas; B.A., B.B.A., M.A., M.A.

Adjunct Instructor of Religion

B.A., M.A., Pensacola Christian College; B.B.A., University of Texas San Antonio; M.A., Denver Seminary. (PT-D)

Milacci, Andrew Frederick; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Liberty University; M.A., George Mason University. (PT-D)

Milacci, Frederick A; B.R.E., M.Ed., D.Ed.

Professor of Education

B.R.E., Baptist Bible College; M.Ed., D.Ed., Penn State University. (FT-R)

Milioni, Dwayne Anthony; B.A., M.A., M.Div., Ph.D.

Adjunct Instructor of Religion

B.A., Albion College; M.A., M.Div., Liberty University; Ph.D., Southeastern Baptist Theological Seminary. (PT-D)

Millan, Rosanne; B.S.E., M.Ed.

Adjunct Instructor of Education

B.S.E., M.Ed., Wagner College. (PT-D)

Miller, Annik A; B.A., M.A., Ed.S.

Assistant Professor of German and French

B.A., Zurich Univ of Applied Science; M.A., Zurich Univ of Applied Science; Ed.S., Liberty University. (FT-R)

Miller, Brett; B.A.S., M.T.S., M.B.A., D.Mgt.

Adjunct Instructor of Business

B.A.S., Colorado State University; M.T.S., Liberty Baptist Theological Seminary; M.B.A., D.Mgt., University of Phoenix. (PT-D)

Miller, Carlotta Ruth; B.S., M.A.T., Ed.S.

Assistant Professor

B.S., M.A.T., Fayetteville State University; Ed.S., Liberty University. (FT-R)

Miller, Christopher E; B.A., J.D.

Adjunct Instructor of Government

B.A., Sewanee: The University of the South; J.D., Washington and Lee University School of Law. (PT-D)

Miller, Craig M.; B.A., M.A., Ph.D.

Assistant Professor of Religion

B.A., Central Bible College; M.A., Assemblies of God Theological Seminary; Ph.D., Regent University. (FT-D)

Miller, Douglas; B.A., M.F.A.

Associate Professor of Cinematic Arts

B.A., Buffalo State; M.F.A., Goddard College. (FT-R)

Miller, John Gabriel; B.M., M.C.M., M.MUS., Ph.D.

Associate Professor of Music & Worship

B.M., Florida State University; M.C.M., Lee University; M.MUS., Ph.D., The Ohio State University. (FT-R)

Miller, Joshua Lewis; B.S., M.A.R.

Adjunct Faculty

B.S., Liberty University; M.A.R., Liberty Baptist Theo Seminary. (PT-R)

Miller, Justin; B.S., M.A.C., M.Div.

Adjunct Instructor of Business

B.S., M.A.C., Southern Illinois University; M.Div., Liberty University. (PT-D)

Miller, Kathryn; R.N., B.S.N., M.S.N.

Executive Director, Clinical Affairs; Associate Professor of Nursing

B.S.N., M.S.N., Liberty University. (FT-R)

Miller, Pamela R.; B.S., M.A.

Programming Director, Student Productions; Assistant Professor of Communication

B.S., Indiana University of Pennsylvania; M.A., Regent University. (FT-R)

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

Graduate Research Assistance Librarian, Jerry Falwell Library

B.S., Pillsbury Baptist Bible College; M.S., Minnesota State University. (FT-R)

Miller, Robert L; B.A., M.A., Ph.D.

Adjunct Instructor of Religion

B.A., Georgetown College; M.A., Ph.D., Southwestern Baptist Theological Seminary. (PT-D)

Miller, Robert Dennis; B.S., M.Ed., D.Min.

Adjunct Instructor of Religion

B.S., Liberty University; M.Ed., Lynchburg College; D.Min., Covington Theological Seminary. (PT-D)

Miller, Ronald; B.A., M.S.

Associate Dean, Helms School of Government; Assistant Professor of Government

B.A., M.S., Troy University. (FT-R)

Miller, Samantha R; B.A., M.MUS., D.M.A.

Assistant Professor of Music & Worship

B.A., Alderson-Broadus University; M.MUS., D.M.A., The Ohio State University. (FT-R)

Miller, Victoria Nicole; B.A.S., B.S., M.A.C.

Adjunct Instructor of Business

B.A.S., B.S., M.A.C., University of Virginia. (PT-D)

Mills, Bethany S; B.A., M.S., D

Adjunct Faculty

B.A., Mount Vernon Nazarene Univ; M.S., Indiana University; D, Spalding University. (PT-D)

Mills, Erin C; B.S.E., M.A.

Adjunct Instructor of Education

B.S.E., Carson-Newman College; M.A., Southeastern Baptist Theological Seminary. (PT-D)

Mills, Rachel; B.S.N., M.S.N.

Assistant Professor of Nursing

B.S.N., M.S.N., Liberty University. (FT-R)

Mills, Robert P; B.M., M.Div., M.MUS.

Adjunct Instructor of College of General Studies

B.M., Houghton College; M.Div., Princeton Theological Seminary; M.MUS., University of Hartford. (FT-D)

Mills, Sean Michael; M.B.S.

Instructor of Religion

M.B.S., Liberty University. (PT-R)

Milnor, Michael; B.S., M.A.

Assistant Professor of Criminal Justice

B.S., Averett University; M.A., Liberty University. (FT-R)

Mines, Wendy L.; B.S., M.S.

Instructor of Business

B.S., Virginia Polytechnic Institute and State University; M.S., University of Delaware. (FT-D)

Minnis-McClain, Jessica L; B.S., M.P.A.

Adjunct Instructor of Government

B.S., Liberty University; M.P.A., James Madison University. (PT-D)

Minuto, Lizabeth; B.A., M.A.

Adjunct Instructor of Government

B.A., Palm Beach Atlantic University; M.A., Regent University. (PT-D)

Miraldi, Keith Robert; M.A.R.

Adjunct Faculty

M.A.R., Liberty University. (PT-D)

Mitchell, Jason; B.S., M.Div.

Adjunct Instructor of Religion

B.S., North Carolina State University; M.Div., Southeastern Baptist Theological Seminary. (PT-D)

Mitchell, Kimberly Ann; B.S., M.S., Ph.D.

Associate Professor of Biology

B.S., Liberty University; M.S., University of Virginia; Ph.D., University of Virginia. (FT-R)

Mitchell, Lee Curtis; B.A., M.Div.

Adjunct Instructor of Religion

B.A., Western Illinois University; M.Div., Liberty University. (PT-D)

Mitchell, Michael R.; B.A., M.Div.

Associate Professor of Christian Leadership

B.A., Colorado Christian University; M.Div., Denver Seminary. (FT-D)

Mitchell, Nancy Bowers; B.A., M.A.

Instructor of Religion

B.A., Washington Bible College and Captial Seminary; M.A., Liberty University. (PT-R)

Modlin, Terri Ellen; B.S.W., M.Ed.

Ext Field Placement Director, Teacher Education; Adjunct Instructor of Education

B.S.W., James Madison University; M.Ed., James Madison University. (PT-D)

Molloy, James; B.S., M.S.

Dean, School of Aeronautics; Associate Professor of Aviation

B.S., University of Illinois; M.S., Embry-Riddle Aeronautical University. (FT-R)

Monroe, Russell Robert; B.S., M.Ed., Ed.S.

Adjunct Instructor of College of General Studies

B.S., M.Ed., Ed.S., Liberty University. (PT-D)

Monroy, Hansel M.; B.S.E.E, M.B.A.

Instructor of Information Technology

B.S.E.E., M.B.A., Purdue University. (FT-D)

Monroy, Rachel M.; B.S., B.A., M.A., Ph.D.

Assistant Professor of History

B.S., B.A., M.A., Liberty University; Ph.D., University of South Carolina. (FT-D)

Monshor, Laurence; B.S., M.B.A.

Adjunct Instructor of Business

B.S., University of Michigan Ann Arbor; M.B.A., Davenport University Grand Rapid. (PT-D)

Montalvo, Lucy; B.A., M.Ed.

Adjunct Instructor of College of General Studies

B.A., University Puerto Rico Rio Piedras; M.Ed., Pennsylvania State University. (FT-D)

Moody, LaRee; B.S.N., M.S.

Adjunct Faculty

B.S.N., University of North Florida; M.S., University of St Francis. (PT-D)

Moore, Anna Carroll; M.A.

Adjunct Instructor of Psychology

M.A., Liberty University. (FT-D)

Moore, Brandon David; B.S., M.A., Ed.S.

Instructor of Psychology

B.S., Liberty University; M.A., Liberty University; Ed.S., Liberty University. (PT-D)

Moore, Edward M.; B.S., M.B.A., Ph.D.

Professor of Business

B.S., Southern Illinois University; M.B.A., University of Phoenix; Ph.D., Capella University. (FT-R)

Moore, Erin; B.S., M.S., ATC

Approved Clinical Preceptor; Assistant Athletic Trainer

B.S., University of New Hampshire; M.S., James Madison University. (FT-R)

Moore, Michael; M.B.A.

Adjunct Instructor of Accounting

M.B.A., Saint Leo University. (PT-D)

Moore, Veryl R; B.A., M.S.

Adjunct Instructor of Education

B.A., Florida Atlantic University; M.S., Nova Southeastern University. (PT-D)

Moore, Vickie B; R.N., B.S.N., M.S.N., D.N.

Adjunct Instructor of Nursing

R.N., Virginia Baptist Hospital Sch; B.S.N., Lynchburg College; M.S.N., University of Virginia; D.N., Radford University. (PT-D)

Morales, Giordana; B.S., M.P.H.

Adjunct Faculty

B.S., Pensacola Christian College; M.P.H., Liberty University. (PT-R)

Moran, Ramon; B.R.E., M.A., M.Ed., Ph.D.

Adjunct Instructor of Religion

B.R.E., Faith Theological Seminary & Christian College; M.A., Liberty University; M.Ed., Ph.D., Regent University. (PT-D)

Morefield, Bradley A; B.A., J.D.

Adjunct Instructor of Government

B.A., Texas A&M University; J.D., South Texas College of Law. (FT-D)

Morehouse, Katherine; B.A., M.A., Ph.D.

Chair, Department of Multi-Ethnic Music Studies; Associate Professor of Ethnomusicology

B.A., Lee University; M.A. Bethel University; Ph.D. University of Maryland. (FT-R)

Morehouse, Robert J; B.A., M.A., M.A., Ph.D.

Adjunct Faculty

B.A., Lee University; M.A., Lee University; M.A., Catholic University of America; Ph.D., Catholic University of America. (PT-R)

Moreno, Elizabeth Lynnette; B.S., M.A., M.A.R.

Adjunct Instructor of Religion

B.S., M.A., M.A.R., Liberty University. (PT-D)

Morgan, Justin K.; B.A., M.A.

Instructor of English

B.A., M.A., Liberty University. (FT-D)

Morgan, Kathie; B.S., M.Ed., Ed.D.

Professor of Education

B.S., Liberty University; M.Ed., Ed.D., University of Virginia. (FT-R)

Moritz, Gary J; M.A.R., M.Div.

Adjunct Instructor of Religion

M.A.R., M.Div., Liberty University. (PT-D)

Moroz, Andrew Gregory; B.B.S., M.R.E., M.Div., D.Min.

Adjunct Instructor of Religion

B.B.S., M.R.E., M.Div., D.Min., Liberty University. (PT-D)

Moroz, Samantha Lynn; B.S., M.A.

Instructor

B.S., Liberty University; M.A., Liberty University. (FT-D)

Moroz, Timothy Gregory; B.S.

Adjunct Instructor of Religion

B.S., Liberty University. (FT-D)

Morris, Phillip Michael; B.S., M.S.

Adjunct Faculty

B.S., Liberty University; M.S., Liberty University. (PT-D)

Morrison, Carmen; M.Ed., M.A., Ph.D.

Adjunct Instructor of Psychology

M.Ed., Alfred University; M.A., Fuller Theological Seminary; Ph.D., Fuller Theological Seminary. (PT-D)

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. (FT-R)

Morrison, Mitchell A; B.S., M.A.S., Ph.D.

Associate Professor of Aeronautics

B.S., Embry-Riddle Aeronautical Univ; M.A.S., Embry-Riddle Aeronautical Univ; Ph.D., Northcentral University. (PT-R)

Moser, James Andrew; B.A., M.A., M.A.R., M.Div.

Adjunct Instructor of College of General Studies

B.A., Roanoke College; M.A., Hollins University; M.A.R., M.Div., Liberty University. (PT-D)

Moten, James; B.S., M.B.A., M.S., Ph.D.

Assistant Professor of Business

B.S., University of Tampa; M.B.A., Cameron University; M.S., Florida Institute of Technology; Ph.D., Northcentral University. (FT-D)

Motte, Kristy A.; B.S., M.Ed., Ed.S.

Instructor of Information Technology

B.S., M.Ed., Ed.S., Liberty University. (FT-D)

Moulton, Brian; B.A., Th.M., Ph.D.

Assistant Professor of Religion

B.A., Northwestern College; Th.M. Dallas Theological Seminary; Ph.D., Dallas Theological Seminary. (FT-D)

Moylan, Joel David; B.S.

Instructor of Mathematics

B.S., Liberty University. (FT-D)

Muender, Melissa; B.A., M.A.

Instructor of Business

B.A., University of North Carolina-Charlotte; M.A., University of North Carolina-Greensboro. (FT-D)

Muir, Adelaide B; B.M., M.Mus.

Associate Professor

B.M., University of Illinois-Urbana; M.Mus., Yale University. (FT-R)

Mukaire, Pamela E; B.A., M.Ed., M.P.H., D.P.H.

Assistant Professor

B.A., Makerere University; M.Ed., University of Vermont; M.P.H., University of Wisconsin Extens; D.P.H., Loma Linda University. (PT-R)

Muller, Mary Pisciotta; B.S.E., M.Ed.

Adjunct Instructor of Education

B.S.E., M.Ed., Louisiana State University - Baton R. (PT-D)

Muller, Paul; B.A., M.A., Ph.D.

Associate Professor of English and Linguistics

B.A., Univ of Tennessee Knoxville; M.A., University of Texas Arlington; Ph.D., Louisiana State Univ. (FT-R)

Muller, Stephen W; B.M.Ed., M.M., D.Min.

Assistant Professor of Music Education

B.M.Ed., University of Texas (El Paso); M.M., New Mexico State University; D.Min., Bakke Graduate University. (FT-R)

Mullins, Barbara Ann; B.S., M.Ed., Ed.D.

Adjunct Instructor of Education

B.S., Liberty University; M.Ed., Liberty University; Ed.D., University of Virginia. (PT-D)

Mullins, Hayley Flynn; B.S.E., M.Ed.

Adjunct Instructor of Education

B.S.E., East Carolina University; M.Ed, University of Virginia. (PT-D)

Mulvihill, Jennifer R; B.A.S., M.I.T.

Adjunct Faculty

B.A.S., University of Maryland ColPark; M.I.T., American InterContinental Univ. (PT-D)

Munoz, Nancy; B.S., M.H.A., D.C.N.

Adjunct Instructor of Health Professions

B.S., Marymount College; M.H.A., University of Maryland ColPark; D.C.N., University of Medicine and Dentistry of New Jersey. (PT-D)

Murnane, Ryan Patrick; B.S., M.A., M.R.E.

Adjunct Instructor of Religion

B.S., M.A., M.R.E., Liberty University. (PT-D)

Murphy, Bertram; B.S., M.S.

Adjunct Instructor of Business

B.S., M.S., Virginia Tech. (PT-D)

Murphy, Cara L.; B.A., M.A.

Instructor of Religion

B.A., Liberty University; M.A., Liberty Baptist Theological Seminary. (FT-D)

Murphy, Charles; B.A., B.R.E., M.A., Ph.D.

Professor of Government

B.A., Oklahoma State University; B.R.E., Temple Baptist Seminary; M.A., Oklahoma State University; Ph.D., University of Tennessee. (FT-R)

Murphy, Daniel Lee; B.S., M.Ed., Ed.S.

Adjunct Instructor of College of General Studies

B.S., Ed.S., Liberty University; M.Ed., Regent University. (PT-D)

Murphy, Dorothy L; A.D.N., B.S.N., M.S.N., F.N.P.

Associate Professor of Nursing

A.D.N., Rio Grande Community College; B.S.N., University of Rio Grande; M.S.N., F.N.P., Wright State University. (FT-R)

Murphy, Michael W; B.A., M.A., Ed.D.

Adjunct Instructor of Psychology

B.A., Concordia College & University; M.A., Wheaton College; Ed.D., Argosy University-Sarasota, FL. (FT-D)

Musgrove, Sara K; B.A., M.F.A.

Adjunct Instructor of College of General Studies

B.A., Howard Payne University; M.F.A., National University. (PT-D)

Myers, Joshua Michael; B.A., M.A., Ph.D.

Adjunct Instructor of Psychology

B.A., Howard Payne University; M.A., Southwestern Baptist Theo Sem; Ph.D., Liberty University. (FT-D)

Myers, Ramona D.; B.A., M.A.

Instructor of English

B.A., Old Dominion University; M.A., Liberty University. (FT-R)

Myles, Nicholas W; B.S., J.D.

Adjunct Instructor of Government

B.S., Miami University Oxford; J.D., University of Detroit. (FT-D)

Nadler, Daniel J; B.A., M.S.

Adjunct Instructor of Government

B.A., Westmont College; M.S., Michigan State University. (PT-D)

Nardozzi, Bryant; B.S.

Adjunct Instructor of Government

B.S., Liberty University. (PT-D)

Nauss, Roger Alan; B.A., M.Div.

Adjunct Instructor of Religion

B.A., Kings College; M.Div., Denver Seminary. (PT-D)

Naylor, James N; B.S., M.B.A.

Adjunct Faculty

B.S., Texas A&M University; M.B.A., Thunderbird-Amern Grad Sch of. (PT-R)

Naylor, Michael P.; B.A., M.Div.

Instructor of Religion

B.A., Moody Bible Institute; M.Div., Trinity Evangelical Divinity School. (FT-D)

Neas, Stephen L; B.A., M.A., FAA Comm, CFI, CFII

Adjunct Instructor of Aeronautics

B.A., Virginia Tech; M.A., Delta State University. (PT-D)

Neely, Robert E; B.A.S., M.B.A.

Adjunct Instructor of Business

B.A.S., Southern Illinois University; M.B.A., Saint Leo University. (PT-D)

Nehrbass, Kenneth R; B.A., M.Div., Ph.D.

Adjunct Instructor of Religion

B.A., University of California; M.Div., Anderson University; Ph.D., Biola University. (PT-D)

Neipp, Daryl A.; B.S., M.A., D.Min.

Associate Professor of Religion

B.S., Baptist Bible College; M.A., Tyndale Seminary; D.Min., Tennessee Temple University. (FT-D)

Nelson, Christopher; B.S., M.F.A.

Associate Professor of Theatre Arts

B.S., Liberty University; M.F.A., Regent University. (FT-R)

Nelson, Durrell; B.S., M.F.A., M.F.A., M.T.S.

Assistant Professor of Cinematic Arts

B.S., Woodbury University; M.F.A., Univ of Southern California; M.F.A., Queens University of Charlotte; M.T.S., Liberty Baptist Theo Seminary. (FT-R)

Nelson, Robert; B.S., M.A.

Instructor of Psychology

B.S., M.A., Liberty University. (FT-D)

Nemitz, David D; B.R.E, M.A., D.Min.

Director, Center for Curriculum Development; Associate Professor of Religion and Instructional Design

B.R.E., Baptist Bible College of Pennsylvania; M.A., M.A., Dallas Theological Seminary; D.Min; Grand Rapids Theological Seminary. (FT-R)

Neubauer, Michael J; B.B.A., M.A., M.S., Ph.D.

Instructor

B.B.A., University of Florida; M.A., Columbia Int'l University; M.S., Nova Southeastern University; Ph.D., Nova Southeastern University. (PT-D)

Newhall, Michael; B.A.

Instructor of English Language Institute

B.A., Liberty University. (PT-R)

Newman, Deborah R; B.A., M.A., Ph.D.

Adjunct Instructor of Psychology

B.A., Bryan University; M.A., Grace College and Seminary; Ph.D., Oxford Graduate School. (PT-D)

Newton, Abigail Jean; B.S.N., M.S.N.

Adjunct Faculty

B.S.N., Liberty University; M.S.N., Liberty University. (PT-D)

Newton, Matthew Wharey; B.S.

Adjunct Instructor of College of General Studies

B.S., Liberty University. (PT-D)

Ngama, Dickson Kungu; M.A., Ph.D.

Adjunct Faculty

M.A., Jerusalem University College; Ph.D., Westminster Theological Sem. (PT-R)

Nichols, Charles R; BACC, M.A., Ph.D.

Adjunct Faculty

BACC, Kentucky State University; M.A., Kentucky State University; Ph.D., Union Institute & University. (PT-D)

Nichols, Leigh; B.S., M.Ed., Ed.S.

Adjunct Instructor of College of General Studies

B.S., M.Ed., University of Southern Mississippi; Ed.S., Liberty University. (PT-D)

Nickens, Rodney M.; B.A., M.Div., Ph.D.

Assistant Professor of Religion

B.A., Wingate University; M.Div., Ph.D., Southern Baptist Theological Seminary. (FT-D)

Nidiffer, Matthew B; B.S., M.S.

Adjunct Instructor of Business

B.S., University of VA - College at Wise; M.S., Clemson University. (FT-D)

Nipper, Amy Kate; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., Liberty University. (FT-D)

Nischan, Timothy P; B.A., M.B.A., D.B.A.

Adjunct Instructor of Business

B.A., Cincinnati Bible Sem Bible Clg; M.B.A., University of Cincinnati; D.B.A., Nova Southeastern University. (PT-D)

Nix, Andrew D.; B.A., M.Div.

Instructor of Religion

B.A., Kennesaw State University; M.Div., Liberty Baptist Theological Seminary. (FT-D)

Nix, Kyle Wayne; B.A., M.R.E., M.Div.

Adjunct Instructor of Religion

B.A., Houston Baptist University; M.R.E., M.Div., Liberty University. (PT-D)

Noonan, Ben J; B.S., M.A.

Adjunct Instructor of Religion

B.S., M.A., Wheaton College. (PT-D)

Norman, Sara D; B.S., M.A.

Adjunct Instructor

B.S., Eastern Mennonite University; M.A., Liberty University. (PT-R)

Norris, Pam; B.B.A., M.A.C., M.Ed.

Adjunct Instructor of College of General Studies

B.B.A., University of Mississippi; M.A.C., Liberty University; M.Ed., University Of West Alabama. (PT-D)

Novak, Bonnie Cecile; B.A., M.A., Ed.D.

Adjunct Faculty

B.A., Mississippi Univ for Women; M.A., Mississippi State University; Ed.D., Liberty University. (FT-D)

Nugent, Kristen M; B.S.W., M.S.W., Psy.D.

Adjunct Faculty

B.S.W., California Univ of PA; M.S.W., West Virginia University; Psy.D., Walden University. (PT-D)

Nutter, James Harold; B.A., M.A., M.Ed., D.A.

Director of Honors Program; Professor of English

B.A., Tennessee Temple University; M.A., Marshall University; M.Ed., University of Virginia; D.A., University of Mississippi. (FT-R)

Nutter, Laurie; B.A., M.A.

Instructor of English and Modern Language

B.A., Tennessee Temple University; M.A., Marshall University. (PT-R)

Nylander, Thomas Lee; B.S., M.A.

Adjunct Instructor of Religion

B.S., M.A., Liberty University. (PT-D)

Oakley, Kristen Nicole; B.S.N, M.S.N

Adjunct Faculty

B.S.N., Liberty University; M.S.N., Liberty University. (PT-R)

Oakley, Shelley; B.S., M.L.I.S.

Curriculum Librarian, Jerry Falwell Library

B.S., Liberty University; M.L.I.S., University of Wisconsin. (FT-R)

Obanla, Michael Olaseni; M.B.A., M.S., M.A., M.Div.

Teaching Assistant

M.B.A., University of Lagos; M.S., Brandeis University; M.A., Liberty Baptist Theo Seminary; M.Div., Liberty Baptist Theo Seminary. (PT-D)

Obradovich, John; B.S., M.S., Ph.D.

Assistant Professor of Business

B.S., Michigan State University; M.S., Amberton University; Ph.D., Capella University. (FT-D)

OBrien, Michael Clifton; B.S., M.Div., D.Min.

Adjunct Instructor of Religion

B.S., Liberty University; M.Div., Capital Bible Seminary; D.Min., Southeastern Baptist Theological Seminary. (PT-D)

Ocealis, Susan L; B.S., M.A.R.

Adjunct Instructor of College of General Studies

B.S., M.A.R., Liberty University. (FT-D)

OConnell, Bethesda; B.S., M.P.H., D.P.H.

Associate Professor

B.S., East Tennessee State Univ; M.P.H., East Tennessee State Univ; D.P.H., East Tennessee State Univ. (FT-R)

Oggs, Santoshia; B.A., M.A., D.B.A.

Adjunct Faculty

B.A., Hampton University; M.A., Webster University; D.B.A., Argosy University-Atlanta. (PT-D)

Oglesby, Keith; B.S.E., M.S.

Professor

B.S.E., Texas Christian University; M.S., Arkansas State University. (FT-R)

Olagbemi, Felicia; B.B.A., M.B.A., D.B.A.

Adjunct Instructor of Business

B.B.A., Florida Atlantic University; M.B.A., Prairie View A M U; D.B.A., Argosy University-Phoenix. (PT-D)

Olarewaju, Samuel A.; B.S.C., M.Div., Ph.D.

Assistant Professor of Religion

B.S.C., Houghton College; M.Div., Ph.D., Trinity International University. (FT-D)

Olmsted, Angela Grace; B.S., Pharm.D.

Instructor of Nursing

B.S., Longwood College; Pharm.D., Virginia Commonwealth University. (PT-R)

Oloyede, Joseph; M.B.A., Ph.D.

Adjunct Instructor of Business

M.B.A., University of Sarasota; Ph.D., Argosy University. (PT-D)

Olsen, Amanda M; M.A., M.F.A.

Adjunct Instructor of College of General Studies

M.A., University of Maine Orono; M.F.A., Long Island University. (FT-D)

Olson, Nicholas Scott; B.A., M.A., M.F.A.

Assistant Professor of English

B.A., Liberty University; M.A., Liberty University; M.F.A., Seattle Pacific University. (FT-R)

OMalley, Daniel; B.S., M.S.

Adjunct Faculty

B.S., Strayer University; M.S., Strayer University. (PT-D)

Omenyinma, Ogedi; B.S., Th.M., M.Div., Ph.D.

Instructor of Religion

B.S., Houghton College; Th.M., M.Div., Asbury Theological Seminary; Ph.D., Southern Baptist Theological Seminary. (PT-R)

O'Neal, Joshua W; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Spring Arbor University; M.A., Regent University. (PT-D)

Oroark, James; B.A., M.A., Ph.D.

Adjunct Instructor of Business

B.A., Grove City College; M.A., Ph.D., George Mason University. (FT-D)

Orr, Douglas A.; B.A., M.A., Ph.D.

Assistant Professor of Criminal Justice

B.A., Bob Jones University; M.A., Gonzaga University; Ph.D., Washington State University. (FT-D)

Osborne, Chris D.; B.A., M.S., Ph.D.

Assistant Professor of Biology

B.A., California State University; M.S., Institute for Creation Research; Ph.D., Loma Linda University. (FT-D)

Osborne, Stella O; B.A., M.A., M.S.

Adjunct Instructor of College of General Studies

B.A., Lynchburg College; M.A., Virginia Tech; M.S., Longwood University. (PT-D)

Osoba, Tolu; M.P.H.

Adjunct Instructor of Health Professions

M.P.H., University of London. (PT-D)

Osterbind, Kelly Ann; B.S., J.D.

Adjunct Instructor of Government

B.S., J.D., Liberty University. (FT-D)

Osterhus, Brenda R; B.A., B.S.

Adjunct Faculty

B.A., Houghton College; B.S., Columbia Univ Columbia Col. (PT-R)

Owens, Howard D.; B.S., M.Div., Ph.D.

Assistant Professor of Religion

B.S., Georgia Institute of Technology; M.Div., Columbia International University; Ph.D., New Orleans Baptist Theological Seminary. (FT-D)

Owens, Joshua James; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., Philadelphia College of Bible; M.A., Liberty University. (PT-D)

Padin, Reggie R; B.S., M.B.A., M.Div.

Adjunct Instructor of Business

B.S., Lancaster Bible College; M.B.A., Carlos Albizu University; M.Div., Western Theological Seminary. (FT-D)

Page, Terri; R.N., B.S.N., M.S.N., F.N.P.

Assistant Professor of Nursing

B.S.N., Liberty University; M.S.N., F.N.P., University of Virginia. (FT-R)

Pallaria, Christina Joy; B.S., M.R.E.

Adjunct Faculty

B.S., Liberty University; M.R.E., Liberty University. (PT-R)

Palmer, Eva; B.S., M.F.A., M.A.

Associate Professor of Studio and Digital Arts

B.S., Old Dominion University; M.F.A., M.A., James Madison University. (FT-R)

Pang, Johnson; B.A., Th.M., M.Div.

Adjunct Instructor of Religion

B.A., University of California; Th.M., Southern Baptist Theological Seminary; M.Div., Master's College and Seminary. (PT-D)

Pang, Katherine; A.B.D., B.A., J.D., LL.M., Th.M., M.Div., M.Ed., M.S., M.B.A., Ph.D.

Assistant Professor of Criminal Justice

A.B.D., Dallas Theological Seminary; B.A., Clark University; J.D., University of Dayton School of Law; LL.M., Georgetown University School of Law; Th.M., Talbot School of Theology Biola University; M.Div., Talbot School of Theology Biola University; M. (FT-D)

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. (FT-R)

Pardue, Stephen T; B.A., M.A., Ph.D.

Adjunct Instructor of Religion

B.A., M.A., Ph.D., Wheaton College. (PT-D)

Paris, Susan M; B.S., M.S.

Adjunct Instructor of Business

B.S., University of Central Oklahoma; M.S., Nova Southeastern University. (PT-D)

Parke, Stephen M.; B.A., J.D., LL.M.

Associate Dean, Helms School of Government; Associate Professor of Criminal Justice

B.S., University of South Dakota; J.D., University of South Dakota School of Law; LL.M., the Judge Advocate General's School. (FT-R)

Parker, Jennifer C; B.S., D.P.T.

Assistant Professor for the College of General Studies
B.S., James Madison University; D.P.T., Duke University. (FT-D)

Parker, Karen; B.A., M.S., Ed.D.

Dean Emeritus, School of Education; Special Accreditation Liaison to the Dean; Professor of Education
B.A., Tennessee Temple University; M.S., Florida International University; Ed.D., University of Miami. (FT-R)

Parker, Leonard W; B.A., M.Ed., Ed.D.

Professor of Education
B.A., Tennessee Temple University; M.Ed., Pensacola Christian College; Ed.D., Nova University. (FT-R)

Parker, Ronald Douglas; B.B.A., M.A.C.

Adjunct Instructor of Business
B.B.A., M.A.C., Western Carolina University. (FT-D)

Parker, William Edwin; B.M., M.M.

Assistant Professor of Jazz Studies
B.M., Eastman School of Music; M.M., Manhattan School of Music. (FT-R)

Parmelee, Sheri Dean; B.A., M.B.A., Ph.D.

Adjunct Faculty
B.A., University of Maryland ColPark; M.B.A., Liberty University; Ph.D., Regent University. (PT-D)

Parrish, Richard L; B.B.A., M.B.A.

Instructor of Business
B.B.A., Saint Leo University; M.B.A., Florida State University. (PT-R)

Parson, Monica Lynn; B.S., M.Ed., Ed.D.

Associate Professor of Health Sciences
B.S., Liberty University; M.Ed., University of Virginia; Ed.D., University of Virginia. (FT-R)

Partridge, Ashley; B.S., M.S.

Instructor of Business
B.S., M.S., Liberty University. (FT-D)

Pasque, Cooper; B.A., B.S., M.A.

Adjunct Faculty
B.A., Colorado Christian University; B.S., Colorado Christian University; M.A., Liberty University. (PT-R)

Patrick, Susan; B.A., M.A., J.D.

Assistant Professor of Paralegal Studies
B.A., Marshall University; M.A., Marshall University; J.D., Liberty University School of Law. (FT-D)

Patrick, Valerie B; B.A., M.Ed.

Adjunct Instructor of Education
B.A., Berry College; M.Ed., University Of Georgia. (PT-D)

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

Associate Dean, Planning, Administration and Operations, Jerry Falwell Library
B.A., Cedarville University; M.A., Miami University; M.L.I.S., University of Oklahoma. (FT-R)

Patterson, Ruth E; B.S.N., M.S.N.

Instructor of Nursing
B.S.N., University of Windsor; M.S.N., University of Colorado Anschutz Med. (PT-R)

Pattison, Suzanne; B.M.

Adjunct Faculty
B.M., Eastman School Of Music. (PT-R)

Patton, Amy; B.S.N., M.S.N.

Adjunct Instructor of Nursing
B.S.N., M.S.N., Liberty University. (PT-D)

Paul, Heather L.; B.S.

Instructor of English
B.S., Liberty University. (FT-D)

Paulson, Dieter E; B.A., M.A., M.Div.

Adjunct Instructor of Psychology
B.A., East Carolina University; M.A., M.Div., Reformed Theological Sem. (PT-D)

Paulson, Martha; B.S., M.A.

Adjunct Instructor of College of General Studies
B.S., Mississippi College; M.A., Reformed Theological Seminary. (PT-D)

Paulus, Keith E; B.S., M.S.N.

Adjunct Instructor of Nursing
B.S., Regents College; M.S.N., Liberty University. (PT-D)

Pazos-Palma, Eduardo; B.B.S., M.A.R.

Adjunct Faculty
B.B.S., Boston Baptist College; M.A.R., Yale University. (PT-D)

Pearce, Diane M; B.S., M.A., Ph.D.

Adjunct Instructor of Psychology
B.S., Florida Bible College; M.A., Biola University; Ph.D., La Salle University. (FT-D)

Peckham, Renee Ruth; B.S., M.A., M.A.

Adjunct Instructor of College of General Studies
B.S., M.A., M.A., Liberty University. (FT-D)

Peek, Mandi J; B.S., M.S.

Instructor of Psychology
B.S., University of Florida; M.S., Georgia State University. (PT-D)

Peer, Kenneth Alan; B.A., M.S.

Adjunct Faculty
B.A., Pacific Coast Bapt Bible Col; M.S., Liberty University. (PT-R)

Peerbolte, Stacy Lynn; B.S., M.A., Ph.D.

Adjunct Instructor of Government
B.S., Campbell University; M.A., Webster University; Ph.D., Walden University. (PT-D)

Peifer, Sharon; B.S.N., M.P.A., Ed.D.

Adjunct Faculty
B.S.N., Carlow University; M.P.A., Carnegie-Mellon University; Ed.D., Nova Southeastern University. (PT-D)

Pelletier, Jonathan J; B.S., M.A.

Adjunct Instructor of Government
B.S., M.A., Liberty University. (FT-D)

Pendley, Joseph M; B.A., M.S., Th.M.

Adjunct Instructor of Religion
B.A., Oregon State University; M.S., George Washington University; Th.M., University of Wales Lampeter. (FT-D)

Peniche, Suzanne S.; B.S.W., M.Ed.

Instructor of Psychology

B.S.W., Virginia Commonwealth University; M.Ed., Lynchburg College. (FT-D)

Penn, Kendra Cook; B.S., M.A.

Instructor of Psychology

B.S., Liberty University; M.A., Liberty University. (PT-D)

Penner, I Suzanne; B.A., M.A., Ed.D.

Instructor of English; Adjunct Instructor of College of General Studies

B.A., Indiana Wesleyan University; M.A., Bridgewater State College; Ed.D., Liberty University. (FT-D)

Pensgard, David R.; B.A., M.A.

Instructor of Philosophy

B.A., Northwestern University; M.A., Liberty University. (FT-D)

Perez, Daniel; B.S., M.B.A.

Adjunct Instructor of College of General Studies

B.S., M.B.A., Liberty University. (FT-D)

Perkins, Lindsey Gail; B.A., M.A.

Adjunct Instructor of Psychology

B.A., Mary Baldwin College; M.A., Liberty University. (PT-D)

Perry, Cynthia G.; B.A., M.S.

Chair, College of General Studies; Assistant Professor of Mathematics

B.A., Malone College; M.S., University of Akron. (FT-R)

Perry, Julia K; B.S., M.S.

Instructor of College of General Studies

B.S., Sam Houston State University; M.S., University of London. (PT-R)

Perry, Tony; B.S., M.B.A., Ph.D.

Assistant Professor of Business

B.S., Bluefield College; M.B.A., American Intercontinental University; Ph.D., Walden University. (FT-D)

Peters, Catherine Ann; B.A., M.A.

Adjunct Instructor of Psychology

B.A., Lenoir Rhyne University; M.A., Liberty University. (PT-D)

Peterson, Charles; B.A., M.A.

Instructor of Spanish

B.A., South Dakota State University; M.A., University of Iowa. (FT-R)

Peterson, Denise Rae; B.A., M.B.A.

Adjunct Faculty

B.A., University of Texas Austin; M.B.A., Regis University. (PT-D)

Peterson, Douglas G.; B.S., M.R.E.

Instructor of Religion

B.S., Liberty University; M.R.E., Grand Rapids Theological Seminary. (FT-D)

Peterson, John Henry; B.S., M.A., M.R.E.

Adjunct Instructor of Religion

B.S., M.A., M.R.E., Liberty University. (FT-D)

Peterson, Michael; B.S., M.S.

Adjunct Instructor of Business

B.S., US Coast Guard Academy; M.S., University of Rhode Island. (PT-D)

Peterson, Shayonne; B.B.A., M.B.A., M.S.

Adjunct Instructor of Business

B.B.A., Columbus State University; M.B.A., M.S., Troy University Columbus. (PT-D)

Peterson, Steven David; B.S., M.A.R., M.B.A.

Instructor of Religion

B.S., M.A.R., M.B.A., Liberty University. (FT-R)

Petitfils, James M; B.A., M.A., M.A., Ph.D.

Adjunct Instructor of Religion

B.A., Biola University; M.A., Talbot Theological Seminary; M.A., Ph.D., University of California Los Angeles. (PT-D)

Pettiford, Carl; B.S., M.S., Ph.D.

Chair, Department of Engineering; Professor of Electrical Engineering

B.S., University of Hawaii, Manoa; M.S., University of Dayton; Ph.D., Northeastern University. (FT-R)

Pettit, Alison D; A.A.S., B.S., M.B.A.

Assistant Professor of Information Technology; Adjunct Instructor of Business

A.A.S., Central Virginia Community College; B.S., Averett University; M.B.A., Lynchburg College. (FT-R)

Pettus, Kimberly D; B.B.A., M.B.A.

Adjunct Instructor of Business

B.B.A., Ohio State University; M.B.A., Creighton University. (PT-D)

Pfaff, Darren John; B.B.A., M.Ed.

Adjunct Instructor of Education

B.B.A., M.Ed., Liberty University. (PT-D)

Pfaff, Karen Frances; B.S.

Adjunct Faculty

B.S., Liberty University. (PT-R)

Phillips, Andrew T; B.M., M.M.

Assistant Professor of Horn

B.M., University of North Carolina (Greensboro); M.M., University of Iowa. (PT-R)

Phillips, Christopher S.; B.A., M.F.A.

Instructor of Studio and Digital Arts

B.A., M.F.A., Pensacola Christian College. (FT-R)

Phillips, Christopher Daniel; B.S., M.A., M.A.

Adjunct Instructor of Government

B.S., M.A., M.A., Liberty University. (PT-D)

Phillips, Kelsey K; B.S., M.F.A.

Adjunct Instructor of Studio and Digital Arts

B.S., Pensacola Christian College; M.F.A., Marywood College. (FT-R)

Phillips, Kevin G; B.A., M.A.

Adjunct Instructor of Religion

B.A., Baptist Bible College; M.A., Calvary Bible College. (FT-D)

Phillips, Lisa; B.A., M.B.A., Ph.D.

Adjunct Instructor of Business

B.A., Pitzer College; M.B.A., Washington University; Ph.D., Capella University. (PT-D)

Phillips, Scott; Th.G., B.A., M.A.B.S., M.Div., Th.M., D.Min.
Department Chair, School of Religion; Associate Professor of Religion

Th.G., B.A., Baptist Bible College; M.A.B.S., M.Div., Baptist Bible Graduate School of Theology; Th.M., D.Min., Liberty Theological Seminary. (FT-R)

Philpot, Jennifer Marie; B.S., M.A.

Adjunct Instructor of Psychology

B.S., M.A., Liberty University. (PT-D)

Pickard, Jerry Vance; B.S., M.A.T., Ed.D., ATC

Professor of Health Professions

B.S., University of Texas El Paso; M.A.T., Western New Mexico University; Ed.D., Sam Houston State University. (FT-R)

Pickard, Kathy; B.S., M.Ed.

Director, Field Placement; Instructor of Education

B.S., University of Texas at Austin; M.Ed., University of Houston at University Park. (FT-D)

Pickett, Brandon Hunter; B.S.

Adjunct Instructor of Digital Media and Communication Arts

B.S., Liberty University. (PT-R)

Piedmont, Heather; B.A., M.A.

Adjunct Instructor of Government

B.A., Monmouth University; M.A., Regent University. (PT-D)

Piferi, Rachel; B.A., Ph.D.

Adjunct Instructor of Psychology

B.A., College of William and Mary; Ph.D., University of Tennessee Martin. (FT-D)

Pike, Joanna Lindsay; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., East Carolina University. (FT-D)

Pinaire, Kenneth; B.A., M.B.A., Sc.D.

Adjunct Faculty

B.A., University of Texas Dallas; M.B.A., University of Texas Dallas; Sc.D., Dakota State University. (FT-D)

Pinder, Haley Lynn; B.S., M.Ed.

Chair, School of Behavioral Sciences

B.S., M.Ed., Liberty University. (FT-R)

Pinkie, Elyse; B.B.A., M.Ed., Ed.S.

Adjunct Instructor of Center for Academic Support and Advising Services

B.B.A., Cleveland State University; M.Ed., Ed.S., Liberty University. (PT-D)

Pinkney, Mark; B.A., M.B.A.

Instructor of Business

B.A., Morehouse College; M.B.A., Benedictine University. (FT-D)

Piorowski, Chris; M.F.A.

Assistant Professor

M.F.A., Vermont College. (PT-R)

Pittman, Paul M.; B.S., M.B.A.

Instructor of Business

B.S., M.B.A., Liberty University. (FT-D)

Pitts, Dallas; B.A., M.Div., Ph.D.

Adjunct Instructor of Religion

B.A., Blue Mountain College; M.Div., Ph.D., Mid-America Baptist Theological Seminary. (PT-D)

Pitts, Linn Hans; B.S., M.S., Ed.S.

Adjunct Instructor of Government

B.S., M.S., University of South Carolina; Ed.S., Liberty University. (FT-D)

Plaza, Mark A; B.B.S., M.M., D.Min.

Adjunct Instructor of Religion

B.B.S., Kings College; M.M., Moody Bible Institute; D.Min., Golden Gate Baptist Theological Seminary. (PT-D)

Pleasants, Scott K; B.S., M.S.

Adjunct Instructor of Business

B.S., Liberty University; M.S., Northeastern University. (PT-D)

Plomaritas, Danielle R.; B.S., M.Ed., M.S.

Instructor of Biology

B.S., Liberty University; M.Ed., Lynchburg College; M.S., University of New Mexico. (FT-D)

Pockras, Nathaniel J; B.A., M.L.S., M.A.

Electronic Resources Librarian, Jerry Falwell Library

B.A., Geneva College; M.L.S., Indiana University; M.A., Indiana University. (FT-R)

Podor, Cody; B.S., M.A.R.

Adjunct Instructor of Religion

B.S., M.A.R., Liberty University. (PT-D)

Poe, Anne M; B.S., M.Ed.

Adjunct Instructor of College of General Studies

B.S., Shorter University; M.Ed., University of West Georgia. (PT-D)

Polk, Seth Nathan; B.B.A., M.Div., D.Min.

Adjunct Instructor of Religion

B.B.A., Florida Southern College; M.Div., Southeastern Baptist Theological Seminary; D.Min., Liberty University. (PT-D)

Poole, Melesa; B.S., M.S., Ph.D.

Associate Professor of Business Management Information Systems

B.S., Concord University; M.A., Ph.D., Virginia Polytechnic and State University. (FT-R)

Pope, Christopher Justin; B.B.E., M.A.

Adjunct Faculty

B.B.E., Liberty University; M.A., Liberty Baptist Theological Seminary. (PT-D)

Porter, Daniel F.; B.S., M.A.

Instructor of Religion

B.S., Liberty University; M.A., Liberty Baptist Theological Seminary. (FT-D)

Porter, Jason S; B.S., M.S., ATC

Approved Clinical Preceptor; Instructor of Health Professions; Assistant Athletic Director for Sports Medicine

B.S., Oklahoma Baptist University; M.S., Texas Tech University. (PT-R)

Porter, Jennifer Jo; B.A.S., M.Ed.

Adjunct Instructor of Psychology

B.A.S., Pennsylvania State Univ; M.Ed., Pennsylvania State Univ. (PT-D)

Porter, Justin R; B.S., B.S.

Adjunct Instructor of Government

B.S., B.S., Liberty University. (PT-D)

Porter, Michael A; B.S., M.S., M.S., M.S.

Adjunct Instructor of College of General Studies

B.S., M.S., Southeast Missouri State University; M.S., Naval Postgraduate School; M.S., Old Dominion University. (FT-D)

Potecha, Reed; M.S., FAA Comm, CFI, CFII

Adjunct Instructor of Aeronautics

M.S., Embry-Riddle Aeronautical University. (PT-D)

Potter, Paula Hughes; B.S.E.

Adjunct Faculty

B.S.E., Concord University. (PT-R)

Potts, Barbara; B.A., M.L.I.S.

Coordinator, Scholarly Communications, Jerry Falwell Library

B.A., Malone University; M.L.I.S., Kent State University. (FT-R)

Pounds, Megan S; B.A., M.A.

Adjunct Faculty

B.A., Millsaps College; M.A., University of Oregon. (PT-D)

Powell, Brian; B.A., B.A., M.A.

Instructor of English

B.A., B.A., M.A., Clemson University. (FT-D)

Powell, Debra; B.B.A., M.B.A., D.B.A.

Adjunct Faculty

B.B.A., McMurry University; M.B.A., Hardin Simmons University; D.B.A., Argosy University-Sarasota, FL. (FT-D)

Powell, Thomas A.; B.S., M.A.R., D.Min.

Assistant Professor of Religion

B.S., Virginia Commonwealth University; M.A.R., D.Min., Liberty Baptist Theological Seminary. (FT-D)

Powell-Laney, Sharon K; B.S., M.S.N., Ed.D.

Assistant Professor of Nursing

B.S., M.S.N., Indiana University of Penn; Ed.D., Walden University. (PT-D)

Prather, Tiffany M; B.S.E., M.S., Psy.D.

Adjunct Instructor of Psychology

B.S.E., Univ of Wisconsin-Whitewater; M.S., Univ of Wisconsin-Whitewater; Psy.D., Wisconsin School of Prof Psych. (PT-D)

Pratt, Cindy Suzanne; B.S., M.A.

Instructor of Psychology

B.S., Arizona State University; M.A., Regent University. (FT-D)

Pray, Andrew William; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., University of Florida; M.A., American Military University. (PT-D)

Preacher, Stephen P; B.A., M.B.A., M.S., D.B.A.

Professor

B.A., Bob Jones University; M.B.A., National University; M.S., National University; D.B.A., Alliant Int'l University. (FT-D)

Preacher, Stephen P.; B.A., M.S., M.B.A., D.B.A.

Professor of Business

B.A., Bob Jones University; M.S., M.B.A., National University; D.B.A., United States International University. (FT-R)

Presley, Lawrence A; B.S., M.S., M.A.

Assistant Professor

B.S., Wheeling Jesuit University; M.S., Univ of Pittsburgh Pittsburgh; M.A., University of Detroit. (FT-R)

Presley, Stephen; B.S., Th.M., Ph.D.

Adjunct Instructor of Religion

B.S., Baylor University; Th.M., Dallas Theological Seminary; Ph.D., University of St. Andrews. (PT-D)

Pressley, April Nicole; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., Liberty University. (PT-D)

Preusser, Daniel; B.S., M.S.Ed., ATC

Approved Clinical Preceptor

Assistant Athletic Trainer; Adjunct Instructor of Health Professions
B.S., Liberty University; M.S.Ed., Virginia Polytechnic Institute and State University. (PT-R)

Price, Christopher; B.A., M.A., D.A.

Adjunct Instructor of College of General Studies

B.A., West Virginia Inst Tech; M.A., Marshall University; D.A., University of North Dakota Grand For. (PT-D)

Price, Daniel J; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., M.S., Virginia Tech. (PT-D)

Price, J. Randall; B.A., Th.M., Ph.D.

Executive Director, Center for Judaic Studies; Professor of Jewish Studies

B.A., Texas State University; Th.M., Dallas Theological Seminary; Ph.D., University of Texas. (FT-R)

Price, Michael S; B.S., M.S., Ph.D.

Associate Professor of Biology

B.S., University of Delaware; M.S., North Carolina State Univ; Ph.D., North Carolina State Univ. (FT-R)

Prichard, Sue; M.S.N.

Adjunct Faculty

M.S.N., Walden University. (PT-D)

Pride, Jennifer S; M.A.

Adjunct Faculty

M.A., Florida State University. (FT-D)

Prior, Karen Swallow; B.A., M.A., Ph.D.

Professor of English

B.A., Daemen College; M.A., University at Buffalo SUNY; Ph.D., University at Buffalo SUNY. (FT-R)

Pritchard, Daniel Scott; B.S., M.A., M.Ed., Ed.D.

Assistant Professor of Education

B.S., Liberty University; M.A., Concordia University-Irvine; M.Ed., Ed.D., Wilmington University. (FT-R)

Protzman, Danika; B.S., TESL

Lecturer in English Language Institute

B.S., Liberty University; TESL Certificate, Seattle University. (FT-R)

Provenzola, Thomas A.; B.R.E., Th.M, Ph.D.

Professor of Philosophy and Theology

B.R.E., William Tyndale College; Th.M., Dallas Theological Seminary; Ph.D., Trinity International University. (FT-R)

Pruitt, Randall P; 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. (FT-R)

Puderbaugh, Amy; B.A., M.B.A., Ph.D.

Adjunct Instructor of Business

B.A., Western Washington University; M.B.A., Baker College Center for Graduate Studies Online; Ph.D., Capella University. (FT-D)

Puig, John Robert; B.S., M.A.

Instructor of Religion

B.S., M.A., Liberty University. (PT-R)

Purdom, Georgia; B.A., B.A., Ph.D.

Adjunct Instructor of College of General Studies

B.A., B.A., Cedarville University; Ph.D., Ohio State University. (PT-D)

Purvis, Jennifer A; B.S., M.A., M.P.A., Ph.D.

Adjunct Instructor of Government

B.S., M.P.A., Georgia College & State University; M.A., University of Georgia; Ph.D., University of North Carolina at Chapel Hill. (PT-D)

Putnam, Sandra; B.B.A., M.P.A.

Adjunct Instructor of Government

B.B.A., Georgia College & State University; M.P.A., Columbus State University. (FT-D)

Putney, Nathan; B.A., M.Ed., Ed.D.

Associate Professor of Mathematics

B.A. Southern Wesleyan University; M.Ed., Clemson University; Ed.D., University of South Florida. (FT-R)

Putney, Stephen; Th.B., Th.M., D.Min.

Assistant Director of Christian/Community Service; Associate Professor of Biblical Worldview

Th.B., Piedmont Bible College; Th.M., Grace Theological Seminary; D.Min., Trinity Evangelical Divinity School; graduate studies, Jerusalem University College. (FT-R)

Putulowski, Joe R; B.S., M.B.A.

Instructor

B.S., California State University; M.B.A., California Baptist University. (PT-D)

Pyle, John F.; B.Th., B.S., J.D.

Assistant Professor of Criminal Justice

B.Th., Life Bible College East; B.S., Liberty University; J.D., Wake Forest University. (FT-D)

Qualls, Joy E; B.A., M.A., Ph.D.

Adjunct Instructor of College of General Studies

B.A., Vanguard University; M.A., Ph.D., Regent University. (FT-D)

Quatro, Scott A; B.A., M.B.A., Ph.D.

Instructor of Business

B.A., Pepperdine University; M.B.A., College of William and Mary; Ph.D., Iowa State University. (PT-R)

Quinn, Benjamin; B.A., Th.M., M.Div.

Adjunct Instructor of Religion

B.A., Union University; Th.M., M.Div., Southeastern Theological Seminary. (PT-D)

Quinn, Edwin; B.A., M.S., D.B.A.

Adjunct Faculty

B.A., University of Mississippi; M.S., Mississippi College; D.B.A., Argosy University-Atlanta. (FT-D)

Quintana, Brenda; B.A., M.S., Psy.D.

Instructor

B.A., Univ Puerto Rico Rio Piedras; M.S., Ponce Health Sciences Univ; Psy.D., Ponce Health Sciences Univ. (PT-D)

Rabon, Jeremy; B.S., M.S.

Adjunct Instructor of Business

B.S., M.S., Kaplan University. (PT-D)

Racanelli, Margaret G; B.A., M.A.T.

Adjunct Instructor of Education

B.A., University of Mississippi; M.A.T., University of Virginia. (PT-D)

Rader, Jeremy J.; B.S., M.A.R.

Instructor of Religion

B.S., Grove City College; M.A.R., Liberty Baptist Theological Seminary. (FT-D)

Rader, Stephanie Ann; B.G.S., M.Ed.

Adjunct Instructor of Education

B.G.S., Liberty University; M.Ed., Clarion University of Pennsylvania. (PT-D)

Radtke, Jamie Leigh; B.S., M.A.

Adjunct Instructor of Government

B.S., Liberty University; M.A., College of William and Mary. (PT-D)

Raj, Catherine Theresa; B.S.N., M.S.N.

Instructor

B.S.N., Liberty University; M.S.N., Liberty University. (PT-R)

Rajkumar, Samuel H; Th.M.

Adjunct Instructor of Religion

Th.M., Dallas Theological Seminary. (PT-D)

Rakes, Jana Desaeagher; B.G.S., M.Ed.

Adjunct Instructor of Education

B.G.S., M.Ed., Liberty University. (PT-D)

Ramirez, Lauren Ashley Mitchell; B.A., M.A., Th.M., Ph.D.

Instructor of Psychology

B.A., Univ of Tennessee Knoxville; M.A., New Orleans Bapt Theo Seminary; Th.M., New Orleans Bapt Theo Seminary; Ph.D., New Orleans Bapt Theo Seminary. (FT-D)

Randlett, Douglas H.; B.A., M.Ed., D.Min.

Associate Professor of Church Ministries

B.A., Free Will Baptist Bible College; M.Ed., Lynchburg College; D.Min., Liberty Baptist Theological Seminary. (FT-R)

Randlett, Paul Harrison; B.S., M.A.

Acting Chair, Department of Music and Worship; Assistant Professor of Music and Worship

B.S., Liberty University; M.A., Liberty Baptist Theological Seminary. (FT-R)

Randolph, Gregg; B.M., M.M.

Instructor of Music

B.M., M.M., Pensacola Christian College. (PT-D)

Raner, Gregory; B.S., M.S., Ph.D.

Professor

B.S., Lemoyne College; M.S., Syracuse University; Ph.D., University of Utah. (PT-R)

Ranson, Julie J; B.S., M.S., Ph.D.

Adjunct Instructor of Business

B.S., M.S., Ph.D., Virginia Commonwealth University. (PT-D)

Raphael, Joann J; B.A., M.A., Ph.D.

Adjunct Instructor of Business

B.A., SUNY Stony Brook University; M.A., Ph.D., University of Houston - Main Campus. (PT-D)

Rasberry, Lisa Joy; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-D)

Rasberry, Rick Lane; B.A., M.Ed., M.A.R., D.Min.

Department Chair, School of Divinity; Associate Professor of Religion

B.A., Free Will Baptist Bible College; M.Ed., Hyles-Anderson College; M.A.R., D.Min., Liberty Baptist Theological Seminary. (FT-R)

Rasberry, Tamra; R.N., B.S.N., M.S.N.

Assistant Professor

B.S.N., Liberty University; M.S.N., University of Virginia. (PT-D)

Rasberry, Tamra Lynn; B.S., M.S., Ph.D.

Instructor

B.S., Liberty University; M.S., University of Virginia; Ph.D., Liberty University. (PT-D)

Ratliff, Donna Mae; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., Liberty University; M.S., University of Virginia. (PT-D)

Rausch, Dana; B.A., J.D.

Adjunct Instructor of Business

B.A., Louisiana State University Shreveport; J.D., Regent University. (PT-D)

Rautio, Leonard; B.B.A., B.S., M.S.

Adjunct Instructor of Business

B.B.A., University of Wisconsin-Madison; B.S., Liberty University; M.S., Naval Postgraduate School. (PT-D)

Rawlins, Brandi; B.S.N., , M.S.N.

Instructor of Nursing

B.S.N., M.S.N., Liberty University. (FT-D)

Rawlins, Matthew David; B.S., M.A.R.

Adjunct Instructor of Religion

B.S., M.A.R., Liberty University. (FT-D)

Rawls, Dennis E.; B.S., M.S.

Instructor of Humanities

B.S., West Texas State; M.S., Pensacola State College. (FT-D)

Rawls, Kevin Lee; B.S., M.A.R., M.B.A., Ph.D.

Associate Dean, LUO

B.S., M.A.R., M.B.A., Liberty University; Ph.D., Northcentral University. (FT-R)

Rawls, Rachel Jean; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., M.A., Liberty University. (FT-D)

Rawls, Sandra K.; B.S.Ed., M.S.

Instructor of Humanities

B.S.Ed., M.S., Pensacola Christian College. (FT-D)

Ray, Bryan; B.S.N., M.Div., D.Min.

Adjunct Instructor of Religion

B.S.N., Union University; M.Div., Southeastern Baptist Theological Seminary; D.Min., Southern Baptist Theological Seminary. (PT-D)

Reardon, Parker W; B.A., M.Div., D.Min.

Adjunct Instructor of Religion

B.A., Pensacola Christian College; M.Div., D.Min., The Master's College. (PT-D)

Reason, Casey; B.S., M.A., Ed.S., Ph.D.

Assistant Professor of Education

.S., M.A., Bowling Green State University; Ed.S., University of Toledo; Ph.D., Bowling Green State University. (PT-D)

Reaves, Kristina Elizabeth; B.A., M.A.

Adjunct Faculty

B.A., Liberty University; M.A., Liberty University. (PT-D)

Reed, Kenneth W; B.A., M.A., Ph.D.

Associate Professor of Modern Languages

B.A., Washington & Lee; M.A., Georgetown University; Ph.D., Georgetown University. (FT-R)

Reed, Wendi J; B.A., M.Ed.

Adjunct Instructor of Education

B.A., Mars Hill College; M.Ed., Kaplan University-Davenport. (PT-D)

Reffner, Michael Todd; B.A., M.A., Ed.S.

Adjunct Instructor of College of General Studies

B.A., M.A., Ed.S., Liberty University. (PT-D)

Rehberg, Carl Douglas; B.S., M.A., Ph.D.

Adjunct Instructor of Government

B.S., California State University, Los Angeles; M.A., University of South Dakota; Ph.D., University of Colorado. (PT-D)

Reich, Ashley Ann; B.S., M.A., Ed.S.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University; Ed.S., Liberty University. (PT-R)

Reichard, Walter H.; B.A., M.B.A., FAA COMM, CFI, CFII, MEI, ATP, CL-65, EMB-120, C-382

Associate Professor of Aviation

B.A., The Citadel; M.B.A., Embry Riddle Aeronautical University. (FT-R)

Reichenbach, Norman G.; B.S., M.S., Ph.D.

Professor of Biology

B.S., Ohio State University; M.S., Ohio State University; Ph.D., Ohio State University. (FT-R)

Reiter, David; B.A., M.A.R., Ph.D.

Adjunct Instructor of College of General Studies

B.A., Covenant; M.A.R., Westminster Sem California; Ph.D., University of Nebraska Lincoln. (PT-D)

Remy, Joshua; B.S., M.Div.

Adjunct Instructor of Religion

B.S., Ohio State University; M.Div., Southern Baptist Theological Seminary. (PT-D)

Reynolds, Jared; B.B.A., M.B.A.

Adjunct Instructor of Business

B.B.A., M.B.A., Hardin Simmons University. (PT-D)

Reynolds, Paul E.; B.F.A., M.I.S.

Assistant Professor of Studio and Digital Arts

B.F.A., M.I.S., Virginia Commonwealth University. (FT-R)

Rhodes, Phyllis N; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., Alcorn State University; M.B.A., Belhaven University; Ph.D., Walden University. (PT-D)

Rice, Angela; B.A., M.L.S.

Dean, Jerry Falwell Library

B.A., Longwood College; M.L.S., Syracuse University. (FT-R)

Rice, Laurie Ruthe; B.S.E., M.Ed.

Adjunct Instructor of Education

B.S.E., M.Ed., Liberty University. (PT-D)

Rice, Michael; B.A., D.Min., Ph.D., J.D.

Adjunct Instructor of Government

B.A., Bowling Green State University; D.Min., Ph.D., Trinity Theological Seminary; J.D., Ohio State University. (PT-D)

Rice, Sarah C.; B.S., M.S.

Instructor of English

B.S., Liberty University; M.S., Longwood University. (FT-D)

Rich, Lori Ann; B.S., M.Ed.

Adjunct Instructor of Education

B.S., Cameron University; M.Ed., North Carolina State University. (PT-D)

Rich, Robert Keith; A.A., B.A., M.S.

Assistant Professor of Engineering

A.A., Marion Military Institute; B.S., Liberty University; M.S., North Carolina State University. (FT-R)

Richard, Kevin; B.S., M.A., M.Div.

Adjunct Instructor of Religion

B.S., M.A., M.Div., Liberty University. (PT-D)

Richardson, Eric; A.A., B.S., M.B.A., Ph.D.

Chair, Department of Human Resources, International Business, Management, Project Management; Associate Professor of Business

A.A., Southwest Virginia Community College; B.S., University of Virginia College of Wise; M.B.A., Liberty University; Ph.D., Capella University. (FT-R)

Richardson, Nancy A.; B.S., M.S., Ph.D.

Associate Professor of Chemistry

B.S., Bob Jones University; M.S., Texas A&M University; Ph.D., University of Georgia. (FT-R)

Richardson, Steven L; B.S., M.S.

Adjunct Faculty

B.S., West Virginia University; M.S., West Virginia University. (PT-D)

Rick, Kenneth W.; M.A.

Instructor of Religion

M.A., Wheaton College. (FT-D)

Rickards, Amy Parilee; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., Liberty University; M.A., Virginia Commonwealth University. (PT-D)

Rickert, Russell; B.S., M.Ed.

Adjunct Instructor of Education

B.S. Nyack College; M.Ed. SUNY College of New Paltz. (PT-R)

Ricketts, Travis; M.A., Ph.D.

Adjunct Faculty

M.A., Kansas State University; Ph.D., Kansas State University. (PT-D)

Rickmond, Heath S.; B.S., M.Div.

Instructor of Religion

B.S., Liberty University; M.Div., Southern Baptist Theological Seminary. (FT-D)

Riedthaler-Williams, Jennifer; B.A., M.P.A., J.D.

Assistant Professor of Government and Criminal Justice

B.A., Baldwin-Wallace College; M.P.A., Cleveland State University; J.D., Case Western Reserve University. (FT-D)

Rieger, Keith E; B.B.A., M.A.

Adjunct Faculty

B.B.A., University of New Mexico; M.A., University of Alabama. (PT-D)

Rife, Charles Alan; B.A., M.A., M.Div., Ed.S., LPC, LMFT

Instructor of Psychology

B.A., Southeastern Bible College; M.A., Liberty Baptist Theological Seminary; M.Div., Grace Theological Seminary; Ed.S., Lynchburg College. (FT-D)

Rigg, Katelyn Marie; B.A., Ed.S.

Adjunct Instructor of Education

B.A., Liberty University; Ed.S., Liberty University. (PT-D)

Rinehart, Sandra R; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., M.A., CA State University Fullerton. (FT-D)

Ritchey, Brigitte Margaret; B.A., M.A., Ph.D.

Instructor

B.A., Biola University; M.A., Southwestern Baptist Theology Seminary; Ph.D., Liberty University. (PT-D)

Ritchie, Robert; B.A., M.A.

Assistant Professor of Geography and History

B.A., The Citadel; M.A., American Military University. (FT-R)

Rivera, Katherine A; B.S.N., M.S.N.

Assistant Professor of Nursing

B.S.N., SUNY College at Brockport; M.S.N., Liberty University. (PT-R)

Rivera, Theodore F; B.A., M.Div., Ph.D.

Adjunct Instructor of Religion

B.A., Harpur College of Arts and Sciences; M.Div., Ph.D., Southeastern Baptist Theological Seminary. (FT-D)

Rivera-DeJesus, Edelmarie; B.S.

Adjunct Faculty

B.S., Universidad Interamericana PR. (PT-D)

Roach, Lori A; B.A., M.A.

Instructor, Academic Success Center

B.A., Nyack College; M.A., Bowling Green State University. (FT-R)

Roark, Sandra; M.B.A.

Adjunct Instructor of Business

M.B.A., Franklin University. (PT-D)

Roberson, Tiffany S; B.A., M.S.

Adjunct Instructor of Government

B.A., University of Texas San Antonio; M.S., Troy University. (PT-D)

Roberts, Carey M; B.A., M.A., Ph.D.

Associate Dean, College of Arts and Sciences; Professor of History
B.A., Univ of Southern Mississippi; M.A., University of South Carolina; Ph.D., University of South Carolina. (FT-R)

Roberts, Clint C.; B.A., M.Div., D.Litt.

Assistant Professor of Philosophy
B.A., Oklahoma Baptist University; M.Div., Southwestern Baptist Theological Seminary; D.Litt., University of South Africa. (FT-D)

Roberts, David B; B.S., M.Div., Ed.D.

Instructor of Religion
B.S., Appalachian State University; M.Div., New Orleans Baptist Theological Seminary; Ed.D., Southeastern Baptist Theological Seminary. (PT-R)

Roberts, Jeremy Paul; B.S., M.A.R., M.Div., D.Min.

Adjunct Instructor of Religion
M.Div., Southwestern Baptist Theological Seminary; B.S., M.A.R., D.Min., Liberty University. (PT-D)

Roberts, Ken; B.A., M.B.A., Ph.D.

Adjunct Faculty
B.A., National University; M.B.A., National University; Ph.D., Walden University. (PT-D)

Roberts, Shani Charissa; B.S., M.A.

Adjunct Instructor of Psychology
B.S., Liberty National University; M.A., Liberty University. (PT-D)

Robertson, Jaime Lynne; B.A., M.Ed.

Adjunct Instructor of Education
B.A., M.Ed., Liberty University. (PT-D)

Robertson, Robert D; B.A., M.S., M.P.A.

Adjunct Faculty
B.A., Murray State University; M.S., George Washington University; M.P.A., Univ of Southern California. (PT-D)

Robertson, Robert Anthony; B.B.A., J.D.

Assistant Professor
B.B.A., Univ of Louisiana at Monroe; J.D., Regent University. (FT-R)

Robinette, Kimberly; R.N., B.S.N., M.S.N., D.N.P.

Associate Professor of Nursing
B.S.N., M.S.N., Jefferson College of Health Sciences; D.N.P., Case Western Reserve University. (FT-R)

Robinson, Christopher; B.A., M.A., Ed.S.

Instructor of English
B.A., Longwood University; M.A., Ed.S., Liberty University. (FT-D)

Robinson, David; M.B.A.

Adjunct Instructor of Business
M.B.A., Lincoln Memorial University. (PT-D)

Robinson, David C; B.A., J.D.

Adjunct Faculty
B.A., George Fox University; J.D., Liberty University Law School. (PT-D)

Robinson, Jeffrey Matthew; Th.B., M.Div.

Instructor
Th.B., The Baptist College of Florida; M.Div., Southwestern Baptist Theo Sem. (PT-D)

Robinson, Katie E; B.A., M.A., Ed.D.

Instructor of English
B.A., Longwood University; M.A., Liberty University; Ed.D., Liberty University. (FT-D)

Robles, Hilda; B.A., M.A.

Adjunct Faculty
B.A., CA State Univ Stanislaus; M.A., Chapman University. (PT-D)

Rockinson-Szapkiw, Amanda J.; B.S., M.A., Ed.D.

Chair, Doctoral Research, School of Education; Associate Professor of Education
B.S., Huntington College; M.A., Ed.D., Regent University. (FT-R)

Roden, Jeremy Chet; B.A.

Adjunct Instructor of Religion
B.A., Huntingdon College. (FT-D)

Rodriguez, Daryl F.; B.F.A., Th.M., D.Min.

Assistant Professor of Religion
B.F.A., University of Texas-San Antonio; Th.M., Dallas Theological Seminary; D.Min., Southern Evangelical Seminary. (FT-D)

Rodriguez, Silvia; M.D.

Adjunct Faculty
M.D., Universidad Central De Venezue. (PT-D)

Rogers, James Ernie; B.B.A., M.A., FAA COMM, CFI, CFII, ME, MEI, ATP, HELO, INST

Associate Dean, School of Aeronautics; Associate Professor of Aeronautics
B.S., Howard Payne University; M.A., Salva Regina University; M.A., Naval War College. (FT-R)

Rogers, MeLisa J; M.A., Ed.D.

Adjunct Instructor of Business
M.A., Pittsburg State University; Ed.D., Capella University. (FT-D)

Rogers, Rakimm Antionette; B.S., M.S., M.B.A.

Adjunct Faculty
B.S., Columbia Southern University; M.S., Columbia Southern University; M.B.A., Columbia Southern University. (PT-D)

Rolen, Laura L.; B.A., M.S., Th.M., Ed.S., Ph.D.

Instructor
B.A., Univ of Tennessee Knoxville; M.S., Radford University; Th.M., Pacific School of Theology; Ed.S., Radford University; Ph.D., VA Polytech Inst State Univ. (PT-D)

Rolf, Maria M; B.S.E., M.A.R., M.Div.

Adjunct Faculty
B.S.E., Liberty University; M.A.R., Liberty University; M.Div., Liberty University. (PT-D)

Romero, Thomas Buck; B.S., M.A.R.

Adjunct Instructor of Religion
B.S., M.A.R., Liberty University. (PT-D)

Roof, Richard A; B.S., M.A.R.

Adjunct Faculty
B.S., Southern Illinois University; M.A.R., Liberty University. (PT-D)

Rosenbaum, Brent; B.B.A., M.B.A.

Adjunct Instructor of Business
B.B.A., University Of Arizona; M.B.A., University of Nebraska Lincoln. (PT-D)

Rosewell, Ryan B.; B.S., M.A.

Instructor of Psychology

B.S., M.A., Liberty University. (FT-D)

Ross, Jillian; B.S., M.Div., Ph.D.

Professor

B.S., Maranatha Baptist University; M.Div., Central Baptist Theo Seminary; Ph.D., Trinity Int'l University. (FT-R)

Ross, Terry J.; B.S., M.Div.

Instructor of Religion

B.S., Georgia College and State University; M.Div., Liberty Baptist Theological Seminary. (FT-R)

Rost, John Charles; B.A., M.F.A.

Assistant Professor of Digital Media and Communication Arts

B.A., Kent State University; M.F.A., Regent University. (PT-R)

Roth, Lauren J.; B.A., M.A.

Instructor of English

B.A., M.A., Liberty University. (FT-D)

Roth, Robert William; B.A., M.S., Ed.S.

Adjunct Instructor of Government

B.A., Bloomsburg University; M.S., West Chester University; Ed.S., Liberty University. (FT-D)

Rumrill, Paul; B.A., M.Mus., M.A., D

Chair, Department of Music Education; Associate Professor of Music and Piano

B.A., University of Connecticut; M.Mus., University of Connecticut; M.A., Bethel University; D, Eastman School Of Music. (FT-R)

Runion, Garth; B.S.Ed., M.A., Ph.D.

Professor of Mathematics

B.S.Ed., Illinois State Univ; M.A., University of Northern Iowa; Ph.D., University of Illinois-Urbana. (FT-R)

Rush, Dean Raymond; B.A., M.P.H., M.A.

Adjunct Faculty

B.A., Depauw University; M.P.H., Golden Gate University; M.A., Liberty University. (PT-D)

Rush, Ryan Dean; B.S., M.A.R.

Adjunct Instructor of Religion

B.S., University of Mary Hardin-Baylor; M.A.R., Liberty University. (FT-D)

Rusk, Christopher J; B.S., M.A., Ed.S.

Instructor of English and Modern Language

B.S., Liberty University; M.A., Liberty University; Ed.S., Liberty University. (PT-R)

Russell, Daniel R.; B.A., M.Div., Ph.D.

Assistant Professor of Religion

B.A., Appalachian Bible College; M.Div., Ph.D., New Orleans Baptist Theological Seminary. (FT-D)

Russell, Jackie; B.S., M.A.C., J.D.

Adjunct Instructor of Business

B.S., M.A.C., Birmingham Southern College; J.D., Miles College. (FT-D)

Ryan, Krista; E.S.D., M.S.

Adjunct Instructor of Education

E.S.D., Baptist Bible College; M.S., Tennessee Temple University. (PT-D)

Ryff, Tony; B.S.E., M.A.T., Ed.S.

Adjunct Instructor of Education

B.S.E., Calvary Bible College; M.A.T., Webster University; Ed.S., Northwest Nazarene University. (PT-D)

Sadler, Ronald G; B.S.E., M.A., D.B.A.

Adjunct Instructor of Business

B.S.E., M.A., Central Michigan University; D.B.A., Baker College Center for Graduate Studies Online. (FT-D)

Saez, Megan E.; B.S., M.A., Ph.D.

Assistant Professor of Business

B.S., Lee University; M.A., Ph.D., University of Phoenix. (FT-D)

Sahhar, Fady; M.B.A.

Adjunct Instructor of Business

M.B.A., University of Tennessee Knoxville. (FT-D)

Sailer, Donathan P.; B.A., M.Div., D.Min.

Assistant Professor of Religion

B.A., Grace College; M.Div., Trinity International University; D.Min., Gordon-Conwell Theological Seminary. (FT-D)

Salerno, Chris; B.M., M.M.

Instructor of Music

B.M., Vandercook College of Music; M.M., Radford University. (PT-R)

Samms, Daniel C.; B.A., M.A.

Instructor of Religion

B.A., Grace College; M.Div., Trinity International University; D.Min., Gordon-Conwell Theological Seminary. (FT-D)

Samms, Deana T.; B.S., M.A.

Instructor of Psychology

B.S., West Virginia University; M.A., Liberty University. (FT-D)

Samson, Steven Alan; B.A., M.A., Ph.D.

Professor of Government

B.A., M.A., University of Colorado; Ph.D., University of Oregon. (FT-R)

Samuel, Kimberly L.; B.S., M.Div.

Instructor of Religion

B.S., Liberty University; M.Div., Southeastern Baptist Theological Seminary. (FT-D)

Sanchez, Cesar O; B.S., M.S., Ph.D.

Adjunct Instructor of Business

B.S., Mercy College; M.S., Pace University; Ph.D., University of Phoenix. (PT-D)

Sand, Ruby Joan; B.S., M.Ed.

Instructor

B.S., Liberty University; M.Ed., Liberty University. (PT-R)

Sanderford, Elizabeth F; B.A., M.A.

Adjunct Faculty

B.A., Elon University; M.A., Virginia Commonwealth Univ. (FT-D)

Sanders, Alana; B.A., M.B.A., Ph.D.

Adjunct Instructor of Business

B.A., Grambling State University; M.B.A., American Intercontinental University; Ph.D., Walden University. (PT-D)

Sanders, Johnny L.; B.A., J.D.

Assistant Professor of Criminal Justice

B.A., Northeast Louisiana University; J.D., Louisiana State University. (FT-D)

Sanders, Lynne; R.N., B.S.N., M.S.N., Ed.D.

Professor of Nursing

B.S.N., Liberty University; M.S.N., University of Virginia; Ed.D., University of Virginia. (FT-R)

Sanders, Michael; B.A., M.A., M.Div., D.Min.

Adjunct Instructor of Religion

B.A., Southeastern Baptist Theological Seminary; M.A., M.Div., D.Min., Liberty University. (PT-D)

Sandifer, Brian K; B.B.A., M.A.T., M.Div., Ph.D.

Adjunct Instructor of Religion

B.B.A., Bowling Green State University; M.A.T., University of South Carolina; M.Div., Ph.D., Southeastern Baptist Theological Seminary. (PT-D)

Sandlin, Judy Reed; B.S., M.Ed., Ph.D.

Instructor

B.S., Louisiana Tech University; M.Ed., Texas A&M University; Ph.D., Baylor University. (PT-D)

Sanford, Jeff; B.S., M.S.

Adjunct Instructor of Business

B.S., ITT Technical Institute; M.S., Southern Methodist University. (PT-D)

Sanko, Hanna; B.S., M.A.C.

Adjunct Instructor of Business

B.S., Kyiv Mohyla University; M.A.C., Kyiv National Economic University. (PT-D)

Sansom, Rockford A.; B.A., BFA, M.F.A., Ph.D.

Assistant Professor of English

B.A., University of West Florida; B.F.A., University of West Florida; M.F.A., University of Central Florida; Ph.D., Capella University. (FT-D)

Sargeant, Earl David; B.A., M.Div., D.Min.

Adjunct Instructor of Religion

B.A., Trent University; M.Div., D.Min., Liberty Baptist Theological Seminary. (PT-D)

Satterlee, Anita G.; B.S., M.A., Ed.D.

Associate Dean, School of Business; Associate Professor of Business

B.S., Florida Southern College; M.A. Webster University; Ed.D., Liberty University. (FT-R)

Satterlee, Brian; B.S., M.S., Ed.D., D.B.A.

Professor of Business Administration

B.S., Southwest University; M.S., Central Michigan University; Ed.D., Nova Southeastern; D.B.A., University of Sarasota. (FT-R)

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

Archivist, Jerry Falwell Library

B.S., Liberty University; M.S., University of Tennessee. (FT-R)

Sattler, Gene; B.S., M.S., Ph.D.

Professor of Biology

B.S., University of Toledo; M.S., Ohio State University; Ph.D., University of Maryland. (FT-R)

Sattler, Nancy Starks; B.S., M.A.

Instructor of English and Modern Language

B.S., Liberty University; M.A., University of Florida. (PT-R)

Sattler, Paul W.; B.S., M.S., Ph.D.

Professor of Biology

B.S., University of Toledo; M.S., Miami University; Ph.D., Texas Tech University. (FT-R)

Saunders, Grace; B.S., M.B.A.

Adjunct Instructor of Government

B.S., Coppin State University; M.B.A., University of Phoenix. (PT-D)

Saunders, Wallace S.; B.A., B.B.A., M.B.A., D.B.A.

Assistant Professor of Business

B.A., Washington Bible College; B.B.A., Northwood University; M.B.A., Liberty University; D.B.A., University of Sarasota. (FT-D)

Scalise, Brian; B.S., M.A., M.Div.

Adjunct Instructor of Religion

B.S., East Tennessee State University; M.A., M.Div., Liberty University. (PT-D)

Scarlett, Jon Tyler; B.S., M.A.R., M.Div., D.Min.

Assistant Professor of Pastoral Leadership

B.S., Liberty University; M.A.R., Liberty Baptist Theological Seminary; M.Div., D.Min., Southeastern Baptist Theological Seminary. (FT-D)

Schaefer, Thomas J; B.S., M.B.A., D

Adjunct Faculty

B.S., University of South Florida; M.B.A., Argosy University-Sarasota, FL; D, Argosy University-Sarasota, FL. (PT-D)

Schaner, Lee Ann K; B.S., M.A.

Adjunct Instructor of Psychology

B.S., Liberty University; M.A., Liberty University. (PT-D)

Scheck, Nathan; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Liberty University; M.A., University of Virginia. (FT-D)

Schellenberg, Rita; B.S., M.Ed., Ph.D.

Chair, School Counseling Program; Professor of Education

B.S., Christopher Newport University; M.Ed., College of William and Mary; Ph.D., Regent University. (FT-R)

Schlabra, Michael; B.A., M.Ed., Ed.S., Ed.D.

Assistant Professor of Teacher Education

B.A., University of Houston; M.Ed., Sam Houston State University; Ed.S., University of Georgia; Ed.D., Liberty University. (PT-D)

Schlomann, Nathanael T.; B.S., M.A.

Instructor of Religion

B.S., Liberty University; M.A., Liberty Baptist Theological Seminary. (FT-D)

Schmal, David K.; B.S., B.A.Ed., M.A., M.A.Ed., D.M.A.

Associate Professor of Commercial Music

B.S., University of Colorado; B.A.Ed., Metropolitan State College; M.A., University of Colorado (Denver); M.A.Ed., University of Colorado (Boulder); D.M.A., Boston University. (FT-R)

Schmidt, Cynthia; B.A., M.S.

Head, Communication and Customer Services, Jerry Falwell Library

B.A., M.S., Longwood University. (FT-R)

Schmidt, Mark R.; B.S., M.A., 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. (FT-R)

Schmitt, Allison Leacy; B.S.N.

Clinical Coordinator

B.S.N., Walden University. (PT-R)

Schmitt, Cinda; B.S.E., M.B.A.

Adjunct Instructor of Business

B.S.E., Longwood University; M.B.A., Lynchburg College. (PT-D)

Schneeberger, Gregory C; B.S., M.A.R., Ph.D.

Adjunct Instructor of College of General Studies

B.S., University of New Mexico; M.A.R., Reformed Theological Seminary; Ph.D., Whitefield Theological Seminary. (PT-D)

Schoffstall, Heather; B.S., M.S., Ed.D.

Senior Associate Dean for the Division of Allied Professions & Academic Operations; Associate Professor of Education

B.S., M.S., Old Dominion University; Ed.D., Argosy University. (FT-R)

Schoffstall, James E; B.S., M.S.Ed., Ed.D., C.S.C.S., H.F.S., C.I.F.T., R.C.E.P., F.A.C.S.M.

Chair, Department of Health Professions; Director, Human Performance Laboratory; Professor of Health Professions

B.S., M.S.Ed., Old Dominion University; Ed.D., Liberty University. (FT-R)

Schofield, Wade; B.S., M.S., M.S.

Adjunct Faculty

B.S., Auburn University; M.S., University of Tennessee Martin; M.S., George Mason University. (PT-R)

Schreiner, Aaron; B.S., M.S., ATC

Approved Clinical Preceptor; Senior Associate Athletic Trainer

B.S., Taylor University; M.S., University of Toledo. (FT-R)

Schroeder, Johannes; B.S., M.A., Ed.D.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty Baptist Theo Seminary; Ed.D., Liberty University. (FT-D)

Schultz, Donald Glen; B.S.E., M.Ed., Ed.D.

Instructor of Health Professions

B.S.E., Liberty University; M.Ed., Slippery Rock University; Ed.D., Univ of NC Greensboro. (PT-R)

Schultz, Hannah Lorraine; B.A., M.A.R., M.B.A., J.D.

Adjunct Instructor of History

B.A., Virginia Intrmt Coll; M.A.R., Liberty University; M.B.A., Liberty University; J.D., Liberty University Law School. (FT-D)

Schultz, Roger; B.A., M.A., Ph.D.

Dean, College of Arts and Sciences; Professor of History

B.A., Bemidji State University; M.A., Trinity Evangelical Divinity School; Ph.D., University of Arkansas. (FT-R)

Schultze, Stephan; B.S., M.Adm.

Executive Director, Cinematic Arts – Zaki Gordon Center

B.S., Appalachian State University; M.Adm., Northern Arizona University. (FT-R)

Schwartz, Stuart; B.A., M.A., M.A., Ph.D.

Professor of Digital Media and Communication Arts

B.A., University of Connecticut; M.A., Fairfield University; M.A., Liberty Baptist Theological Seminary; Ph.D., Temple University. (FT-R)

Schwartz, Erich W; B.A., M.S.

Adjunct Instructor of Business

B.A., Baylor University; M.S., University of Texas Dallas. (PT-D)

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

Research Assistance Librarian, Jerry Falwell Library

B.A., Roberts Wesleyan College; M.L.S., University of New York. (FT-R)

Schweinsberg, Laurie A; M.A.R.

Graduate Teaching Assistant, School of Religion Instruction

M.A.R., Liberty University. (PT-R)

Schweitzer, David Edwin; B.S., Ph.D.

Associate Professor of Mathematics

B.S., Liberty University; Ph.D., Lehigh University. (FT-R)

Scott, Jeffrey R.; B.S., M.Div., D.Min.

Assistant Professor of Religion

B.S., Liberty University; M.Div., Liberty Baptist Theological Seminary; D.Min., Dallas Theological Seminary. (FT-D)

Scott, Thomas Robert;

Instructor of Digital Media and Communication Arts

(PT-R)

Scott, William; B.A., M.R.E., M.Div., Ed.D.

Associate Professor of Psychology

B.A., East Texas Baptist University; M.R.E., Southwestern Baptist Theo Sem; M.Div., New Orleans Bapt Theo Seminary; Ed.D., New Orleans Bapt Theo Seminary. (FT-R)

Scott, William Philip; B, M.S., Ed.S.

Adjunct Faculty

B, American InterContinental Univ; M.S., Colorado Technical University; Ed.S., Liberty University. (PT-D)

Scruggs, Adina; M.B.A., M.B.A., D.B.A.

Adjunct Faculty

M.B.A., Bryan College; M.B.A., Univ of Tennessee Chattanooga; D.B.A., Argosy University-Sarasota, FL. (PT-D)

Seipp, Larry; B.M., M.M.

Assistant Professor of Music

B.M., Liberty University; M.M., James Madison University. (PT-R)

Seipp, Lynn; B.F.A, M.M., D.M.

Assistant Professor of Humanities

B.F.A., University of South Dakota; M.M., West Virginia University; D.M., Florida State University. (FT-D)

Seitz, Christopher M; B.S., M.P.H., D.P.H.

Assistant Professor

B.S., Lock Haven University; M.P.H., Univ of NC Greensboro; D.P.H., Univ of NC Greensboro. (FT-R)

Selby, Stephen W; B.S.E., M.A.T., Ed.D.

Adjunct Instructor of College of General Studies

B.S.E., Indiana University of Penn; M.A.T., Rowan University; Ed.D., Temple University. (FT-D)

Selitto, George L; B.S., M.A., M.S., Ph.D.

Assistant Professor of Mathematics

B.S., Iona College; M.A., SUNY University at Albany; M.S., Teacher's College-Columbia Uni; Ph.D., Teacher's College-Columbia Uni. (FT-D)

Selladurai, Raja S; M.A., Ph.D.

Adjunct Instructor of Business

M.A., Abilene Christian University; Ph.D., Texas A&M University. (FT-D)

Sellers, Jeremy Andrew; B.S., Ph.D.

Associate Professor of Biology

B.S., Campbell University; Ph.D., Wake Forest University. (PT-R)

Sette-Roach, Zara C.; B.A., M.P.S., J.D.

Assistant Professor of Business

B.A., State University of New York, Potsdam; M.P.S., State University of New York, Stony Brook; J.D., Quinnipiac University School of Law. (FT-D)

Setticasi, Jenna; B.S., M.S.

Adjunct Faculty

B.S., Nova Southeastern University; M.S., Nova Southeastern University. (PT-D)

Sexton, Jeffrey P; B.S., LL.M., J.D.

Adjunct Instructor of Government

B.S., J.D., University of Arkansas Fayetteville; LL.M., Department of the Army. (FT-D)

Shackleton, Lawrence C; B.A., M.S.

Adjunct Instructor of Business

B.A., Washington and Jefferson Col; M.S., Naval Postgraduate School. (FT-D)

Shafer, Charles Lewis; B.A., M.Ed.

Adjunct Instructor of College of General Studies

B.A., Bob Jones University; M.Ed., University of North Florida. (PT-D)

Shaneck, Mark; B.S., M.S., Ph.D.

Online Chair, Cyber Security; Associate Professor of Computational Sciences

B.S., Rutgers Univ - The StateUniver; M.S., Ph.D., University of Minnesota. (FT-R)

Sharp, Christopher R; B.S., M.S., Ph.D.

Adjunct Instructor of Government

B.S., Florida State University; M.S., Ph.D., University of Central Florida. (PT-D)

Sharp, Jason; B.A., M.S.

Adjunct Faculty

B.A., Michigan State University; M.S., Michigan State University. (PT-D)

Sharp, Ryan C; B.A., M.S.

Adjunct Instructor of Government

B.A., Cedarville University; M.S., Indiana State University. (PT-D)

Shaw, Dana D; B.A., J.D.

Adjunct Instructor of Government

B.A., J.D., University of Toledo. (PT-D)

Shaw, Jacqueline Andrea; B.A., M.S.

Instructor

B.A., Cuny Ba/Bs; M.S., CUNY City College of New York. (PT-D)

Shaw, Robert Boyd; B.A., M.Div., M.A., D.Min.

Adjunct Instructor of Psychology

B.A., Wagner College; M.Div., Christian Int'l School of Theo; M.A., Liberty University; D.Min., Ashland Theological Seminary. (PT-D)

Shearry-Sneed, Angela D; B.S., M.S.

Adjunct Instructor of Business

B.S., Tougaloo College; M.S., University of Arkansas - Little Rock. (PT-D)

Sheldon, Martin E.; B.A., M.Div., Th.M.

Department Chair, School of Religion; Assistant Professor of Religion

B.A., Free Will Baptist Bible College; M.Div., Th.M., Liberty Baptist Theological Seminary. (FT-R)

Shelton, Erin Elizabeth; B.S., M.Ed.

Adjunct Instructor of Education

B.S., M.Ed., Liberty University. (PT-D)

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. (FT-R)

Shelton, Patricia A.; B.S., M.S.

Instructor of Business

B.S., Walsh University; M.S., Liberty University. (FT-D)

Shenkle, Nina; B.S., M.Ed.

Associate Dean, College of Applied Studies and Academic Success; Assistant Professor

B.S., M.Ed., Liberty University. (FT-R)

Sheridan, Earll C.; B.A., M.Div.

Instructor of Religion

B.A., Averett University; M.Div., New Orleans Baptist Theological Seminary. (FT-D)

Shimel, Amber M.; B.S., M.S.W.

Instructor of Psychology

B.S., Pennsylvania State University; M.S.W., Barry University. (FT-D)

Shimel, Chad A; B.A., J.D.

Adjunct Instructor of Business

B.A., Pennsylvania State University; J.D., University of Miami. (PT-D)

Shimizu, Kazuyo; B.M., M.M.

Instructor of Music

B.M., Liberty University; M.M., University of Tennessee. (PT-R)

Shin, Jacinda; B.S., B.S.N., M.S.N.

Adjunct Instructor of Nursing

B.S., Emmanuel College; B.S.N., M.S.N., Liberty University. (PT-D)

Shipe, Nancy; B.S., M.A.

Adjunct Instructor of Religion

B.S., M.A., Liberty University. (PT-D)

Shiple, Sharon; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Chowan College; M.A., Southern Oregon University. (PT-D)

Sholes, Desiree Bunnell; B.S., M.A.

Adjunct Instructor of College of General Studies
B.S., Liberty University; M.A., Longwood University. (PT-D)

Shultz, Gary L.; B.A., M.A., Ph.D.

Assistant Professor of Religion
B.A., Baptist Bible College; M.A., Baptist Bible Graduate School of Theology; Ph.D., Southern Baptist Theological Seminary. (FT-D)

Siddons, James; B.M., M.M., M.Div., Th.M., Ph.D.

Instructor of Music
B.M., North Texas State University; M.M., University of London King's College; M.Div., Th.M., Duke University Divinity School; Ph.D., University of North Texas. (PT-R)

Siegel, Timothy James; B.S., M.A., M.S.L.S.

Systems Librarian, Jerry Falwell Library
B.S., M.A., Liberty University; M.S.L.S., Clarion Univ of Pennsylvania. (FT-R)

Similton, Mildred D; B.A., M.A., Ph.D.

Adjunct Instructor of Psychology
B.A., Pfeiffer University; M.A., University of NC Charlotte; Ph.D., North Carolina State University. (PT-D)

Simmons, Yolanda; B.A., M.S.

Adjunct Instructor of Business
B.A., Christopher Newport University; M.S., Troy University. (PT-D)

Simon, Kevin Wayne; B.S., M.A.

Adjunct Instructor of College of General Studies
B.S., M.A., Liberty University. (PT-D)

Simpson, Benjamin; Th.M., Ph.D.

Adjunct Instructor of Religion
Th.M., Ph.D., Dallas Theological Seminary. (PT-D)

Simpson, Paul Markus; B.A., M.A.R., M.Div., D.Min.

Adjunct Instructor of Religion
B.A., Moody Bible Institute; M.A.R., M.Div., Liberty University; D.Min., Gordon-Conwell Theological Seminary. (PT-D)

Simpson, Shelah Yvette; B.S., M.A.R., M.A., Ph.D.

Director, Online Writing Center; Assistant Professor of English
B.S., Liberty University; M.A.R., Liberty Baptist Theological Seminary; M.A., Longwood University. (FT-R)

Simpson-Alford, Mary Paula; B.S., M.B.A.

Chair, Family and Consumer Sciences; Assistant Professor of Family and Consumer Sciences
B.S., Liberty University; M.B.A., Liberty University. (FT-R)

Singor, Lauren Brook; B.S., B.S., D.D.S.

Adjunct Instructor of College of General Studies
B.S., B.S., Liberty University; D.D.S., Virginia Commonwealth University. (PT-D)

Sipantzi, Terri; B.S., M.S.

Assistant Professor of Computational Sciences
B.S., M.S., California Polytechnic University. (FT-R)

Sipple, Laura Michelle; B.S., M.A., Ed.S.

Instructor of Digital Media and Communication Arts
B.S., M.A., Ed.S., Liberty University. (PT-R)

Sisk, Shane M.; M.Div.

Instructor of Religion
M.Div., Asbury Theological Seminary. (FT-D)

Sites, Elizabeth; B.A., M.A., Ph.D.

Associate Professor of Psychology
B.A., Simmons College; M.A., Ph.D., Liberty University. (FT-R)

Skiver, David M.; B.S., M.S.

Instructor of Communication Studies
B.S., United States Air Force Academy; M.S., University of Colorado. (FT-D)

Skoumbourdis, Evangelos; B.S., B.S., M.S., M.S., Ed.D.

Professor of Physics and Mathematics
B.S., Tennessee Technological Univ; B.S., Tennessee Technological Univ; M.S., Tennessee Technological Univ; M.S., Oklahoma State Univ; Ed.D., Oklahoma State Univ. (FT-R)

Slater, Robert Glenn; B.A., M.A., M.Ed., Ph.D.

Adjunct Faculty
B.A., Texas A&M University-Commerce; M.A., Texas A&M University-Commerce; M.Ed., Texas A&M University-Commerce; Ph.D., Univ of Tennessee Knoxville. (PT-D)

Slayton, Sandra Day; B.F.A., M.A., M.F.A.

Associate Professor of Studio and Digital Arts
B.F.A., M.A., Central Michigan University; M.F.A., Radford University. (FT-R)

Slemp, Gregory Scott; B.A., M.Div., J.D.

Adjunct Instructor of Business
B.A., Southeastern University; M.Div., Liberty University; J.D., University of NC Chapel Hill. (FT-D)

Sloan, Carla; B.S., M.A.

Instructor of Communication Studies
B.S., Liberty University; M.A., Towson State University. (FT-R)

Sloan, Donald Talmon; B.S., M.A., M.Div.

Adjunct Instructor of Religion
B.S., M.A., M.Div., Liberty University. (PT-D)

Small, Rusty Norris; B.A., M.A., M.Div., Ph.D.

Adjunct Instructor of Religion
B.A., M.A., Liberty University; M.Div., Ph.D., Southeastern Baptist Theological Seminary. (PT-D)

Smallwood, Jeffrey Allen; B.A., M.A., Ed.S.

Adjunct Faculty
B.A., Louisiana Baptist University; M.A., Louisiana Baptist University; Ed.S., Liberty University. (PT-R)

Smith, A. Todd; B.S., M.F.A.

Chair, Department of Studio and Digital Arts; Professor of Studio and Digital Arts
B.S., M.F.A., Radford University. (FT-R)

Smith, Andrea M; B.S., M.S.

Instructor of Mathematics
B.S., Grove City College; M.S., Clemson University. (FT-D)

Smith, Andrew L.; B.A., M.A., Ph.D.

Assistant Professor of English
B.A., Virginia Polytechnic Institute and State University; M.A., West Chester University; Ph.D., University of Missouri. (FT-D)

Smith, Christopher J; B.A., M.A., Ph.D.

Associate Professor of History
B.A., Texas A&M University; M.A., University of Houston; Ph.D., University of Houston. (FT-R)

Smith, Danilee R; B.B.A., M.H.S.

Adjunct Instructor of Psychology

B.B.A., NM State University Las Cruces; M.H.S., Liberty University. (PT-D)

Smith, Earl; B.S., M.B.A.

Online Chair, School of Business; Assistant Professor of Business

B.S., North Carolina State; M.B.A., University of North Carolina. (FT-R)

Smith, Eric P; M.Ed.

Adjunct Instructor of Education

M.Ed., University Of Akron. (PT-D)

Smith, Ethan C; B.S., M.S., Ph.D.

Professor of Mathematics

B.S., Grove City College; M.S., Ph.D., Clemson University. (FT-R)

Smith, Gigi; B.S., M.B.A., D.B.A.

Assistant Professor of Business

B.S., M.B.A., National University; D.B.A., Colorado Technical University. (FT-D)

Smith, Gregory A.; B.A., M.L.S., M.B.A.

Director, Management Information Services, Jerry Falwell Library

B.A., Baptist Bible College; M.L.S., University of Missouri; M.B.A., Liberty University. (FT-R)

Smith, Ian Douglas; B.B.S., M.T.S., M.R.E.

Adjunct Instructor of College of General Studies

B.B.S., Liberty University; M.T.S., M.R.E., Liberty Baptist Theological Seminary. (PT-D)

Smith, Jessica; B.S.N., M.S.N.

Adjunct Instructor of Nursing

B.S.N., M.S.N., Liberty University. (PT-D)

Smith, Kevin S.; B.A., M.A.

Instructor of Philosophy

B.A., Roanoke College; M.A., Liberty University. (FT-D)

Smith, Kristi; B.S., M.B.A.

Adjunct Instructor of Business

B.S., M.B.A., Frostburg State University. (PT-D)

Smith, Laverne Young; B.A., M.Div.

Adjunct Instructor of Religion

B.A., Mercer University Atlanta; M.Div., Liberty Baptist Theological Seminary. (FT-D)

Smith, Leonard; B.A., Th.M., M.Div.

Adjunct Instructor of Religion

B.A., Samford University; Th.M., M.Div., Southern Baptist Theological Seminary. (PT-D)

Smith, Lynne; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., Moody Bible Institute; M.A., The New School. (PT-D)

Smith, Meggan; B.A., J.D.

Adjunct Instructor of Government

B.A., Furman University; J.D., Nova Southeastern University. (PT-D)

Smith, Melissa; B.S.N., M.A.

Adjunct Instructor of Psychology

B.S.N., Florida State University; M.A., Covenant Theological Seminary. (PT-D)

Smith, Michael J.; B.S., Th.M., Ph.D.

Professor of Biblical Studies

B.S., Western Michigan University; Th.M., Ph.D., Dallas Theological Seminary. (FT-R)

Smith, Michael Adger; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., M.A., Clemson University. (PT-D)

Smith, Nathaniel J.; B.S., M.B.A.

Instructor of Business

B.S., M.B.A., Liberty University. (FT-D)

Smith, Samuel James; B.A., M.A., Ed.D.

Chair, Educational Leadership; Professor of Education

B.A., Mid-America Christian University; M.A., Grace Theological Seminary; Ed.D., Oklahoma State University. (FT-R)

Smith, Samuel C.; B.A., M.A., Ph.D.

Chair, Department of History; Professor of History

B.A., Bob Jones University; M.A., Bob Jones University; Ph.D. University of South Carolina. (FT-R)

Smith, Shaun M; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-D)

Smith, Stephanie Ann; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., Grove City College; M.S., University of Texas San Antonio. (FT-D)

Smylie, Scott; B.H.S., M.S., J.D.

Assistant Professor of Business

B.H.S., M.S., J.D., University of Florida. (FT-D)

Snead, David; B.A., M.A., Ph.D.

Professor of History

B.A., VA Polytech Inst State Univ; M.A., VA Polytech Inst State Univ; Ph.D., University of Virginia. (FT-R)

Snow, Kayla; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., M.A., Liberty University. (PT-D)

Snow, Nathan Jeffery; B.S., M.A.

Adjunct Instructor of Religion

B.S., M.A., Liberty University. (FT-D)

Snyder, Troy R; B.S., M.S.

Adjunct Instructor of Psychology

B.S., Liberty University; M.S., Georgia State University. (PT-D)

Soistmann, Brian Earl; B.S., M.B.A.

Adjunct Instructor of Business

B.S., Liberty University; M.B.A., Temple University. (FT-D)

Sosa, Diane M; B.S., M.Ed.

Adjunct Faculty

B.S., Liberty University; M.Ed., Liberty University. (PT-D)

Sosin, David S; B.S., M.A.

Instructor of Psychology

B.S., University of Michigan; M.A., Michigan School of Professional Counseling. (FT-D)

Soto, Edward L.; B.A., J.D.

Assistant Professor of Government

B.A., Christopher Newport University; J.D., Regent University School of Law. (FT-D)

Sova, Harry W.; B.A., M.A., Ph.D.

Professor of Advertising, Public Relations and Journalism
B.A., University of Wisconsin; M.A., Indiana University; Ph.D., Ohio University. (FT-R)

Spahr, Peter Daniel; B.S., M.C.A., FAA Comm, CFI, CFII

Adjunct Instructor of Aeronautics
B.S., Moody Bible Institute; M.C.A., Delta State University. (PT-R)

Spangenburg, Janice; B.S., M.S., Ph.D.

Assistant Professor of Business
B.S., St. Leo University; M.S., Troy University; Ph.D., Regent University. (FT-D)

Spaulding, Maria Theresa; B.S., M.Ed.

Instructor of Education
B.S., Liberty University; M.Ed., Averett University. (FT-R)

Spear, Heather Faye; B.A., M.A.

Adjunct Instructor of College of General Studies
B.A., M.A., Liberty University. (PT-D)

Spears, Joseph C; B.A., M.Div., Ed.D.

Assistant Professor of Sport Management
B.A., Logos Christian College & Graduate Schools; M.Div., Virginia Union University; Ed.D., United States Sports Academy. (PT-D)

Spears, Karen C; B.S., M.S.

Adjunct Faculty
B.S., Northern Illinois University; M.S., Northern Illinois University. (PT-D)

Spence, Gerald R; B.A., M.A.T., Ed.S.

Adjunct Instructor of College of General Studies
B.A., M.A.T., Charleston Southern University; Ed.S., Liberty University. (PT-D)

Spencer, Bobby Jay; B.A., M.A.R., D.Min.

Adjunct Instructor of Religion
B.A., Tennessee Temple University; M.A.R., Liberty University; D.Min., Liberty Baptist Theological Seminary. (FT-D)

Spencer, Charles; B.A., M.A., Ph.D.

Adjunct Instructor of College of General Studies
B.A., M.A., Criswell College; Ph.D., University of Texas Arlington. (PT-D)

Spencer, Dwight D.; B.M., M.M.

Assistant Professor of Worship and Guitar
B.M., M.M., University of South Carolina. (FT-R)

Spenny, Clara P; B.B.A., M.S.

Adjunct Instructor of Business
B.B.A., University St Francis Colg Nurs Hlth; M.S., Indiana Wesleyan University. (FT-D)

Spina, Joel J; BACC, M.Bus.

Adjunct Faculty
BACC, Mackenzie Presbyterian Univ; M.Bus., Northwestern University. (PT-D)

Spivey, Lynette; B.A., M.A., Ph.D.

Adjunct Instructor of College of General Studies
B.A., Northern Kentucky University; M.A., Western Kentucky University; Ph.D., Newburgh Theological Seminary. (PT-D)

Spohn, John L; B.B.A., M.A., Ed.S.

Adjunct Instructor of Government
B.B.A., Olivet Nazarene University; M.A., Norwich University; Ed.S., Liberty University. (FT-D)

Spoon, Nora; B.S., M.B.A.

Adjunct Instructor of Business
B.S., Guilford College; M.B.A., Liberty University. (PT-D)

Spotts, Thomas G; B.M., M.Ed., M.Div., D.Min.

Assistant Professor
B.M., University of South Carolina; M.Ed., University of South Carolina; M.Div., Southeastern Baptist Theo Sem; D.Min., Southeastern Baptist Theo Sem. (FT-D)

Spotts, Thomas Greer; B.S., M.B.A., Ph.D.

Assistant Professor of Business
B.S., University of South Carolina; M.B.A., Webster University; Ph.D., Walden University. (FT-D)

Spradlin, Kathy; B.S., M.S., Ed.D.

Coordinator, Developmental Mathematics; Coordinator, Math Emporium; Associate Professor of Developmental Mathematics
B.S., M.S., Virginia Polytechnic Institute and State University; Ed.D., Liberty University. (FT-R)

Sprano, Timothy Edward; B.S., M.S., Ph.D.

Associate Professor of Mathematics
B.S., Liberty University; M.S., Virginia Polytechnic Institute and State University; Ph.D., University of Idaho. (FT-R)

St Peters, Megan; B.S., Ph.D.

Adjunct Instructor of Psychology
B.S., University of the Ozarks; Ph.D., Northern Illinois University. (PT-D)

Stafford, Elizabeth; B.S.E., M.S.

Adjunct Instructor of College of General Studies
B.S.E., East Texas Baptist University; M.S., Texas A&M University-Commerce. (PT-D)

Stanton, Toni; B.S., M.Ed., Ed.D.

Assistant Professor of Education
B.S., M.Ed., Ed.D., University of South Alabama. (PT-D)

Starnes, Kristi M.; B.S., M.A.

Instructor of Psychology
B.S., M.A., Liberty University. (FT-D)

Staton, Ron Jeffrey; B.A., M.A.

Instructor of Government
B.A., Bridgewater College; M.A., George Washington University. (PT-D)

Steele, Julie Anne; B.S.N., M.S.N.

Adjunct Faculty, Nursing
B.S.N., Liberty University; M.S.N., Liberty University. (PT-D)

Steenburg, Wesley; B.A., M.Div., Ph.D.

Adjunct Instructor of Religion
B.A., Calvin College; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary. (PT-D)

Stephens, Gregory D; B.R.E., M.Ed., Th.M., M.Div., D.Min.

Adjunct Instructor of Religion
B.R.E., Baptist Bible College; M.Ed., Tennessee Temple University; Th.M., Capital Bible Seminary; M.Div., Baptist Bible Col & Seminary; D.Min., Baptist Bible College & Seminary. (PT-D)

Stephens, Richard; B.S., M.S., Ed.D.*Assistant Professor of Business*

B.S., Georgia Southern State University; M.S., Northern Arizona University; Ed.D., Georgia Southern State University. (FT-D)

Sterling, Brian M.; B.A., M.Div.*Instructor of Religion*

B.A., Liberty University; M.Div., Liberty Baptist Theological Seminary. (FT-D)

Sterling, John A.; B.S., M.A., J.D.*Adjunct Instructor of Government*

B.S., Regis University; M.A., J.D., Regent University. (FT-D)

Sterrett, David S.; B.S., M.A.*Instructor of Religion*

B.S., Liberty University; M.A., Southern Evangelical Seminary. (FT-D)

Stevens, Anna Carroll; B.S., M.A.*Instructor of Psychology*

B.S., Roanoke College; M.A., Liberty University. (FT-D)

Stevens, Matthew; B.S., M.A.*Adjunct Instructor of Religion*

B.S., Toccoa Falls College; M.A., Liberty University. (PT-D)

Stevens, Phillip Harold; B.B.S., M.A.*Adjunct Instructor of Religion*

B.B.S., Liberty University; M.A., Liberty Baptist Theological Seminary. (FT-D)

Stevens, Roxanne H; B.A., B.S., M.B.A., Ph.D.*Adjunct Instructor of Business*

B.A., B.S., University of Phoenix; M.B.A., Azusa Pacific University; Ph.D., Alliant International University. (FT-D)

Steward, Gary; B.A., Th.M., M.Div.*Adjunct Instructor of Religion*

B.A., South Dakota State University; Th.M., Westminster Theological Seminary; M.Div., Southern Baptist Theological Seminary. (PT-D)

Stewart, Alexander E; B.A., M.Div., Ph.D.*Adjunct Instructor of Religion*

B.A., M.Div., Columbia International University; Ph.D., Southeastern Baptist Theological Seminary. (PT-D)

Stewart, Christine Ingrid; B.S., M.A.*Adjunct Instructor of Psychology*

B.S., Dalhousie University; M.A., Liberty University. (PT-D)

Stewart, Katie; B.A., M.A.*Adjunct Instructor of History; Adjunct Instructor of College of General Studies*

B.A., Christ College; M.A., Liberty University. (FT-D)

Stewart, Melissa Olivia; B.A., M.A., Ph.D.*Adjunct Instructor of Government*

B.A., Letourneau University; M.A., University of West Florida; Ph.D., Florida State University. (FT-D)

Stockslager, Tess Rebecca; B.A., M.A., Ph.D.*Senior Director, Center for Writing and Languages; Director, Graduate Writing Center; Assistant Professor of English*

B.A., Liberty University; M.A., Liberty University; Ph.D., Indiana University of Penn. (FT-R)

Stone, David Anthony; B.S., M.S.*Adjunct Instructor of Government*

B.S., Bluefield College; M.S., Indiana State University. (FT-D)

Stone, Josh; B.S. M.Div., Th.M.*Instructor of Religion*

B.S., Liberty University; M.Div., Liberty Baptist Theological Seminary; Th.M., Gordon-Conwell Theological Seminary. (FT-D)

Stonestreet, John B.; B.A., M.A.*Instructor of Religion*

B.A., Bryan College; M.A., Trinity Evangelical Divinity School. (FT-D)

Stout, Brian; B.S., M.A., Ph.D.*Adjunct Instructor of College of General Studies*

B.S., United States Merchant Marine Academy; M.A., Ph.D., CUNY City College of New York. (PT-D)

Stowe, Jamie; B.S., M.S.A.*Assistant Professor of Business*

B.S., M.S.A., Liberty University. (FT-R)

Stowe, Justin Barrett; B.A., M.A., M.A.*Adjunct Instructor of College of General Studies*

B.A., Averett University; M.A., Liberty Baptist Theological Seminary; M.A., Liberty University. (PT-D)

Straub, Joshua D.; B.S., M.A., Ph.D.*Assistant Professor of Psychology*

B.S., Shippensburg University; M.A., Alliance Graduate School of Counseling; Ph.D., Liberty University. (FT-D)

Straub, Robert John; B.S.E., M.Ed., M.A.*Instructor of Psychology*

B.S.E., California Univ of PA; M.Ed., George Mason University; M.A., Liberty University. (FT-D)

Strickland, Anna Ellen; M.A.*Adjunct Faculty*

M.A., Liberty University. (PT-R)

Strickland, Kenneth W; B.A.*Adjunct Faculty*

B.A., Liberty University. (PT-R)

Stringer, Rachael Ann; B.S.E., M.Ed.*Adjunct Instructor of Business*

B.S.E., Trinity Baptist College; M.Ed., University of North Florida. (PT-D)

Stroh, Michael; B.A., S.T.M., M.Div.*Adjunct Instructor of Religion*

B.A., Pensacola Christian College; S.T.M., Dallas Theological Seminary; M.Div., Pensacola Theological Seminary. (PT-D)

Strohman, John M; B.B.A., J.D.*Adjunct Instructor of Business*

B.B.A., University of Iowa; J.D., University of South Dakota. (FT-D)

Strong, David L; M.A., Ph.D.*Adjunct Instructor of Business*

M.A., Amberton University; Ph.D., Walden University. (PT-D)

Stuart, Kelly; B.S., M.A., M.B.A.*Adjunct Instructor of Business*

B.S., Michigan State University; M.A., Kettering University; M.B.A., Indiana University. (PT-D)

Stubbs, Estela; B.S., M.Ed.

Assistant Professor

B.S., M.Ed., Liberty University. (FT-R)

Stultz, Richard Scott; B.B.A., M.B.A., M.S.

Adjunct Instructor of Business

B.B.A., M.B.A., Marshall University; M.S., Liberty University. (FT-D)

Stumme, Clifford James; B.A., M.A.

Adjunct Faculty

B.A., Thomas A Edison State College; M.A., Liberty University. (PT-R)

Sturgess, Anan Li; B.A.S., M.A., M.S.

Adjunct Faculty

B.A.S., Beijing Forestry University; M.A., Duke University; M.S., Liberty University. (PT-D)

Sturgis, Ronald; B.A., M.Div., Th.M., Ph.D.

Adjunct Instructor of Psychology

B.A., University of West Florida; M.Div., New Orleans Bapt Theo Seminary; Th.M., Duke University; Ph.D., Northcentral University. (PT-D)

Su, Jennifer; Psy.D.

Adjunct Instructor of Psychology

Psy.D., Regent University. (PT-D)

Suitt, Jason C; B.S., M.Div.

Adjunct Faculty

B.S., Liberty University; M.Div., Southeastern Baptist Theo Sem. (PT-R)

Sullivan, Adam C.; B.S., M.B.A., Ph.D.

Assistant Professor of Business

B.S., M.B.A., Liberty University; Ph.D., Walden University. (FT-D)

Sullivan, Daniel John; B.S., M.A.

Instructor of Psychology

B.S., Atlantic Christian College; M.A., Liberty University. (FT-D)

Sullivan, Gene Roy; B.S., M.S., M.R.E., Ph.D., C.P.A.

Co-Chair, Department of Accounting, Finance, and Economics; Professor of Accounting

B.S., M.S., Virginia Commonwealth University; M.R.E., Liberty Baptist Theological Seminary. Ph.D., Regent University. (FT-R)

Sullivan, William; B.S., M.S.

Instructor of Business

B.S., University of Richmond; M.S., Virginia Commonwealth University. (FT-D)

Summy, Michael Scott; B.G.S., M.A.R.

Instructor of Religion

B.G.S., Liberty University; M.A.R., Liberty Baptist Theological Seminary. (PT-R)

Sumner, Ronald L.; B.A., B.F.A., M.F.A., M.A.

Professor of Studio and Digital Arts

B.A., Cedarville University; B.F.A., Indiana University; M.F.A., Miami (OH) University; M.A., University of Chicago. (FT-R)

Super, Joseph Francis; B.A., M.A., Ph.D.

Adjunct Instructor of College of General Studies

B.A., M.A., Liberty University; Ph.D., West Virginia University. (FT-D)

Super, Kevin; B.M., M.M., D.M.A.

Associate Professor of Percussion

B.M., University of Oregon; M.M., New England Conservatory; D.M.A., University of Oregon. (FT-R)

Suttles, Daniel M.; B.R.E., B.M., M.M., D.M.A.

Associate Professor of Music and Worship

B.R.E., Piedmont Bible College; B.M., M.M. University of North Carolina at Greensboro; D.M.A., Southwestern Southern Baptist Theological Seminary. (FT-R)

Sutton, Ashli Arbo S.; B.A., J.D.

Assistant Professor of Criminal Justice

B.A., Union University; J.D., Liberty University School of Law. (FT-D)

Sutton, Fern E; B.A., M.A.

Adjunct Faculty

B.A., Dallas Baptist University; M.A., Trevecca Nazarene University. (FT-D)

Swain, Matthew Stephen; B.S., M.A., Ph.D.

Adjunct Faculty

B.S., Liberty University; M.A., James Madison University; Ph.D., James Madison University. (PT-D)

Swalm, Cathy L; B.A., M.Ed.

Adjunct Instructor of Education

B.A., University of Delaware; M.Ed., Wilmington University. (PT-D)

Sweazey, Caleb; B.A., J.D.

Adjunct Faculty

B.A., University of Minnesota; J.D., Liberty University Law School. (FT-D)

Swick, Abigail J; B.S.E., M.A.

Adjunct Instructor of College of General Studies

B.S.E., M.A., University of Central Missouri. (PT-D)

Swinson, L. Timothy; B.A., M.Div., Ph.D.

Assistant Professor of Religion

B.A., University of Kansas; M.Div., Fuller Theological Seminary; Ph.D., Trinity Evangelical Divinity School. (FT-D)

Swygart, Glenn L.; B.A., M.A.T., M.A.B.S.

Assistant Professor of History

B.A., Tennessee Temple University; M.A.T., University of Tennessee at Chattanooga; M.A.B.S., Temple Baptist Seminary. (FT-D)

Szpilka, Marianne E; B.A., M.S.

Adjunct Instructor of College of General Studies

B.A., Wayne State University; M.S., Walden University. (PT-D)

Taber, Winnie P; B.S., M.Ed., Ed.S.

Instructor of Education

B.S., M.Ed., Ed.S., Liberty University. (FT-D)

Tabor, Chuck D.; B.S., Th.M.

Instructor of Religion

B.S., Ohio State University; Th.M., Dallas Theological Seminary. (FT-D)

Talafuse, Anna Marie; B.S., M.B.A., Ph.D.

Instructor

B.S., Capella University; M.B.A., Regis University; Ph.D., Northcentral University. (PT-D)

Talbert Weaver, Marsha L; B.S., M.S.

Adjunct Instructor of Business

B.S., Ohio University - Athens; M.S., Grantham University. (PT-D)

Talley, John D; B.A., M.Div., D.Min.

Adjunct Instructor of Religion

B.A., Southeastern Bible College; M.Div., Grace College and Seminary; D.Min., Dallas Theological Seminary. (PT-D)

Talley, Robert; B.R.E., M.M., M.Div.

Adjunct Instructor of Religion

B.R.E., Tennessee Temple University; M.M., M.Div., Temple Baptist Seminary. (PT-D)

Tan, Allison; B.S.W., M.S.W., Ph.D.

Adjunct Faculty

B.S.W., Taylor University Upland; M.S.W., Case Western Reserve Univ; Ph.D., Loyola University. (PT-D)

Tanner, Bethany; B.A.

Instructor of English Language Institute

B.A., Liberty University. (FT-R)

Tanner, Vera; B.A., M.A.

Instructor of Business

B.A., University of Oklahoma; M.A., University of Texas - Dallas. (FT-D)

Tapken, Jennifer; B.S., M.S., ATC

Approved Clinical Preceptor; Assistant Athletic Trainer

B.S., Liberty University; M.S., Florida State University. (FT-R)

Tate, Jonge Duane; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Southeastern Baptist Theo Sem. (PT-R)

Tate, Joshua Scott; B.S., M.B.A.

Adjunct Faculty

B.S., Liberty University; M.B.A., Liberty University. (PT-D)

Taylor, Arthur; B.A., M.S.S., M.Div., D.Min.

Adjunct Instructor of Religion

B.A., Jacksonville University; M.S.S., The US Army War College; M.Div., D.Min., Southern Baptist Theological Seminary. (PT-D)

Taylor, Brian Allen; B.A., M.Div., M.Ed., Ed.S.

Adjunct Instructor of College of General Studies

B.A., Delta State University; M.Ed., University of Southern Mississippi; M.Div., Ed.S., Liberty University. (PT-D)

Taylor, Lisa; B.S.Ed., M.A.

Instructor of Education

B.S.Ed., Delta State University; M.A., The George Washington University. (FT-D)

Taylor, Megan N; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., Northwest Missouri State University; M.S., Mississippi State University. (FT-D)

Taylor, Shelley A; B.S., M.B.A., Ph.D.

Adjunct Faculty

B.S., Jackson State University; M.B.A., Jackson State University; Ph.D., Jackson State University. (PT-D)

Taylor, Stacy N; B.S., B.S.N.

Associate Professor of Nursing

B.S., Lynchburg College; B.S.N., Lynchburg College. (FT-R)

Tchividjian, Lydia R; B.S., M.A.

Adjunct Instructor of Psychology

B.S., Stetson University; M.A., Wake Forest University. (PT-D)

Teer, Ashley Grace; B.S., M.S.

Adjunct Instructor of Sport Management

B.S., M.S., Liberty University. (PT-D)

Temple, Troy Wayne; B.S., M.A., Ph.D.

Associate Dean, Graduate Programs, School of Divinity; Professor of Theology and Family Ministries

B.S., M.A., Liberty University; Ph.D., The Southern Baptist Theological Seminary. (FT-R)

Teng, Wenyuan; B.S., M.S., Ph.D.

Assistant Professor of Business

B.S., M.S., Liberty University; Ph.D., University of Memphis. (FT-D)

Terrell, Timothy David; B.S., M.A., Ph.D.

Adjunct Instructor of Government

B.S., M.A., Clemson University; Ph.D., Auburn University. (PT-D)

Terry, Tatiana R; B.S., M.S., M.S.

Adjunct Instructor of Government

B.S., M.S., M.S., Kaplan University. (PT-D)

Tharp, Carol Ann; B.S., M.A., Ed.S.

Adjunct Instructor of Psychology

B.S., M.A., Liberty University; Ed.S., Tennessee Technological University. (PT-D)

Tharpe, Ashley Hudson; B.S., M.A., M.P.H., Ed.D.

Assistant Professor

B.S., Liberty University; M.A., Liberty University; M.P.H., Kaplan University-Online; Ed.D., Liberty University. (PT-D)

Thies, Charles Nestor; M.A.

Adjunct Instructor of Business

M.A., University of Denver. (PT-D)

Thigpen, Lora; B.S., M.G.S., M.C.M., Ph.D.

Adjunct Faculty

B.S., East Tennessee State Univ; M.G.S., Regent University; M.C.M., Southeastern Baptist Theo Sem; Ph.D., Biola University. (PT-R)

Thomas, Audrey Denise; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-R)

Thomas, Darren W; B.B.A., M.R.E., Ed.D.

Instructor of Religion

B.B.A., Georgia Southern University; M.R.E., Southwestern Baptist Theological Seminary; Ed.D., Southern Baptist Theological Seminary. (PT-R)

Thomas, Jimmy; B.S., M.A., Ed.S.

Adjunct Instructor of College of General Studies

B.S., M.A., Ed.S., Liberty University. (PT-D)

Thompson, Katie Adrienne; B.S., M.S., Ed.S., Ed.D.

Adjunct Faculty

B.S., Lagrange College; M.S., Troy University; Ed.S., Troy University; Ed.D., Liberty University. (FT-D)

Thompson, Kenneth; Pharm.D.

Associate Professor

Pharm.D., Univ of Nebraska MedicalCenter. (PT-R)

Thorburn, Colleen; B.M., M.Mus., M.A., D.M.A.

Adjunct Faculty

B.M., University of Illinois-Urbana; M.Mus., Yale University; M.A., Yale University; D.M.A., Yale University. (PT-R)

Thorburn, John; B.S., M.A., Ph.D.

Adjunct Instructor of College of General Studies

B.S., Baylor University; M.A., Texas Tech University; Ph.D., University of Colorado Boulder. (PT-D)

Thorn, Nicole D; B.A., M.A., M.A., C.I., C.T.

Coordinator, Deaf and Hard of Hearing Services; Assistant Professor of American Sign Language and Interpreting

B.A., Hartwick College; M.A., New York University; M.A., Liberty University. (FT-R)

Thornhill, Anthony Chadwick; B.S., M.A.R., M.Div., Ph.D.

Chair, Department of Theological Studies; Assistant Professor of Apologetics and Biblical Studies

B.S., Liberty University; M.A.R., M.Div., Ph.D., Liberty Baptist Theological Seminary. (FT-R)

Thornhill, Caroline J; B.S, M.A.

Instructor of Psychology

B.S, M.A., Liberty University. (FT-D)

Tims, Robert L; B.A., M.Div., Ed.D.

Adjunct Instructor of Religion

B.A., Furman University; M.Div., Samford University; Ed.D., Southern Baptist Theological Seminary. (PT-D)

Titcomb, David; B.S., M.S., D.P.T., HFS

Assistant Professor of Health Sciences

B.S., Old Dominion University; M.S., Old Dominion University; D.P.T., Univ St. Augustine Health Sci. (FT-R)

Titus, Mike G; B.S., M.Ed.

Adjunct Instructor of College of General Studies

B.S., M.Ed., Georgia State University. (PT-D)

Todd, Elizabeth; B.S.N.

Adjunct Faculty

B.S.N., Liberty University. (PT-R)

Todd, James M; B.A., M.Div., Ph.D.

Instructor of Religion

B.A., Baptist College of FL; M.Div., Ph.D., Southeastern Baptist Theological Seminary. (PT-R)

Todd, Timothy M.; B.S., M.S., J.D., C.P.A., ChFC[®]

Associate Dean for Academic Affairs; Associate Professor of Law

B.S., M.S., Liberty University; J.D., Liberty University School of Law. (FT-D)

Tolsma, Brant C; M.S., Ph.D.

Head Coach

M.S., Univ of Michigan Ann Arbor; Ph.D., Indiana University. (PT-R)

Tomassi, Peter; B.S.E., M.S.

Adjunct Instructor of Business

B.S.E., Wayland Baptist University; M.S., College for Financial Planning. (PT-D)

Tombly, Kenneth S; B.A., M.A., M.Div.

Adjunct Instructor of Religion

B.A., Palm Beach Atlantic University; M.A., Midwestern Baptist Theological; M.Div., Southwestern Baptist Theological Seminary. (PT-D)

Tomkins, Randolph Ditmars; B.A., M.S., M.A.

Assistant Professor of Mathematics

B.A., University of Virginia; M.S., Naval Post-Graduate School, M.A., Liberty Baptist Theological Seminary. (FT-R)

Torres, Carlos F; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., Nyack College; M.A., New York University. (PT-D)

Torres, Michael A; B.A., M.A., Ph.D.

Adjunct Instructor of College of General Studies

B.A., Cuny Hunter College; M.A., Ph.D., Regent University. (PT-D)

Towles, Carolyn; B.S., M.Ed.

Chair, College of General Studies; Assistant Professor of English

B.S., Liberty University; M.Ed., Lynchburg College. (FT-R)

Towles, David E.; B.A., M.A., Ed.D.

Professor of Modern Languages

B.A., Tarleton State College; M.A., California State University; Ed.D., Virginia Polytechnic Institute and State University. (FT-R)

Towles, Matthew D.; B.A., M.A., Ph.D.

Associate Professor of English

B.A., Liberty University; M.A., Longwood College; Ph.D., University of Kentucky. (FT-R)

Townsend, Brigitte Elyse; B.S., M.S., Ph.D.

Associate Professor of Biology & Chemistry

B.S., Liberty University; M.S., University Of Georgia; Ph.D., University of Illinois-Urbana. (FT-R)

Townsend, Camille Elyse; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-R)

Trammell, Mark Edward; B.S., J.D.

Adjunct Faculty

B.S., Union University; J.D., Liberty University Law School. (FT-D)

Tremba, Michael; B.A., M.A.

Adjunct Faculty

B.A., Pennsylvania State Univ; M.A., Regent University. (PT-D)

Tripp, Wayne E.; B.S., M.Ed.

Assistant Professor of Aviation

B.S., Liberty University; M.Ed., Lynchburg College. (FT-R)

Trombetta, Adelaide Muir; B.M., M.MUS.

Assistant Professor of Music, Voice; Adjunct Faculty; Director of Opera Workshop

B.M., University of Illinois-Urbana; M.MUS., Yale University. (FT-R)

Trombetta, Domenico Luca; B.M., M.M., D.M.A.

Assistant Professor of Strings

B.M., M.M., Conservatory of Music, Rome; James Madison University, D.M.A. (PT-R)

Trost, Melanie; B.S.E., M.A.

Adjunct Instructor of College of General Studies

B.S.E., Bowling Green State University; M.A., Tiffin University. (PT-D)

Trowbridge, Andrew David; B.S.

Adjunct Instructor of College of General Studies

B.S., Liberty University. (PT-D)

Trowbridge, Jalie Ruth; B.S.E., M.Ed.

Adjunct Instructor of College of General Studies

B.S.E., M.Ed., Liberty University. (PT-D)

Trueblood, Benjamin Robert; B.S., M.Div.

Adjunct Instructor of Religion

B.S., University of Alabama Birmingham; M.Div., Liberty University. (PT-D)

Tucker, Robert; B.S., M.S., Ph.D.

Associate Professor of Computer Science

B.S., M.S., Mississippi State University; Ph.D., George Mason University. (FT-R)

Turchin, Sean A.; B.S., M.A., M.A.R., M.Div., Ph.D.

Assistant Professor of Philosophy

B.S., M.A., Liberty University; M.A.R., M.Div., Liberty Baptist Theological Seminary; Ph.D., University of Edinburgh (UK). (FT-D)

Turner, James Timothy; B.S., M.A., Th.M.

Adjunct Instructor of College of General Studies

B.S., M.A., Liberty University; Th.M., Erskine College. (PT-D)

Turner, Lavonne N; B.S., M.A.

Adjunct Instructor of Business

B.S., Park University; M.A., Webster University. (PT-D)

Turner, Tracey; R.N., B.S.N., M.S.N., RNC-OB

Chair, Residential BSN Program; Assistant Professor of Nursing

B.S.N., M.S.N., University of Virginia. (FT-R)

Turpin, Preston Adam; B.B.S., M.R.E.

Adjunct Instructor of Religion

B.B.S., M.R.E., Liberty University. (FT-D)

Tuttle, Leland Wayne; B.B.S., M.A.R., M.Div.

Adjunct Instructor of Religion

B.B.S., M.A.R., M.Div., Liberty University. (FT-D)

Tweedy, Jean M.; B.A., M.Ed., Ed.S.

Assistant Professor

B.A., Virginia Polytechnic Institute and State University; M.Ed., Lynchburg College; Ed.S., Liberty University. (FT-R)

Tyson, Ariel C.; B.S., M.A.

Instructor of Psychology

B.S., M.A., Liberty University. (FT-D)

Ugron, Sabrina Price; B.B.A., M.B.A.

Adjunct Instructor of Business

B.B.A., Averett University; M.B.A., Liberty University. (PT-D)

Ulrich, Jennifer B; B.A., M.A.

Adjunct Faculty

B.A., Clearwater Christian College; M.A., Liberty University. (PT-D)

Underation, Chris; B.A., M.A.R., M.A., Ph.D.

Associate Professor

B.A., University of Mount Union; M.A.R., Gordon-Conwell Theological Sem; M.A., Kent State University; Ph.D., Regent University. (PT-R)

Underwood, Stephen A.; B.S., M.S.

Instructor of Physical Science

B.S., M.S., Radford University. (FT-D)

Ursulescu, Delia; B.B.E., M.A., Th.M.

Adjunct Instructor of College of General Studies

M.A., Liberty University; B.B.E., Th.M., National Bible College. (PT-D)

Vaden, Christopher Rae; B.S., M.B.A.

Adjunct Instructor of Business

B.S., M.B.A., Liberty University. (PT-D)

Vaden, Luci; B.A., M.A., M.A.

Adjunct Instructor of College of General Studies

B.A., M.A., University of Tennessee Knoxville; M.A., University of South Carolina. (PT-D)

Vadnal, John; B.S., M.S., Ph.D.

Professor of Engineering

B.S., University of Florida; M.S., Ph.D., University of Iowa. (FT-R)

Vahala, Anthony; B.S., Th.M., M.Div.

Adjunct Instructor of Religion

B.S., Barton College; Th.M., M.Div., Southeastern Baptist Theological Seminary. (PT-D)

Valle, Lauren Emily; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., M.A., Liberty University. (PT-D)

Valle, Nathaniel Ross; B.A., M.A.

Adjunct Instructor of College of General Studies

B.A., M.A., Liberty University. (FT-D)

Van Engen, Robert; B.S., M.A., Ph.D.

Assistant Director of Christian/Community Service; Associate Professor of Biblical Worldview

B.S., Liberty University; M.A., Grand Rapids Theological Seminary-Cornerstone University; Ph.D., Regent University. (FT-R)

Van Gorp, Honor Leigh; B.S.N., M.S.N.

Adjunct Instructor of Nursing

B.S.N., M.S.N., Liberty University. (PT-D)

Van Voorhis, Timothy; B.A., B.S., M.S., Ph.D.

Associate Chair, Department of Mathematics; Associate Professor of Mathematics

B.A., Covenant College; B.S., M.S., Ph.D., Georgia Tech. (FT-R)

Vandegriff, Stephen R.; B.S., M.A., Ed.D., D.Min.

Professor of Youth Ministries; Adjunct Instructor of Religion

B.S., M.A., Ed.D., D.Min., Liberty University. (FT-R)

Vander Wiele, Matthew Alan; B.A., M.A.R.

Adjunct Instructor of Religion

B.A., Liberty University; M.A.R., Liberty Baptist Theological Seminary. (PT-D)

VanEaton, Hien L; B.S., M.Ed.

Assistant Professor of Developmental Mathematics
B.S., Liberty University; M.Ed., Lynchburg College. (FT-R)

VanHeemst, David; B.A., M.A., Ph.D.

Assistant Professor of Government
B.A., Dordt College; M.A., The American University; M.A., Olivet Nazarene University; M.A., Olivet Nazarene University; Ph.D., The University of Virginia. (FT-D)

Vann, Cathy P; B.S., M.S., Ed.S., Ed.D.

Adjunct Instructor of Business
B.S., Shorter University; M.S., Regis University; Ed.S., Ed.D., Nova Southeastern University. (FT-D)

Vannelli, Jill; B.S., M.S., Ph.D.

Adjunct Instructor of College of General Studies
B.S., University of Wisconsin - Eau Claire; M.S., Ph.D., University of Minnesota. (PT-D)

Varland, James D; B.S., M.A.

Instructor of Psychology
B.S., Minnesota State University; M.A., Trinity International University. (FT-D)

Vasioutovitch, Pavel V; B.S., M.B.A.

Associate Dean, Technologies and Collection Services, Jerry Fahwell Library
B.S., M.B.A., Liberty University. (FT-R)

Veelman, William H; B.A., M.Ed.

Adjunct Instructor of Education
B.A., Cedarville University; M.Ed., Wright State University-Dayton. (PT-D)

Vena, Christopher J.; B.A., M.A., Ph.D.

Assistant Professor of Philosophy
B.A., Toccoa Falls College; M.A., Bethel Theological Seminary; Ph.D., Marquette University. (FT-D)

Venturo, Linda; B.S., M.P.A.

Instructor of Criminal Justice
B.S., M.P.A., Western Carolina University. (FT-D)

Vess, June; B.A., M.A.

Coordinator of Psychology, Liberty University Online; Assistant Professor of Psychology
B.A., Belhaven College; M.A., Liberty University. (FT-R)

Vidu, Adriana; LL.M., J.D.

Adjunct Instructor of Business
LL.M., University of Nottingham; J.D., Gheorghe Cristea University. (PT-D)

Vince, Bethany; B.S.W., M.S.W.

Adjunct Faculty
B.S.W., Cedarville University; M.S.W., Case Western Reserve Univ. (PT-D)

Vinersar, Daniel; B.M., M.A.R., M.R.E., M.Div.

Adjunct Instructor of Religion
B.M., M.A.R., M.R.E., M.Div., Liberty University. (FT-D)

Vinersar, Erin Lynn; B.S., M.A.

Instructor
B.S., Liberty University; M.A., Liberty University. (PT-R)

Voelker, Kathryn; B.M., M.A., D.A.

Assistant Professor of Music Education
B.M., Bethel University; M.A., Eastman School of Music-University of Rochester. D.A., University of Northern Colorado. (FT-R)

Vrancila, Alin; M.A.

Adjunct Faculty
M.A., Union University. (FT-D)

Waddell, William; B.S., M.A., M.A.

Assistant Professor
B.S., Wisconsin State University; M.A., Naval War College; M.A., Salve Regina University. (FT-R)

Wade, Christina; B.A.

Director, English Language Institute; Instructor, English Language Institute
B.A., Liberty University. (FT-R)

Wade, Seth Adam; M.B.A.

Adjunct Faculty
M.B.A., Liberty University. (PT-D)

Waggoner, Brandon Paul; B.A.S., M.A.

Aviation Maintenance Instructor
B.A.S., Liberty University; M.A., Liberty University. (FT-R)

Wagner, James D; B.S., M.B.A.

Adjunct Instructor of Business
B.S., Liberty University; M.B.A., Lynchburg College. (PT-D)

Waldron, Laura J; B.S., M.D.

Adjunct Instructor of College of General Studies
B.S., Fordham University; M.D., University of Maryland. (FT-D)

Wales, Jon D; B.S.E., M.Ed., M.A., M.F.A.

Assistant Professor
B.S.E., Univ of Mary Hardin Baylor; M.Ed., Baylor University; M.A., Regent University; M.F.A., Queens University of Charlotte. (FT-R)

Wales, Lorene M; B.A., M.A., Ph.D.

Assistant Professor
B.A., Pennsylvania State Univ; M.A., Regent University; Ph.D., Regent University. (FT-R)

Walker, Harold Gray; B.S., M.A.R., M.Div.

Online Chair, Helms School of Government Instruction; Assistant Professor
B.S., Liberty University; M.A.R., Liberty University; M.Div., Liberty University. (FT-D)

Walker, Jill Nicole; B.S., M.A.

Adjunct Instructor of Religion
B.S., Liberty University; M.A., Liberty Baptist Theological Seminary. (FT-D)

Walker, Kendall L.; B.S., M.A.R., Th.M., M.A.

Instructor of Religion
B.S., Philadelphia College of Bible; M.A.R., Liberty Baptist Theological Seminary; Th.M., Dallas Theological Seminary; M.A., Southwestern Baptist Theological Seminary. (FT-D)

Walker, Lauren Ashley; B.S.N., M.S.N., M.S.

Adjunct Faculty
B.S.N., Liberty University; M.S.N., Liberty University; M.S., Virginia Commonwealth Univ. (PT-D)

Walker, Paul W; B.S., M.A., M.A.

Adjunct Instructor of Religion

B.S., Midwestern State University; M.A., M.A., Dallas Theological Seminary. (PT-D)

Wallace, Byron K; B.A.S., M.I.T., D.Mgt.

Adjunct Instructor of Business

B.A.S., Grambling State University; M.I.T., D.Mgt., University of Phoenix. (PT-D)

Wallace, David R; B.B.A., M.A., M.Div., Ph.D.

Adjunct Instructor of Religion

B.B.A., Evangel University; M.A., Regent University; M.Div., Ph.D., Southwestern Baptist Theological Seminary. (PT-D)

Wallace, Julie; M.A.C., Ed.D.

Adjunct Instructor of Business

M.A.C., Strayer University Loudoun Cam; Ed.D., Liberty University. (PT-D)

Wallace, Tyler; B.A., B.S., M.A.T., M.A.

Adjunct Faculty

B.A., George Fox University; B.S., George Fox University; M.A.T., George Fox University; M.A., University of Houston-Victoria. (PT-D)

Walter, Jenny M.; B.S., M.A.T.

Instructor of English

B.S., M.A.T., Liberty University. (FT-D)

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

Acquisitions Librarian, Jerry Falwell Library

B.S., Liberty University, M.S.L.S., Clarion University. (FT-R)

Waltman, Joshua Custer; B.A., M.A., M.Div.

Adjunct Faculty

B.A., Liberty University; M.A., Liberty University; M.Div., Liberty University. (PT-R)

Walton, Andrew J; B.S., M.A.

Director of Safety/Flight Instruction

B.S., Piedmont International Unvers; M.A., Liberty University. (PT-R)

Walz, James; B.M., M.B.A.

Assistant Professor of Cinematic Arts

B.M., Liberty University; M.B.A., Liberty University. (FT-R)

Wang, Feng; B.E., M.Sc., Ph.D.

Associate Professor of Engineering

B.E., Zhejiang University; M.Sc., Yan Shan University; Ph.D., University of Massachusetts - Amherst. (FT-R)

Wang, Zhongxiao (David); B.S., M.E., M.S., Ph.D.

Associate Professor of Mathematics

B.S., Jiangxi University; M.E., Huazhong University of Science and Technology; M.S., Ph.D., Southern Methodist University. (FT-R)

Ward, Harold C; B.A., Th.M., M.Div.

Adjunct Instructor of Religion

B.A., University of Tennessee Knoxville; Th.M., M.Div., Southern Baptist Theological Seminary. (PT-D)

Ware, Robert; B.M., M.Mus., M.Mus.

Assistant Professor

B.M., Mars Hill University; M.Mus., Appalachian State University; M.Mus., Indiana University. (FT-R)

Wargo, Keith; C.P.A., B.S., M.B.A., Ed.S.

Instructor of Accountig

B.S., University of Delaware; M.B.A., Temple University; Ed.S., Liberty University. (FT-D)

Warren, Ester; B.S., M.Ed., Ed.S.

Dean, College of General Studies; Assistant Professor of Psychology

B.S., M.Ed., Ed.S., Ed.D. Liberty University. (FT-R)

Warren, Jennifer Lee; B.A., M.S.

Instructor of Business

B.A., Texas Woman's University; M.S., Liberty University. (FT-D)

Warren, Kenneth Gene; M.A.R., M.Div., M.R.E.

Adjunct Instructor of Psychology

M.A.R., M.Div., M.R.E., Liberty University. (FT-D)

Washburn, Donna J; B.S.N., M.S.N.

Instructor of Nursing

B.S.N., M.S.N., Liberty University. (FT-D)

Washburn, Jonathan Jay; B.S., M.S.A.

Assistant Professor

B.S., Liberty University; M.S.A., Embry-Riddle Aeronautical Univ. (PT-R)

Washer, Terri; B.B.A., M.A., M.Ed.

Adjunct Instructor of College of General Studies

B.B.A., Augusta State University; M.A., Middlebury College; M.Ed., University Of Georgia. (FT-D)

Watson, Daniel Wade; B.S., M.A.

Adjunct Instructor of College of General Studies

B.S., Mississippi College; M.A., Wake Forest University. (PT-D)

Watson, Rebecca; B.M., D.M.A.

Assistant Professor

B.M., University of Minnesota; D.M.A., University Of Arizona. (FT-R)

Waugh, Phillip Harvey; M.Div.

Adjunct Instructor of Psychology

M.Div., Southeastern Baptist Theological Seminary. (PT-D)

Wawrejko, Diane J; B.A., M.A., Ph.D.

Adjunct Instructor of College of General Studies

B.A., Mercyhurst College; M.A., Arizona State University; Ph.D., University of Surrey. (PT-D)

Weathers, Robert; B.S., M.Div., Ph.D.

Assistant Professor of Philosophy

B.S., Wingate College; M.Div., Ph.D., Southwestern Baptist Theological Seminary. (FT-D)

Weaver, Paul D; B.A., Th.M.

Adjunct Instructor of Religion

B.A., Appalachian Bible College; Th.M., Dallas Theological Seminary. (PT-D)

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

Collection Management Librarian, Jerry Falwell Library

B.A., Lebanon Valley College, M.L.S., North Carolina Central University. (FT-R)

Weaver, Tory Lin; B.S., M.B.A., Ph.D.

Adjunct Instructor of Government

B.S., Fairmont State University; M.B.A., West Virginia University; Ph.D., North Carolina State University. (PT-D)

Webb, Patrick; B.S., M.A., Ph.D.

Adjunct Faculty

B.S., Lamar University; M.A., Prairie View A M U; Ph.D., Prairie View A M U. (PT-D)

Webb, Ronald L; B.A., Th.M.

Adjunct Instructor of Religion

B.A., Liberty University; Th.M., Dallas Theological Seminary. (PT-D)

Weber, Ronda L; Ph.D., Ph.D.

Adjunct Instructor of Psychology

Ph.D., Florida State University; Ph.D., Union Institute & University. (PT-D)

Weeks, Sonia C; B.Sc., M.S., Ph.D.

Assistant Professor of Physical Science and Creation Studies

B.Sc., College of New Rochelle; M.S., Ph.D., North Carolina State University. (FT-D)

Weems, Reginald; B.R.E., M.A., M.Div.

Instructor of Religion

B.R.E., Graham Bible College, M.A., M.Div., Liberty University. (FT-R)

Weider, Lew; B.S., M.A., Ed.D.

Director of Christian/Community Service; Professor of Biblical Worldview

B.S., M.A., Liberty University; Ed.D., Argosy University. (FT-R)

Weiss, Marc Philip; B.S., M.S.

Adjunct Instructor of Government

B.S., M.S., Mountain State University. (PT-D)

Weiss, Stephanie; B.S., M.S.

Adjunct Instructor of Business

B.S., Mountain State University; M.S., Strayer University. (PT-D)

Welfel, Sherrie M; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., Texas A&M University; M.S., University of Texas San Antonio. (FT-D)

Weller, Windle S; B.S., M.A.

Instructor of Psychology

B.S., M.A., Liberty University. (PT-D)

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

Professor of Music

B.A., Lenoir Rhyne College; M.M., D.M., Florida State University. (FT-R)

Wentlandt, Shawna; B.A., M.A., Ph.D.

Adjunct Instructor of Business

B.A., Washington State University; M.A., Wayland Baptist University; Ph.D., Walden University. (FT-D)

Wesley, Sarita; B.S.W., M.B.A., M.B.A., M.S.W., Ph.D.

Adjunct Instructor of Business

B.S.W., Southeast Missouri State University; M.B.A., M.B.A., University of Phoenix; M.S.W., University of Houston - Main Campus; Ph.D., Capella University. (PT-D)

West, Courtney Suzanne; B.S.N., M.S.N.

Adjunct Instructor of Nursing

B.S.N., Liberty University; M.S.N., Vanderbilt University. (PT-D)

West, Richard Lee; B.S., J.D.

Adjunct Instructor of Business

B.S., Liberty University; J.D., Regent University. (FT-D)

Westfall, Jerry; B.S., M.A., Ph.D.

Chair, Department of Computational Sciences; Professor of Computational Sciences

B.S., Wayland Baptist University; M.A., Webster University; Ph.D., Touro University International. (FT-R)

Whaley, Vernon; B.A., M.A., M.C.M., D. Min., Ph.D.

Dean, School of Music; Professor of Music and Worship

B.A., Welch College; M.A., Middle Tennessee State University; M.C.M., D.Min., Luther Rice Seminary; Ph.D., University of Oklahoma. (FT-R)

Wheeler, Bert G; Ph.D.

Adjunct Instructor of Business

Ph.D., University of Tennessee Knoxville. (FT-D)

Wheeler, David A.; B.S., M.Div., Ph.D.

Director, Center for Ministry Training; Professor of Evangelism and Student Ministries

B.S., Tennessee Tech University; M.Div., Ph.D., Southwestern Baptist Theological Seminary. (FT-R)

Whitaker, Brittany Nicole; B.S., M.Ed.

Adjunct Instructor of Education

B.S., M.Ed., Liberty University. (PT-D)

White, Albert Nathanael; B.S., M.Div.

Instructor of Religion

B.S., Liberty University, M.Div., Southeastern Baptist Theological Seminary. (FT-D)

White, Benjamin Michael; B.A.S., M.S.A

Adjunct Faculty

B.A.S., Florida Institute of Tech; M.S.A., Florida Institute of Tech. (PT-D)

White, David Jonathan; B.A., M.A., M.A., M.A.

Instructor of History

B.A., George Washington University; M.A., Army Command and Gen Staff; M.A., King's College; M.A., University of Alabama. (PT-R)

White, Walter; B.A., Th.M.

Adjunct Instructor of Religion

B.A., University of Illinois-Chicago; Th.M., Dallas Theological Seminary. (PT-D)

White, William; B.S., M.A., Ph.D.

Assistant Professor of Business

B.S., M.A., Ball State University; Ph.D., Walden University. (FT-R)

Whitehurst, Frank; B.S., M.S., M.B.A., Ph.D.

Assistant Professor of Criminal Justice

B.S., Bluefield College; M.S., Virginia Commonwealth University; M.B.A., Northcentral University; Ph.D., Northcentral University. (FT-D)

Whitehurst, Jason Ray; B.S., M.A.R., M.Div., D.Min.

Adjunct Instructor of Religion

B.S., Liberty University; M.A.R., M.Div., D.Min., Liberty Baptist Theological Seminary. (PT-D)

Whitley, Deborah; B.S.N., M.S.N.

Adjunct Faculty

B.S.N., Liberty University; M.S.N., Liberty University. (PT-D)

Whittington, Michael; B.M., M.A., M.Div., D.Min.

Assistant Professor of Practical Studies

B.S., Oklahoma Christian University; M.A., M.Div., Abilene Christian University; D.Min., Saint Paul School of Theology. (PT-R)

Whittle, Leigh A; B.A., M.A., M.Ed.

Adjunct Instructor of College of General Studies

B.A., Elon University; M.A., East Carolina University; M.Ed., North Carolina State University. (FT-D)

Whittle, Mary; B.S., M.P.H.S., M.S.

Assistant Professor of Biology

B.S., Vanderbilt University; M.P.H.S., University of North Carolina; M.S., Creighton University. (FT-R)

Whyte, Mark K.; B.S., M.A.

Instructor of Religion

B.S., Emporia State University; M.A., Dallas Theological Seminary. (FT-D)

Wicks, Carolyn; B.A., M.S., Ed.D., Ed.D.

Adjunct Instructor of Education

B.A., Washington Baptist Teachers Col; M.S., Pensacola Christian College; Ed.D., Pensacola Christian College; Ed.D., Liberty University. (PT-D)

Wicks, James; B.A., M.S., Ed.D., Ed.S.

Adjunct Instructor of Education

B.A., Washington Baptist Teachers Col; M.S., Pensacola Christian College; Ed.D., Pensacola Christian College; Ed.S., Liberty University. (PT-D)

Wicks, Marshall W.; B.A., Th.M., Ph.D.

Instructor of Religion

B.A., Tennessee Temple University; Th.M., Grace Theological Seminary; Ph.D., Baptist Bible College & Seminary. (FT-D)

Widgeon, Angela M; B.A., M.A., Ph.D.

Adjunct Faculty

B.A., Univ of Alabama Birmingham; M.A., University of West Florida; Ph.D., University of Alabama. (FT-D)

Wiedman, Erik A.; B.S., M.A.

Instructor of Psychology

B.S., Messiah College; M.A., Geneva College. (FT-D)

Wiegand, Joseph Michael; B.A., M.A., J.D., LL.M.

Adjunct Assistant Professor of Law

B.A., Michigan State University; M.A., Regent University School of Government; J.D., Regent University School of Law; LL.M., University of London, King's College. (FT-R)

Wielhouwer, Peter; B.S., M.A., Ph.D.

Adjunct Instructor of Government

B.S., Heidelberg University; M.A., Ph.D., University of Georgia. (PT-D)

Wiewel, Pamela; B.S., M.B.A., Ph.D.

Adjunct Instructor of Business

B.S., Washington University; M.B.A., Quincy University; Ph.D., Saint Louis University. (PT-D)

Wiggins, Don K; B.S., M.S.

Adjunct Instructor of Business

B.S., M.S., Liberty University. (FT-D)

Wilkins, Matthew R; B.S., M.A.R.

Adjunct Instructor of Religion

B.S., M.A.R., Liberty University. (FT-D)

Wilkinson, Daniel Kalib; B.S., M.A., M.A., M.Div.

Adjunct Instructor of Psychology

B.S., University of New Mexico; M.A., M.A., M.Div., Liberty University. (PT-D)

Wilkinson, Maria E; B.A., M.A.

Adjunct Instructor of Psychology

B.A., M.A., New Orleans Baptist Theological Seminary. (PT-D)

Willard, Nancy E; B.S., M.Ed., Ed.S., Ed.D.

Adjunct Instructor of Education

B.S., Georgia State University; M.Ed., Georgia State University; Ed.S., Georgia State University; Ed.D., Argosy University-Sarasota, FL. (PT-D)

Williams, Charles; B.S., M.Div., Ed.D.

Adjunct Instructor of Religion

B.S., The Citadel; M.Div., Southern Baptist Theological Seminary; Ed.D., Walden University. (PT-D)

Williams, Dustin; B.S., M.B.A.

Adjunct Instructor of College of General Studies

B.S., M.B.A., Liberty University. (FT-D)

Williams, Jonathan Dwayne; B.S., S.T.M., M.A.R., M.Div.

Adjunct Instructor of Religion

B.S., Liberty University; S.T.M., M.A.R., M.Div., Liberty Baptist Theological Seminary. (PT-D)

Williams, Kelly; B.S., M.S., M.B.A.

Adjunct Faculty

B.S., Michigan State University; M.S., Kettering Univ.; M.B.A., Indiana University. (FT-D)

Williams, Michael D; Th.M., M.Div.

Adjunct Instructor of Religion

Th.M., M.Div., Southern Baptist Theological Seminary. (PT-D)

Williams, Mike Timothy; M.B.A., D.S.L.

Instructor

M.B.A., Colorado State University; D.S.L., Regent University. (PT-D)

Williams, Omari N; B.S., M.S.

Adjunct Faculty

B.S., Bethune-Cookman University; M.S., Webster University. (PT-D)

Williams, Phillip; B.S., M.A.C.E., M.A.

Instructor of Psychology

B.S., Clemson University; M.A.C.E., Dallas Theological Seminary; M.A., Liberty University. (PT-D)

Williams, Shalie Irene; B.S., M.A.

Adjunct Faculty

B.S., Liberty University; M.A., Liberty University. (PT-D)

Williams, Thomas; B.S., M.S.

Adjunct Instructor of College of General Studies

B.S., Pennsylvania State University; M.S., University Of Scranton. (FT-D)

Williams, Timothy Lee; B.S., M.S., Ph.D.

Instructor of Psychology

B.S., Liberty University; M.S., Missouri Baptist University; Ph.D., Liberty University. (FT-D)

Williams-Mejri, Rachel A; B.A., M.A.

Adjunct Faculty

B.A., Louisiana Tech University; M.A., Univ of Louisiana at Lafayette. (PT-D)

Willis, Rachel Van Hofwegen; B.A., M.Ed.

Adjunct Professor of College of General Studies

B.A., M.Ed., Liberty University. (PT-R)

Willmington, Harold L.; B.A., D.Min.

Professor of Bible

B.A., Culver-Stockton College; D.Min., Trinity Evangelical Divinity School. (FT-R)

Willmington, Matthew L.; B.S., M.R.E., Ed.D.

Assistant Professor of Religion

B.S., Liberty University; M.R.E., Liberty Baptist Theological Seminary; Ed.D., University of Sarasota. (PT-R)

Wilmouth, Carrie; B.S., M.S., Ph.D.

Assistant Professor of Psychology

B.S., Bridgewater College; M.S., Ph.D., Binghamton University. (FT-R)

Wilsey, John D.; B.A., M.Div., Ph.D.

Assistant Professor of Philosophy

B.A., Furman University; M.Div., Ph.D., Southeastern Baptist Theological Seminary. (FT-D)

Wilson, Aaron M; B.S., M.B.A.

Associate Professor of Aviation

B.S., Bob Jones University; M.B.A., Daniel Webster College. (PT-R)

Wilson, Emily A; B.A., M.A.

Adjunct Faculty

B.A., Liberty University; M.A., Liberty University. (PT-R)

Wilson, Jennifer; B.A., M.S., Ph.D.

Adjunct Faculty

B.A., Lee University; M.S., Florida State University; Ph.D., Florida State University. (PT-D)

Wilson, Joshua E; B.S., M.F.A.

Instructor of Studio and Digital Arts

B.S., Pensacola Christian College; M.F.A., Pensacola Christian College. (FT-R)

Wilson, Rhonda L.; B.S., M.Ed.

Instructor of Psychology

B.S., Liberty University; M.Ed., Lynchburg College. (FT-D)

Winchester, Chris L; B.A., M.A.

Adjunct Instructor of Religion

B.A., M.A., University of NC Charlotte. (PT-D)

Wind, John; B.A., M.Div.

Adjunct Instructor of Religion

B.A., Northwestern College; M.Div., Southern Baptist Theological Seminary. (PT-D)

Windsor, Carl; B.A., M.A., Ph.D.

Professor of Communication Studies; Instructor

B.A., Michigan State University; M.A., Michigan State University; Ph.D., Ohio State University. (FT-D)

Windsor, Deborah Ann; B.S., M.B.A.

Adjunct Instructor of Business

B.S., M.B.A., Liberty University. (PT-D)

Wine, Larry E.; B.A., M.S.F.E.

Instructor of Criminal Justice

B.A., Adrian College; M.S.F.E., Troy State University. (FT-D)

Wing, Peter; Th.B., M.M., FAA Comm, CFI, CFII

Adjunct Instructor of Aeronautics

Th.B., M.M., Piedmont International University. (PT-D)

Winter, Natalie C; B.S., M.B.A., Ed.D.

Instructor

B.S., Azusa Pacific University; M.B.A., Azusa Pacific University; Ed.D., Pepperdine University. (PT-D)

Winterich, Daniel Robert; B.S., J.D.

Adjunct Instructor of Government

B.S., John Carroll University; J.D., Cleveland State University. (PT-D)

Witek, Joseph T; B.A., J.D.

Adjunct Instructor of Business

B.A., Yale University; J.D., University of Illinois-Urbana. (FT-D)

Witham, Stephen P.; B.A., M.A.

Associate Professor of Government

B.A., Lehigh University; M.A., University of Notre Dame; M.A., Maranatha Baptist Bible College. (FT-R)

Witt, Angela; B.S., ATC

Approved Clinical Preceptor

B.S., Liberty University. (FT-R)

Wolfe, Kevin D.; B.S., M.A., Ph.D.

Assistant Professor of History

B.S., Wofford College; M.A., College of Charleston; Ph.D., University of South Carolina. (FT-D)

Wolverton, Rachel L; B.S., M.S.

Adjunct Faculty

B.S., Letourneau University; M.S., Eastern Michigan University. (PT-D)

Wood, Benjamin Scott; B.A., M.A., Ph.D.

Instructor of Psychology

B.A., Azusa Pacific University; M.A., California State University; Ph.D., Hofstra University. (FT-R)

Wood, Robin Anne; B.A., M.Ed.

Adjunct Instructor of College of General Studies

B.A., M.Ed., Liberty University. (FT-D)

Wood, Ronald; BACC, M.A., Ph.D.

Adjunct Faculty

BACC, Suny Empire State College; M.A., Suny Empire State College; Ph.D., Walden University. (PT-D)

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. (FT-R)

Woods, James Robert; B.S., M.A.R., M.Div.

Adjunct Instructor of Religion

B.S., Rochester Institute of Technol; M.A.R., M.Div., Liberty University. (PT-D)

Woodworth, Erin Christine; B.S.E., M.Ed.

Adjunct Instructor of Education

B.S.E., Liberty University; M.Ed., Alfred University. (PT-D)

Woodworth, Steven E; B.A., Ph.D.

Adjunct Instructor of History

B.A., Southern Illinois University; Ph.D., Rice University. (PT-D)

Woody, Dana Kaye Smith; B.S., M.S.N, D.N.P.

Assistant Professor of Nursing

B.S., Lynchburg College; M.S.N, Lynchburg College; D.N.P., Liberty University. (FT-R)

Worley, Michele Sutton; B.A., M.A.T., M.Ed.

Adjunct Instructor of College of General Studies

B.A., University of NC Greensboro; M.A.T., M.Ed., Liberty University. (PT-D)

Wright, Carrie Lynn; B.S., M.A.

Adjunct Instructor of Psychology

B.S., M.A., Liberty University. (PT-D)

Wright, Jay E.; B.A., M.B.A.

Instructor of Business

B.A., Radford University; M.B.A., Old Dominion University. (FT-D)

Wu, Darren C.; B.S.M.E., M.A.R.

Assistant Professor of Biblical Worldview

B.S.M.E., United States Naval Academy; M.A.R., Liberty Baptist Theological Seminary. (FT-R)

Wygala, Sharon A; B.S., M.S.

Adjunct Instructor of Health Professions

B.S., Liberty University; M.S., VA Polytech Inst State Univ. (FT-D)

Wynn, Crystal L; B.S., M.P.H., Ph.D.

Adjunct Instructor of Health Professions

B.S., Delaware State University; M.P.H., Univ of NC Chapel Hill; Ph.D., Walden University. (PT-D)

Xie, Yan; M.A., M.Ed., Ed.D.

Assistant Professor of Modern Languages

M.A., Xi'an International University; M.Ed., University Mass Amherst; Ed.D., Liberty University. (FT-R)

Yates, Brian C.; B.S., M.Ed., Ed.D.

Dean, College of Applied Studies and Academic Success; Professor of Education

B.S., Grove City College; M.Ed., Westminster College; Ed.D. University of Pittsburgh. (FT-R)

Yates, Wendy J; B.S., M.Ed.

Adjunct Faculty

B.S., Liberty University; M.Ed., Averett University. (PT-D)

Yeager, Erik; B.A., M.B.A.

Adjunct Faculty

B.A., Colorado State University; M.B.A., Liberty University. (PT-D)

Yearwood, Jeff; B.A.S., M.A.

Adjunct Instructor of Business

B.A.S., M.A., Capella University. (PT-D)

Yokum, Sarah M; B.B.A., M.A.C.

Adjunct Instructor of Business

B.B.A., M.A.C., West Virginia University. (PT-D)

Yonts, Timothy Asher; B.S., M.Div.

Adjunct Faculty

B.S., Liberty University; M.Div., Liberty Baptist Theo Seminary. (PT-R)

Young, David L.; B.S., M.A., FAA COMM, INST, CFI, CFII, ME, MEL, ATP

Dean, School of Aeronautics; Associate Professor of Aeronautics

B.S., Virginia Polytechnic Institute and State University; M.A., Central Michigan University. (FT-R)

Young, Emily Dawn; B.S.N.

Adjunct Faculty

B.S.N., Liberty University. (PT-R)

Young, George A.; B.S., M.S., Ph.D.

Professor of Business

B.S., M.S., Arizona State University; Ph.D., Michigan State University. (FT-R)

Young, Rachel; B.C.J., M.A.S.S., Ph.D.

Adjunct Instructor of Government

B.C.J., M.A.S.S., Florida A&M University; Ph.D., Southern University. (PT-D)

Young, Jr., Robert Breen; B.S., M.S.

Chair, Department of Mathematic; Associate Professor of Mathematics

B.S., Liberty University; M.S., North Carolina State University. (FT-R)

Yuzon, Kelli Brooke; B.S., M.A.

Adjunct Instructor of Psychology

B.S., M.A., Liberty University. (PT-D)

Zabloski, James L; B.S., M.S., Ed.S., Ed.D.

Assistant Professor of Education

B.S., Baptist Bible College; M.S., Pensacola Christian College; Ed.S., Ed.D., Liberty University. (FT-D)

Zaffke, Virginia; B.A., M.A.

Assistant Professor of Business Management Information Systems

B.A., Bethel College; M.A., College of St. Thomas. (FT-R)

Zealand, Clark; B.S., M.A., Ph.D.

Associate Dean; Associate Professor of Education

B.S., M.A., Liberty University; Ph.D., University of Waterloo - Ontario. (FT-R)

Zealand, Lauren Danae; B.B.A., M.B.A.

Adjunct Instructor of College of General Studies

B.B.A., M.B.A., Liberty University. (PT-D)

Zhang, Pei; B.S., Ph.D.

Assistant Professor of Biology

B.S., Huazhong Normal Univ-China; Ph.D., University of Alabama. (PT-R)

Ziebart, Carolyn; BACC, M.Eng.

Instructor of Engineering

BACC, Georgia Inst of Technology; M.Eng., Georgia Inst of Technology. (FT-R)

Zimmerman, Lisa D; B.A., M.S.W.

Instructor of Social Work

B.A., Wheaton College; M.S.W., University of Illinois-Chicago. (FT-D)

Zuidema, Brandon; B.S., M.S.

Instructor of Criminal Justice

B.S., State University of New York; M.S., Longwood University. (FT-D)

Zuidema, Ryan; B.S., M.B.A.

Instructor of Criminal Justice

B.S., State University of New York; M.B.A., Averett University. (FT-D)

Zuidema, Spring I.; B.A., M.A.

Instructor of English

B.A., Lynchburg College; M.A., Longwood University. (FT-D)

Zwald, Nathan John; B.M.

Adjunct Faculty

B.M., Shenandoah University. (PT-R)

Addendum Record

School of Music

August 9, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36454>

Page 165, Modify program learning outcomes for BS Music and Worship Major and concentrations. Modify program learning outcomes for BM in Worship Leadership.

Page 166, Modify program learning outcomes for BM Music in World Cultures.

Page 166, Modify program learning outcomes for BM Commercial Music.

Courses of Instruction

August 10, 2017, FACC FIO 201707-07

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=27>

Page 248, Modify INDS 400 prerequisites.

Page 272, Modify PHIL 430, PHIL: 420, PHIL 497 prerequisites.

Board of Trustees. Administration and Staff

August 14, 2017, Provost Office announcement

<https://www.liberty.edu/index.cfm?PID=36420>

Page 292, Update Shanna Aker's job title.

Page 294, Remove Administration Staff section.

School of Nursing

August 14, 2017, Provost Office announcement

<https://www.liberty.edu/index.cfm?PID=36420>

Page 162, Remove Shanna Aker from administration section.

Courses of Instruction

August 28, 2017

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=27>

FACC FIO 201707-06

Page 268, Modify NURS 210 prerequisites.

Page 269, Modify NURS 221, 225, 301, 302, 305 prerequisites.

Page 270, Modify NURS 415, 416, prerequisites.

Page 271, Modify NURS 419, 420, 445, 451, 460, 465, 466 prerequisites.

Page 272, Modify NURS 490 prerequisites.

FACC 201707-06

Page 270, Modify NURS 354, 355, 356, 357 course description and prerequisites.

Page 271, Modify NURS 441, 442, course description and prerequisites.

FACC FIO 201707-03

Page 215, Modify CSIS 481 prerequisite.

FACC FIO 201707-04

Page 198, Remove BUSI 300 prerequisite.

Page 200, Modify BUSI 411, BUSI 414, BUSI 415, BUSI 416 prerequisite.

Page 201, Modify BUSI 427, BUSI 430 prerequisites.

Page 202, Modify BUSI 455, BUSI 498 prerequisites.

FACC FIO 201707-05

Page 210, Add CLST 103 prerequisite.

Page 251, Modify MATH 100, MATH 110, MATH 115, MATH 117, MATH 121, MATH 126, prerequisites.

Page 251, Modify MATH 201, MATH 217 prerequisites.

Courses of Instruction

September 13, 2017

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=27>

FACC FIO 201708-02

Page 188, Modify AVIA 320 and AVIA 325 prerequisites.

Expenses and Financial Policy – Resident Program

September 15, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36439>

Page 49-50, Modify Returned Payment Fee section.

Admissions – Resident Program

October 2, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36425>

Page 18, Modify Transfer of Credits section.

Admissions – Online Program

October 2, 2017, Request for Catalog Change Form

<http://www.liberty.edu/index.cfm?PID=36453>

Page 23, Modify Transfer of Credits section and International Admission section.

Academic Information and Policies – Resident Program

October 2, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36418>

Page 27, Modify staff listing and update titles for several people in the Administration section.

Page 28, Modify Transfer of Credits section.

Page 30-31, Modify Class Attendance Policy section.

Page 32, Modify Dropping/Adding/Withdrawing from Courses section.

Academic Information and Policies – Online Program

October 2, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36419>

Page 39, Modify staff listing and update titles for several people in the Administration section.

Page 40, Modify Transfer of Credits section.

Page 45, Modify Academic Suspension section.

Expenses and Financial Policy – Resident Program

October 2, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36439>

Page 49, Modify Failed Payment Processing Fee name.

Page 50, Modify Payments on Student Account section and Failed Payment Processing Fee section.

Page 51, Modify Course, Online Content, and Material Fees section.

Page 53, Modify Medical Withdrawal Policy section and Withdrawal Refund Policy section.

Expenses and Financial Policy – Online Program

October 2, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36447>

Page 54, Modify Failed Payment Processing Fee name.

Page 54, Modify Payments on Student Account section.

Page 55, Modify Failed Payment Processing Fee section and Course, Online Contents, and Material Fees section.

Page 57, Modify Withdrawal Refund Policy section.

School of Divinity

October 2, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36434>

Page 135, Add Undergraduate Certificates section.

School of Engineering and Computational Sciences

October 2, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36443>

Page 143, Add ABET website in Program Accreditation section.

School of Music

October 2, 2017, FACC 201708-04

<https://www.liberty.edu/index.cfm?PID=36454>

Page 165, Add BS in Worship Studies program.

Programs of Study

October 3, 2017, FACC 201708-04

<https://www.liberty.edu/index.cfm?PID=36465>

Page 88, Add BS in Worship Studies program to School of Music section.

School of Behavioral Sciences

October 10, 2017, Administration Approval 2017 10 09

<https://www.liberty.edu/index.cfm?PID=36458>

Page 117, Add “Dobson Center” to 3 minors that fall under the center.

Courses of Instruction

October 24, 2017

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=27>

FACC FIO 201709-07

Page 219, Modify the following courses corequisites and prerequisites: EDSP 324, EDSP 325, EDSP 363, EDSP 364, EDSP 365, EDSP 413, EDSP 414, EDSP 415.

Page 220, Modify the following courses corequisites and prerequisites: EDSP 473, EDSP 474, EDSP 475, EDUC 205, EDUC 240.

Page 221, Modify the following courses corequisites and prerequisites: EDUC 317, EDUC 318, EDUC 319.

Page 222, Modify the following courses corequisites and prerequisites: EDUC 435, EDUC 436.

Admissions – Resident Program

October 10, 2017, ACC 201710-02

<https://www.liberty.edu/index.cfm?PID=36425>

Page 17, Modify Test Score section.

School of Education

October 17, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36432>

Page 136, Modify Administrative staff section.

Board of Trustees. Administration and Staff

October 17, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36420>

Page 294, Add Kevin D. Struble.

School of Nursing

October 24, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36420>

Page 167, Add Shanna Akers to administration section as Interim Dean.

Board of Trustees. Administration and Staff

October 24, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36420>

Page 292, Add Interim Dean title to Shanna Akers information.

Admissions – Resident Program

October 25, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36425>

Page 18, Modify International Admission section.

Admissions – Online Program

October 25, 2017, ACC 201710-03

<http://www.liberty.edu/index.cfm?PID=36453>

Page 23, Modify International Admission section.

Courses of Instruction

October 26, 2017

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=27>

FACC FIO 201710-02

Page 280, Modify SMGT 402 title name to “Outreach in Organized Sport” and modify course description.

FACC 201710-02

Page 206, Add CINE 281 “Media Composer Fundamentals I”.

FACC 201710-03

Page 206, Add CINE 282 “Media Composer Fundamentals II”.

Courses of Instruction

October 30, 2017

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=27>

Page 225, Correct typo in ENGE 421 prerequisite.

Courses of Instruction

November 3, 2017

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=27>

FACC FIO 201710-03

Page 195, Remove all prerequisites in BIOL 213.

Academic Information and Policies – Resident Program

November 7, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36418>

Page 38, Remove CLEP and ICE information from the Graduation Requirements section.

Introduction to Campus

November 14, 2017

<https://www.liberty.edu/index.cfm?PID=36416>

Page 8, Remove Center for Creation Studies (found in College of Arts and Sciences section) and Center for Cultural Studies (center should be listed in College of General Studies according to Administrative Approval 2014 12 16). Remove Camp Hydaway section; this is no longer valid and the correct information is in the Campus Recreation section. Remove David’s Place and Disc Golf section, the information is included in Campus Recreation.

Page 9, Remove East Athletic Complex section; this is already included in Campus Recreation section. Remove Elmer L. Towns Religion Hall; this building no longer exists.

Page 10, Remove Liberty Mountain Intramural Sports Complex and Lahaye Ice Center subsection; this is already included in Campus Recreation section.

Page 12, Remove Paintball Battlefield section; this is already included in Campus Recreation section. Remove Tolsma Indoor Track and Conference Center; this no longer exists.

Liberty University Online Academic Calendar 2017-2018

November 21, 2017, Request for Catalog Change Form

<http://www.liberty.edu/media/1270/forms/LU-Online-Academic-Calendar-2017-2018.pdf>

Page 15, Modify Student Access (0 Week) dates in the Spring 2018 section and Summer 2018 section.

Courses of Instruction

December 6, 2017

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=27>

FACC FIO 201711-03

Page 286, Modify THEA 497 prerequisites to say “Instructor permission only.”

FACC FIO 201711-04

Page 287, Modify THEO 330 delivery format to include both residential and online.

Willmington School of the Bible – Online Program

December 6, 2017

<https://www.liberty.edu/index.cfm?PID=36446>

Page 175, Add DCP link to the “Program of Study” section.

Academic Information and Policies – Resident Program

December 13, 2017, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36418>

Page 38, Add statement about Graduate and Doctoral credit in the Certificate Completion Requirements subsection and the Graduate Requirements subsection.

Courses of Instruction

December 13, 2017

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=27>

FCC 201612-37 – Addendum 3

Page 234, Add course FACS 380.

Page 235, Add course FACS 499.

Courses of Instruction

January 8, 2018

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=27>

FACC FIO 201712-01

Page 213, Modify CSIS 316 prerequisites.

Page 214, Modify CSIS 342 prerequisites.

Page 215, Modify CSIS 434 prerequisites.

FACC FIO 201712-07

Page 200, Modify BUSI 411 prerequisites.

FACC FIO 201712-08

Page 242, Remove HIST 300 prerequisites.

FACC FIO 201712-06

Page 206, Update CINE 271 course title.

FACC FIO 201712-05

Page 206, Update CINE 272 course title.

FACC FIO 201712-15

Page 246, Add INDS 299.

College of Applied Studies and Academic Success

January 29, 2018

<https://www.liberty.edu/index.cfm?PID=36450>

PLO Revision Form

Page 93, Modify “Program Learning Outcomes” for Interdisciplinary Studies Major (B.A. and B.S.).

Academic Information and Policies – Resident Program

February 14, 2018, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36418>

Page 38, Modify staff listing.

Academic Information and Policies – Online Program

February 14, 2018, Request for Catalog Change Form

<https://www.liberty.edu/index.cfm?PID=36419>

Page 39, Modify staff listing.

Programs of Study

February 28, 2018

<https://www.liberty.edu/index.cfm?PID=36465>

Administrative Approval 2018 02 26

Page 86, Rename School of Engineering and Computational Sciences to School of Engineering. Remove Computer Science BS programs and minors.

Page 83, Add Computer Science bachelor programs and minors into the School of Business.

School of Engineering

February 28, 2018

<https://www.liberty.edu/index.cfm?PID=36443>

Administrative Approval 2018 02 26

Page 143, Change school name to School of Engineering (in header as page title). Change school title in the dean's title and the school purpose statement. Remove Computer Science BS program and minors.

School of Business

February 28, 2018

<https://www.liberty.edu/index.cfm?PID=36434>

Administrative Approval 2018 02 26

Page 121, Add Computer Science (BS) to School of Business.

Page 124, Add Computer Science minor and Information Security minor.

Table of Contents

July 26, 2018

Administrative Approval 2018 02 26

Page 1, Edit page numbers to match respective program location.



1971 UNIVERSITY BLVD.
LYNCHBURG, VA. 24515

(434) 582-2000 | LIBERTY.EDU